



HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

Behaviour for Learning Policy

This policy should be read, applied, and understood in conjunction with all other policies that are available to view on our school website.

SLT responsible:	Head of School (Primary), Deputy Headteacher – Standards (Secondary)
Last reviewed:	October 2024
Ratified by Trustees:	14 November 2024

Hailsham Community College Academy Trust

Behaviour for Learning Policy

We want all our learners to enjoy school and develop enthusiasm for learning alongside an understanding of their future role in society. Effective management and clear consistent routines ensure that we maximise the time for learning and learners are taught to be self-disciplined and self-regulating. We believe in high aspirations, motivation and achievement for all, in a school community where all members are equally valued.

To enable effective learning and teaching to take place, it is expected that all staff, students, Trustees and parents work together to ensure the highest standards of behaviour in all aspects of college life. As individuals, we all have a choice regarding how we conduct ourselves. It is important that we all recognise that for every choice or action within our college, there is a consequence. Positive behaviours will be recognised through our tiered rewards programme, whereas learners who do not meet college expectations will be supported through our behaviour systems.

Hailsham Community College has clear expectations of learners, which are underpinned by our core values within Our Hailsham Way:

- BE READY
- BE RESPECTFUL
- BE WORKING
- BE SAFE

At Hailsham Community College, we believe that kindness should inform all our interactions, behaviours, and relationships. Our Hailsham Way and the principle of kindness are integral to our behaviour policy and the learner Code of Conduct. It requires our learners to respect and value each other and their learning; similarly, it is for the adults to model kindness and to teach it through modelling, interactions, and behaviours.

The aim of this Behaviour Policy is to create and secure a learning environment where learners and staff are safe, develop strong working relationships and can excel. In order that we achieve this, Hailsham Community College expects all learners to adhere to the Behaviour Policy so that:

- All learners feel safe and supported in their learning and development
- Learning is the most important consideration.
- Staff can teach to the best of their abilities.
- Learners can learn, progress and achieve to their maximum potential
- Every teacher can teach without interruption in a calm and focused environment.
- Lessons, corridors and learning spaces are calm and orderly.
- All stakeholders can enjoy and be proud of their association with Hailsham Community College.
- Every parent/carers is clear about our school's expectations and support the progress of their child and our school.

We aim to develop a culture of praise where Our Hailsham Way and Kindness are celebrated alongside each other. We must all look to recognise and praise in order that we create an effective and conducive learning

environment and culture where staff and learners can be happy, enjoy their learning and excel. Our tiered rewards programme makes clear how we will recognise and celebrate this positive behaviour.

Staff

We expect all staff to model Our Hailsham Way and Kindness through their interactions and working relationships with each other and with our learners. Therefore, all staff will:

- Commit to Our Hailsham Way values and model them in all interactions and behaviours
- Model our ethos of '*Be The Very Best You Can Be*'
- Believe in all learners' potential
- Be considerate and supportive to all learners and colleagues
- Build and teach strong working relationships with all stakeholders
- Celebrate all learning and progress through our tiered rewards programme

As adults, we all have an important role in creating and securing excellent behaviours in and around our school. **All members of staff must address conduct that does not meet Our Hailsham Way.** To support a consistent approach, all staff will therefore:

- Be proactive in applying our behaviour policy
- Develop positive working relationships with all learners
- Model the behaviours that we expect from our learners
- Recognise and actively praise learners who display Our Hailsham Way values and kindness
- Address the conduct of any learner that is deemed to not align with Our Hailsham Way.

At Hailsham Community College, we strive to create a consistent environment that nurtures positive behaviour and relationships. All adults at our school should acknowledge the importance of the physical environment in promoting emotional wellbeing, self-esteem and positive relationships. This includes workspaces, learning environments and social zones. To create a positive environment in and around our school, all adults will therefore:

- Be always welcoming and have a positive attitude
- Be highly visible in and around our school, particularly at lesson changeover, break and lunch times
- Be highly proactive in implementing our tiered rewards programme
- Use our behaviour policy to ensure a consistent and fair approach
- Reminding students about expectations
- Model calm and orderly movement in the corridors and social zones
- Model the behaviours we expect
- Be available and proactive as much as possible to support learners and colleagues.

Our Behaviour Policy can be applied to learners within core school hours, during pre and post school activities, in transit to and from school, and at any time when a behaviour related issue impacts on school life and/or the safety of others within our school community.

Pre-School Phase

Pre-School Phase Specific Behaviour for Learning

Positive behaviour is rewarded by:

Stickers awarded by members of staff

Verbal praise

Visual aids

Certificates for major achievements

Head of school stickers and sending child to Head of School or senior member of staff for praise

We will encourage sharing and taking turns

Staff will act as good role models

Discuss with children about the rules and boundaries

Help children to understand affects of their behaviour

Value all children as individuals

The aims of the pre-school Behaviour Management procedures are to help children to:

Develop a sense of caring and respect for one another and their environment.

Build caring and co-operative relationships with other children and adults.

Develop a range of social skills and help children learn what constitutes acceptable behaviour.

Develop confidence, self discipline and self esteem in an atmosphere of mutual respect and encouragement.

Recognise and praise good behaviour, good manners, being kind and thoughtful, for being a good friend etc.

Understand their emotions and learn to self-regulate.

The Pre-school aims to provide a stimulating range of experiences and activities for children to make sense of the world through play. We recognise that busy children are less likely to behave in an unacceptable or antisocial way. We also recognise that we need to set reasonable rules and boundaries, which all adults will maintain in the management of children.

We will:

Support children to use co-regulation techniques.

Use the zones of regulation as a way to discuss children's emotions with them.

Have an area for the child/ren to sit and calm, using books, drawing or an egg timer to give children a visual understanding of the time

Distract the child's attention

Use stories as a tool to discuss behaviour

Use Makaton to support visually

Parents/Carers will be informed of this and we will continue to work together to promote positive behaviour. As a Pre-school we will work with outside agencies if needed to help the individual child.

Primary Phase

Primary Phase Specific Behaviour for Learning

The primary phase of Hailsham Community College follows the same expectations for children's behaviour. The focus of the children's behaviour is that it creates an atmosphere for learning and all staff promote this. Pro-social behaviours are those which are positive, helpful and promote social acceptance and these are conveyed through our School Rules as well as being taught explicitly within RSE, PSHE, Assemblies and being modelled by all staff.

There needs to be a system that, as a whole phase, we agree upon and is fundamentally the same across key stages one and two. We need to reward all the children who make the right choices on a daily basis so when we have children who need extra support with their behaviour and they then need more than we already have in place, we will know we are rewarding those consistently following our rules. We also need to make it our aim to ensure everyone has a positive day and, therefore, need to build every opportunity for the children to 'turn things around'. To support this, in the primary phase, the day is divided up to morning and afternoon, so everyone has a fresh start after lunch.

Recognition needs to be given for good behaviour, good manners, being kind and thoughtful, for being a good friend etc.

Children need to be given helpful reminders. These are to help the child to refocus and regulate their behaviour. This should interfere with the focus of the lesson as little as possible. The number of reminders a child receives may depend on the need of the child in question and the behaviour displayed.

Following the reminders, if the behaviour continues and impacts on learning, a warning is given.

Following the warning if the behaviour does not change, or escalates, a child will be asked to take themselves to decision time in the classroom. This needs to be a different area of the room. The decision time is an opportunity for a child to make the decision to change their behaviour. If the child makes a positive decision, successfully regulates their behaviour and re-joins the class, they should be welcomed warmly and praised. If the child refuses to complete decision time or continues the undesired behaviours, then the child will receive a logical consequence. It is the responsibility of the member of staff to try to prevent this happening. If the child is unable to regulate and, therefore, unable to complete decision time, they will be given extra time and support in order to ensure they can be welcomed back to class. This may necessitate the calling of a member of SLT to help support the child. Wherever possible, staff will use de-escalation techniques and scripts from Emotion Coaching.

Consequences will be completed with a member of staff. If a child receives a consequence, it must be recorded on My Concern and parents must be informed by the class teacher.

Following the decision that a child receives a consequence, the staff member needs to complete a restorative conversation. This conversation will include discussing what went wrong, why it went wrong, what could the child have done. This must be recorded as an action on My Concern.

Positive behaviour will be managed and rewarded through Class DoJo. At the end of the week the child with the most DoJo's will be rewarded with a certificate in celebration assembly. There will also be a class reward system, where adults are able to reward whole classes for positive behaviour. Collecting twenty class rewards will result in a class 'treat', which will be organised by the class teacher.

All classes will also reward a daily star of the day. The child will be given a star of the day sticker.

Teachers are free to add their own daily rewards, for example stickers, certificates, table points, table 'cups', small toys to add as a mascot and given to the individual or table working hardest/quietest/best work etc.

What if this is not enough?

For those who find behaviour difficult:

A yellow 1,2,3, sheet with 3 targets will be issued and they will be removed from having an impact on the class system (parents informed) – If this has a positive impact, after 2 weeks they will be returned to the class system. This will contain a maximum of three targets At the end of each day children need to go to a member of the SLT for discussion about how the day has gone.

If there is still no improvement in behaviour then the child will move to a red report card (teachers/TAs/parents to comment/sign – similar to yellow report card). Parents will then be asked to attend a meeting and the possibility of exclusion will be discussed. – If this has a positive impact, after 2 weeks they will be returned to the Yellow report card

Consequence Time

Our focus is always to analyse and understand behaviour, rather than suppressing and personalising it. When a child shows behaviour that does not meet expectations, logical and supportive consequences are put in place for the child. The staff member who has decided on the consequence must give consideration to what the child needs to learn, how they will be taught, how long the consequence will last and how we know they have learnt what they need to.

An online register will be kept of all the children attending and again this will be monitored to look at individuals, clusters of children, which classes they are from and reasons for being sent.

Children who continue with un-social or anti-social behaviour whilst completing consequences will be supported to regulate until they are able to complete the consequence. If they do not regulate then an internal exclusion for the next period of learning may be put in place.

This system is followed by all (Class teachers, TAs, INAs, office staff, cleaners, dinner supervisors, parent helpers, Trustees etc.)

Promoting Positive Behaviour and positive relationships

A reward system exists to promote self-esteem in our learners and to encourage them to be hard working and contributing members of the community. Whilst recognising the importance of consistency, the academy also acknowledges that at different stages within a child's life at school, different ways of rewarding positive behaviour and academic achievement may be appropriate.

Individual class teachers have developed their own reward systems in discussion with their class.

Positive behaviour is rewarded by:

Stickers awarded by members of staff

Verbal praise

Certificates for major achievements in assemblies

Head of school stickers

Sending child to Head of School or senior member of staff for praise

Class rewards

Academic achievement is rewarded by

- Verbal praise
- Head of school stickers
- Sending child to Head of School

Secondary Phase

Secondary Phase Specific Behaviour for Learning

Rewarding Positive Conduct

Recognising and promoting Our Hailsham Way and Kindness is a key means of developing the potential of young people by giving encouragement and praise. Positive conduct is best promoted and developed by drawing attention to and rewarding the expectations we value. Positive guidance is also essential in upholding positive conduct among learners and fostering positive decision-making.

We promote positive conduct and good choices using praise and our tiered rewards programme. We achieve this by acknowledging and communicating Our Hailsham Way wherever learners show it. Praise needs to be used appropriately, sincerely and linked to tangible examples of a learner's strengths. All adults should consciously look to praise learners and can refer to table 2 which offers specific examples of where praise should be given.

Table 1 - Hailsham Community College uses different methods to praise and to recognise positive conduct, such as, but not limited to:

Verbal praise	Achievement Point Competitions	Communication home	Reward trips and events
Recognition in Mentor time and Assembly	Recognition meetings with SLT	Prizes/vouchers	Honours Evening

Learners can be rewarded at school:

- In lesson time by their subject teachers or supporting adult
- During mentor time by their Mentor
- Through their Head of Year or a Head of Department
- During social times
- During assembly
- During On Call when staff are visiting lessons
- Through participation in school events
- For exceptional achievements within our community

Achievement Points

All staff should allocate achievement points for demonstrating Our Hailsham Way and Kindness as well as recognising effort, excellent improvement, and excellent work. Through staff briefings and meetings, staff will be reminded of the importance of recognising learners for positive conduct, effort, and excellence. All adults will be expected to praise and reward learners who demonstrate Our Hailsham Way values and acts of kindness as an implicit part of their teaching and as a norm within our school culture. Examples are available as follows:

Table 2 – Examples of Rewarding Our Hailsham Way

Our Hailsham Way	Examples of where 1 point should be given:
Be Ready	Arriving to school and lessons with a mindset that shows a readiness to learn
	Arriving in good time
	Consistently wearing correct uniform and looking presentable
	Consistently bringing in the necessary equipment
	Sitting in their seat and beginning the 'Do Now' in silence
	Being ready to try new things
Our Hailsham Way	Examples of where 1 point should be given:
Be Respectful	Respecting others and their learning
	Caring for our environment
	Never disrupting learning
	Listening attentively
	Helping others
	Displaying good manners
	Looking after College resources
	Greeting others respectfully
Our Hailsham Way	Examples of where 1 point should be given:
Be Working	Trying their very best, even when things are difficult
	Asking questions and being curious
	Sharing ideas with peers when appropriate
	Completing all of work to a good standard
	Working independently outside of the classroom
	Finding opportunities to work harder

Our Hailsham Way	Examples of where 1 point should be given:
Be Safe	Following instructions when asked – the first time of asking
	Trying their very best to self-regulate to keep everyone safe
	Being kind and respectful towards others
	Being considerate, calm and orderly around the school
	Reporting any unkind or unsafe behaviour
	Reporting any discrimination
	Listening to important information that will keep them safe.

The 'Our Hailsham Way' Award	5 points should be given for demonstrating all 4 in any one lesson. Maximum of 1 student per lesson.
Be Ready, Be Respectful, Be Working, Be Safe	Use professional judgement with this. You may wish to assign a few minutes at the end of each lesson to share who you will be awarding it to and why.

When a student is given achievement point, an immediate communication is sent to parents/carers via Class Charts. All reward points contribute to our tiered rewards programme. Throughout the year, our Standards Team will analyse the reward points that have been given to learners per staff member, department, and year group, to ensure rewards are allocated fairly and appropriately. The analysis will inform further actions, as necessary.

Table 3 - Achievement Points Pyramid:



Our Tiered Rewards Programme:

To receive a BRONZE Certificate of Achievement, a student must:

- Receive 100 achievement points through 'Our Hailsham Way.'
- Their certificate will be signed by their mentor and presented to them during mentor time.

To receive a SILVER Certificate of Achievement, a student must:

- Receive 250 achievement points through 'Our Hailsham Way.'
- Their certificate will be signed by their Head of Year and presented to them during their year group assembly.

To receive a GOLD Certificate of Achievement, a student must:

- Receive 500 achievement points through 'Our Hailsham Way.'
- Their certificate will be signed by a member of the Senior Leadership Team and presented to them during an organised presentation.

To receive a PLATINUM AWARD, a student must:

- Embody 'Our Hailsham Way' in all they do.

Rewarding Kindness

There will be designated times within our school calendar that will celebrate and recognise kindness. Kindness will be promoted through the Mentor & PSHE programme, and via assemblies with staff endorsing, recognising and praising acts of kindness. It will also be recognised in whole school events at the end of the year.

Behaviour Protocols

When a learner has displayed inappropriate behaviour, we want them to recognise the impact they are having on the learning and wellbeing of others as well as themselves. We encourage learners to address their conduct by recognising their choices and reflecting on the impact that this has caused. We will guide learners to make the 'right' choices and we will provide further supportive interventions where necessary.

Our expectations for all learners are as follows:

Arrival to School:

- Conduct yourself appropriately in line with Our Hailsham Way
- Turn mobile phones off, and ensure they are placed out of sight for the duration of the School Day as per our Mobile Phone Policy.

Assembly and mentor time:

- Attend line-up, assembly, and mentor time as per our protocols, detailed in Appendices.

Lessons:

- Learners are ready to learn, arriving on time, with the correct equipment and immediately engage with the Do Now activity.
- Learners are respectful of the learning environment and the lesson being delivered.
- Learners are working to the best of their ability in all lessons
- Learners are safe, following instructions and show care and consideration for all in their lesson.

Corridors/on stairways and during social times:

- Not eating food or drink in the corridor.
- Move quietly and calmly - no running, pushing or shouting.
- Move swiftly to get to your lesson on time.
- No lingering or stalling.
- Remove hoods and hats.
- Never disrupt the learning of other students.
- Be kind and help other learners and adults, e.g., hold the door open.

- No learner should be in the corridor during lesson time unless they have permission from an adult.
- All learners should remain within the duty zones during social times.

The following behaviours are not acceptable and will be challenged:

- Refusal to follow the instructions of any adult
- Disrupting the learning of others.
- Name calling.
- Verbal abuse.
- Threatening language or behaviour.
- Intimidation.
- Physical abuse.
- Play fighting.
- Bullying and harassment, including racist, homophobic, disability, religious or gender-based abuse
- The sharing of views or opinions that could be extreme in nature, designed to cause alarm / distress, or spread hate within our School or community as a whole
- Possession of items that are illegal or likely to cause injury or offence to themselves or others.
- Vandalism or deliberate damage to property

There are behaviours that will immediately warrant a fixed term suspension from our School. For example, but not limited to, we do not tolerate **verbal and/or physical abuse towards any adult, or high-level Child-on-Child incidents as per our Safeguarding Policy.**

Disrupting Learning within the classroom and the Relocate Process

At Hailsham Community College, we will address any disruption to learning, given the impact it has on the progress of all students, and the ability of the teachers being able to teach. We have clear expectations and processes to ensure that we protect the learning of all students in the classroom:



When the teacher issues an R1, they should write 'R1' in the student's planner. Similarly, if an R2 takes place. This should be done discreetly to avoid any disruption to the rest of the class. R3 will trigger a conversation with the student outside the classroom door that focuses on asking the learner how the teacher can support them with their learning. The teacher is then expected to provide the necessary support and remind the learner of our expectations and our consequences if they do not change their conduct. Our aim is to re-engage the learner and address any learning barriers so that learners can re-enter the classroom and continue with their learning.

Behaviour points thresholds

Below details the system for the allocation of behaviour points throughout the school day:

Negative points accumulated in one (1) school day	Sanction	Communication
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3-5 negative points	15 min detention after college (to be completed 24 hours later)	Detention leads, Mentor, HOY and parents
6-9 points	30 min detention after college (to be completed 24 hours later)	Detention leads, Mentor, HOY, and parent
10+ points	Internal suspension to be completed in Reflect (on the next available school day)	HOY, parent, Assistant Headteacher

Teachers, at the conclusion of period 5, will escort those learners in their class with a detention to their 30-minute sanction in the Alternative Provision facility. If a learner does not attend / refuses the 30-minute detention, this is then escalated to a 60-minute detention the following day. Failure to then attend this is deemed to be defiance of the school's behaviour policy, ethos, and culture. The Head of Year will communicate directly with the parents / carers to address the issue and inform them that the child will be internally suspended in Reflect the next day.

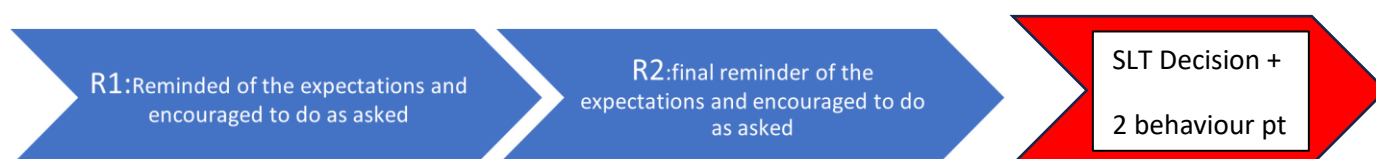
Tiered Behaviour Points Programme:

Negative Points Thresholds	Who Intervenes?	What Intervention?
10	Mentor: email home	Communication with student (mentor time) and parent (via email)
20	Mentor: phone call home	Communication with student (mentor time) and parent (phone-call) recorded on Arbor. Round robin of shared targets for learner is communicated to all teachers. Review point after 1 week.
Review point (week 1 & 2)	Mentor: phone call home	Recording communications on Arbor. Positive feedback to parents giving information about targets achieved.
No improvement after week 1	Mentor: call home and inform parents of no progress	Monitor for week 2. Mentor discussion with learner.
No improvement after week 2	Mentor: refer to HOY / AHOY	HOY and / or AHOY meets with parent and implements interventions to support improvement in student behaviour for 6-week period. Discussed with AHT. Trigger TATC. Share with Link SLT and involve them as necessary.

6 weeks of intervention(s) review every 2 weeks	AHOY reviews and informs HOY	HOY shares with AHT and SLT link. Escalate interventions as necessary.
End of 6 weeks of interventions: Successful outcome	AHOY: sends out a round robin to teachers. Reviews the round robin and informs HOY	Year Team continues with interventions and / or adapts as necessary.
Unsuccessful: erratic	AHOY: reviews round robin and informs HOY	HOY meets with SLT link and parents. Explore further interventions and implement with the student – potential TATC.
Failure to engage: significant continuation in the decline of their behaviour	AHOY: collates suspension data, Relocate data and negative points and informs the HOY.	HOY and AHT meet parents: be direct about the need for improvement and explaining: S2S if there is no improvement.

Disruption to school climate and culture (outside the classroom).

When a learner does not follow instructions the first time of asking, they will be given opportunities to correct their behaviour:



Our aim is to give learners the opportunity to change their behaviours via R1 and R2, (understanding that young people often need time to process the requests being made), so that they avoid any escalation and potential conflict. Heads of Year will analyse their Year Group data on a regular basis to identify patterns in learner conduct where support or intervention may be needed.

Conduct outside of the classroom

Hailsham Community College aims to create a calm, orderly and safe environment for learners and all adults. In order that we achieve this, we expect all learners to adhere to our behaviour policy

Incident	Sanction (to be completed the following day)
Internal Truancy	15 min after college detention and contact with parent. Non-attendance will trigger escalation to 30 min after college detention
Relocate: 1 and 2 incidents in a day	30 min after college detention, Non-attendance triggers 60 min after school detention, non-attendance triggers internal suspension in Reflect

Relocate:3 incidents in a day	Internal suspension in Reflect
Use of a mobile phone / ear buds	Handed over without defiance: confiscated and returned at the end of the day – no further sanction if compliant.
Refusal to hand over the mobile phone / ear buds (any member of staff)	Pastoral team response and 15 min detention. Refusal to hand phone to pastoral team results in 30 min detention. 3 rd refusal to On Call Lead, in a day, triggers external suspension.
Anti-social behaviour: swearing, playfighting, inappropriate language	Either: negative points, 15-minute detention or 30-minute detention depending on the severity in line with our Safeguarding Policy
Child on Child: physical assault, discriminatory behaviour, causing harm, persistent defiance	Negative points, or Internal exclusion or external exclusion depending on the severity in line with our Safeguarding Policy
Physical or verbal abuse to a member of staff	External suspension
Damage to property - vandalism	Repair or payment for the damage, internal suspension, or external suspension
Possession of items likely to cause injury or offence to themselves or others	Police involvement, internal or external suspensions
Extremely serious one-off incidents, or cumulative serious breaches despite high level interventions	All available College sanctions including but not exclusive to Permanent exclusion and School to School placements.

Before issuing the sanction, it may be necessary to carry out an investigation to ascertain clarity and to collate witness accounts. The investigation will inform the sanction. Not all incidents will require an investigation, and a sanction will be issued immediately. There are other behaviours that will warrant negative behaviour points, and we will apply thresholds that trigger clear sanctions.

Negative Behaviour	1 Negative point and follow up actions
Lack of engagement	Comms to HOY, comms to HOD for action
Online concern	Comms to SG Team / SENCO Triage
Uniform	Comms to Mentor to act, parent contact
Lack of equipment	Comms to Mentor to act, parent contact
Poor corridor/ playground behaviour	Comms to Mentor to act, parent contact

Low level child on child, playfighting	Comms to Mentor to act, parent contact
No PE kit	Comms to PE HOD
Negative Behaviour	3 points and follow up actions
Internal Truancy (On Call Lead only)	Comms to Mentor and parents HOY / AHOY follow up action
Walked out of lesson / not returned to lesson	HOY / AHOY follow up action
Refusal to hand over their phone and ear buds	Comms to parent HOY / AHOY follow up action
Refusal to hand over their phone and ear buds to HOY / AHOY	Comms to parent SLT on call follow up action
Defiance refusal to do as asked despite correct application of the procedure (R1-R2)	2 points and follow up actions Comms to parent SLT / HOY / AHOY input as required
Negative Behaviour	5 points and follow up actions
Verbal / physical abuse directed at staff	Suspension – following investigation
High child on child abuse / violence	Suspension – following investigation
Vandalism	Suspension – following investigation
Prohibited item	Suspension – following investigation

(Any lists in this document are not exhaustive.)

Detention outside of College hours

Parental consent is not required for detentions. Our College will inform parents of the detention in most instances unless it is a short after school detention.

Please note it is the parent's responsibility to arrange suitable travel arrangements, and our College does not have to have due regard to any inconvenience this may cause, however, consideration will always be given to a learner's safety. If it were considered that to impose the detention would put the learner at risk, or that the circumstances deemed the detention to be unreasonable then an alternative date and time for the detention could be imposed.

Communicating the Behaviour Policy

Our College aims to ensure that our policy is understood by all stakeholders and that feedback from staff, students and parents is used to further develop the policy so that it is readily understood.

We will ensure that parents/carers are fully informed of the Behaviour Policy by communicating it through our College letters, College prospectus, home-College agreements, website, and other regular channels.

We will communicate our policy to all new and existing students through mentor time, assemblies, the learner organiser and within all lessons. We will constantly revisit and re-affirm our expectations through a range of mediums including praise and reward events.

All staff will be consulted regularly about the policy and its implementation. All staff will receive training and communication about expected student behaviours through a range of mediums including daily emails, weekly staff briefings, staff meetings and staff Inset and training. Training will be provided to support staff

in upholding the policy and to support them in developing strong effective working relationships with students.

Support and Early Intervention

Our College monitors student behaviour and puts in place strategies to support students who present challenging behaviours. This includes individual students who may be at risk of disaffection or exclusion and who may require additional behaviour support because of a medical condition and / or safeguarding issues.

The intervention may include:

- Regular parent engagement
- Revised curriculum provision
- Adapted teaching strategies
- The use of outside agencies
- Alternative curriculum provision
- Alterations to timetables (for a limited time period)
- Support from our HUB centre

Whilst we will do all we can to support the students in modifying their behaviour, we will not accept or tolerate any poor behaviour. We believe that all students know right from wrong, but some may need strategies to develop self-regulation.

Where a student displays repeated poor behaviours, the Mentors, Heads of Year and Pastoral Support Team will work with the learner to encourage him/her to modify his/her behaviour. Other students or staff will be involved depending on the behaviour that has been displayed. An Additional Needs Plan may be created to formally document any support and intervention required and to evaluate the effectiveness of the interventions.

Close contact and partnership with parents are essential if we are to enable the student to develop self-regulation and improved behaviour.

We will provide appropriate training for all staff to promote positive and consistent behaviour standards within our College.

Students with Additional Needs

Hailsham Community College is fortunate to be able to provide The Hub which is an internal provision to help support students who have additional learning needs. The Hub is managed by specialist staff who can coordinate a range of supportive measures and interventions to support the student's needs. Admissions is only through a student meeting specific criteria and spaces are limited.

Behaviour Review Meetings

For a serious incident or persistent poor behaviour, students and their parents will be required to attend a behaviour review meeting with key staff. The behaviour review meeting will explore the incident and require the student to consider how they can prevent such incidents reoccurring. Students will be expected to acknowledge the need to modify their behaviour and to provide an apology to the member of staff as necessary. We will then monitor the student to assess progress and improvement. Where appropriate, for persistent poor behaviour, we will consider providing further support:

- Small Group work with internal interventions
- TASS referral

- Timetable modifications
- Alternative Provision

This will begin with the learner and their family working with key staff to complete an Additional Needs Plan which identifies the behaviours to be modified and extra provision that the student will receive. The impact of interventions will be reviewed regularly and will include parental involvement. Even with the extra support, a lack of improvement could lead to a further sanction and a formal process.

Investigations into incidents of a severe nature

Any incidents of a severe nature will be investigated thoroughly so that the victim and the perpetrator both know that they have been fairly dealt with. Written accounts from both victim and perpetrator are important. Witness accounts are very useful to confirm versions given by either party. Although these investigations take up a huge amount of time, it helps to clarify the circumstances of the incident and then helps to ensure that the evidence is acted upon fairly.

Referrals to external support may be made including liaison with the Police Schools Prevention Officers.

Importance of immediate action

It is vitally important if an incident of a severe nature occurs that the perpetrator is not left in circulation around our College. By removing a learner from circulation, immediately:

- The victims of any violent or bullying behaviour will feel supported and taken seriously.
- A member of staff who was sworn at or grossly defied will feel supported and that the situation was taken seriously.
- The learner who has behaved in a severe manner will realise that the incident will be investigated and there will be a consequence to what she/he has done.
- There is a clear message given to other students that the behaviour of that learner has been deemed as severe and the incident will be fully investigated, with appropriate action taken as necessary.

Informing parents

If a severe incident has occurred, parents will be informed promptly. Even if a situation is not clear because staff have not been able to investigate it fully, it is important that parents of victims **and** perpetrators are informed as quickly as possible. Staff will assure parents that the incident will be investigated, and parents will be kept informed.

All-through information

Alternative Provision

For students who require alternative provision to the mainstream curriculum offer, a planned programme of study is identified and reviewed on a regular basis in conjunction with the individual learner, parent/carer and behaviour team. Where appropriate, reintegration programmes are worked out with relevant staff to ensure a successful transition between alternative provision and mainstream study. This provision may include part-time timetables for a gradual reintegration period which will be reviewed every 2 weeks, and/or the chance for a more inclusive programme of study (Aspire) to help the learner feel as though she/he belongs to our College.

Alternatives to Permanent Exclusion and Directed Placements

Our College follows Education East Sussex guidance on 'School to School placements' to prevent fixed term suspensions and permanent exclusions. Therefore, our College will sometimes work with other local mainstream schools to provide a package of support for an individual, and in some instances, to enable the learner to successfully integrate into another mainstream school setting instead of having a permanent exclusion on their record. The guidance is available to view on request, and includes information regarding temporary School to School placements, intervention via College Central, or a permanent move to another mainstream setting within the local area.

Powers of Direction

In some circumstances these placements may not necessarily have been agreed in advance with parents, or indeed the parents/carers may not be supportive and therefore powers of direction may be needed; DFE 'Alternative Provision – Guidance for Local Authorities' January 2013 provides details on the powers and responsibilities-maintained schools have in using off-site provision to improve students' behaviour. These powers come from 'Section 29A of the Education Act 2002', introduced by the 'Education and Skills Act 2008'; as required by this Act, the Secretary of State then made regulations in 'The Education (Educational Provision for Improving Behaviour) Regulations 2010'. This legislation does not apply to Academies; Academies can arrange off-site provision for similar purposes under their general powers as set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice. Maintained schools and Academies should ensure that their Behaviour Policies reflect the distinct types and purposes of placements, along with the possible use of 'Powers of Direction'.

Suspension and Exclusion Protocol

There are 3 types of exclusion: internal suspension, external suspension, and permanent exclusion.

Suspension will only be used if keeping the student in school and normal lessons will seriously impede the learning and or safety or other students or seriously impact negatively on the ethos and culture of our College. It can also be used as a sanction for persistent poor behaviour and defiance.

Internal suspensions: parents will be informed and given the details, the reason, and the length of the suspension. The student will be assigned to a classroom or space where they will remain for at least a complete day. They will have work provided but they will not attend normal lessons or have the normal social time. They will also have time to reflect on their behaviour and think as to how they can modify their behaviours to avoid a repeat of the incident. They may also write a letter of apology to the member of staff, class, or student. Having served their suspension, they will return to normal lessons but when they meet the member of staff, they will be expected to apologise for their poor behaviour.

Fixed Term Suspension: Parents will be informed, and they will receive a letter confirming the details as per the conversation / email. Parents / Carers have a duty to ensure that their child is not present in a public place in school hours during the period of the suspension. Students will be able to complete work remotely, using our online resources and those of Oak National Academy. Any work that is submitted will be marked and feedback given. The student should remain at home for the given date(s) and should not be anywhere near the proximity of the school. Work will be provided, and it is expected that the student will complete the work. This meeting will require parent attendance as it serves to address the poor behaviour and to seek assurances that there will not be a repeat. The student is expected to show remorse and to convince the school that they recognise their error and will not repeat the behaviour. Notes of the meeting will be taken and logged on the student's file. Where possible, the teacher or member of staff who was the victim of the

incident will attend the meeting. Where appropriate, the Head of Year or SLT will arrange a meeting between the suspended student and the victim so that an apology can be made face to face. Students will not be permitted to return to mainstream lessons until a successful reintegration meeting has taken place, with their parent / carer.

Permanent Exclusion: This is the very last resort and will be considered when the school has tried every other means to support the student in improving their behaviour. Assuming all other mechanisms, support and sanctions have been issued, the school will look to find alternative provision before having to consider a permanent exclusion. If a permanent exclusion is issued, the student will be removed from the school roll. There is an appeals process which is explained within the permanent exclusion documentation.

The Executive Headteacher / Head of School and Trustees will consider the sanction of permanent exclusion for all serious acts of violence, including one-off incidents of a serious nature.

Confiscating Items

All staff have the right to confiscate items which students are not permitted to bring to college and / or are disrupting the learning environment, (this includes items that contravene the uniform policy of our College). Any items confiscated will be given to learner support and can only be collected at the end of our college day by a parent/guardian from reception.

The following items **WILL NOT BE RETURNED to students or parents/carers** and may be passed to the police or disposed of.

- Smoking materials including E-cigarettes / vapour type smoking devices.
- Alcohol
- Pornography
- Drugs (including prescription if not prescribed for them)
- Substances that are or appear to be illegal or dangerous.
- Knives/weapons

Student Searching

As per Department for Education, Searching, Screening and Confiscation Guidance (July 2022), states searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour in which students can learn and thrive.

Headteachers and staff they authorise, have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item (see list below).

Searching with consent – Under common law, school staff have the power to search a student for any item if the student agrees. College staff authorised may search with the learner's consent for any item, whilst noting that the ability to give consent may be limited by age or other factors.

Searching without consent - Authorised staff may only search without the learner's consent for anything which is prohibited. Searches without consent can only be carried out on our college premises, or, if elsewhere, where the authorised member of staff has lawful control or charge of the learner, e.g. on a college trip. A student will be encouraged to co-operate and if the student refuses, the member of staff can sanction the student in line with the behaviour policy. If a student continues to refuse to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search.

A member of staff can use such force as is reasonable to search for any prohibited items but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes
- e-cigarettes
- fireworks
- pornographic images
- any article that the member of staff 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 learner).

In carrying out the search:

The authorised member of staff must have reasonable grounds for suspecting that a learner is in possession of a prohibited item i.e. an item banned by our College rules, and which can be searched for. The authorised member of staff should take care that, where possible, searches should not take place in public places e.g. an occupied classroom, which might be considered as exploiting the learner being searched. The authorised member of staff carrying out the search must be the same gender as the learner being searched; and there must be a witness (also a staff member) and, if possible, they too should be the same gender as the learner being searched.

There is a limited exception to this rule in that authorised staff can carry out a search of a learner of the opposite gender including without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Extent of the search:

The person conducting the search may not require the learner to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (outer clothing includes hats; shoes; boots; coat; blazer; jacket; gloves and scarves). 'Possessions' means any goods over which the learner has or appears to have control – this includes desks, lockers, and bags.

A learner's possessions can only be searched in the presence of the learner and another member of staff, except where 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.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. The member of staff may use a metal detector to assist with the search.

Use of Reasonable Force

Please refer to the Safeguarding policy.

All Staff are expected to adhere to the Staff Code of Conduct and in line with statutory guidance Hailsham Community College adheres to the principle that force is not used as a punishment in any circumstances.

Monitoring of Behaviour across our College

Monitoring is an essential element in our approach to improving behaviour. Our monitoring of behaviour and attendance ensures that we praise students who are making excellence or who are making excellent progress. Similarly, the monitoring will inform us about learners whose behaviour is unacceptable across our College. We will use the data to identify pattern and to track progress. The data available on Class Charts and Arbor includes:

- Teacher's ongoing records of student behaviour in lessons recorded on class charts
- Individual behaviour logs
- The use of Class charts
- A record of disrupting lessons
- Rewards and incentives
- Exclusions
- incidents of a discriminatory nature: e.g., racist, homophobia.

Information gained through ongoing monitoring ensures a continual process whereby we can evaluate the effect of all actions and adjust them accordingly.

As referred to above, systems are in place via the use of ARBOR and Class Charts to ensure that hate incidents, e.g. racist, homophobic, transphobic gender, or disability-based bullying/cyberbullying, are reported, recorded, and considered under safeguarding arrangements by the DSL.

Removal from Trips/Visits/ Events

Our College reserves the right to remove students from attending a college visit or event, or representing our College in any activity, if their behaviour is causing an ongoing concern. This is not limited to a one-off serious incident and may therefore be due to cumulative events that have led to a significant amount of behaviour points, health and safety concerns or concerns regarding a student's ability to be a positive ambassador for our College.

Students who are persistently absent due to unauthorised absences may also be prevented attending such visits, events, or representations. Our College will always endeavour to support students through interventions prior to removing them from an activity.

Anti-bullying Procedures

Bullying is taken very seriously at our college. We have a clear anti-bullying procedure to ensure that action taken by staff is consistent [Appendix 12]. Anti-bullying is supported through the curriculum, in assemblies and throughout the pastoral programme. The data received is used to review our policy annually as well as ensuring our mentoring and PSHE programmes covers key topics of learner concern.

There may be occasions where it is not appropriate for our College behaviour policy to be used and in this instance the DSL will take appropriate action involving referrals to other agencies as necessary.

Truancy Policy

No student should be out of lesson without permission and a note from their teacher. Students should only be authorised to leave the class if it is an emergency or essential.

Teachers must write a note in the student's planner stating the reason, time, date and adding their signature. If a student is seen out of lesson and they do not have permission, any staff member return the student to the lesson and check with the teacher. If the teacher has not given permission or has not seen the student during the lesson, they will record the incident as truancy. The On Call, SLT or Walkabout staff, will press the truancy button in Class Charts if the student is not in lessons or if they refuse to be taken to lesson.

If any other member of staff finds a student truanting, the aim is to escort them to their lesson. Should they refuse, the member of staff should use the call out process to seek support and to ensure the truancy is recorded. Similarly, if any teacher notices that a student is regularly missing their lesson, they should inform the HOY.

Any parent queries related to an error in registering the student by the classroom teacher, will be directly referred to the same classroom teacher or the Head of Department so that they can address the issue with the parent.

Mentor / HOYs role in addressing truancy

Mentors will also be included in the communication that has been sent to the parents. The mentor should have a firm conversation with the student reminding them of the expectations and also reminding them about the detention.

Heads of Year will, as part of the daily monitoring, look for any patterns or repeat incidents of truancy. They should then take direct action by meeting the student and the parent when necessary, so that any truancy is addressed as quickly as possible to prevent it becoming habitual. The HOY should inform the teacher of any strategies or actions that have or should take place to support the student attending all lessons. When a student becomes a persistent truant, the HOY should maximise Tier 1 to Tier 3 to address the issue accordingly.

Access and Use of the Toilets

Use of toilets during lesson/learning time

Toilets are opened throughout the day to reduce impact on missed learning during lesson time. Students can access the toilets during the day at the following times:

- 8.15am to 8.40am during breakfast club in the main canteen
- Travel times throughout the day
- Breaks 1 and 2

If your child has a medical reason to visit the toilets more frequently, medical evidence must be provided to the relevant Head of Year. Temporary medical passes can also be requested for time limited periods. Any student using their medical pass will access the medical room toilet during lessons, otherwise they will be able to access the main toilets when they are opened throughout the day. Staff can use their professional judgement if a student is needing to access the toilets during a lesson, however this will be in exceptional or emergency circumstances only and details will be logged on our Class Charts system.

If leaving a lesson to use our facilities, students will be expected to leave their mobile phone, or another personal item, with the member of staff and be provided with a lanyard to leave lesson. Students will be required to access the medical room toilets during lesson time. It is expected that during the first 10 minutes of a lesson, students will not be able to access the toilets - this is due to toilets being opened at various times of the day including during travel time. This is essential as the class register is completed within the first 10 minutes of a lesson and Do Now is to be completed in silence with no disruption.

Appendices:

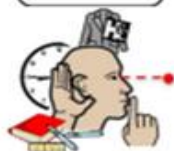
Appendix 1 – Our Hailsham Way (Positive Rewards)



OUR HAILSHAM WAY 'Be the very best you can be'

Our Values represent who we are and what we stand for at Hailsham Community College. These four values should be seen every day, demonstrated by every member of our community.

Be Ready



Be Respectful



Be Working



Be Safe



When a student demonstrates an aspect of Our Hailsham Way (at any point in the day), the staff member should recognise this by clicking on the corresponding button below via Class Charts.



Be Ready



Be Respectful



Be Working

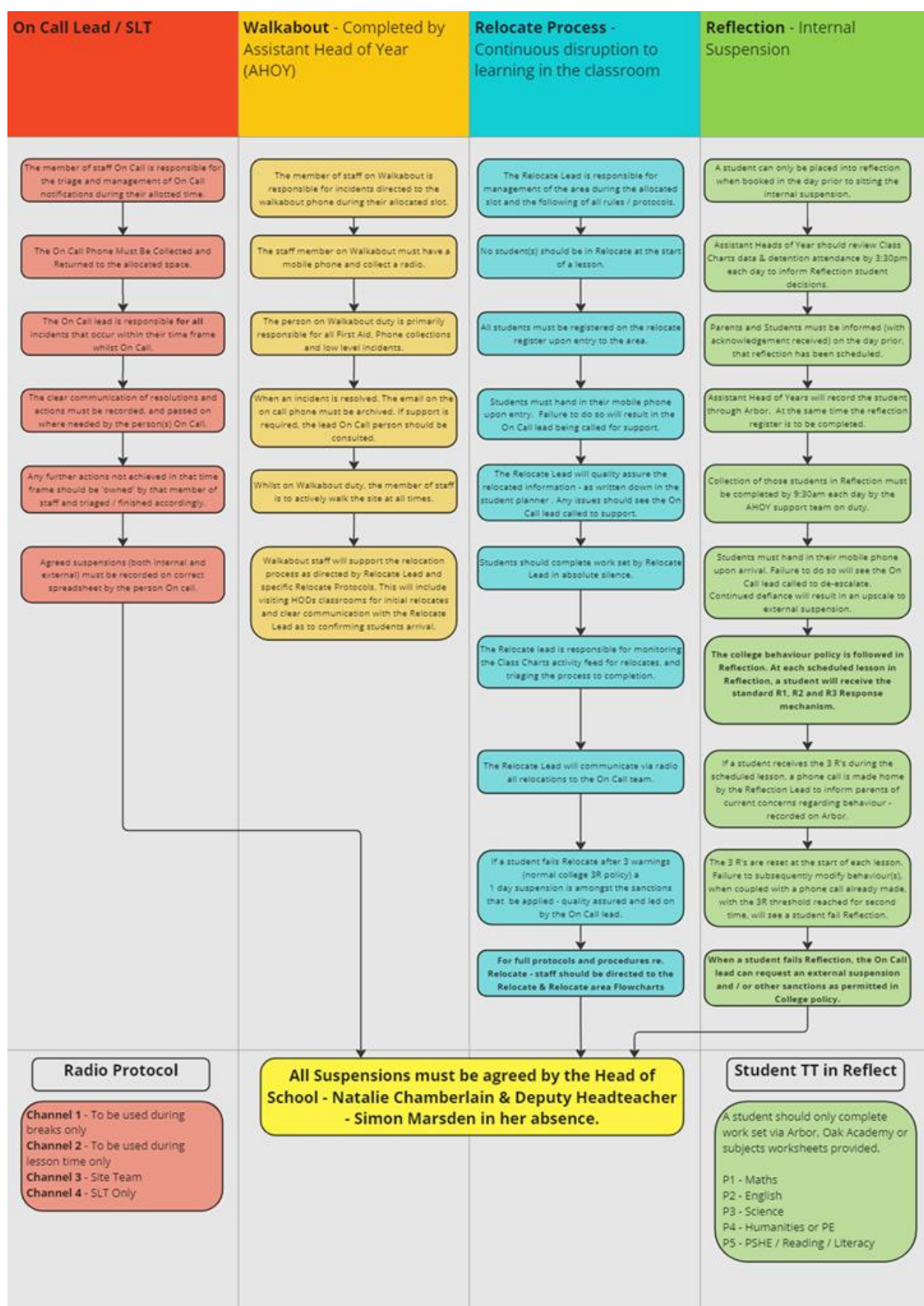


Be Safe

At the end of each lesson, or at such a time when appropriate - particularly when a student positively impacts College Life or represents the College to the highest standards - staff may award a student the 'Our Hailsham Way' button on Class Charts. This is limited to a maximum of five (5) students per lesson.

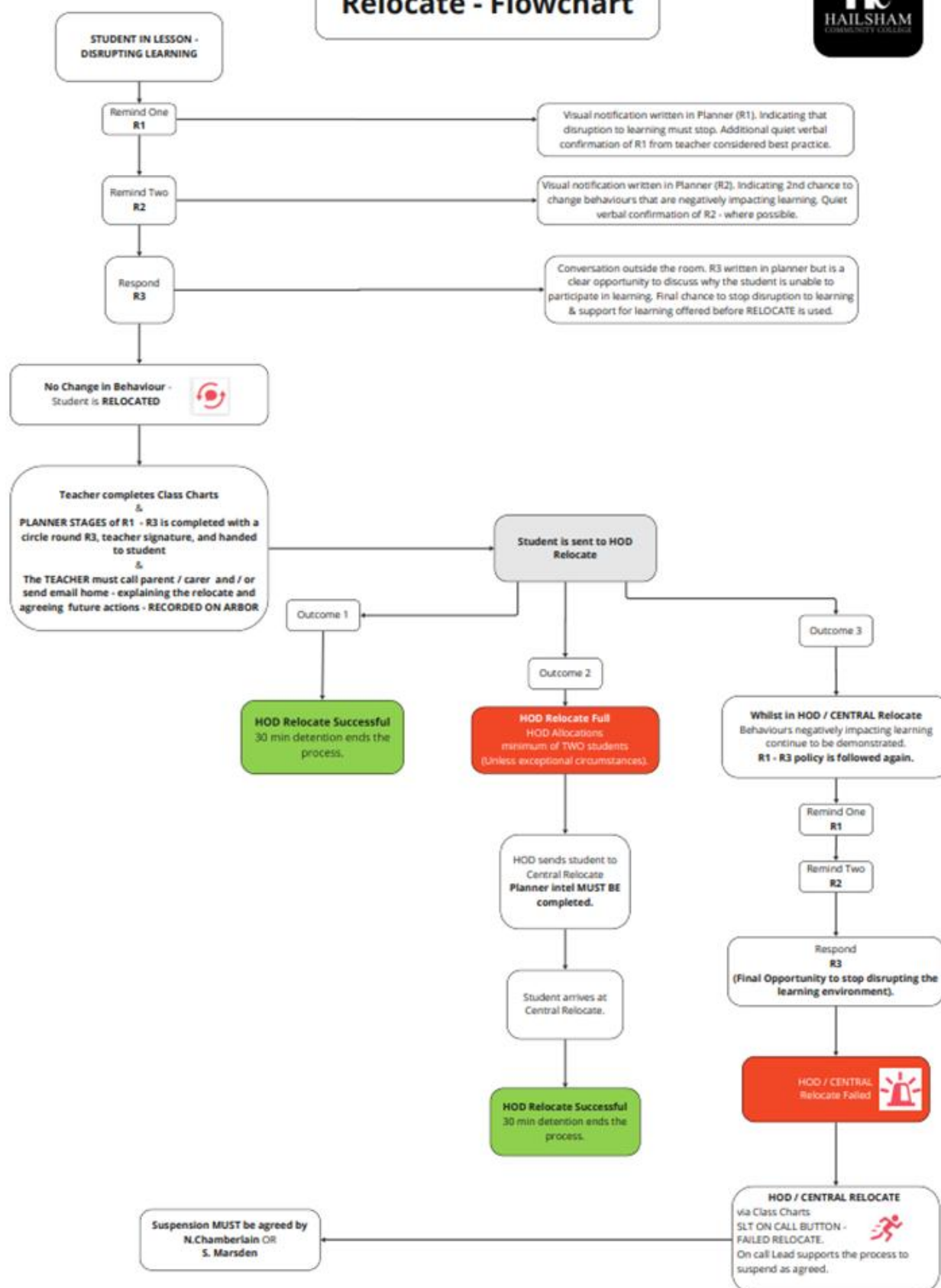


OUR HAILSHAM WAY 'Be the very best you can be'



Appendix 3.1 - Relocate Flow chart

Relocate - Flowchart



Appendix 3.2 - Relocate – Associated Sanctions & Communication

No. of Relocates	Sanction	Communication
1-2 Relocates in one school day	30 min detention	Class Charts inform parents / carers of relocate and detention 24hrs later. Teachers to make contract with home.
3+ Relocates in one school day	Next day spent internally suspended in Reflect	Teachers to make contract with home. PLUS Year Team contact home to inform of internal suspension

Appendix 4 - Sharing and using the data

	What data	when	To whom
Daily	30- & 60-minute detention list 6-9: Mentors Relocate: AHOYS	By 9.00am	AHOYs, HOYs, AP, DH, Mentors Action: ensure they attend their sanction, allocate Tier 1-3 Interventions
	Non-attenders at the detention: noted by the HOY at the after-school briefing.	By 3.20pm	AP, HOYs, AHOY Action: call home asap to inform the parent and to remind them about the next stage: 60 min detention or Internal suspension for the next day, allocate Tier 1-3 Interventions.
	Internal truancy, non-attendance to school, behaviour points for uniform and equipment. (automatic feed to Mentor)	3.30pm the same day	Mentor Address the issue with the student and contact parents. If no improvement is seen despite at least 3 attempts, persistent, access support via HOY / AHOY, with associated TATC actions
Weekly	Hailsham Way+ students, Students triggering a shout out in assembly	2 days before the assembly day	HOY, AHOY, AP.
	Relocate data Thurs – Thurs	Fridays 3pm	HODs, SLT line manager HODs to address issues with the teacher. SLT line manager to track and monitor actions and progress

	Rewards data for their class	Friday 3.30pm	Mentor: To celebrate and shoutout praise
Biweekly	Rewards data allocated by each teacher	Friday 3.30pm	HODs: To thank staff or to challenge lack of rewards being issued
Termly	Governors Data Report		Deputy Head, Assistant Head To analyse issues and patterns and to take direct action to secure further improvement in behaviour

Appendix 5 - Implementing the detentions and follow up sanctions

Pastoral Procedures - daily

- From 2.30pm period 5, members of the pastoral team, AHOY and or HOY will collect the Relocate detentions and escort them to the venue.
- They will liaise with the relevant staff and the AHT, to confirm any non attendance and follow up actions.
- The HOY or AHOY will also check the register of the 30 minute and 60 minute detention.
- The HOY / AHOY will contact the parents of any student who has not arrive at the detention informing them of the escalation for the following day, depending on the initial detention.
- The HOY / AHOY will use this information to prioritise any follow up for the next day, including communications to staff or parents as well as allocating students to the internal suspensions, Reflect.
- Whilst the HOY / AHOY are on break duty supervising their year groups, they should take every opportunity to remind students of any detentions.

The HOY and AHOY, with the support of the AHT, will prioritise students attending the detention in order that the sanctions for not following the student Code of Conduct is completed.

Pastoral Procedures – weekly

- Using the weekly tracking data, the HOY / AHOY will prioritise essential parent meetings and the allocation of Tier 1 to Tier 3 interventions for students.
- They will track target students and send the necessary communications to staff and parents.
- They will also oversee any referrals from the mentor who might now seek support in addressing uniform or equipment issues.
- The HOY will extract the necessary tracking information to list the names of students who must be celebrated in assembly for achieving the Hailsham Way or acts of Kindness. This should also consider students who have made significant progress.
- This information and the actions will be discussed as a priority at the HOYs weekly meeting with the AHT.

The Assistant Headteacher procedures – daily

The AHT will support and challenge the pastoral team to ensure all protocols and procedures are followed so that the behaviour policy and sanctions are efficiently delivered.

- At the end of the school day, the AP will attend the detentions to meet with each HOY / AHOY and check the detention registers.
- The AHT will support, guide and challenge the HOY / AHOY to ensure effective follow up action as required.
- The AHT will, if necessary, escalate any issues or challenging students by taking direct action.
- They will liaise with the Deputy Head if there are any issues that need to be escalated.

The Assistant Headteacher procedures – weekly

- The AHT will meet with the HOY weekly to review their impact and actions related to target students
- They will ensure the HOY has made the necessary communications as well as assigning the relevant Tier 1 to Tier 3 interventions for students.
- The AHT will also review the year group attendance data with the HOY to ensure relevant actions are being delivered, as per the Attendance Policy.
- The AHT will evaluate any possible referrals to Team Around the Child to ensure all possible interventions have been applied.
- In their weekly meeting, the AHT will monitor the planning for the assembly to ensure the key messages are being delivered to the students as well as the praise and rewards.
- The AHT will monitor suspensions, internal and external, to ensure all procedures are being followed effectively and to report any concerns, outside their remit, to the Deputy Head.

Appendix 6 - Line Up Protocol

Hailsham Community College

Line Up Protocol

The aim of line up is to ensure a calm and orderly start to the day so that students can transition between arriving at school and being ready to learn. A successful line up is dependent on all staff being proactive and delivering the expectations as stated. It requires the staff to be unrelenting as necessary to secure the right behaviours and the silence. If a student is not ready for line up, they are not ready for learning.

The HOY / AHOY will:

- Begin clearing the playground as they walk towards their line up area.
- Check that spare uniform and equipment is available and ready to distribute as necessary.
- Ensure that any supply staff are allocated accordingly.
- Allocate any other available staff to support with a mentor group.
- Look to ensure that mentors are with their group and are being proactive to prepare their group for the line up.
- Prompt and remind mentors to walk up and down their line to address uniform issues
- Draw the mentor's attention to any student who is not in uniform
- Draw the mentor's attention to address any student who is not demonstrating the expected behaviours for line up
- Once the mentor groups are calm, they will blow the whistle 3 times, pausing in between each whistle.
- On the third whistle they will expect silence.
- Address any non-compliance and if necessary, have individuals, who are not silent, removed and sent to the SLT link
- Once there is 100% silence, begin their address: short, clear, loud and focused
- If there is any talking whilst the HOY is speaking, they will pause and wait. If they can identify the student, direct them away from the year group to the SLT link and speak to them later
- Ensure they check each line and check that students are silent before they are dismissed
- If a mentor group is not silent, keep them back.
- If necessary, keep them back until such time that they are silent.
- ALL groups MUST adhere to the expectations before they are dismissed.
- If necessary, call a mentor group back during the day – rehearse and rehearse again until it is excellent.
- Feedback to mentors where they are being effective and address mentors who may need guidance.
- Arrange rehearsals with individual mentor groups as necessary until all expectations are consistently achieved.

Mentors must:

- Arrive in the playground area by 8.45am
- move through the playground they should be directing all students to their line up – proactive.
- Stand at the front of their line and must be actively getting the students in line and ensuring they are calm and quiet.

- Move up and down the line to check uniform.
- Challenge and record any incident of non-uniform and direct the student (where possible) to be issued with spare uniform.
- Whilst checking their line they should address any issues with individuals related to behaviour messages from the previous day, e.g., reminding them about their detention.
- Move students who might find being silent difficult to the front of the line under their close supervision.
- Separate students as necessary
- Once the whistle is blown 3 times check that all students are silent.
- Address and act if any student is not being silent
- Be vigilant and proactive to ensure all students are facing the front and are silent
- Once silent, the walk-through register is taken.
- Keep their mentor group in line up until the HOY has checked for silence and has dismissed the group.
- Escort their class to the mentor room whilst supervising their behaviour so that they are orderly and quiet.
- Once at the classroom, the mentor will follow the classroom protocol.

The SLT link will:

- Proactively support the HOY and AHOY
- Prompt the mentor to address issues as necessary
- Supervise any student who the HOY directs to them due to non-compliance
- Support the HOY in any follow up rehearsal with identified mentor groups
- Work and support a mentor who needs guidance

Appendix 7 - Assembly Protocol

Hailsham Academy Assembly Protocol

(September 2024)

Assembly should provide a real sense of community and identity. It must be a sense of formal occasion and so it is important that it is conducted with clear and non-negotiable expectations. It reminds teachers of the expectations of students in lessons; it is the model for the expectation and purpose of silence. Non-compliance must not be accepted and must be addressed firmly.

Role of mentors / teachers / SEND staff:

1. They will lead their class into the hall and direct the students to sit in the designate rows
2. They will separate students as necessary and move students to the end of row so that they can be under their close supervision
3. As they enter the hall, they will remind students to be silent
4. They will signal and remind students to remove their coats and have nothing in their hands
5. They will stand positioned facing their group so that they can intervene and address any behaviour that is not acceptable or talking / whispering
6. They will watch and look for absolute compliance throughout the assembly.
7. Where necessary they will look at and get the notice of the student and signal silence, 'finger to mouth'.
8. When the HOY dismisses their class the teacher / mentor will ensure students put on their coats and they are silent.
9. If this is not satisfactory, they will inform the HOY, and their class will remain seated until they are satisfied
10. The teacher will lead their class out the hall looking back as they exit to ensure silence.
11. No discussion with other staff unless it is essential to maintaining the standard.
12. Teachers and mentors will have pre-empted which students need to sit near them or which students need to sit apart, and this will have been coordinated prior to entry into the hall.
13. This will be checked as students take their seat.
14. If mentors need to practice the entry, they should liaise with the HOY to arrange a time so that the HOY or AHOY can be present to support.
15. ALL mentors and teachers are expected and need to be proactive- they are responsible for the behaviour of their class.

Role of the HOY

1. On entry the HOY will be at the front ensuring there is absolute silence
2. Comms will be through non-verbal signs, e.g. removing coats.
3. The HOY is scanning to look for non-compliance and will challenge anything less than the accepted standard.
4. The HOY may ask the SLT at the door to hold the entry queue whilst they are addressing the students, as necessary.
5. They will then indicate to the SLT when to continue to allow students to enter.
6. HOYs will, if necessary, get the mentors or teachers attention to address issues: coats, whispering etc.

7. The HOY will be proactive in observing for students who should not sit together or individual students who should sit at the end of a row with their teacher or mentor.
8. Once they are all seated, the HOY will say good morning and introduce the speaker.
9. The HOY will then stand at the front to the side scanning for non-compliance throughout the assembly.
10. If necessary, the HOY will keep student(s) back after the assembly with the worst case being that they must escort a student out of the hall.
11. Once the speaker has finished the HOY will thank them and where necessary trigger a round of applause.
12. The HOYs will signal to the SLT to be at the door.
13. The HOY will remind students of the expectation and tell them to put their coats on and then wait for silence again.
14. The HOY will move down the centre and dismiss the row on the right and left at the same time whilst being vigilant for any talking.
15. If they see students talking, they will ask them to sit and wait till the end.
16. The HOYs will move back as they dismiss the rows and then with the final row, they will follow them out and close the assembly hall door and address students as necessary.
17. The HOY will talk to any mentor or teacher who did not see and address students talking: 'Mr Smith, in assembly next week please be scanning and address non-compliance as some of your students were talking as they left.... Thank you.'
18. The HOY will avoid any distraction from scanning, observing and intervening. This may mean reminding staff that it is not the time for a conversation about a different matter.

The SLT Link:

1. The member of the SLT will be at the door managing the student entry.
2. They will judge if certain students are not ready to enter and they will ask the student to wait at the side and to be calm and prepare themselves.
3. They will ensure students enter in silence and are taking off their coats.
4. They will stall and pause entry to avoid too many students trying to sit down at the same time.
5. Any students not complying will be asked by the SLT to wait to the side and to prepare themselves for assembly.
6. Once all students have entered in silence the SLT will quickly and quietly speak to non complaint students: 'are you ready to be silent... good, come into our assembly.'
7. During assembly they will prompt teachers or mentors to address any student who is talking or whispering – this needs to be subtle and without any noise. Ideally it should be signals...
8. At the end of assembly, the SLT member will stand in the middle aisle half way down facing the last few rows and the HOY will reiterate the expectations
9. The SLT is scanning and looking to challenge non compliance
10. Once ready to dismiss the SLT will move to the door, just inside to ensure students leave in silence.
11. If they talk the SLT will pull them aside and address them once the year group has departed.
12. The SLT will also discourage student conversation immediately outside the assembly hall as sound will travel into the hall.
13. The SLT will support the HOY in addressing non-compliance as necessary.
14. The SLT will avoid any distraction from scanning, observing and intervening. This may mean reminding staff that it is not the time for a conversation about a different matter.

POINTS:

If any students are talking during the assembly the HOY should note them and the speaker should pause and look at the culprit accordingly...just pause and once you have made eye contact, continue. The HOY needs to keep this student at the end and address their talking.

Visiting speakers should be briefed on the protocol and they should be given a round of applause at the end of their speech. You may then want to have them escorted from the hall before addressing anything negative with the year group.

Late arrivals should enter with their coat off as instructed by the SLT person at the door.

Any spare capacity should check with the HOY as to where they need their support. It might be in the corridor prior to entering the area outside the hall or it could be in the hall.

Appendix 8: Consistent practice for the mentor session

Hailsham Community College Mentor's Daily Practice

The Mentor has an important role in developing strong working relationships with their group and being the students' first contact each day. As well as delivering the mentor programme, there are essential daily routines that must be consistently delivered. These will help the students to have a positive start to the day and can remove the likelihood of students receiving negative points.

All mentors must be punctual and proactive to secure a silent efficient line up at the start of the day. The mentor is responsible for the behaviour of their group and should challenge and address any behaviour that is not acceptable. Please see the Line Up Protocol, Appendix 4, for the details.

For the daily Mentor session, mentors must:

- Greet students at the classroom threshold as they arrive
- Ensure the students sit in the right seat as per the seating plan
- Remind students to place their planners and equipment, planner and pencil case on the desk as they arrive – every day without fail.
- Make sure students complete the Do Now in silence whilst you take the register
- Give 'shoutouts' to students who have achieved threshold positive behaviour points or students who have made good progress – encourage the class to applaud them.
- Once students are working independently you should review and address any messages related to your mentees, e.g., reminder about detentions.
- You should challenge and address any non-compliance with uniform and equipment. Please give them a spare pen, pencil or a daily planner card.
- Ensure they leave your classroom with all the necessary equipment and a dated and signed note in their planner if they are missing any item of uniform.
- Email parents about any repeated incidents of non-compliance with uniform, planners or equipment.
- Monitor any target students, as per the process, who have triggered the 10+ or 20+ negative points
- When dismissing your students, ensure they leave calmly with clear reminders of your expectations of them for the day.

Appendix 9: Template for contacting parents

Hailsham Community College Communication with Parents

Our professional conduct with parents is essential and so it is important for all staff to ensure they are clear about how to communicate with parents, particularly if it is to give negative feedback about their child.

The key principles are:

- Open and close with a positive
- Keep the conversation focused with a clear explanation of the issue
- Explain the detail of the infringement without using another student's name's
- Make it clear what the student must or should do
- Assume they parent will always want to support the improvement
- Recognise their support and its importance and thank them for it
- Encourage them to contact you to seek follow up information or progress
- Show that you believe their child can make the improvements – that you believe their child.

Below are simple examples of how you might conduct the conversations with parents whilst applying these principles.

Firstly, all parents will want the very best for the child, as do we, and so all conversations should start with a positive tone and introduction, e.g., Good afternoon Mr Smith, I hope all is well with you today.'

If there is a positive comment to make about the student, state it before stressing the issue...

'I saw Stanley being really calm and sensible yesterday which was great to see...'

The lead into the expectations of all students:

As you will know our expectations are that all students must '

Then, lead into the issue related to Stanley's behaviour...

'However, I am sorry to have to tell you that your son, Stanley, has not followed our expectations because today he and I know you will be disappointed with this behaviour' ... So, we are issuing a 30 min detention on '

Now reaffirm the partnership working...

'We all hope that Stanley can correct his behaviour and avoid a repeat of this incident. Please do speak to him and remind him of our expectations and the sanction.'

Recognise the parent's support...

'Your support is appreciated so that we can work together to support Stanley's progress. '

Keep the relationship open and positive for future conversations...

'I look forward to seeing an improvement and if it helps, please call me in weeks' time so that I can hopefully share the good news. Thank you for your support.'

A more difficult conversation:

If the parent is not supportive and is challenging, remain calm and do not react. Instead, listen and then state..

'I am sorry that you feel that way but our school expectations are that ... and this applies to all students...'

If the parent begins to complain about other issues, simply say:

'I will note down your concerns and forward them to my HOD or HOY but please do speak to Steph about her behaviour so that we can avoid having to have this conversation and that we can instead praise her and for demonstrating the right behaviours...'

If the parent becomes aggressive or uses foul language, calmly request...

'I appreciate you are upset but please refrain from shouting or using foul language so that we can discuss this issue ...'

If they continue, calmly state:

'I am sorry Mrs xx but I can no longer continue this conversation if you are going to shout and / or use foul language so I am going to stop the call and put the phone down...'

Pause and wait for their reaction...if they are still being aggressive, calmly hang up and inform the HOY or HOD asap. Record the incident on Class Charts / Arbor. If possible, send the parent an email stating:

'I am sorry I had to cease our conversation. If you would like to talk, please call me at school from xx to xxx.'

If you have any doubts about calling a parent, please speak to your HOD or HOY to seek guidance and support.

Appendix 10 – Student Code of Conduct

STUDENT CODE OF CONDUCT

All members of our school community have the right to work in a safe environment. The student Code of Conduct makes clear the behaviours we expect every learner to consistently display.

As a student at Hailsham Community College, I must:

Be Ready

- Aim to achieve 100% attendance
- Arrive at school on time with all my equipment and in full school uniform
- Be ready to do my very best especially when the work is difficult
- Be determined and resilient and never give up
- Bring my completed homework

Be Respectful

- Listen to staff and follow instructions the first time of asking
- Always be polite and courteous, even when facing adversity
- Be considerate and thoughtful of others: in lessons and in and around our College
- Be polite and courteous to other students and adults
- Go straight to my lessons walking calmly in the corridors without running or causing a disturbance
- Respect and look after the school environment – never causing any damage
- Never cause offense or harm to another person by physical contact or swearing
- Respect and value difference and never discriminate

Be Working

- Listen attentively and fully concentrate
- Not interrupt the teacher or a student when they are talking to the class
- Never disrupt the learning of other students
- Try my very best in lessons – even when the work is hard
- Be determined and complete all the work set
- Ask questions about the work if I am unsure
- Work effectively with other students and help each other to be even better
- Share my ideas in groups or in pair work and listen carefully to the ideas of others

Be Safe

- Follow instructions the first time
- Own and accept my mistakes and correct my behaviour to show my best
- Conduct myself in a way that will never harm another person or make them feel unsafe
- Look out for others and care for them
- Report any unkind behaviours from other students

Appendix 11 – Staff Roles in Supporting Behaviour across our college

To create a positive classroom environment, ***all teachers will:***

- Welcome students at the door as they arrive
- Implement and sustain consistent routines that are well established with all classes
- Create positive relationships with students so that they want to be in your lesson
- Structure the learning to capture the students' interest and curiosity
- Create an organised, tidy and well presented classroom
- Have effective seating plans that support and enhance student learning
- Organise resources ready for lessons to promote independence and reduce unnecessary movement around the classroom.
- Plan and structure lessons to ensure all students can access their learning
- Create and promote an environment that celebrates effort and promotes success
- Develop a safe secure environment where students can make mistakes
- Implement expectations that do not tolerate ridicule
- Use your voice, praise and positive language to develop relationships and raise self- esteem.
- Create opportunities for students to work effectively together to share and present ideas.
- Class teachers carefully plan for additional adults to ensure appropriate intervention and support.

To create a positive environment within a department, ***Heads of Department will:***

- Make clear their expectations of every member of their team
- Ensure all staff are being consistent with the routines and expectations
- Ensure each teacher is creating positive working relationships and classroom environments
- Create a positive and supportive environment for staff and students
- Maximise the use of data to secure a 'high praise' classroom culture
- Monitor that all teachers are modelling the expectations and address inconsistencies
- Ensure the curriculum is appropriate, engaging and challenging

To create a strong positive culture in a year group, the Head of Year will:

- Maximise every opportunity to endorse, remind and reinforce the school's behaviour policy
- Make the most of assemblies to create a positive year group culture
- Persistently recognise and celebrate positive behaviour achievements within the year group
- Challenge and take firm action to address any inappropriate behaviour with the year group
- Create a strong year group identity where students feel a sense of pride to be in that year group
- Ensure a consistent and impactful role of the Mentors to securing excellent behaviour from their mentees
- Work with Mentors so that they develop strong working relationships with their mentees
- Achieve high consistency with Mentors welcoming students at their door and sustaining clear effective routines
- Support Mentors to be proactive in contacting parents to praise or to challenge their mentees behaviours
- Develop positive working relationships with parents

When every student and adult readily demonstrate these behaviours and attitudes, we will create a college culture where adults and students can thrive. The positive behaviour management of our young people is most effective when there is a true partnership between college and home, based on mutual respect and a shared goal to provide the best possible educational experience for the young people we serve. We therefore expect our parents to fully endorse these behaviours. The Home school agreement makes clear the expectations and necessary partnership working between the school, student, and parent.

Appendix 12 – Calendar of recognising achievement

Timeframe	Recognising Achievement
Daily	<ul style="list-style-type: none"> • Verbal praise in the classroom from teachers. • Allocation of achievement points via Class Charts for demonstrating Our Hailsham Way, core values. • Communication with Mentors and HOY during mentor and social time. • Communication sent home via Class Charts to allow daily conversations at home with parents.
Weekly	<ul style="list-style-type: none"> • HOYs acknowledge students with most achievement points during weekly assembly. • Social media sharing weekly achievement points for each year group. • HOY noticeboards updated weekly with positive year group data. • Certificates for students who have achieved Bronze, Silver or Gold Award (given out fortnightly during HOY meeting with Mentors).
Half term	<ul style="list-style-type: none"> • Year group Celebration Assemblies where the following are recognised and praised: (Amazon vouchers awarded) <ul style="list-style-type: none"> ○ Our Hailsham Way Award – most awarded in the term ○ 100% Attendance ○ Best Mentor Group – line up, achievement points, awards, and certificates (box of chocolates reward) ○ Acts of Kindness – HOYs and Mentor to work together to choose • Reward Event for all Bronze, Silver, and Gold Award holders – breakfast with SLT during mentor time.
End of term	<ul style="list-style-type: none"> • Year Group Celebration Assemblies where the following are recognised and praised: (Amazon vouchers awarded) <ul style="list-style-type: none"> ○ Our Hailsham Way – most awarded in the term ○ 100% Attendance ○ Best Mentor Group – line up, achievement points, awards, and certificates (box of chocolates reward) ○ Acts of Kindness ○ Student's Award - nomination by their peers via Mentors ○ Head of Year Award ○ Department Awards ○ Overall progress • Reward event for all Bronze, Silver, and Gold Award holders – trip within local area.
End of Year and Honours Evening	<ul style="list-style-type: none"> • Year Group Celebration Assemblies as above for End of Term. • Whole School Honours Evening where the following are recognised and praised for each Year Group: <ul style="list-style-type: none"> ○ Mentor Award ○ Department awards ○ 100% attendance ○ Head of Year Award ○ Acts of Kindness Award ○ Head of School: Awards for progress, excellence ○ Head of School: Our Hailsham Way Award ○ Progress

	<ul style="list-style-type: none">• End of Term event – Summer Fete/ Hailsham Festival
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Appendix 13 – Anti-Bullying Procedure

Recording Bullying procedures

In line with our Anti Bullying Policy and Behaviour Policy, the following steps will be taken if bullying concerns are raised.

Bullying can take many forms for instance, cyber-bullying via text messages, social media or gaming and is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations

Stage 1

- Bullying reported on MyConcern
- The details should be shared with the relevant pastoral team. If appropriate, the safeguarding team will involve external agencies.
- The relevant Year team should investigate the concern, and then action the following:
 - Update My Concern
 - Inform parents of both parties
 - Speak to the students concerned
 - Sanction in line with our behaviour policy if appropriate

Stage 2

- After a period of 2 weeks, the relevant Year Team should:
 - If no further concerns have been raised, meet with the victim to assess to ensure the bullying has stopped and call home to update parents as to the situation. This should be recorded on My Concern.
 - If further MyConcerns have been raised, a meeting with the victim and their parents must take place in person to discuss further action that is required. This should be recorded on My Concern. In addition, the relevant Year Team should meet with the perpetrator and their parents, in person, to discuss further action.
- In all instances, the relevant Year Team should be guided by the Anti Bullying Policy to ensure appropriate support is given to the young person and sanctions in line with the Behaviour Policy should be applied where appropriate.

Stage 3

- If further concerns are raised, the year team should alert the relevant Senior colleagues, so that additional intervention is put in place for both the victim and perpetrator in line with our Anti Bullying policy and Behaviour policy.