

The Halifax Academy

Behaviour & Exclusions Policy



| Name of Policy Writer/Amendments | Date Written/Amended | Next Review Date |
|----------------------------------|----------------------|------------------|
| Sammia Nazir/Matt Perry | July 2018 | September 2021 |

The Halifax Academy: Behaviour for Learning Policy

1.1 Vision and values

At The Halifax Academy we want a harmonious community which shows respect, decency and understanding towards everyone regardless of their background. We want students to value their education and understand behaviour is a choice. We want students to choose to do the right thing because it helps them to achieve their goals, but understand and take responsibility for the consequences of the choices that can damage their life chances. We want a successful partnership between home and school that is always focussed on the best of the student.

We want parents to be proud that their children attend the academy. We want the community to be part of the life and soul of the academy and know that their views matter.

Ultimately, the best pastoral care that we can provide our students is the best set of exam results possible.

1.2 Aims

- All students to make the right choice first time.
- All students to understand their responsibilities in and around the academy.
- All students to work hard at being the best they can be every day.
- All students to be able to understand and manage their emotions
- All students to be respectful of themselves, each other and all adults
- All students to respect their learning and the learning of others
- All students respect their community and their physical environment

Practice

At The Halifax Academy we expect our students to have positive learning habits that demonstrate our values.

Heart

- Be Kind: Students who are kind and courteous help others to achieve in their learning. Students will be expected to share equipment and resources. They will make the academy a peaceful and harmonious place to work. All students are expected to keep their hands and feet to themselves and to use kind words.
- Be Polite: Students will show manners at all time around the academy. Students will open doors for others and say please and thank you. Students will walk calmly around the academy and use the litter bins provided.
- Be Respectful: Students who are respectful succeed in the wider world. Students must respect all teachers and follow their instructions first time. There is no answering back at The Halifax Academy.

Mind

- 100%: Students who are successful work hard. Students are always expected to give 100% all day, every day. Students will be expected to listen carefully to their teacher and not distract others. Students will be taught about resilience and about never giving up. All students are expected to join in and contribute.
- No Opt Out: Students should always be ready in class with an answer. We expect every student to be on task during lessons and contribute when needed.

Connect

- Be on time: 100% attendance is essential to be successful. All students should be on time and attend every day.

- Be equipped: All students should be fully equipped every lesson so that they are prepared to learn. This is a vital skill to prepare them for the world of work.

2.1 Rewards and Recognition

We expect nothing less than exemplary behaviour at all times at The Halifax Academy and we expect our students to demonstrate an outstanding attitude to learning inside and outside of the classroom. Our reward system is centred around our five 'Rs'. These five Rs are:

- 1) Reasoning
- 2) Resilience
- 3) Responsibility
- 4) Reflection
- 5) Respect

These five Rs are the characteristics of successful learners and are at the bedrock of a good character. Each time a student is seen to be demonstrating these characteristics they will be awarded with an achievement point.

Our rewards system allows students, teachers and their parents/carers to see how well they are progressing and where they are producing sustained good work, effort and progress. Developing the students with a growth mind set is at the centre of the reward systems in place at The Halifax Academy. Students are encouraged to see that it is worth making an effort, persevering with a task that is within their reach, trying and trying again. The long term aim is for students to produce learning behaviours without external reward.

Students are rewarded at the Academy in the following manner:

- Achievement Points based on the five Rs. These are accumulated in order to allow eligible students to attend reward trips, gain prizes and certificates. Please see Appendix 1.
- Verbal praise
- Written comment e.g. on work or in student planner
- Display of work
- Telephone call, card or letter sent to parents/carers
- Public commendation in assembly or at the annual Final Assembly
- Awarding of certificate e.g. in a House or Year assembly
- Awarding of Bronze, Silver or Gold House award
- Awarding of House Tie
- Additional responsibility/authority within the Academy.

We also heavily promote student leadership across the academy. We see that the greatest reward we can give a student is to represent the academy. We have numerous positions in the academy including:

- Junior House Captain
- House Captain
- Junior House Sports Captain
- House Sports Captain
- Associate Prefects (Y10 only)
- Prefects (Y11 only)
- Year Prefects (Y11 only)
- Head Boy and Head Girl (Y11 only)

2.2 Consequences

In class, should a student choose not follow an instruction then they will be given a verbal warning by their teacher. Should the student continue to not follow instructions then they will be given a penalty point which will result in a 30-45 minute detention after school that same day. Should a student refuse to follow instructions for a third time in one lesson then they will be removed from lesson and parents will be asked for a meeting to discuss their child's choices.

Should students choose not to follow the school rules around the academy then they will accrue penalty points. This leads to an automatic same day detention that will be communicating to parents via group call. Should a student continue to accrue points then parents/careers will be invited in to discuss next steps and more severe sanctions. See appendix 2.

2.3 Detentions

Legally, Parental consent is not required for detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. For lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

As an Academy, we do issue parents with same day detention notices via the 'Groupcall' text message system. No notice detention will only be used in exceptional circumstances as a response to non-compliance with the normal detention system or persistent lateness. It will only be authorised by a member of the senior pastoral or leadership team.

3.1 Intervention/support for improving behaviour

In order to support all students to be as successful as possible we have a range of interventions and support should they choose not to follow the school rules.

- Restorative approaches work
- Deployment of additional adult support
- Review differentiation of curriculum
- Adaptations of teaching/learning style
- Review behaviour management strategies
- Discuss difficulties with student/parents/carers
- SMART targets for classroom engagement and regular reviews
- Withdrawal from lessons and gradual reintegration working with the FLC
- Temporary placement at in-school unit or external Short Stay School
- Allocation of a case worker (student manager)
- Mediation between staff/students if appropriate
- Managed move if deemed appropriate
- Internal reflection
- Fixed Term Exclusion

3.2 Behaviour Contracts

Parents of pupils who persistently choose not to follow the school rules will be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular pupil. Please see Appendix 2 for an example.

3.3 Flexible Learning Centre

The Flexible Learning Centre is a facility designed to enhance student access to education. It aims to provide a personalised experience to impact positively on learning and improve behaviour in particular subjects following persistent low-level disruption in lessons. With the involvement of parents/carers from the onset, a concise Individual Action Plan, consisting of structured and SMART targets tailored to individual's needs, is agreed with the student.

The support offered in the FLC includes:

- Individual and group academic support.
- Individual support on communication and interaction skills.
- A focus on increasing Attitudes to Learning within the classroom
- Support, guidance and awareness for parents.

The FLC is used to minimise the risk of Fixed Term or permanent exclusions. Referrals to the FLC are made via the Head of Year and reviewed by the Assistant Head teacher for behaviour. Should a student be considered for an FLC referral then parents and families will be invited into to school to discuss this.

Students within the FLC are expected to adhere to the 'Flexible Learning Centre Support Plan'. This is a comprehensive document outlining the issues, actions and outcomes for students who are referred to this provision. Parents and external agencies where appropriate, are invited to induction, review and exit meetings in order to facilitate successful outcomes. Whilst within the FLC, as well as individual and group mentoring, students follow the Princes Trust 'Achieve Programme'. Students follow a variety of programmes of study that include literacy, language technology and digital skills:

- Personal, social and development skills
- Life skills
- Active citizenship
- Preparation for work skills

Using personalised timetables, students also continued with their studies within the FLC where appropriate with support from subject teachers.

3.4 Bullying

We have an anti-bullying charter outlining our vision. See Appendix 4

There is a guaranteed minimum response which applies.

When bullying is reported we will:

- Listen that day
- Agree action
- Take action within the next school day
- Inform parents on the same day as the incident occurred and within 48 hours as to the resolution of any investigation
- Record the incident
- Monitor and evaluate agreed actions over an agreed timeframe.

3.5 Sexual Violence and Sexual Harassment

The school follows the guidance set out in 'Sexual violence and sexual harassment between children in schools and colleges' (DfE, 2017).

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

At The Halifax Academy we believe that sexual violence and sexual harassment is never acceptable, and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police.

The school will take seriously any incidents of sexual harassment, including sexual comments, 'jokes' or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

The school recognises that some pupils are at greater risk of sexual violence and sexual harassment, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding Lead, in partnership with the headteacher. Some incidents must be reported to the police or social services, others may be dealt with in school.

Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

For more detailed information on Sexual Violence and Sexual Harassment please see the academy's Child Protection and Safeguarding Policy.

3.6 Racial Incidents

Incidents with a racist dimension are dealt with according to the usual academy procedures. However, we are required to record such incidents. Therefore, once the incident is resolved, a copy of the entry on SIMS or the incident summary is forward to the Head teacher to copy to the racist incident file. The Head's PA will follow the reporting requirements of the Local Authority.

4.1 Uniform and Appearance Requirements

The Halifax Academy maintains a strict uniform code and we expect a high standard of personal appearance. We are proud of the high standard set by our pupils, something which is often praised by visitors to the school. Our uniform helps to promote a serious working ethos and a sense of pride in the school. We insist on adherence to the rules throughout the secondary phase. Our policy is based upon standards which would be generally acceptable within an office environment.

| Boys | Girls |
|--|---|
| Black blazer with school logo | Black blazer with school logo |
| White shirt buttoned to collar | White shirt buttoned to collar |
| House tie (available from school) | House tie (available from school) |
| Black smart trousers (must not be made from denim or elasticated material) | Black skirt or smart black trousers (must not be made from denim or elasticated material) |
| Plain black footwear | Plain black flat footwear - No stilettos, platform or wedge heels. |
| Dark socks | Black or white socks/black tights |

Jewellery is not allowed except for a single watch and small stud earrings. Students are not permitted to wear false eyelashes, colour contact lenses or false/acrylic nails or nail tips.

- Pupils can wear belts but they must be plain black with no studs or decoration
- Hair must be sensibly styled and be of a natural colour. Extreme styles and colours are not acceptable
- If worn, make up must be subtle
- Jean-style/combat trousers/leggings/tracksuit bottoms, open-toed shoes/sandals must not be worn

Optional Uniform Items:

- The Halifax Academy jumper
- Plain black hijabs only (which must be worn securely wrapped or tied back, with the face and school tie clearly visible)
- Girls black tunic

Please note that we will contact parents of students arriving at school in non-uniform or wearing inappropriate footwear, with a view to them going home to change. Outdoor coats must be navy blue or black. Tracksuit tops or 'hoodies' are not acceptable. Shirts must always be tucked in and students must wear a black blazer and school tie at all times.

4.2 Basic Equipment

All students are required to carry a school bag with a reading book and a pencil case containing: a purple pen, black or blue pens, pencils a rubber and a scientific calculator. An A4 Bag must be brought to school on a daily basis.

4.3 Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Phones, tablets, games, money and sports equipment must not be brought to school (except on occasions when the teacher gives permission).

5.1 Behaviour outside of the Academy

The Academy also has high expectations of student behaviour in other spaces outside the classroom for example: corridors, dining areas, PE areas and play areas. These expectations include the behaviour of students travelling to and from school. Staff have a statutory power to discipline students for misbehaving outside of the Academy premises.

We define the outside of the Academy as:

- Taking part in any Academy organised or Academy related activity
- Travelling to or from the Academy
- When wearing school uniform
- Misbehaviour that could have repercussions for the orderly running of the Academy
- Misbehaviour that poses a threat to another pupil or member of the public
- Behaviour that could adversely affect the reputation of the Academy

5.2 Mobile Phone Use

Mobile phones and their accessories are not allowed to be used in school unless with the express permission of a member of staff as part of a learning experience. If a student is found using one (or charging it) without permission, it will be confiscated and parent/carer will be asked to personally collect the item the following school day. Repeat offenders within the same term will have their phones confiscated for a week. Should students persistently use their phones without permission they will be confiscated for the term.

Students who refuse to hand over their phone will have it confiscated for up to 3 days or face an exclusion.

Until the parent/carer signs for and collects the item/s before 3:30pm on the return date, they will be held by the Academy.

The Academy accepts no responsibility for the safety of any phone in their care.

5.3 Food and drink

Chewing gum is not allowed to be consumed within the Academy. Please note that those students repeatedly ignoring this direction will be required to carry out community service

Children have regular access to water at break and lunch. Students should not bring in any fizzy drinks including energy drinks into the Academy. Those choosing to do so will have the items confiscated and disposed of.

5.4 Toilet usage

Due to the impact on teaching and learning, students are not permitted to use the toilets during lessons. On occasions, staff may exercise their discretion in allowing toilet usage during lessons if they feel there is a genuine and urgent need. Other than this, students have at least four opportunities to visit the toilet during the school day which is sufficient unless the child has a medical need. Please inform us if this is the case, so your child's medical needs can be supported and accommodated.

6.1 Types of Exclusion for Serious Offences

a) Internal isolation

The detrimental actions of the student can have a major impact on the learning of others and have an impact on the staff's commitment to maintaining good order within the Academy. Students may, therefore, face consequences resulting in internal isolation in line with the nature of the offence.

Internal isolation offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. The Academy uses an on-site room with a designated member of staff supervising the facility. The length of time served in internal exclusion is consistent with the nature of the incident resulting in this sanction.

Depending on the severity of incident, in some cases, the Academy may take the decision for the student to carry out his/her Internal Isolation at a neighbouring school or Academy.

b) Fixed Term Exclusion (FTE)

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

Following a FTE decision, a letter (See Appendix 5) will be sent to parents/carers explaining why the exclusion has taken place and expectations had for the student during the period of exclusion. This included completing work set and speaking to a member of the pastoral team during the day. This may be through telephone call or home visit.

Following any Fixed Term Exclusion (of any duration) it is expected that: Parents/carers will attend a re-integration meeting with the Head of Year/member of the Senior Leadership Team. A Behaviour Support Plan may be completed at the re-integration meeting if one is not already in place/if appropriate.

c) Permanent Exclusion

Exclusions will be used as a last resort. Where a student has failed to respond to support and intervention, and continues to persistently break academy rules (including serious one-off offences), the academy through negotiation with parents/ carers, may attempt to broker a managed move to another school through Calderdale's Behaviour and Attendance Collaborative.

Parents of students who display persistent behavioural concerns will be required to attend meetings with Heads of Year, the Senior Leadership Team and/or the Governor Welfare Panel.

Permanent exclusion means your child is excluded from Academy permanently. Permanent exclusion for non one-off incidents will be exercised once every other intervention has failed. The Academy will use fixed term exclusions when a serious incident occurs or a breach of the Behaviour Policy. Examples of, but not exhaustive, are:

- Threatening a member of staff
- Encouraging or instigating disruption, threatening behaviour, aggression, fighting or violence
- Dangerous behaviour
- Promotion, sale or supplying of illegal drugs or items
- Incidents of physical/verbal/racial/homophobic abuse
- Setting off the fire alarm
- Assault
- Alcohol consumption
- Continued disruptive behaviour despite school intervention and support (offered or undertaken) which disrupts their and others learning
- Vandalism
- Theft
- Serious Bullying
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Serious deliberate damage to school property.

6.2 Managed Moves:

- Managed moves are considered as where internal strategies have had limited success and the school and parents believe a transfer to another school would be a positive outcome to the student continuing their education.
- A managed move via the Behaviour and Attendance Collaborative panel (BAC) can be requested. The Assistant Head teacher for Behaviour will oversee all referrals made by Progress Leaders to the BAC panel.

6.3 Exclusions and Children Looked After (CLA)

If a Child is a Child Looked After (CLA) is excluded then the following actions will apply:

- Parents/care will be immediately informed.
- The Virtual School Head will be informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the Lead Social Worker (SW) will be kept informed.
- The child will always be kept in school until a parent/carer/social worker can collect.
- We will Inform Police/MAST (Multi Agency Screening Team) if child absconds or if they are not collected by end of school day.

6.4 Special Educational Needs

At the Halifax Academy we pride ourselves on having high expectations of all our students and are fully inclusive. We expect all students with SEND to follow the school behaviour policy. Where appropriate we will judge on a case by case basis, in line with the student's needs, how to interpret the policy in order to meet their needs and support their path to independence throughout the academy.

Examples may include:

- Students with SLCN who have receptive language difficulties may need more than one warning. This will be decided in conjunction with the SENCO, Student, Deputy Headteacher, Class Teacher and Parent.
- Students with dyspraxia or global developmental delay would be expected to take responsibility for their equipment on a classroom by classroom basis rather than whole school.

6.5 Prohibited Items: Illegal Substances, material and Offensive weapons

The Halifax Academy does not permit any illegal substances or offensive weapons on to the premises.

Offensive items include:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed objects ie: pocket knives, craft knives, scissors etc;
- Explosives, including fireworks, aerosol sprays, lighters, matches;
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use ie: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon. Examples include such as blades removed from pencil sharpeners, lighters or slings.

The list above is not exhaustive and will also include any items judged by the school to be carried with the intention to inflict injury on another individual or property.

In addition to this The Halifax Academy forbids bringing in inappropriate materials such as pornography or illegal substances into school such alcohol, illegal drugs, cigarettes, electronic cigarettes and shisha pens.

Any student found to be in possession of these items will be subject to sanctions which may result in a permanent exclusion from the Academy.

6.6 Searching Pupils

This is written in in conjunction with the DFE Guidance Searching, screening and confiscation at school January 2018.

Academy staff can search pupils with their consent for any item which is banned by the academy rules.

Head Teachers and staff authorised by the Head Teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a 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 pupil)

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

Should a search take place it must be undertaken by the same sex as the pupil being searched and there must be a witness of the same sex. This must take place in a private place to preserve the dignity of the pupil being searched.

If the headteacher believes there is a risk of serious harm to a person should a search not be conducted, then it is permissible for a member of opposite sex to search a pupil.

Although the academy is not required to inform parents when a search takes place, a member of staff will contact the family of the pupil within the same school day.

6.7 Use of Reasonable Force

All Academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the student is not yet out of control. This is best used when the student is anxious or confused. Its purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the student as aggression
- Physically interposing between students
- Blocking a student's path
- Pushing if restricted to situations where reasonable force is used to resist a student's movement, rather than a forceful push that might cause the student to fall over
- Escorting a student by the hand or arm

For more information please read the care and control policy.

6.8 Allegations of Abuse against Staff

Allegations of abuse must be taken seriously. The Academy must ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

A Designated Safeguarding Lead from the senior team will deal with allegations of abuse against staff.

6.9 Malicious Accusations against Staff

If an allegation of abuse against staff has been found to be malicious, the parents of the pupil who has made the allegation will be contacted.

The Head Teacher will deal with malicious accusations against staff.

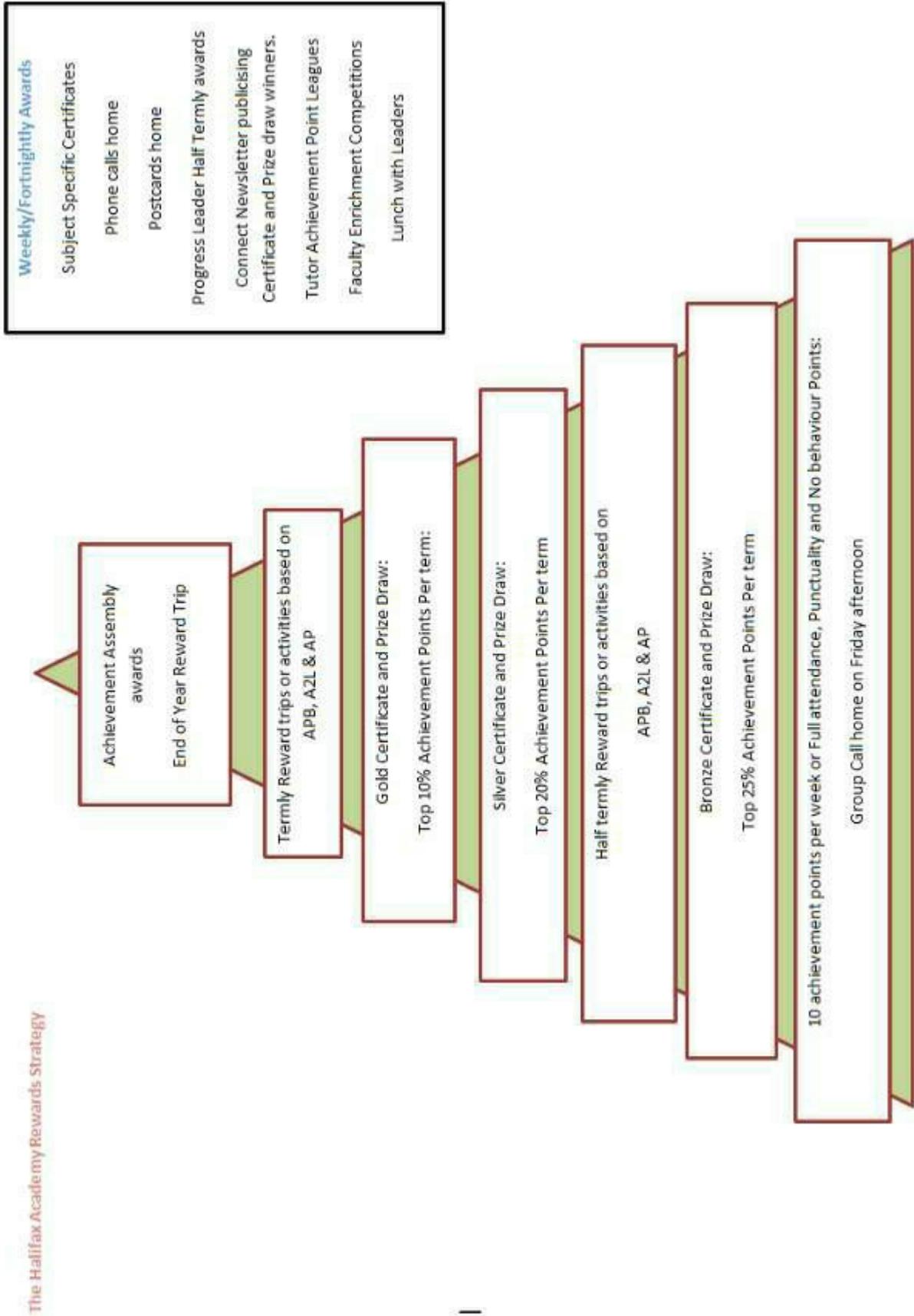
7.1 Working with external agencies

The Halifax Academy works with various external agencies to support students with challenging behaviour where appropriate. This includes:

- The Pupil Referral Unit
- Local Calderdale schools for 'off site' exclusions and 'Managed Moves'
- The Youth Offending Team
- West Yorkshire Police and Fire Service
- The Exclusions Team for the Calderdale Authority
- Multi Agency Screening Team (MAST)
- Family Intervention Teams
- Noah's Ark Counselling Services

This list is not exhaustive of avenues of support we seek but an indication of the support we will endeavour to access for certain students.

Appendix 1: Rewards





Appendix 2: Sanctions

The Halifax Academy Behaviour Policy Sanction Summary for Staff 2018-19

At The Halifax Academy we expect our students to have positive learning habits that demonstrate our values. On occasions when students do not make the right choices, we have the following sanctions to support staff with behaviour.

| Incident | Sanction | Duration | When | Who |
|--|---|----------------------------------|---|--|
| Refusal to follow an instruction | Detention | 30 minutes | Same day. P6 rolled over | Year manager team |
| Late to school | Detention | 30 minutes | Same day. P6 rolled over | Year manager team |
| Both of the above | Detention | 1 hour | Loss of break (15 min) Loss of lunch (15 min) and 30 minutes after school | Year manager team |
| 4 or more penalty points over 2 days | Isolation | 2 hours | Wednesday 2:50pm to 4:50pm Friday 1:50 to 3:50pm | Assistant Head Teacher Behaviour |
| Single incident of 5 points or more | One or more of the following depending on the context of the incident: Internal Exclusion Community Service Off Site Exclusion Fixed Term Exclusion | Variable | Same day or within 24 hours | Year manager team |
| Verbal abuse towards staff | Fixed Term Exclusion | Variable | Same day or within 24 hours | Assistant Head Teacher Behaviour |
| Mobile phone or accessories visible | Confiscation of items and handed to the main office | 24 hours. Parents to collect. | Same day | Teacher to confiscate or refer to Year manager |
| Fighting | Fixed Term Exclusion and confiscation of mobile phone pending investigation | Variable | Same day | Year manager team |
| Misuse of Social media to antagonise others | Confiscation of items and handed to the main office | Variable | Same day | Year manager team |
| Persistent low level disruption across lessons impacting on the learning of others | Referral to the FLC | 4-8 Weeks part or full time | Contingent upon FLC capacity. Commonly within a fortnight. | Assistant Head Teacher Behaviour |
| Serious Incidents | Judgement of Year manager and AHT made to discuss next steps: May result in a fixed term exclusion, managed move or permanent exclusion. | | | |

Please note that all persistent and serious incidents are judged/sanctioned individually and through investigation. Sanctions can be variable based on the professional judgement of our staff.

Updated July '18



Behaviour Contract 2016-17

Student Name: _____

Year Group: _____

Date: _____

Current School: _____

The main issues presented are:

- Persistent refusal to follow instructions
- Anti Social Behaviour
- Failure to engage in lessons

The strategies already employed to help you manage behaviour:

- Mentoring
- Detentions
- Parental meetings
- Report card
- One to One Support |

Conditions and targets for to meet all expectations at Halifax Academy:

- To follow all adult instructions first time
- To develop a mature and responsible attitude to lessons and learning
- Positive and polite at all times.
- To engage fully in the lesson learning and complete all homework
- No more than 3 behaviour points per week
- Signed report card by Progress Leader or Assistant Head teacher daily.
- Excellent conduct at social times.

Student signature _____

Parent's signature _____

Progress Leader signature _____

Date _____

THE HALIFAX ACADEMY ANTI BULLYING CHARTER OUR VISION

We are working with staff, students, parents and our local community to create a school where any form of bullying is not tolerated.

Bullying and harassment in whatever form it may take is unacceptable and The Halifax Academy undertakes to create a positive ethos to try and prevent it occurring.

We recognise that bullying takes place in many different forms and that all schools experience some bullying. It is our experience that bullying also exists outside of school hours and that often the root cause of bullying is to be found out of school, perhaps involving disputes between families. Because of this, it may not always be possible for the school to “solve” every situation to the satisfaction of everyone involved, but the school accepts that it has a responsibility to do its best to find a resolution, even when out of school factors are involved.

Bullying can be displayed in different ways; it may involve a nasty one-off incident or occasional incidents, or it may also be a prolonged or sustained “attack” on one or more students by one or more other students.

It may take several forms: physical, verbal or psychological and staff are asked to pick up any examples, however small, or even when the incident might seem light-hearted (it doesn't always feel that way to the victim).

All allegations of bullying will be taken seriously by the school. However, just because bullying is alleged, it does not mean that it has taken place. Bullying issues are rarely simple and often involve counter-allegations.

Our general approach is to discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view. Sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions.

The aim is always to bring about a permanent solution to the problem whenever possible. This may mean helping the bully as well as the victim.

- Most commonly parents will be informed and involved.
- Bullying thrives in secrecy and it is important that someone in the school is informed as soon as possible so that it can be dealt with before it has a serious effect on the victim. Trying to deal with it “on your own” seldom solves all but the mildest cases.
- Students can tell their form tutor, their Year team or any teacher.
- The issue of bullying is dealt with as a topic within the PHSE programme and in assemblies.
- Parents are often the first to notice signs such as an unusual reluctance to come to school or go out in the evening or at weekends. Any information or concerns will be taken seriously and parents should telephone and speak to the student's Head of Year.
- Tutors, the Student Council and pastoral teams discuss, monitor and review our anti-bullying policy on a regular basis
- House teams train and support students to be Peer Supporters, who are active in observing and reporting bullying and who support and protect those who are vulnerable to bullying
- Supports staff to identify and tackle bullying appropriately
- Ensures that students are aware that all bullying concerns are dealt with sensitively and effectively
- Works with parents/carers regarding any concerns on bullying
- seeks to learn from other organisations to improve our practice

This Charter has been put together by the school council of The Halifax Academy and agreed with the Staff and Governors of the School.

Appendix 5: Fix term Exclusion Letter



Head teacher Secondary Phase: Matt Perry
Head teacher Primary Phase: Richard Shaw
Chair of Governors: Dr Phil Shepherd

Date

Parents name and address

Dear

|

Name of student

I am writing to confirm that I have decided that your **son/daughter, name of student**, should be excluded from school. The exclusion is for a fixed period of **day/s including dates**. **Name of student** will be expected back into school on **date to return**. **He/she** should not enter school premises without my prior consent.

I have reached this decision after very careful thought and believe that this is the correct course of action in the circumstances. My reason for deciding to exclude **student's name** from school is because of **reason**.

During the period of exclusion your son/daughter is expected to work: Bedrock Learning (English), **Hegarty Maths** and **Educake** (Science). A member of the pastoral team will contact you during the day via a telephone call or home visit to check on progress being made.

It is important that your son/daughter is supervised at all times during their exclusion in order to keep them safe and that their education is not adversely affected.

You also have the right to make representation to the Governors. However, the Governors' Discipline Committee has no powers to overturn this decision.

A meeting has been arranged for you to meet with **member of staff -name, day, date and time**.

Yours sincerely

Matt Perry
Headteacher – Secondary Phase

Linked Documents:

- The Halifax Academy Managing Allegations Policy
- The Halifax Academy Safeguarding Policy
- The Halifax Academy Care and Control Policy
- The Halifax Academy Exclusion Policy:
- The Halifax Academy SEND Policy

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf

- DFE Guidance Searching, screening and confiscation at school

- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>