



THE
ADEYFIELD ACADEMY

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Behaviour for Learning Policy

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Co-ordinator: Mr M Molokwu

Signed by..... Dawn Mason (Headteacher)

Signed by..... Kim Bristow (Chair of Governors)

1. Purpose

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the Academy by:

- Promoting good behaviour for learning
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment and discrimination
- Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures
- Consider behaviours offsite that would ordinarily affect the good order of the Academy

2. Implementation

The Governing Body with the Headteacher will, in consultation with staff, establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. They will also ensure that they fully adhere in promoting British Values and Character Education within the Academy. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality-learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff body will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The Assistant Headteacher for Behaviour in conjunction with the Senior Leadership Team will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding/SEND policy to offer students both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Parents/Carers will be expected to take responsibility for the behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy to assist in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The procedures arising from this policy will be developed by the Headteacher in consultation with staff. The procedures will make clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the Academy has a responsibility towards the whole community.

2.1 Recognition to support positive behaviour choices.

An Academy ethos of encouragement is central to the promotion of good behaviour. Recognition is one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

2.2 Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

The Leadership team will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

3. What are we rewarding

All staff should participate in awarding achievement points for students. Staff should be rewarding students for their effort, improvement, outstanding work and embodying The Adeyfield Academy's Values. Furthermore, students should be rewarded for outstanding attendance, punctuality and representing the Academy.

4. How can students be rewarded?

4.1 Recognition Boards

Each faculty area has a 'Hall of Fame' to promote positive behaviour. The 'Hall of Fame' recognises outstanding work, effort, contribution, or for promoting The Adeyfield Academy's values in that faculty. Student's names are rotated on the 'Hall of Fame' every half term.

Every classroom has a 'Wall of Fame' to recognise five star students. This is actively used by staff to recognise and promote positive behaviour

4.2 Achievement points

Students are able to gain achievement points which are immediate and can be seen by both students and parents/carers on Edulink. As students accumulate achievement points, they are rewarded for the number they achieve which is monitored weekly and celebrated in assemblies through certificates and student badges and through the weekly powerpoint in tutor time and celebration assemblies at the end of each term. For details, please refer to Appendix 1.

4.3 Celebration Assemblies

Each Year group will have a celebration assembly to conclude the term. Celebration assemblies will be used to highlight significant levels of improvement and achievement by individual students. Students are awarded certificates to commend their achievement.

4.4 Rewards Trips

Each term a Reward Trip runs for Key Stage 3 and Key Stage 4 students. Criteria for the Rewards Trips is based on our '5 Star Student' and focuses on attendance, attitude to learning, achievement points and wider school engagement.

4.5 Student Recognition

Staff complete weekly Student Recognition nominations. These recognise students who have gone above and beyond and consistently uphold our school values. Student Recognitions are read out in assembly and letters are sent home.

4.6 Annual Awards Evening

The Annual Awards Evening (The Annual Adeyfield Academy Awards) is held at the beginning of the year to celebrate student successes in both curriculum and community work. Each faculty will be expected to purchase a prize for the student in that year who has shown the most improvement.

4.7 Attendance

Attendance certificates will be awarded to students with 100% attendance every term and students with most improved attendance will also be rewarded. Students who have 100% attendance over a two week cycle will be entered into a prize draw. Attendance recognition can be found in more detail in Appendix 1.

5. Sanctions

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences. (Appendices 2 and 3)

6. Communication

The Adeyfield Academy ensures that parents/carers, students, staff, including new students and new staff are fully informed of the behaviour policy by communicating it through the following:

- Home school agreement
- Weekly powerpoint
- Parents' handbook
- The Academy prospectus
- The Academy website
- the Academy assemblies
- Classroom notice boards
- Newsletter and school comms
- Plasma Screen and Intranet - staff only

The Adeyfield Academy seeks to ensure that all staff and students are consulted regularly about the policy and procedures through staff meetings, school forum, parent forum and associations.

The Adeyfield Academy communicates the Behaviour for Learning policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training and induction programmes.

7. Acceptable/Unacceptable behaviour

The Adeyfield Academy strongly believes that acceptable behaviour promotes a positive learning ethos. It also believes courtesy, co-operation, consideration and care for the learning environment from all students in terms of their relationship with other students within and outside the Academy, teaching staff and visitors is important in helping to create this ethos. Our behaviour ethos is underpinned by our school values of courage, respect, dignity, pride and ambition. The Adeyfield Academy outlines student behaviour expectations below:

- Arrive on time to all lessons
- Be polite and considerate
- Do not talk during teacher explanations
- Do not shout out in lessons, raise your hand for support
- Follow instructions at all times
- Attempt and complete all work set
- Be confident and try your best at all times
- Remain focused, engaged and be ambitious about your achievement
- Ensure you have the correct uniform
- Ensure you have a school bag and pencil case
- Take pride in how your work is presented
- Prevent bullying

Examples of unacceptable behaviour include: (Appendices 2 and 3)

- Disruption to learning, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Refusal to follow instructions
- Lack of respect
- Failing to wear school uniform correctly
- Name calling

- Use of mobile phone on school site
- Wearing AirPods
- Verbal abuse
- Threatening language or behaviour
- Intimidation
- Physical abuse - including playfighting
- Any form of bullying and harassment
- Sexual violence, such as rape, assault by penetration or sexual assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Misuse of social networking and social media sites
- Discrimination (including: racist, sexist, homophobic and transgender abuse)
- Abuse related to disability, gender, sexuality, race or religion
- Damage to the fabric of the building or environment through careless behaviour, vandalism or graffiti
- Radicalisation and extremism
- Malicious allegations
- Bringing the academy into disrepute
- Criminal offences
- Smoking or vaping
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers or vapes
 - Fireworks
 - Pornographic images
 - Mobile phone, or any smart devices (including smart watches)

To manage classroom behaviour, the teacher will use the following process: (Appendix 2)

- Chance - Positive behaviour management will be reinforced, the student will be given time to reflect and modify their behaviour
- Choice - Positive behaviour management used again, however it will be explained to the student that if the negative behaviour continues, then they will receive a consequence, the student will be given time to reflect and modify their behaviour.
- Consequence - The student has persisted with the behaviour despite the Chance and Choice being given and now the teacher will add the behaviour point to EduLink or SIMS
- Faculty Shadow/Return 2 Learn - the student has continued with the behaviour despite being given Chance, Choice, Consequence and as their negative behaviour has been persistent and ongoing, they need to be On-called. The member of staff 'On Call' will decide if the student should be placed in the Faculty Shadow Room or the Return 2 Learn. The teacher who requested on call will home within 24 hours to make the parent aware.

Persistent poor behaviour will result in a student being placed on Tutor/Head of Year/Faculty or Senior Leadership report. Other supportive strategies are listed in section fifteen.

Any student may instantly be removed to Return 2 Learn or a Faculty Shadow room if they leave a lesson without permission, or exhibit serious/dangerous behaviour. All students taken to the Return 2 Learn will be expected to work in complete silence until 4pm. Teachers will come and collect the student for a restorative conversation at the end of the normal school day.

8. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At The Adeyfield Academy, any form of bullying, including cyber bullying is taken very seriously and we understand the negative and long lasting effects it can have on young people. The way in which we manage is outlined in the Academy's Anti-Bullying Policy along with potential sanctions. Students must report any bullying on See It, Hear It, Report It.

9. Cycling to and from school

All students are supported to use a variety of means to travel to and from the Academy. The majority of students walk, some are dropped off by car and others cycle. We ask that any parents who drive their children to school ensure that they do not obstruct or block school entrances/exits when dropping off their children. All parents must ensure that they abide by the Highway Code and do not park on the pavement or zig zag markings.

All parents of students who cycle to school have a duty of care to ensure that they are safe when travelling to and from the Academy. As such, the Academy expectation is that all students must wear a helmet when riding to or from the Academy, which is the responsibility of the parent/carer.

10. Mobile Phones (Appendix 6)

Students in Years 7-11 will be issued with a personal lockable phone pouch. Whilst the phone pouch is school property, it is each student's responsibility to bring their pouch to school every day, keep it in good working condition, and lock their phone in the pouch before entering the school premises. If a student forgets their phone pouch, they will be expected to hand their phone to a member of staff on gate duty, or if they are late, reception. The phone will be placed in an envelope with the student's name written on it and then placed in the school safe. Students will only be able to collect their phone at the end of the school day (3pm), or if they leave the school site prior to the end of the typical school day.

If a student needs to leave early, they will only be able to unlock their phone pouches in the main school reception.

In the event that a student loses their pouch then it will be the responsibility of the parent/carer to replace this. If a student purposely damages their phone pouch, this will be treated as vandalism and damage to school property, and therefore the school Behaviour Policy will be applied. It will not be permitted for any

student or parent to use an unlocking device other than those sanctioned by the school to gain access to a mobile phone pouch. If such a situation arises this will be dealt with in line with the school Behaviour Policy and treated as vandalism to school property.

Parents/carers will be expected to cover the cost of replacing a damaged or lost phone pouch.

Examples of intentional damage include:

- Ripped fabric
- Cuts or tears to the pouch
- Bent or damaged locking mechanisms
- Signs of force (including attempts to open)

If a student does not bring a phone onto the school premises then they will not be expected to have their phone pouch with them. However, any phone that is seen anywhere on the school site not in a phone pouch is considered a prohibited item. The consequence for having a phone outside of a pouch is outlined in the table below. The phone will be confiscated (including SIM card) and returned through a tariffed system, with the length of the confiscation depending on how many times this behaviour has previously occurred. This policy also applies to any paired devices or smart technology such as smart watches. Any device of this nature must be placed in the lockable phone pouch.

Please note that phone use includes utilising bluetooth connection via headphones when a phone is in a pouch anywhere on the premises. Please note that the school has the right to instruct students that they are not allowed to bring phones onto the school site.

The school recognises that some students may require access to a mobile phone as part of an agreed medical or healthcare plan.

Students with an identified medical need will still be required to place their phone in a secure pouch in line with the school's mobile phone procedures. However, where access to a phone is required to support the student's medical needs, the pouch arrangement will be adapted to ensure the student can access their device in accordance with their Individual Healthcare Plan.

Any such adaptations will be agreed by the school in consultation with parents/carers and relevant professionals, and will be clearly documented within the student's medical plan.

Stage	Sanction implemented
(Chance)	■ The phone will be confiscated by any member of staff for 24 hours ■ The phone will be locked away in the Student Support Hub safe ■ The phone is only returned to a parent/carer the following school day after 3.30pm by a member of the Pastoral, Inclusion or Safeguarding Team ■ Parent/carer, student and staff member to sign minutes of parent meeting

(Choice)	■ The phone will be confiscated by any member of staff for 48 hours. ■ The phone will be locked away in the Student Support Hub safe ■ The phone is only returned to a parent/carer following 48 hours (school days) after 3.30pm by their Head of Year ■ The student will be given a fixed term suspensions for repeated refusal to follow school policy ■ Parent/carer, student and staff member to sign minutes of parent meeting
(Consequence)	■ The phone will be confiscated by any member of staff for one week ■ The phone will be locked away in The Student Support Hub safe ■ The phone is only returned to a parent/carer following one week (school week) after 3.30pm by a member of the Senior Leadership Team ■ The student will be given a fixed term suspension for repeated refusal to follow school policy ■ Parent/carer, student and staff member to sign minutes of parent meeting

NB - breaches to the mobile phone policy will work on an escalation process, which will be recorded centrally. If a student has had their chance on a first sanction, if the behaviour persists, they will be escalated to a choice on the next occasion. If they have had a choice previously, the next sanction for the same behaviour would be a consequence.

If beyond the consequence stage, a student still persists with attempting to use their mobile phone within the school day, the school reserves the right to confiscate the phone for a longer duration. This may include for a period of a half - term or more. In addition, the school reserves the right to prohibit any student from bringing a mobile phone (which is now a prohibited item) onto the school site. Any student this applies to, will be searched prior to entry into the school grounds.

Any student claiming to not have a mobile phone on them at the beginning of the school day will be quickly searched during line-up. This will involve a search of the school bag, turning out pockets and the use of a search wand metal detector.

As a mobile phone is now a prohibited item, refusing to hand the phone over or refusal of a search will result in a fixed term suspension. Please note that the lockable phone pouch will be expected to be returned to The Adeyfield Academy upon permanently leaving as it is school property. Failure to do this may result in a removal of privileges such as attendance to Year 11 prom and repayment of the cost of the pouch.

Students in Sixth Form will not be issued with pouches. However, they will only be allowed to use their phones (and any headphones) in designated Sixth Form areas. These designated sixth form areas are:

- Sixth Form Building
- Sixth Form Study Space beside the LRC

Sixth Form students will be permitted to use earpods/headphones with their work devices when in the Sixth Form areas. Failure to comply with school rules will result in confiscation of the phone and the Behaviour Policy applied.

11. Malicious Allegations

Any allegations maliciously made against any member of staff at The Adeyfield Academy is taken extremely seriously. Malicious allegations made against a member of staff could result in permanent exclusion.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

12. Misuse of school ICT systems

All students agree to an acceptable ICT user agreement as signed within the Academy planner. Any student who fails to adhere to these terms is subject to the sanctions set out in this policy.

13. Possession of illegal drugs or dangerous weapon

The Academy prohibits students from entering the Academy site with any form of illegal drug or weapon. Any student found to be in possession of an illegal drug or weapon, or to have used an illegal drug may be permanently excluded.

14. Searching, Screening and Confiscation

The Senior Leadership Team, pastoral and safeguarding teams may search students if they have reasonable grounds to believe that a student might be in the possession of the following: knives, weapons, alcohol, illegal drugs, stolen items, an item to cause offence or injury, tobacco, cigarettes, nicotine vapes, fireworks and pornographic images, mobile phones or any other smart device. Under common law the Academy has the power to search for any item if the student agrees. Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of the wider safeguarding team of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

The Designated Safeguarding Lead (or Deputy) will be made aware of any searching incidents where the member of staff has had reasonable grounds to suspect the student was in possession of a prohibited item.

Before a search takes place the authorised member of staff will explain to the student why they are being searched, how and where the search is going to take place and give students the opportunity to ask any questions. Staff will explain to the student that at no point will they physically touch the student themselves and blazers are removed by the student before the staff member searches it.

If a student refuses to be searched they will be taken to Return 2 Learn to reflect. If a student still refuses to be searched and the member of staff still considers the search to be necessary, staff can contact a parent or carer to come in and complete the search of the student.

The authorised member of staff may use a metal detector to assist with the search.

Refusal to be searched may result in an escalation in sanction such as a suspension

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions; Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 14) and items identified in the school rules.

Any search that takes place must be reported on CPOMS and include the date/time of the search, who was being searched, what is being searched for, what items were/were not found, and what follow-up action is being taken. Parents should always be contacted to make them aware that a search has taken place, what was found, if anything, what has been confiscated, if anything and what action the Academy has taken, including any sanctions that have been applied to their child.

The Headteacher can put screening and measures in place to maintain the high standards of behaviour in the Academy but must inform parents and students first.

Items confiscated will be given to the police, disposed of or returned to the student in line with the searching, screening and confiscation guidance for schools.

15. Procedures

The Adeyfield Academy also uses a wide variety of support for students who struggle to meet the required expectations and/or fail to sign up to The Adeyfield Academy ethos. The Adeyfield Academy will also use a

variety of sanctions against students who regularly fail to meet those expectations and in turn become at risk of a suspension. Measures include:

- Achievement & Resilience Centre (ARC)
- Learner support
- Mentoring
- Individual Education Plans
- Academic Intervention meetings
- Pastoral Support Plans
- Outreach support
- Referral to DESC (Dacorum Education Support Centre)
- Rapid Response
- At risk programme
- Personalised learning programmes
- School Counsellor
- Educational Psychologist - local authority specialist advisors
- The Hertfordshire Local SEND Offer
- Mental Health First aiders
- ELSA Trained Mental Health Lead
- Careers Interviews
- Curriculum resources at college
- Modification of curriculum and alternative curriculum
- Achievement and Resilience Centre
- Behaviour Reviews
- School report system (Appendix 4)
- Inclusion room - including SEND faculty advice and support
- Return 2 Learn
- Out of phase isolations
- Trusted adult
- Family support workers
- Pastoral support
- Meet with parents/carers
- Governor Support and Discipline panels
- Anger management support
- Detentions (Break, Lunch , After school)
- Trip Ban
- Confiscation of property including jewellery and mobile phones
- Involve the police and PCSO
- Youth crime reduction officer
- Behaviour contracts on readmission
- Governors Warning Panel
- Managed Move
- Modified timetable
- Internal suspensions
- Fixed Term Suspensions (off-site)

ARC Provision

The main purpose of the Achievement and Resilience Centre (ARC) is to support students who are struggling to fulfil their potential by providing them with the opportunity to reflect on their behaviour, build

confidence in a safe and nurturing environment in order to re-engage with the curriculum, fill gaps in their learning & development resilience, self-esteem, and readiness for future learning & careers.

The ARC Programme will offer an inclusive and accessible curriculum with alternative provisions and interventions to enable students to achieve their potential and thrive upon returning to the mainstream school setting.

During their time in the ARC, students follow a bespoke curriculum adapted to their learning styles and needs. Students will be provided with strategies to help them to regulate their emotions and how to deal with challenging situations in a positive manner.

These opportunities will be embedded across all aspects of work and social times to ensure they are able to reintegrate back into mainstream education once they have received their support in the ARC.

Student voice will be taken into consideration when identifying students for ARC, however, the school reserves the right to direct students onto the ARC Programme where there are ongoing behaviour incidents and/or regular suspensions or risk of permanent exclusion.

Managed Move

A managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently. Managed moves are voluntary and are offered as part of a planned intervention which is agreed by parents/carers and the admissions authority of the new school). Managed moves are used by The Adeyfield Academy as a supportive behaviour measure. The law does not allow for a 'trial admission' or 'trial managed move'. If a temporary move needs to occur to improve a student's behaviour, then off-site direction (see next section below) should be used.

Where a student has an EHC plan, the relevant statutory duties on the new school and local authority will apply.

Directed Off-Site Provision

Off-site direction is when a student is required to attend another education setting temporarily to improve their behaviour. The governing board is responsible for arranging off-site direction. Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, a student must be recorded in the attendance register using code D. This code is used to indicate that the student is absent with leave to attend the other school at which they are registered. In addition to this, any off-site direction will always seek to ensure that student voice has been obtained and factored into any decision making.

Parents/carers, and the local authority, (if the pupil has an EHC plan) will be notified in writing about an off-site direction, as soon as practicable and no later than 2 school days before the placement begins.

Depending on the individual needs and circumstances of the student, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction.

Separation of students for safeguarding purposes

In certain circumstances, a school can temporarily forbid a student from attending its premises, for example, due to an allegation of harm by one student against another which might require physically separating a student from one or other students. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds.

This list is not exhaustive and The Adeyfield Academy and the Leadership team also reserve the right to implement any strategies they consider appropriate to support the student.

Fixed Term Suspensions will be applied for serious or persistent/repeated incidents. The length of a fixed-term suspension will be decided by the Headteacher with reference to:

- The age of the student
- The disciplinary record
- The nature of the offence
- The home background
- Exam obligations
- SEND Needs

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure, record the incident formally, as a fixed term suspension, in line with DfE guidance. If a student is sent home for the lunchtime period, it is recorded as a half-day suspension.

Offences that will normally lead to a fixed term suspension are outlined in the Suspensions Escalations in appendix 5. If a child is suspended or permanently excluded from school, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a student is suspended the school will:

- Make a telephone call to explain the circumstances and inform the parent/carer of the sanction
- This telephone call will be followed up with an official letter as soon as practicably possible
- Notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period
- Undertake to set and mark work for that student for the first five days of the suspension, if the child is SEND then appropriate work will be organised
- Provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period suspension of six days or longer
- Advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- Consider how the time out of school might be used to address the student's problems; and
- Consider what support will best help with the student's reintegration into the school at the end of the suspension
- If appropriate a restorative reflection workshop will be administered for the student upon return from suspension

The parents/ carers of a student who is suspended for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the suspension. The governors will meet within 6-50

school days of the suspension and will decide whether or not to uphold the suspension. If a student is suspended for more than 15 days in a term the governors will always meet within 15 school days to review the suspension

After a fixed-term suspension, students must attend a reintegration meeting with their parents/carers and a member of the Leadership Team. The terms of reintegration are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

As a last resort or when an incident is so serious, then the school will use a permanent exclusion. For more information about suspensions and permanent exclusions, please refer to Appendix 5 and our Suspensions and Permanent Exclusions policy.

16. Faculty shadow room/Return 2 Learn/Internal Suspension Room

If a student fails to meet expectations in the classroom a teacher will request 'On call'. This member of staff will decide if a student should be placed in the Faculty Shadow Room or Return 2 Learn. If a student is placed in the Faculty Shadow room they are expected to work in silence for the remainder of that lesson and complete a 20 minute detention at the end of that day. During the detention the teacher will complete a restorative conversation with the student. If a student is 'on called' (removed) from a lesson twice or more in a day, they will be expected to work in Return 2 Learn the following day.

Return 2 Learn

Return 2 Learn provides an additional level of support for behaviour modification and pastoral welfare. Return 2 Learn is a pastoral teaching space where behaviour support staff will work with students to identify and unpick barriers to learning and implement support strategies to improve behaviour for students through targeted 1-1 and group intervention to enable them to re-engage with their learning and meet the high behaviour expectations of the school.

As Return 2 Learn is a pastoral teaching space, we appreciate and understand that learning and behaviour modification is not linear for all students. As such, students who have received two or more 'on calls' from the previous day can spend differing amounts of time in Return 2 Learn. The amount of time spent in Return 2 Learn, will be dependent on the identified level of behaviour support and intervention needed, and how positively a student engages with restorative and reflective discussion and work. Where appropriate, alternative or reasonable adjustments in line with student need may be implemented.

The following provides an overview of what Return 2 Learn **may** look like for students

Behaviour concern	Time spent in Return 2 Learn (intervention/independent study)	Time of the day to reintegrate back into lessons
Two 'on calls'	Period 1, 2, break and 3	Period 4, lunch and 5
Multiple 'on calls' (behaviour and truancy)	Period 1, 2, break, 3, 4 and lunch	Period 5
One off incident (repeated refusal/defiance)	Period 1 - 5 (including break and lunch)	Student will be isolated until 3pm

When not undertaking targeted intervention, students in Return 2 Learn will be expected to work independently and in silence until/if they are able to reintegrate back into their lessons. Any student unable to comply with the rules within Return 2 Learn may be removed by SLT. The school will then apply its behaviour escalation process (see Appendix 2).

The Internal Suspension Room (ISR)

For any student who has not been able to meet the school's high expectations, adhere to the behaviour policy or the rules in Return 2 Learn, may be given a sanction of an internal suspension, that is served in the Internal Suspension Room (ISR). A student who is placed in internal suspension will be isolated from the rest of the school and will be expected to work internally within school from 9am - 4pm. All students in internal suspension will be provided with work from their usual lesson to minimise the loss of learning. Any student in internal suspension is expected to complete all work provided by their teachers in complete silence and to the highest possible standard.

Suspension and Exclusion

Suspension and exclusion are the most serious sanctions that the school can impose and are used as a last resort. There are two types of exclusion from school; fixed term suspension and permanent exclusion. The length of a suspension will be decided by the Headteacher with reference to the age of the student and the student's previous disciplinary record (the school operates an escalating system). The nature of the offence - the more serious the breach of the policy, the greater the number of days of suspension. The home background would also be considered - would suspending the student put them at risk of harm. The school will also try to avoid any clashes with public examinations and will manage the exclusion accordingly.

The Adeyfield Academy will not tolerate any behaviours which contravene the school's behaviour policy or code of conduct. The school needs to ensure that all students fully understand that such behaviours will lead to a suspension from school for a set period of time or possibly permanently. This will allow the student to reflect on their behaviours and allow the school to plan for their successful reintegration into the school. In the case of permanent exclusions, the school will work with the Local Authority to plan for the students' education away from The Adeyfield Academy.

Permanent exclusions can be due to either of the following:

- A one of serious and dangerous incident that may cause harm to the school, or school community
- Repeated and ongoing refusal to follow the school rules and meet the expected high expectations of the school

The final decision to externally suspend or permanently exclude can be made by the Headteacher or, in the case of absence, the appointed Acting Headteacher. When deciding to exclude a student, the Headteacher will ensure there has been a thorough investigation and that a record is kept of their actions and those of other students/staff.

17. Interventions

The Adeyfield Academy develops measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour. This is a basis on which any behaviour improvement intervention is made.

The school provides appropriate training for all staff in order to promote positive and consistent behaviour standards. This includes training for new staff as part of the induction process.

The behaviour and conduct of students will be a regular focus at meetings held by SLT, Year and Faculty teams. These teams will monitor how they respond to student issues through the behaviour reports to help achieve consistency of practice in dealing with poor behaviour and promoting good behaviour.

Parents and carers will be contacted promptly by the Academy, usually on the same day to notify them of any reported serious incidents of misbehaviour in which their child has been involved with the outcome of the investigation typically confirmed within 48 hours of notification.

18. Investigating student incidents

The Adeyfield Academy investigates and takes written statements/completes interviews from students and witnesses on reported incidents of student misbehaviour. CCTV can be used for evidence as part of the investigation. Wherever possible the Academy will follow those guidelines laid down by the local authority as laid out in "Guidelines for school disciplinary investigations and interviewing of students". A copy of the results of all investigations undertaken will be held on record until the student leaves the Academy. Where an investigation finds there is no case to be heard, the report will be held on the student's file.

Incidents will typically be investigated by; Student Support Officers (SSO's), Head of Department (HOD), Head of Year (HOY), The Safeguarding Team, or members of the Senior Leadership Team. In order to ensure accuracy, occasionally students may need to be removed from lessons whilst an investigation is being completed. During removal, the rules that apply to 'internal suspension' apply to ensure the integrity of the statements.

During any investigation, particularly relating to a serious incident, the school may deem it appropriate and acceptable to house a student on site and in isolation. The isolation can be in either the Internal Suspension Room or Return 2 Learn. Whilst the student is in isolation, the investigation would continue following the same procedures stipulated above. Additionally, dependent on the level of severity regarding an incident, the school reserves the right to undertake off-site direction of a pupil to another school whilst a thorough investigation is undertaken

19. Protocol for informing/involving the Police of behavioural events in school

In all cases the police will always be informed when the school is made aware of a criminal act outside of school. All information will be passed to the police.

For criminal events inside of school, we will consider the nature of the event as to whether we inform the police. Typically the police will be informed of the incident if the school deems this as a significant and serious criminal event.

For less significant criminal events, the school will use its discretion as to whether or not to inform the police.

Criminal events include:

- Carrying an offensive weapon (police definition of size and rigidity of knife)
- Theft
- Criminal damage (including graffiti and vandalism)
- Drugs (possession and supply)

- Assault (peers/adults)
- Sexual abuse/harassment
- Serious misuse of technology

Where the police request to conduct a search of a student on school premises, the school will seek to ensure that parents or carers are contacted prior to the search taking place wherever possible.

If a parent or carer is unable to attend, a member of school staff will be present during the search to support the student and ensure appropriate safeguarding procedures are followed.

The school will not permit strip searches to take place on the school site under any circumstances.

All procedures relating to police searches will be carried out in line with safeguarding principles and relevant Department for Education guidance, including Searching, Screening and Confiscation.

20. Training

The Adeyfield Academy has a comprehensive behaviour management-training programme, which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the Academy. Where behaviour management is an issue and problems are identified appropriate support will be given. This is undertaken as follows:

- Staff inset
- Staff induction
- Mentoring
- Modelling – best practice
- Lesson observation / peer observation

21. Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include examples such as:

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create learner spotlight profiles and review these on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHCP must be secured and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

22. Monitoring and Evaluating

The Behaviour for Learning policy will be reviewed by the Assistant Headteacher responsible for Behaviour for Learning Lead and Pastoral Wellbeing and Governing Body every two years. At each review, the policy will be approved by the Headteacher.

As per DFE guidance the Academy will annually take steps to publicise the Behaviour for Learning Policy. The Academy will do this by sharing the policy with staff, students and parents. Staff will undertake training to ensure that they are aware of expectations to ensure consistency. Year group assemblies will take place to ensure that all students are aware of what is deemed as acceptable behaviour. The Behaviour for Learning Policy will be shared on the Academy website for parents to view.

23. Links with other policies

This Behaviour for Learning Policy is linked to the following policies:

- SEND policy
- Suspensions and Permanent Exclusions policy
- Safeguarding and Child Protection policy
- Anti-Bullying policy
- Reasonable Force Policy

The Adeyfield Academy **Recognition**

GOLDEN STARS

Golden stars are worth 5 achievement points and are awarded by staff. Each member of staff has five golden stars to hand out each week. A golden star is awarded to a student who has 'gone above and beyond' in that lesson for that week. This is logged on Edulink and the child receives the golden star postcard with a handwritten message from the member of staff.

The student who achieves the most golden stars in their year group will be recognised for their efforts and achievements each term.

BEING A 5 STAR STUDENT

- Effort
- Classwork
- Home learning
- Contribution



ACHIEVEMENT POINTS

Achievement points can be given for a variety of reasons. These will be given during lessons for outstanding effort, and 5 star work and contribution, or promoting The Adeyfield Academy virtues.

For every achievement point awarded, students will also gain a house point which goes into the overall House total.

PLATINUM = 750 ACHIEVEMENT POINTS
SAPPHIRE = 625 ACHIEVEMENT POINTS
DIAMOND = 500 ACHIEVEMENT POINTS
EMERALD = 375 ACHIEVEMENT POINTS
GOLD = 250 ACHIEVEMENT POINTS
SILVER = 125 ACHIEVEMENT POINTS
BRONZE = 50 ACHIEVEMENT POINTS

EMBRACING OUR VIRTUES

- Ambitious
- Respectful
- Courageous
- Compassionate
- Dignified



ATTENDANCE RECOGNITION

5 achievement points for 100% attendance every week
 Prize draw entry for 100% attendance every two weeks
 Going Green Attendance Challenge (Form Competition)

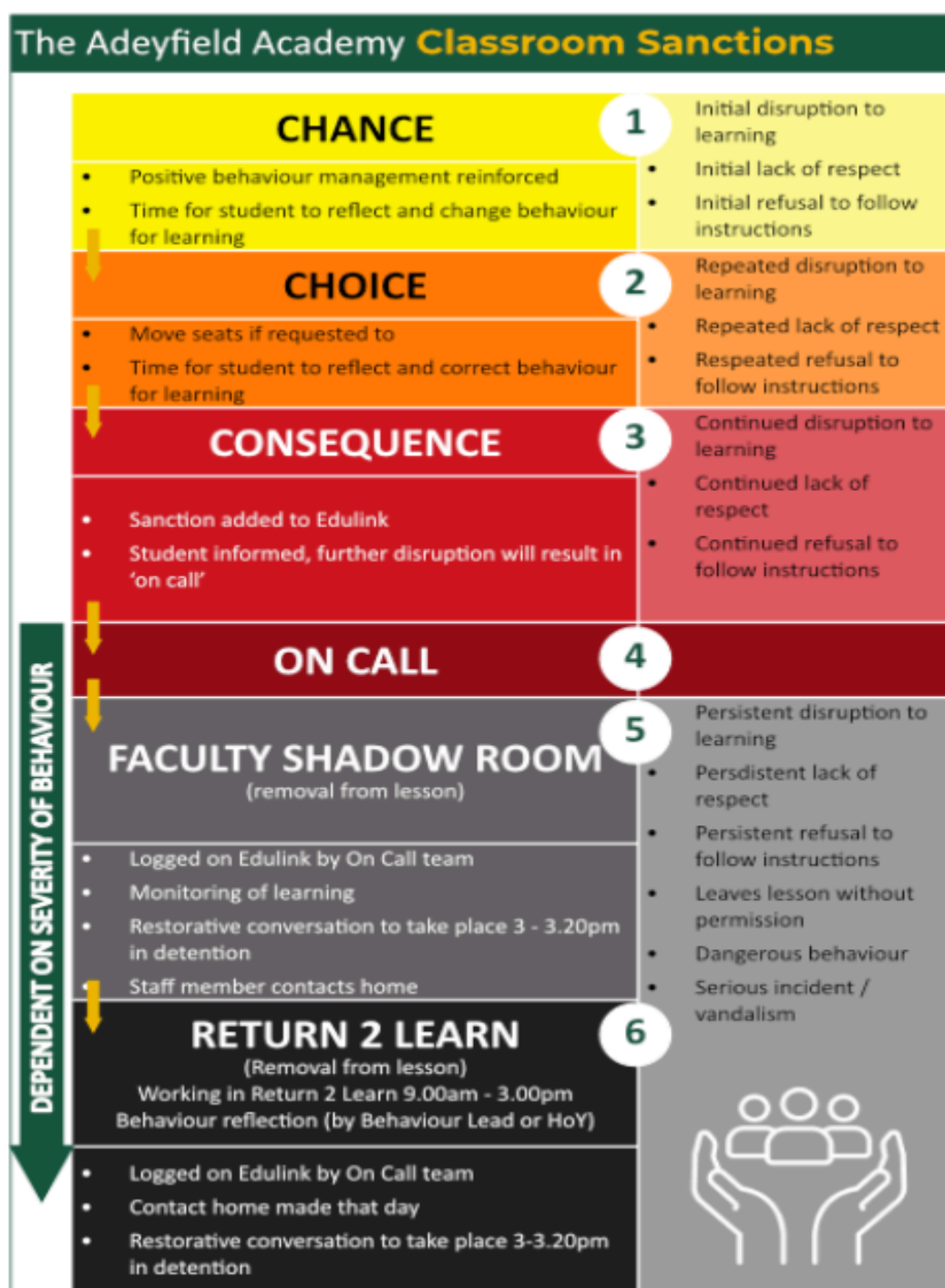
Attendance Improvement postcards

Certificate and prize draw entry for 100% attendance every half term.

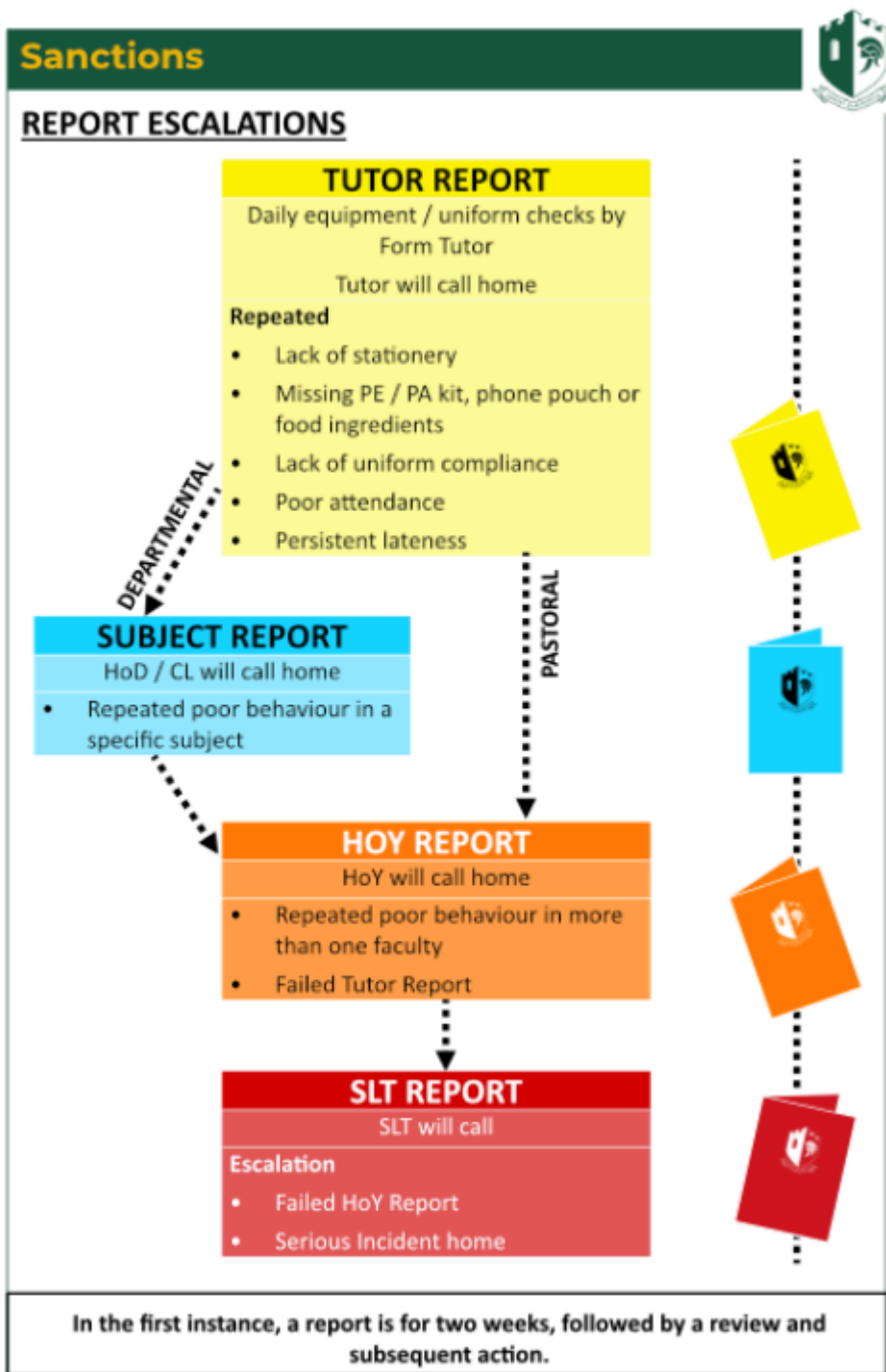
BEING A 5 STAR STUDENT

- Attendance
- Effort
- Achievement





Centralised Detentions	
LUNCHTIME DETENTION (15 MINS)	- Late to school (parent not contacted school with valid reason) - Incorrect uniform - Lack of equipment - Late to lesson - Chewing gum - Eating in lessons - Missing chromebook, PE, PA or catering equipment - Missing phone pouch
TEACHER RESTORATIVE CONVERSATION <i>After school and specified by the teacher</i>	- Failure to follow instructions - Lack of respect - Inadequate work completed - Inappropriate use of ICT
HEAD OF YEAR DETENTION (20 MINS) <i>Daily</i>	- Failure to attend lunch detention - Lack of respect - Leaves lesson without permission - Swearing - Repeated refusal to follow instructions - Inadequate work completed - Inappropriate behaviour in corridors - Inappropriate use of ICT - On call/removal from lesson
HOME LEARNING DETENTION (30 MINS) <i>*Detention applied the following date and will be removed if the homelearning is completed by break the following day.</i>	- Incomplete home learning - Home learning not completed to an acceptable standard
SLT DETENTION (60 MINS) <i>Daily (with the exception of Tuesdays)</i>	- Two or more detentions in a day - Persistent refusal to follow instructions - Failure to bring equipment - PA, Catering, PE - (second offence) - Stand alone incidents - Serious incidents - HOY and HOD - Truancy - Failed HOY detention - Failed home learning detention (student will be taken to 60 min home - learning detention)



The Adeyfield Academy Culture for Learning	
SUSPENSION ESCALATIONS	
INTERNAL SUSPENSION	• Persistent failure to attend detention • Persistent lateness • Failed SLT reports • Serious incident (SLT / HoY only) • Persistent failure to follow uniform policy
SUSPENSION	• Failed internal suspensions • Smoking and vaping possession • Persistent bullying • Behaviour that seriously distrupts the school day • Racism / prejudicial language • Serious misuse of social media / mobile phones or mobile phones not in pouch • Swearing / intimidation of a member of staff • Theft • Bringing the academy into disrepute
GOVERNOR PREVENTION PANEL	• Persistent / repeat behaviours • Multiple suspensions • Failure to follow school rules
GOVERNOR WARNING PANEL / FAIR ACCESS PANEL	• Failed HoY / SLT report • Serious incident • Ongoing and persistent breach of school rules
PERMANENT EXCLUSION	• Possession of a weapon or items that may be used as weapons • Violence / assault on another student • Possession and / or use of illegal drugs • Violence towards a member of staff • Criminal offences • Persistent behaviour that repeatedly disrupts the running of the school • Malicious allegations • Bringing the academy into disrepute
Note, this is not an exhaustive list, please see the behaviour policy for more information.	

Mobile Phone Pouches



MOBILE PHONE POUCHES

KEEP IT OFF • KEEP IT SAFE • KEEP IT LOCKED!



1 BEFORE SCHOOL
Switch your phone off and securely lock it away in your mobile phone pouch before entering the school site.

2 FORM TIME
During form time, tutors will regularly check phone pouches are locked.

6 AFTER SCHOOL
On leaving the school site, phone pouches can be unlocked using the unlock points located at the student entrance, or reception for those leaving after clubs.

3 LATE ARRIVALS
Late arrivals still need to switch off their phones, and securely lock them when entering through reception.

4 IF YOU FORGET
If you forget your pouch, your phone will be handed to the Student Support Hub, repeated issues will be dealt with in accordance to our behaviour policy.

5 LOST OR DAMAGED
Lost or damaged pouches will be dealt with in accordance to our behaviour policy.

Dacorum Schools Behaviour Charter



Vision Statement:

All Dacorum schools will promote a fair and kind approach to behaviour so that every pupil feels happy, safe, and ready to learn. This ensures smooth transitions from primary to secondary school as well as supporting success at every stage of their education.

Dacorum Schools Behaviour Charter

We are a group of schools in Dacorum. We believe every child deserves the right to a high-quality education. To make this happen, schools, families and pupils must work together.

We believe that:

- Every pupil has the right to be safe in school.
- Every pupil should be welcomed, included, and be part of their school community.
- Every pupil should arrive on time and attend regularly.
- Every pupil should have the chance to learn and do well.

To achieve this, the Charter expects that:

- Everyone knows and follows the schools Behaviour Policy.
- Pupils, parents, and staff are kind, respectful and patient.
- Pupils approach each day positively and take responsibility for what they do.
- When things go wrong, pupils and schools respond with reflection, honesty, and with a desire to make a positive change.
- Pupils arrive to school and lessons on time, equipped and ready to learn.
- Pupils wear the correct uniform and wear it properly.
- Mobile phones are not to be seen or heard on the school site, in line with the school's policy.
- Learning devices are to be used responsibly, in line with the school's policy.
- Parents support their child and work with the school to follow this Behaviour Charter.

Our Shared Commitment

All Dacorum schools signing this Charter will work together to make sure every child has a calm, safe, and caring place to learn.

We expect everyone to follow the school's Behaviour Policy and make sensible choices. If pupils do not follow these expectations, staff will respond in a fair and respectful way to help them understand and improve their behaviour.

Examples of unacceptable behaviour may include, though are not limited to:

- Speaking or acting in a disrespectful way.
- Missing school or lessons without permission or good reason.
- Distracting others during lessons preventing both teaching and learning from taking place.
- Being unkind threatening or violent.
- Bullying of any kind.
- Vaping, smoking, alcohol and drugs.
- Bringing weapons and any other banned items on to school site.

In addition, all staff have the right to work in a safe and respectful environment. If pupils or parents behave in a disrespectful or unkind way, the school will take it seriously and respond accordingly. Each Dacorum school has its own Behaviour Policy aligned with this Charter, which all members of the school community are expected to follow. While approaches may differ, we share a commitment to promoting positive behaviour through support, consistency, and high expectations. Together—schools, families, and pupils—we aim to secure strong outcomes and help young people grow into confident, responsible, and successful individuals.



Mr P Neves
John F Kennedy
Catholic School



Mr N Hassell
The Hemel Hempstead School



Ms D Mason
The Adeyfield Academy



Mr D Fisher
Kings Langley School



Mrs S Ambrose
Tring School



Mr T Orchard
Roman Fields



Mr S Osbourne
Astley Cooper School



Mrs R Georgiades
Longdean School



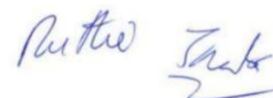
Mrs C Winter and
Ms N Walker
DESC



Mr J Shapland
Ashlyns School



Miss J Winter
The Collett School



Ms R Jacobs
Laureate Academy

