



Behaviour and Discipline Policy

Including Appendix - Acceptable Use for Mobile Phones Procedure

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2018**

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Responsible:	S Healy
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Responsible Committee:	SPCD
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Statutory Policy:	Yes

BEHAVIOUR AND DISCIPLINE POLICY

1. Aims

To allow us to create a positive climate so that we can achieve our core purpose of developing Character, Confidence and Creativity in our young people and each other so that together we can gain fulfilment by playing a positive role in our community.

2. Core Values

These are our fixed, guiding principles by which we make all decisions, these are central to our behaviour and discipline policy and drive the way in which we form and implement procedures

Character – We have respect, integrity, loyalty, high expectations and resilience. We believe the differences amongst us make us even stronger.

Confidence – We trust ourselves and each other, we relish taking calculated risks, we understand honest mistakes occur and learn from them together.

Creativity – We enjoy working together: designing, creating and reflecting upon solutions, including how to improve each other, and ourselves and in so doing ensure our Academy is a truly inspiring place.

3. The Principles

The principles guiding our policies on behaviour and discipline support our aims and reflect our core values.

- Good behaviour should be promoted, recognised, reinforced and **rewarded**.
- We expect all stakeholders to focus on and participate in a **restorative** approach, while understanding that proportionate sanctions sometimes need to be applied.
- Good behaviour is promoted by **purposeful learning**, well planned and delivered lessons and well managed classrooms.
- Consistent **routines** and **procedures**, along with warm genuine **relationships**, lead to excellent behaviour.
- The Hazeley Academy is a learning institution. We have high expectations; students have the right to learn and teachers have the right to teach.
- Children and adults have the right to be respected and valued.
- The promotion of **self-esteem**, **resilience** and **self-discipline** are important.
- We understand that **honest mistakes occur**. **Integrity** is deeply valued. Both of these allow us to learn from our mistakes.

- Children can be **taught to behave**.
- Students need to **know what is expected of them** and what the **consequences** of their actions will be.
- All students are **valued equally**. We work with them, their parents and other stakeholders to allow them to reach our expectations. It is important to ensure fairness of treatment for all.
- The Hazeley Academy encourages a **positive relationship** with parents and carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures.
- The promotion of **early intervention** strategies can be beneficial in modifying behaviour.

Procedures

The procedures arising from this policy are developed by the Principal and Deputy Principal of Pastoral in consultation with Academy staff.

The procedures make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale that 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 as ambassadors for The Hazeley Academy at all times. Students with specific and individual needs will be given reasonable support to meet these expectations.

The procedures will be adapted to meet the aims, values and principles of the policy. These will be communicated with stakeholders.

Inter-relationship with other Academy Policies

In order for the behaviour policy to be effective, a clear relationship with other Academy policies particularly equality of opportunity, special education needs, attendance and anti-bullying, has been established.

Involvement of Outside Agencies

The Academy 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.

Rewards

The Academy's ethos of encouragement is central to the promotion of good behaviour. Rewards and positive reinforcement are one of the means in the achievement of this. They have a motivational role in helping students to realise that positive behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

The Hazeley Codes – being rewarded

All students will be rewarded for working to the required climate for learning 'CODES' through the Academy stamps system.

Following CODES and doing the right thing

At The Hazeley Academy we reward students who demonstrate the required CODES in each lesson with a stamp in their Planner. Those that go "above and beyond" receive a red stamp.

Stamps will be counted and recorded on Go4Schools by the Personal Tutor weekly. A full set of Stamps for the week will be rewarded with 30 **House Points**. (Achievement points)

In addition, students can earn house points for meeting their Target Grade, leading learning, excellent attitude, excellent participation, outstanding homework, being Academy ambassadors, etc.

In years 10 and 11 students are rewarded via the Golden Ticket at the end of year 10 and Passport to the Prom scheme in year 11. This takes into account attendance, punctuality, achievement points, behaviour points, meeting and surpassing targets, completing retakes for Pre Public Exams etc.

Other forms of reward include:

- Positive communication with home via postcard, letter, phone call, email or school comms.
- Sharing the success in class or lead lessons.
- Meetings with members of the senior leadership team.
- Our Q3C Academy magazine, Principal Blog, and website updates.
- End of term assemblies and prize giving.
- House events and competitions.

Verbal praise and genuine, personal recognition are our main forms of reward.

Stamps

To ensure that every student has the opportunity to reach their full potential and learn in a nurturing environment, there are high expectations for every lesson. Students who meet these expectations are rewarded with a STAMP. Collecting STAMPS is linked to the reward system. Red stamps are given for students who go above and beyond.

If a Stamp is not issued, the Teacher/Teaching Assistant will write a CODE in the planner and record this on Go4Schools, B1,2,3 or with a specific code:

- L – Late**
- H –Homework**
- P – Phone out**
- U - Incorrect Uniform**
- E - Equipment**
- G- Gum**

Weekly monitoring:

Report card for **one week**, reporting to the following members of staff according to the number of stamps lost in a week:

- Green:** Tutor (5 Stamps lost)
- Amber:** Progress Leader or R2L (10 Stamps lost)
- Red:** SLT (15 Stamps lost)

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. Sanctions include loss of free time (usually break and lunchtime), setting extra work and 'next day' detentions at the end of the day, isolation, community service, temporary alternative provision in another local secondary school and exclusion, either fixed term or permanent, from The Hazeley Academy.

The procedures make a clear distinction between the sanctions applied for minor and major offences. For serious offences, strong sanctions will be imposed. The Academy will not tolerate students endangering the welfare or safety of staff or other students by dangerous or criminal activity. In particular, students in possession of, or with the intent of selling drugs on the Academy premises or bringing/making an implement designed to harm into the Academy will be at risk of permanent exclusion.

Those that do not meet the expectation experience consistent consequences in the classroom and around the Academy site. The CODES consequences ladder of B1-3 will be applied. If a B1 or above is given during a lesson, a Planner Stamp is not issued. For consequence B 2 and 3, a half hour or one hour detention is set the next day via a note in the student planner and under home notes in Go4schools.

Sanctions

Sanctions may be necessary to promote positive behaviour and attendance through providing a deterrent as well as showing all students that there are consequences to actions that infringe upon others' rights within the academy. Sanctions are the key strand in our CODES system.

It is vital that sanctions are applied consistently, yet with regard to individual circumstances. In this way, sanctions will be seen to be fair and will, therefore, be more effective. In applying sanctions, staff should:

- Dissociate the behaviour from the person.
- Encourage students to reflect on the effects of their actions upon others in the Academy community.
- Avoid early escalation to severe sanctions
- Avoid whole group sanctions that punish the innocent as well as the guilty.

Should expectations not be met, the following CODES system should be implemented:

C	Communicate respectfully
O	On time, on task, on target
D	Do as asked on first time of asking
E	Equip for learning
S	Succeed and Progress

B1 – Discussed with the class teacher, recorded in G4S.

B2 – 30 minute detention after school the next day, recorded in G4S.

B3 – Removed from the classroom, 60 minute detention after school the next day, recorded on G4S.

- On call required if a student refuses to be 'corridor parked'. – A senior member of staff will remove the student from the lesson
Whenever possible, an opportunity should be provided for the student to discuss their behaviour with the member of staff and/or their line manager to avoid escalation to the next sanction. This should include reflection on the student's behaviour and an agreement on their future actions. Restorative meetings between a member of staff & student, or between students is often completed to resolve any conflict or further incidents.
- B4 - Internal exclusion or temporary placement for a period of time in another local secondary school. Removal to R2L or referral to Progress Leader/tutor as appropriate. Further action should follow this sanction to address the behaviour and support the student and teacher in future lessons.
- B5 - Fixed Term Exclusion

19. Exclusions

Internal exclusion, fixed term exclusion, supported transfer via managed move protocol and permanent exclusion form the higher echelons of the Hazeley Academy hierarchy of sanctions as outlined in the Academy's Behaviour and Discipline Policy.

This policy is based on the following guidance:

- DfES circular 10/99 "Social Inclusion: Pupil Support", including updates
- DfES circular issued in January 2003 (Ref: DfES/0087/2003)
- DfES guidance on behaviour policies 9/03
- Exclusions from maintained schools, Academies and pupil referral units in England 2012 DfE

19.1 Exclusion may be appropriate if a student

- a) Commits a serious breach of the Academy's Behaviour and Discipline Policy as outlined in that policy;
- b) Repeatedly fails to follow the expectations required of students at The Hazeley Academy as published in the Academy's Behaviour and Discipline Policy;
- c) Repeatedly fails to follow sanctions imposed as a consequence of the student's chosen behaviour, thereby putting themselves beyond the care and control of the Academy; or
- d) Repeatedly fails to follow reasonable requests made of them by staff at the Academy, working in line with Academy policies, thereby putting themselves beyond the care and control of the Academy.

Fixed Term exclusion will not be used in the following circumstances:

- i. Minor incidents such as failure to do homework
- ii. Lateness, truancy or poor attendance
- iii. Punishing students for behaviour of parents

19.2 Responsibilities

The Academy will provide parents/carers with written confirmation of any exclusion and will supply suitable work for students excluded for 1 day or more.

In all possible cases, a re-integration meeting should precede the student's return to the Academy. Parents/Carers are asked to support their child and the Academy by attending this meeting to agree support strategies for the student.

19.3 Exclusion stages

Students who misbehave may be placed upon any of the following stages depending on the nature of their behaviour.

Continued poor behaviour will result in the student rising up the exclusion stage system. Once a term, the Deputy Principal (Personalisation) will meet to review the exclusion stage of each student in the year and meet with parents where necessary

Exclusion Stages

Examples of student behaviour	Stage	Potential Academy Support
Continued low-level disruption of lessons. Failure to attend faculty and academy detention. Failure to adhere to instructions Failure to adhere to CODES Failure to adhere to uniform expectations	Stage 1 Recognition of a persistent behaviour issue. Student is at risk of an exclusion	Department Report Tutor Report and Mentoring Positive Report Target Report Detention Telephone call between teacher / Personal Tutor / Progress Leader and parent/carer
Rudeness to staff Theft or vandalism Refusal to follow instructions. Reckless behaviour Failure to attend academy detentions. Repeated Detention Failure to adhere to uniform expectations Possession of an item that impairs judgment Physical altercation Bringing in a banned item onto the academy site Verbal abuse to staff Using Electronic devices to record video Audible photography of members of The Hazeley Academy Audible photography of members of staff Preventing the progress of learning Continuous disruptive behaviour	Stage 2 Internal exclusion either at The Hazeley Academy or at an alternative local secondary school	Referral to Progress Leader Meeting between Progress Leader parent/carer and student. Restorative Practice meeting with Learning mentor Production of a behaviour intervention plan Meeting between student and Deputy Principal Personalisation.
Verbal abuse to staff. Theft or vandalism Fighting. Dangerous behaviour. Physical aggression to another student, staff or member of the community Seriously disruptive behaviour, Preventing the progress of learning. Significant sexual/racial harassment Possession of an item that impairs judgment Intimidation of others. Repeated refusal to meet expectations. Bringing a banned item onto the academy site Using Electronic devices to record video Audible photography of members of The Hazeley Academy Preventing the progress of learning	Stage 3 Fixed term exclusion (<5 days cumulative)	Production of a Behaviour Intervention Plan Production of a PSP. Referral to R2L. Meeting between Parent/Carer, Progress Leader, Deputy Principal and student. Consideration of supported transfer via managed move protocol.

<p>Illegal activities on the academy site e.g. possession of illegal drugs, Malicious criminal damage. Persistently poor behavior resulting in Stage 3 exclusions. Continued open defiance and refusal to meet Academy expectations. Bringing a banned/illegal item substance onto the academy site Repeated/ serious physical aggression/fighting Setting off/instigating the fire alarm and academy evacuation</p>	<p style="text-align: center;">Stage 4</p> <p style="text-align: center;">Lengthy fixed term Exclusion or multiple exclusions (may result in a Risk of Permanent Exclusion meeting with the Principal and Governors)</p>	<p>Possible referral to EP. Possible referral to PEC. Seeking alternative curriculum (e.g. extended work experience, college courses) where appropriate. Meeting between Parent/Carer, Progress Leader, member of SLT and student to clarify gravity of situation. Consideration of supported transfer via managed move protocol.</p>
<p>Serious actual or threatened violence against another student or Member of Staff. Possession of illegal weapons. Sexual abuse. Serious malicious or criminal damage. Setting off/instigating the fire alarm and academy evacuation Persistent and malicious disruptive behaviour. Supplying/possession of illegal drugs.</p>	<p style="text-align: center;">Stage 5</p> <p style="text-align: center;">Permanent Exclusion (The Academy will follow protocol as outlined in Exclusion from maintained schools, Academies and pupil referral units in England)</p>	<p>Referral to, and cooperation with, Local Authority to ensure continuity of education.</p>

These are only examples and may change depending on the specific context of the situation, such as age, needs of the students and effectiveness of previous sanctions and rewards. It must be noted that we do not share the sanctions of other students with parents/carers, but will confirm that the academy policy has been adhered to.

Challenging an Exclusion

In the letter a parent receives notifying the Fixed Term exclusion/Internal exclusion a letter will detail what a parent/carers needs to do if they wish to appeal an exclusion. You can ask the governing body to overturn the exclusion if either:

- your child has been excluded for more than 5 days
- the exclusion means they will miss a public exam or national curriculum test

If the exclusion is for 5 days or fewer, you can still ask the governors to hear your views but they cant overturn the Principal's decision.

Challenging Permanent Exclusion

You will be invited to a review meeting with the school governors and Principal if your child has been permanently excluded. This will happen within 15 school days. If the governors do not overturn the exclusion, you can ask for an independent review by the Academy trust. The governors will inform you of how to do this. If your child is still excluded you can ask the Local Government Ombudsman (or the Education Funding Agency if the school is an academy or free school) to look at whether your case was handled properly. They cannot overturn the exclusion.

Discrimination and other complaints

You can make a claim to a court or a tribunal if you think your child been discriminated against. This needs to be done within 6 months of the exclusion. Contact the Equality Advisory Support Service for help and advice.

For more general complaints (e.g. if you don't want to challenge the exclusion but you're not happy with the way the school handled it), please use our communication policy including complaints procedures.

Part B- An Overview of Staff Powers/Legal Framework

Key points:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff with responsibility for students, such as Teaching Assistants.
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can also discipline students for misbehaviour outside the Academy/bringing the Academy into disrepute.
- Teachers can confiscate students' property.

Punishing poor behaviour

What the law allows:

- 14.1 To be lawful, the punishment (including detentions) must satisfy the following three conditions:
- 1) The decision to punish a student must be made by a paid member of the Academy staff or a member of staff authorised by the Principal.
 - 2) The decision to punish the student and the punishment itself must be made on the Academy premises or while the student is under the charge of the member of staff.
 - 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- 14.2 A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- 14.3 Corporal punishment is illegal in all circumstances.

15. Students' conduct outside the Academy gates – teachers' powers

What the law allows:

- 15.1 Teachers have a statutory power to discipline students for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".
- 15.2 With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

16. Confiscation of inappropriate items

What the law allows:

16.1 There are two sets of legal provisions which enable Academy staff to confiscate items from students:

1. The **general power to discipline** (as described in the bullets under the heading “Discipline at The Hazeley Academy – Teachers’ Powers” on page 6) enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent** (for “prohibited items”⁵ including but not exhaustive)
 - knives and weapons
 - alcohol
 - Illegal drugs
 - Items that impair judgment e.g. E -Cigarettes
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - Images on phone
 - any article that has been or is likely to be used to commit an offence, cause personal
 - injury, upset or damage to property

Other banned items for example fizzy drinks, chewing gum, can be confiscated as they are not permitted in the academy. Students eating food outside of designated areas can expect it to be confiscated and returned at the next break, or disposed of at the end of the day.

The legislation also sets out what must be done with prohibited items found as a result of a search .

16.2 Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

Items such as headphones, mobile phones are not permitted to be used in lessons unless confiscation and the phone will be returned after a period of time. If this is repeated then parents may be required to come to school to collect them.

Further information can be found in Searching, Screening and confiscation, DFE advice for Headteachers, school staff and governing bodies Feb 2014

What legislation does this advice relate to?

- Education Act 1996
- Education and Inspections Act 2006: Section 89
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work, etc. Act 1984

11.2 Screening

The law allows The Hazeley Academy to:

- Use the option to request students, staff or visitors to undergo screening by a walkthrough or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the person
- Any member of Academy staff can screen students.

12. Power to use reasonable force

Members of staff have the power to use reasonable force (see Use of reasonable force, advice for headteachers, staff and governing body July 2013)

- 12.1** The legal provisions on the Academy discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Other examples of using reasonable force are separating pupils found fighting, if a pupil refuses to leave a room when instructed to do so.

When reasonable force is used parents will be informed and the Academy's Safe Guarding lead notified as of the circumstance and students involved.

²

This provision applied to Academies through The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

³

Section 89 of the Education and Inspection Act 2006

⁴ Section 3 of the Health and Safety at Work, etc. Act 1974

12.2 Service Level Agreement

We also have a service level agreement with members of the local community. This includes the local police and the courts. As part of this partnership the Academy will attempt to manage any bail conditions set for students who commit offences. If the student fails to adhere to these conditions it will lead to permanent exclusion. The Principal has the right, in extreme situations, to override these criteria and permanently exclude a student at their discretion.

Roles and Responsibilities

Hazeley Academy Roles	Hazeley Academy Responsibilities
<ul style="list-style-type: none"> • To make clear the Academy’s statutory power to discipline students and that students and parents will need to respect this. • To enforce the Academy’s Behaviour and Discipline Policy including rules and disciplinary measures. • To expect students’ and parents’ co-operation in maintaining an orderly climate for learning. • To expect students to respect the rights of other students and adults in the Academy. • Not to tolerate violence, threatening behaviour or abuse by students or parents. • If a parent does not conduct himself/herself properly, the Academy may ban them from the Academy premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against students who harass or denigrate teachers or other Academy staff on or off premises – engaging external- support services, including the police, as appropriate • To search students for any item banned under the Academy rules. • To search students or their possessions (without consent) where they suspect the student has certain prohibited items - knives or weapons, alcohol, illegal drugs and stolen items. Staff can seize any banned or prohibited item found as a result of a search which is considered harmful or detrimental to Academy discipline. • To place a student temporarily in another local secondary school for a period of reflection concerning their behaviour. • To reward and praise students where possible to reinforce good behaviour and conduct. • To provide opportunities for restorative meetings to take place between students student/staff to ‘repair’ the relationship and prevent escalation. 	<ul style="list-style-type: none"> • To support, praise and, as appropriate, reward students’ good behaviour. • To ensure the whole Academy community is consulted about the principles of the Academy’s Behaviour and Discipline Policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To co-operate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the Academy’s Behaviour and Discipline Policy does not discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities. • To ensure teachers’ roles in Academy discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce- remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • If a student, or their possessions, need to be searched then the member of staff will be of the same gender as the student they need to search and there will be a witness also of the same gender where at all possible. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND, disability and the needs of vulnerable children, and offering support as appropriate. • To make alternative provision from day six for fixed-period excluded students, and to arrange reintegration interviews for parents at the end of a fixed- period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate students or colleagues.
<p style="text-align: center;">The Hazeley Academy Behaviour and Discipline Policy: September 2018</p>	

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| | <ul style="list-style-type: none">• To keep parents informed of their child's behaviour, positive and negative. For poor standards of behaviour use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. |
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Students Roles	Students Responsibilities
<ul style="list-style-type: none"> • To model good behaviour and support others to do the same • To contribute to the development of the Academy's Behaviour and Discipline policy. • To contribute towards Restorative meetings in a positive way. • To be taught in an environment that is safe, conducive to learning and free from disruption. • To expect appropriate action from the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Principal/Board of Directors, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably 	<ul style="list-style-type: none"> • To follow instructions by Academy staff, obey Academy rules and accept sanctions. • To act as positive ambassadors for the Academy when off Academy premises. • Not to bring inappropriate or unlawful items to the Academy. • To show respect to Academy staff, fellow students, Academy property and the Academy environment. • Never to denigrate, harm or bully other students or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes, Behaviour Improvement Plans, Parenting Contracts etc. • To participate in restorative meetings and learn from this experience to develop as a person and demonstrate positive character traits.

Parent Roles	Parent Responsibilities
<ul style="list-style-type: none"> · To contribute to the development of the Academy's Behaviour and Discipline Policy. · To be kept informed about their child's progress, including issues relating to their behaviour. · To expect their children to be safe, secure and respected in the Academy. · To have any complaint they make about their child being bullied taken seriously by the Academy and investigated/resolved as necessary. · To appeal to the Principal/Board of Directors, and beyond that to the Secretary of State, if they believe the Academy has exercised its disciplinary authority unreasonably. · To appeal against a decision to exclude their child, first to the Board of Directors of the Academy and then, in cases of permanent exclusion, to an independent appeal panel. 	<p>To respect the Academy's Behaviour and Discipline Policy and the disciplinary authority of Academy staff.</p> <ul style="list-style-type: none"> • To help ensure that their child follows reasonable instructions given by Academy staff and adhere to Academy rules. • To send their child to the Academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure Academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the Academy to support their child's positive behaviour. • To attend meetings with the Principal or other Academy staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • If their child is excluded from the Academy, to ensure the child is not found in a public place during Academy hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the Academy at the end of a fixed period exclusion.

Appendix - Acceptable Use for Mobile Phones Procedure

1. Purpose

1.1. The widespread ownership of mobile phones among young people requires that Academy administrators, teachers, students, parents and carers take carefully thought through and well informed steps to ensure that mobile phones are used responsibly at the Academy. The sheer power of modern smartphones as a ubiquitous, additional and highly versatile tool for teaching and learning can also not be ignored by a centre of education in the 21st century. This Acceptable Use Procedure is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety and enhanced learning) can continue to be enjoyed by our students.

1.2. The Hazeley Academy has established the following Acceptable Use for mobile phones Procedure that provides teachers, support staff, students, parents and carers guidelines and instructions for the appropriate use of mobile phones during Academy hours.

1.3. Students and their parents or carers must read and understand the Acceptable Use Procedure before students are given permission by their parents or carers to bring mobile phones to the Academy.

1.4. The Acceptable Use for Mobile Phones Procedure also applies to students during Academy excursions, camps and extra-curricular activities.

1.5 The procedure covers all students from Year 7 to 13.

2. Rationale

2.1. The Hazeley Academy recognises that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also concern about children travelling alone on public transport or commuting across the city to the Academy.

2.2. The Academy also recognises the manifold uses made of modern smartphones by young people; many of which immerse them in academic and social learning.

2.3. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.

3. Responsibility

3.1. It is the responsibility of students who bring mobile phones to the Academy to abide by the guidelines outlined in this document.

3.2. The decision to provide a mobile phone to their children should be made by parents or carers.

3.3. Parents/carers should always make themselves aware if their child takes a mobile phone to the Academy.

3.4. Parents/carers must recognise the high monetary value and attractiveness of mobile phones and other technology. In allowing their children to bring items of such value into the Academy and whilst the Academy will do everything to mitigate against loss, theft or damage, it is the parents/carers that must carry the risk were there to be such an unfortunate occurrence.

4. Acceptable Uses

4.1. Students may use their phone when they are in the canteen or outside during an appropriate social time such as break or lunch. In addition the 6th form may use their phone in the hub.

4.2. Whilst sitting down in one of these spaces, students may **listen to music** using **headphones**, (Audible speakers are not permitted) and **send or receive texts and phone calls** insofar as their parents/carers had communicated to their child the extent of use within the Academy. For reasons of permission and privacy, students are **not permitted** to take **photographs or film video**.

4.3. Mobile phones must be switched off and kept out of sight during classroom lessons. Parents/carers are reminded that in cases of emergency, the Academy office remains a vital and appropriate point of contact and can ensure students can be reached quickly and assisted in any appropriate way.

4.4. While on Academy premises, students should always use their phone's silent feature for text messaging, answering services, call diversion and vibration alert.

4.5. Mobile phones may not be used in the Library.

4.6. The Academy recognises the importance of emerging technologies present in modern mobile phones. In lessons, teachers may wish to utilise these functions to aid teaching and learning and students may have the opportunity to use their mobile phones in the classroom. On these occasions students may use their mobile phones in the classroom only when express permission has been given by the teacher and where there is an explicit and communicated learning objective/learning activity.

4.7. Should it be appropriate to play music in lessons, the teacher will play the music via the computer speakers to the whole class. Students may be given express permission to listen privately to music while working independently, however, teachers will challenge any student abuses of this privilege.

5. Unacceptable Uses

5.1. Unless express permission is granted, mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos, videos, listen to music via headphones or use any other application during Academy lessons and other educational activities, such as lead lessons.

5.2. Students must **not use** their phones (for any purpose) whilst walking around the Academy building. This is as much as anything, a matter of health and safety.

Should a member of staff encounter a student doing this, they will ask them to stop immediately.

5.3. Students must ensure that **neither headphones nor phones (or other mobile devices)** are visible (hanging out of Academy uniform) when moving around the Academy.

5.4. Mobile phones must be switched off and out of sight and on silent so as not disrupt classroom lessons.

5.5. Whilst students who become ill during the day may wish to use their mobile phones to contact parents during break or lunch, they should use the established procedure via on Call, Matron and Student Services to seek permission to be collected from school if too ill to remain at the Academy on a particular day. Only Matron can give permission for a sick child to be collected from the Academy.

5.6. Students are not allowed to use other students' phones or equipment.

5.7. Students must not use their mobile phones to bully and threaten other students it **is unacceptable** and will not be tolerated. In some cases it can constitute criminal behaviour and it will be dealt with very seriously by the Academy.

5.8. Students must not use their mobile phones to pass on/upload message or to take videos or pictures of acts to slander, bully, denigrate or humiliate a student and/or any member of staff. This also includes using mobile phones to photograph or film any student and/or any member of staff without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced.

5.9 During Physical Education students are not permitted to bring mobile devices into lessons unless expressly requested by members of staff.

6. Theft, damage and safety

6.1. Students should mark their mobile phone clearly with their names.

6.2. To reduce the risk of theft during the Academy hours, students who carry mobile phones are advised to keep them well concealed and not 'advertise' they have them.

6.3. Mobile phones that are found in the Academy and whose owner cannot be located should be handed to front office reception.

6.4. Students should protect their phone numbers by only giving them to friends and keeping a note of who they have given them to. This can help protect the student's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.

6.5. It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones and/or passwords may not be shared.

6.6. Except where negligence can be proven in a court of law, the Academy accepts no responsibility for replacing lost, stolen or damaged mobile phones.

6.7. Except where negligence can be proven in a court of law, the Academy accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from the Academy.

6.8. Lost and stolen mobile phones in the U.K. can be blocked across all networks making them virtually worthless because they cannot be used. It is recommended that parents keep a record of the **International Mobile Station Equipment Identity** or **IMEI** number of any phones in their child's possession to enable this.

7. Inappropriate conduct

7.1. Any student/s caught using a mobile phone to cheat in exams or assessments will face disciplinary action

7.2. Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary action

7.3. Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students and/or any member of staff will face appropriate sanctions according to the Academy behaviour policy.

8. Sanctions - students should ensure that their mobile phone is turned off and put away during lessons.

8.1. On the first infringement of this procedure, in a lesson a P will be placed in their planner. The phone will then be requested by the teacher and then taken by "on call" to a safe location for the student to collect at the end of the day.
(Between 3.15-3.30pm). This will be recorded on the appropriate systems.

If this is in the corridor, the student and the member of staff does not know their name, they will ask them, or check straight away in Go4schools.

If the student responds to this request there will be no further action.

If the student refuses to comply, please seek the support of nearby colleagues.

8.2. If the student refuses to hand over the phone when asked an "on call" will be placed and a member of the Academy Senior Team will then ask the student for the phone and a B3 (1 hr detention) placed in the planner. At this point the phone will be taken to a secure location for the student to collect at the end of the day (3.15-3.30pm). This will be recorded on the appropriate systems.

8.3. If the student is a "repeat offender" and has their phone out in lessons on a number of occasions,(3) then a ban on having their mobile phone in the Academy may be issued. Parents will be contacted at this point.

8.4. Students that repeatedly disrupt lessons because of their mobile phone, may face disciplinary actions

8.6. When a student is involved in an investigation lead by the R2L learning mentors, the student will be asked to hand their phone into the learning mentor for the duration of their time in R2L whilst the investigation is carried out. The phone will be returned to the student upon the completion of the investigation. The phone will be stored in a lockable locker in the R2L learning mentors' office.

8.7 Recording of P's in planner .

- Each P is a lost stamp and is dealt with by the standard stamp system

8.8 Failure to heed the rules set out in this procedure, for example when a phone has been used to harass or bully another student, including the use of social networking sites may result in an alleged incident being referred to the police for investigation. In such cases, the parent or carer would be notified immediately.

Monitoring

All members of staff will monitor the use of mobile phones and digital devices in accordance with this procedure.

Recommended apps and websites:

<https://www.immobilise.com/> to register your IMIE number, this is approved by the Thames Valley and Bedfordshire Police.

<http://www.bbc.co.uk/education> for learning and revision resources.