



Behaviour Policy
2022

Document Control Information			
Document Title, Issue and Date			
Behaviour Policy, Issue 2, November 2022			
Review Period: Annually		Review Committee: Governors	
Revision History (most recent first)			
Author	Summary of changes	Issue	Date Authorised
Natalie Gordon	New policy	1	November 2021
Natalie Gordon	Updated	2	November 2022
Authorisation			
Approved By:		Full Governing Body	
Date Approved:			
Date of Next review:		<i>December 2023</i>	
Document Owner & Reviewer:		SLT/ Governors	
Equality Impact			
Statement	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is Laura Millard/Natalie Gordon</p>		
Screening	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p style="margin-left: 40px;"> <input type="checkbox"/> Not applicable <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High </p>		

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1. Aims/Policy statement: Ensuring outstanding behaviour and attitudes for learning at Hollinwood Academy.

- 1.1. This policy has been written based on the following guidance from the Department of Education (DfE):
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
 - Behaviour in schools: advice for headteachers and school staff 2022
 - Searching, screening and confiscation at school 2018
 - Searching, screening and confiscation: advice for schools 2022
 - The Equality Act 2010
 - Keeping Children Safe in Education
 - Suspensions from maintained schools, academies and pupil referral units in England 2017
 - Suspension and permanent suspensions from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
 - Use of reasonable force in schools
 - Supporting pupils with medical conditions at school
 - It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
 - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
 - Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
 - Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

1.2. This policy must be read in conjunction with our: Anti-bullying, Online Safety, Drugs, Use of mobile phones, Child Protection and Safeguarding policies.

1.3. This policy applies to all at Hollinwood Academy. All staff, children and young people, are entitled to be valued as individuals, experience and achieve success and feel positive about themselves and others.

1.4. We encourage excellent behaviour at all times through high standards and expectations, clear policy and an ethos that promotes discipline and mutual respect amongst children and young people and between staff, children and young people.

1.5. All staff understand that a consistent approach in the use of the C-System is important to helping children and young people progress in the following key areas: academic, social and emotional.

1.6. Hollinwood Academy expectations:

- All children and young people to show respect to each other and staff.
- Parents to encourage their children to show respect and support our authority to discipline children and young people.

- A whole academy approach to managing and improving behaviour across our academy using in house systems consistently and appropriately.

1.7. The Government provide us with the authority we require to ensure our learning environment remains safe, nurturing, structured and inclusive to enable teachers to teach effectively and children to learn successfully.

1.8. Key points:

- All employed staff at Hollinwood Academy have the authority to issue rewards and sanctions inside our academy.
- Where the academy's name has been brought into disrepute as a result of a young person's behaviour choices outside the academy, staff may issue sanctions as a consequence.
- We have the authority to issue sanctions that include: detention at break or lunch, reflection, fixed term suspensions and in extreme cases, permanent suspensions.
- Staff have the authority to search without consent if they have concerns for children and young people's safety. Staff can confiscate property.
- Staff are trained in Team Teach and have the authority to use reasonable force to prevent children and young people: injuring themselves or others or damaging property.
- All incidents of bullying will be investigated immediately with appropriate action taken. Please refer to our Anti-bullying policy.
- All incidents or allegations of sexual harassment and/or sexual violence will be investigated immediately and appropriate actions will be taken.

2. Positive behaviours and Rewards

2.1. Our ethos is underpinned by our Academy values to be: Caring, Creative, Inspiring, Passionate, Innovative, Trusting. We seek to create an atmosphere, where the emphasis is on praise and encouragement, while accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

2.2. Children and young people who demonstrate a commitment to the core values in lessons and around the academy will be rewarded with star of the week certificates, positive postcards, reward trips, rewards afternoons. Evidence for Learning captures progress and wow moments and this is shared with parents daily.

2.3. Head teacher awards are given out each half term and this is celebrated on the academy's blog.

2.4. All staff are encouraged to recognise the efforts children and young people make in lesson and around the academy in respect of their positive behaviour, excellent attendance and in the help and respect they offer to adults and other children and young people. These form the basis for rewarding children and young people through the academy's reward system.

2.5. Staff will reward positive behaviour through:

- Verbal praise
- Written praise in the marking of work
- Displaying of work to build self-esteem

- Referral to form tutor, subject teacher, pastoral leaders, SLT, headteacher and/or governors for subject specific awards and recognition awards/events.
- Contact with parents/carers through positive postcard, phone call home, letter or email.
- Celebration events
- Certificates, privileges

3. Behaviour strategies.

3.1. At Hollinwood Academy we are proactive in our commitment to promote and provide a range of behaviour strategies:

3.2. Support systems are in place such as: reflection, pastoral leads, form tutors, peer support, focus groups, school council, teaching assistants, mentors, school counsellor and through annual review meetings.

3.3. The use of the reflection room promotes positive learning behaviours in the classrooms that allow for all children and young people to learn.

3.4. Our in-house support is strengthened by external agency support; services include: healthy young minds, SALT, OT, EP, Social care, YOT, police, Early Help, Oldham EWMH team, HI, VI, school nurse.

3.5. Staff work closely and effectively with families to help them to sustain children and young people's positive behaviour at home. Strategies are shared with families for consistency and support; this helps children and young people to develop self-management and resilience in all contexts.

3.6. Referrals to our Wellbeing Hub and study zone.

3.7. Focused interventions are provided and personalised to support all children and young people.

3.8. Our broad and balanced curriculum includes targeted education/intervention to primary and secondary children and young people with focuses on: cyber-bullying, bullying through social media, prejudice-based bullying related to SEN, sex, race, religion and belief, disability, sexual harassment, child on child abuse, sexual orientation or gender reassignment.

3.9. Our Academy rules are visually reinforced throughout school and there is a behaviour system in place that is clear and concise that is to be adhered to by all children and young people.

3.10. There is a staged approach for children and young people who do not adhere to the behaviour systems.

3.11. A rewards system is used across school to promote excellent behaviour for learning. These are understood by all and consistently implemented by staff.

3.12. Every child and young person are unique and we do not expect a 'one size fits all' system. Behaviour plans and personalised learning opportunities are designed and developed to ensure learning is accessible for all individuals to ensure there is a consistent approach in supporting them be able to self-regulate and effectively and safely manage their emotions and behaviours. All plans are updated regularly with the children and young people's input.

3.13. British Values are promoted across school. We ensure all children and young people have a voice that is listened to. We promote democratic processes such as organised votes

to elect school councillors. Each class has a representative that will attend fortnightly council meetings.

3.14. In line with their EHCP, all children and young people are supported to achieve their targets and ultimately to reach their full potential, reflective of their ability and need.

4. Sanctions in practice

4.1. Sanctions will be applied for unacceptable/undesirable behaviours. These behaviours may include:

- Threatening behaviour towards staff and/or other children and young people.
- Physical violence and/or aggression
- Verbal abuse
- Damaging property
- Persistently disrupting learning
- Persistent low-level disruption (see below for examples)

4.2. Low-level disruption seriously affects the learning of children and young people and disrupts the learning environment.

4.3. Low-level disruption can be identified in a variety of form. The list below is not exhaustive.

- Failure to follow instructions
- Frequently off task/not engaging in learning
- Displaying behaviour that prevents learning for other children and young people
- General defiance to staff
- Disrespectful responses to staff
- Misuse of mobile phones

4.4. Sanctions are based on the principle of our academy values: Caring, Creative, Inspiring, Passionate, Innovative and Trusting.

4.5. The C-System uses a staged approach to issue sanctions to children and young people, depending on the severity of their behaviour. It clearly sets out examples of sanctions that may be issued if specific behaviours are presented. These can be escalated at any point depending on the seriousness of the incident.

S = Secondary P = Primary

C1 First warning	C2 Second warning	C3 Detention	C4 Reflection	C5 External Suspension
<p>Examples include:</p> <p>(S) Not handing in phones</p> <p>(P/S) Not listening to the teacher</p> <p>(P/S) Excessive talking</p>	<p>Examples include:</p> <p>You will be issued a C2 for: repeating behaviours identified at C1, walking out of the classroom without permission and or continuing to distract other students in class. Please accept</p>	<p>Examples include:</p> <p>You will be issued a C3 for: repeating behaviours identified at C1 and C2, persistent disruption, bullying, damage to property and misuse of mobile phones. Make the right</p>	<p>Examples include:</p> <p>You will be issued a C4 for: repeating behaviours identified at C1, C2, and C3, physical aggression, stealing, absconding from school and being in possession of a</p>	<p>Examples include:</p> <p>A C5 will be issued by the Headteacher if you persistently repeat behaviours identified at C3 and C4. Please be aware, a C5 may be issued immediately, bypassing a C3 or</p>

<p>(P/S) Being noisy and disrupting others</p> <p>(P/S) Being out of seats without reason</p> <p>(P/S) Refusal to follow instructions</p> <p>(P/S) Eating and drinking in lessons</p>	<p>support and advice from your teaching assistant or teacher to prevent this escalating to a C3.</p>	<p>choice to prevent this escalating to a C4.</p>	<p>banned item. Depending on the severity of all those mentioned above this may lead to a direct C5.</p>	<p>C4, dependant on the severity of the incident.</p>
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Misuse of mobile phones.

HOLLINWOOD										
Acceptable Use of Personal Devices										
Type of misuse	3 requests then:	Refer to pastoral team through CPOMs	Parents informed	Internet access removed for 2 weeks	Phone/personal device privileges removed	Parents to collect device	Internet access removed until further notice	Parents to attend meeting	Follow up workshops	Refer to PREVENT
Playing games during lessons	✓	✓	✓	✓						
Refusal to hand phone in during registration	✓	✓	✓							
Phone/personal device out in lessons	✓	✓	✓							
Continuous refusal to hand in personal device		✓				✓		✓	✓	
Taking photos/videos of other pupils/staff		✓	✓		✓				✓	
Using another person's username and password		✓	✓	✓						
Viewing inappropriate material (bad language, violent games etc.)		✓	✓	✓	✓				✓	
Sending offensive, sexual or threatening messages		✓	✓		✓	✓	✓	✓	✓	✓
Viewing offensive or extreme material (pornographic, racist or religious hatred)		✓	✓		✓	✓	✓	✓	✓	✓

4.6. Children and young people are encouraged and supported to make the right choices using a hierarchy of strategies.

4.7. At C1-2 strategies might include:

- Provide positive instructions
- Praise behaviour which does comply and focus on it
- Tactical ignoring
- Clear explanations of how to get back on track
- Give a reminder of the rule
- Using non-verbal cues such as gesture, symbols.
- Offer a choice to move seats
- Offer the option to take time out/o for a walk
- Use strategies from individual behaviour plans

4.8. At a C3 a detention will be issued due to failing to comply with the above.

4.9. Children and young people are reminded on the day of their detention and are expected to attend their detention as acceptance of a sanction for inappropriate behaviour/s. If they choose not to attend or forget, they will be given a second opportunity to make the right choice, if they continue to refuse to accept their sanction they will lose privileges including a mobile phone ban and/or reduced reward time.

4.9. if a child or young person reaches C4 they will be removed from the lesson and required to work in the reflection room for a period of time (depending on the severity of the behaviour)

4.10. **Reflection.**

When issued reflection, children and young people are supported to reflect on their behaviours. Their behaviour plan may be updated during this time if it is felt necessary. The period of time in reflection will depend on the severity of the behaviours and will range from 1 period to a full day.

4.11. Children and young people who are regularly issued reflection (C4) may receive additional sanctions as well as other support strategies highlighted below:

- Meeting with parents arranged
- Pastoral support plan
- Staged report
- Referral for external agency support (HYM, Prevent, Early Help, Social care, police etc.)
- Wellbeing Hub referral, Nurture Group referral, Study Zone referral.
- Alternative placement arranged
- suspensions (C5): fixed term or permanent.

4.12. Hollinwood Academy aims to keep suspensions to a minimum. A decision to suspend or exclude any child or young person is not taken lightly. A suspension is issued as a result of high-level behaviour which is illegal, extreme, reckless and dangerous. This may include: property damage, kicking or throwing chairs or other furniture, using aggressive threats to either staff or other children and young people, physical or sexual assault, racist and homophobic conduct, bringing a banned item into school such as a weapon (see item 9 page 11) etc. the list is not exhaustive. When a suspension is issued it provides time for us to investigate incidents and for children and young people to reflect on their actions.

5. Serious Breach of Hollinwood Academy's Behaviour Policy.

5.1 The Headteacher's authority to suspend or permanently exclude.

- The Headteacher of the school/Academy can suspend a child or young person on the ground of disciplinary, a serious breach of the rules/expectations or on health and safety grounds.
- In the Headteachers absence a Deputy Headteacher may suspend if reasonable attempts made to contact the Headteacher have been unsuccessful.
- A child or young person may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
- A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has to come to light, a fixed period suspension may be extended or converted to a permanent suspension.

- The behaviour of Hollinwood Academy children and young people outside school can be considered as grounds for suspension.
- The Headteacher may withdraw a suspension that has not been reviewed by the governing body.
- When establishing the facts in relation to a suspension decision the Headteacher must apply the civil standards of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'
- Headteachers and Governing Bodies must take account of their duties in relation to Special Educational Needs (SEN) when administering the suspensions process. This includes having regard to the SEN code of practice.

5.2. For full documentation and DfE guidance see 'suspensions from Maintained Academy's, Academies and PRU's' in England – a guide for those with legal responsibilities in relation to suspensions.

6. Anti-Bullying Procedures (see also Anti-Bullying Policy)

- 6.1. Bullying is described as An Imbalance of Power: children and young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- 6.2. Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.
- 6.3. Bullying is deliberately hurtful.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6.4. The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying is unacceptable. We ensure that all members of Hollinwood Academy are able to recognise acts of bullying and we endeavour to create a climate where everyone feels confident and safe to speak out.

7. Sexual Harassment and Sexual Violence

7.1. Hollinwood Academy has a zero-tolerance approach to sexual harassment and sexual violence.

- **Sexual violence** – rape, assault by penetration, or sexual assault (intentional touching)
- **Sexual harassment** – unwanted conduct of a sexual nature – such as sexual comments, sexual jokes, haunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

7.2. Reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim.

7.3. School will carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children and young people involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

7.4. For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

7.2. Our response to all incidents will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

7.3. Hollinwood Academy promotes a culture of respect, acceptance and diversity. We encourage children and young people to have a voice, making it easier for them to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

7.4. When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment, engaging with children's social care and specialist services as required.

7.5. We are committed to making our school an inclusive environment.

7.6. All victims are reassured that they are being taken seriously and that they will be supported and kept safe.

7.7. While we do not tolerate any form of sexual harassment or violence we will not demonise anyone, we will support and listen to all children and young people involved.

7.8. The alleged perpetrator (s) will be offered support in an attempt to change their behaviour.

7.9. Different sanctions will be appropriate for different levels of sexual harassment and sexual comments.

- After all incident's parents will be informed
- After serious incident's the police will be informed.

7.10. Sanctions may include:

- A verbal warning
- A letter/phone call to parents
- Detention
- Staged monitoring report
- Internal intervention
- External intervention (including the police)
- A period in reflection (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent suspension.

7.9. All incidents, no matter how small will be logged on CPOMS.

7.10. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This will however need to be balanced with the school's duty and responsibilities to protect other children and young people.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexualised Behaviour has been displayed.
- The ages of the children and young people involved.
- The developmental stages of the children and young people involved
- Any power imbalance between the children and young people, for example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- Are there ongoing risks to the victim, other children and young people, adult students or school staff.
- Other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

7.11. We will always take the children and young people's safety and wellbeing seriously. We will listen to them, act on their concerns and we will not tolerate any form of abuse.

7.12. We are supportive and protective in our approach to zero-tolerance. By reporting an incident, we are benefitting everyone:

- The victim (s): by stopping the problem and getting the help and support they need
- Other people: by preventing the same thing happening to anyone else.

- The alleged perpetrator (s): catching problematic behaviour early can help them avoid criminal offences later in life.

7.13. We promote healthy relationships throughout our RSE/HRE curriculum, covering important areas such as:

- Child on child abuse
- Sexual harassment and sexual violence
- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships
- Body changes and puberty

8. Child on Child abuse

8.1. Child on Child abuse is not tolerated and will be responded to immediately.

8.2. Child on Child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers; Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, 11 such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, 12 such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos¹³ (also known as sexting or youth produced sexual imagery).
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

8.3. In the event of any of the above behaviours, appropriate sanctions/consequences will apply. These may include:

- A verbal warning
- A letter/phone call to parents
- Detention
- Staged monitoring report
- Internal intervention
- External intervention (including the police)
- A period in reflection (length dependent on incident)

- Fixed-term (length dependent on incident) or permanent suspensions

8.4. All incidents, no matter how small are logged on CPOM's

9. Searching, screening and confiscation

9. The guidance below is based on the guidance from the DfE: Searching, screening and confiscation.

9.1. Hollinwood Academy staff can search children and young people with their consent for any item. Headteachers and staff authorised by the Headteacher have the authority to search students or their possessions, without consent, where they suspect the child or young person has a 'prohibited item'.

9.2. Prohibited items are:

- Knives and weapons
- Replica weapons (BB guns)
- Alcohol
- Illegal drugs and legal highs (see also Drugs and Substance Misuse policy)
- Stolen items
- Tobacco and cigarette papers
- E-Cigarettes
- Fireworks
- Pornographic images
- Any article that has been or likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (such as energy drinks)

9.3. Where possible, 2 members of staff will be present during the search. However, this may not be reasonably practical. In some circumstances, for example where there is suspicion the child or young person is carrying a knife or other bladed article, the police may be called to support staff with the search.

9.4. Staff can use such force as is reasonable, given the circumstances, when conducting a search for any of the above items.

9.5. Controlled drugs, other substances, stolen items and extreme pornography will be handed to the police. Alcohol, cigarettes or smoking paraphernalia will be destroyed by staff at Hollinwood Academy. Other banned items will be retained by school until the end of each term. Parents/carers may collect these items.

9.6. Staff have authority to seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Hollinwood Academy's discipline.

9.7. We do not currently screen children and young people. However, we reserve the right to do so and we do not have to allow any person access to the building if they refuse. This is not classed as suspensions but will be recorded as an unauthorised absence.

10. Reasonable force/Team Teach.

All Academy staff have authority to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline across academy.

10.1. The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with children and young people.

10.2. 'Reasonable in the circumstances' means using no more force than is needed

10.3. Force is usually used either to control or restrain.

10.4. Control means either passive physical contact, such as standing between children and young people or blocking a child or young person's path, or active physical contact such as guiding children and young people by the arm away from a risky or escalating situation.

10.5. Restrain means to physically hold back and bring a child or young person under control. This intervention is used in more extreme circumstances, for example:

- When breaking up a fight.
- To prevent violence or injury to a child or any other person.
- When a child or young person absconds.
- To prevent a student from attacking a member of staff or another student.

10.6. Staff at Hollinwood Academy are trained in Team Teach. This positive behaviour training programme provides staff with the confidence and strategies they need to de-escalate challenging situations and reduce the need for physical intervention.

10.7. Team Teach training equips staff with the knowledge and skills to manage distressed behaviours and conflicts safely and respectfully.

We will work closely with other organisations and agencies

10.8. We work closely with external agencies such as the Police and Children's social care and will make referrals to these organisations where relevant to do so, for example in circumstances where a crime has been committed. This can be for behaviour both inside and outside of the Academy.

Communicating with parents

10.9. School does not require parental consent to use force on a child or young person, however as good practice parents will always be informed if their child has been involved in a serious incident when the use of force has been required.

11. Allegations of abuse against staff

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

12. Radicalisation and Extremism

12.1. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

12.2. Extremism is defined as the holding of extreme political or religious views.

12.3. We will not tolerate extremist activity of any sort, which creates an environment for radicalising individuals and could lead them on a pathway towards terrorism.

12.4. Our curriculum promotes respect, tolerance and diversity, this is strengthened by our core values to be Caring, Creative, Inspiring, Passionate, Innovative, Trusting. Children and young people are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

12.5. Staff are fully informed, through staff training days, of the threats, risks and vulnerabilities that are linked to radicalisation; they are aware of the process of radicalisation and how to identify it early on.

12.6. There are a number of behaviours which may indicate a child or young person is at risk of being radicalized or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day to day behavior becoming increasingly centered on extremist ideology, group or cause.
- Loss of interest in friends and activities.
- Using insulting or derogatory names to another group
- An increase in prejudice-related incidents committed by that person such as: physical or verbal assault, provocative behavior, damage to property, derogatory name calling, possession of prejudice related materials, prejudice related ridicule or name calling, refusal to cooperate, attempts to recruit to prejudice-related organisation, condoning or supporting violence towards others.

14. Other useful documents

Anti-Bullying Strategy

Restrictive Physical Intervention policy

Allegations of Abuse Against Staff policy

Whistleblowing policy

Compliments and Complaints
policy

First Aid policy