



**Hanham  
Woods  
Academy**

**Hanham Woods Academy  
Behaviour Policy (inc. Ready to Learn)**

Yet to be agreed with AC July 2023

For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Awaiting Approval

**HWA Behaviour Policy**

<b>Policy Title</b>	Behaviour Policy
<b>Function</b>	For information and guidance and incorporating the Academy's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
<b>Status</b>	Awaiting Approval
<b>Audience</b>	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
<b>Ownership / Implementation</b>	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date</b>	September 2023
<b>Review period</b>	Annually
<b>Last Reviewed</b>	September 2023

**History of most recent policy changes**

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
23/11/2020	Whole Document	Whole Policy Review/rewrite	
27/09/21	Sections 7,8,10,11, appendix 1	Update to behaviour language, terms and sanctions	
28/03/22	Sections 10	Update to detentions policy	
28/04/22	Sections 6, 10, app.1 & 2	Terminology and language	
01/07/2023	Whole document	Whole policy review/rewrite	

# Behaviour Policy

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## **1. Policy Purpose**

This policy has been written in line with the advice for schools published by the Department for Education. In line with this guidance, the purpose of this behaviour policy is to:

- promote good behaviour through good conduct, self-discipline and respect;
- ensure that pupils complete assigned work;
- to create a safe learning environment that is free from unkindness and bullying;
- to encourage enthusiasm for all aspects of learning, creativity and Academic success;
- to embrace difference, encourage tolerance and challenge prejudice;
- to ensure that all students, parents/carers, staff and governors are aware of the high expectations of Hanham Woods Academy in terms of behaviour and conduct;
- to prepare students to become responsible adults.

## **2. Linked Policies**

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Safeguarding Policy
- Exclusions Policy
- Uniform Policy
- E-Safety
- SEND Policy
- Equality Policy

## **3. Agreed Principles**

Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can discipline pupils for misbehaviour outside the Academy. This may include misbehaviour when a student is taking part in any school-organised or school-related activity, travelling to or from the Academy, wearing Academy uniform or when the student is in some other way identifiable as a student at Hanham Woods Academy.

- A member of staff may sanction a student whose misconduct could have repercussions for the orderly running of the Academy or who poses a threat to another student or member of the public or whose behaviour could adversely affect the reputation of the Academy.
- Teachers have a power to impose detention outside Academy hours without prior notice being given to parents/carers.
- Teachers can confiscate students' property where it may be used to cause a nuisance, or where it breaches the Academy rules (e.g. non-uniform items, phones or electronic devices which are visible or audible, any other prohibited items). The Academy reserves the right to return confiscated items directly to parents or carers.
- Teachers have the legal power to search without consent for weapons, knives, alcohol, illegal drugs, tobacco and smoking/vaping equipment, fireworks, pornographic images, stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. All illegal items including drugs, weapons and knives will always be handed over to the police.
- The legal provisions on Academy discipline provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline within the Academy environment.
- 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 pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The Academy will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, Academy staff will follow the Academy's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy will consider whether a multi-agency assessment is necessary.

#### **4. Promoting Good Behaviour, Self-Discipline And Respect**

At Hanham Woods Academy students are rewarded for their good work, effort and behaviour and their success is celebrated both within the Academy and more widely with parents, carers and external agencies. Students work to collect House Points and WOW cards and positive phone calls for good work and behaviour. House assemblies also have dedicated time allocated to celebrate achievement both in and out of the classroom.

At Hanham Woods we believe all children and staff have the right to always feel safe whilst in the Academy and on their way to and from school. There should be mutual respect between staff and students and between each other. No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and pupils will have disruption free classrooms in which they can learn. On a lesson-by-lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be separated from their peers so that the learning of others is not disrupted.

#### **5. Preventing Bullying**

Hanham Woods Academy strives to ensure that all people (students and adults) in the Academy community can work in a safe and secure environment, free from humiliation, harassment, oppression, and abuse. The Academy has a firmly embedded restorative justice approach. This is an intervention aimed at rebuilding and repairing damage in relationships between students and teachers where students are encouraged and supported to take responsibility for their actions and to consider how these have affected others and then talk

them through with all parties involved (where appropriate). They are then supported by members of staff to take steps to repair the harm that has been done. The Academy may impose a sanction, such as a detention, inclusion or suspension alongside this restorative justice approach. Bullying is a recognised form of child-on-child Abuse (See KCSIE 2022) and as a result, greater detail with regards to our approach can be found in both our Safeguarding and Anti-Bullying Policies.

Hanham Woods Academy actively encourages students to feel confident about reporting instances of unkindness and bullying and students have a variety of channels for reporting these. Student voice is collected regularly about bullying to ensure that academy systems for eliminating bullying are kept constantly under review.

Strong partnerships with parents and carers underpin the success of this approach and the Academy strives to maintain regular contact with home so that all reported bullying is resolved.

Harassment on account of race, gender, disability, or sexual orientation is unacceptable and is not tolerated within the academy environment. Racist, sexist, homophobic and transphobic incidents and other incidents of harassment or bullying are considered as serious incidents within the RTL framework and perpetrators will be sanctioned as such (see Anti-Bullying policy).

## **6. STUDENT APPEARANCE and UNIFORM**

### **Department for Education guidance:**

- The Department strongly encourages schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.
- Each school decides its uniform and must not discriminate based on sex, race, disability, sexual orientation, gender reassignment, religion, or belief.
- The Principal can discipline your child for not wearing the Academy uniform. Your child can be suspended or excluded if they repeatedly ignore the uniform rules.
- Schools can decide if girls can wear trousers, or if religious dress is allowed. If you think your child is being discriminated against, talk to the principal.
- A Principal, or a person authorised by the Principal, may ask a pupil to go home briefly to remedy a breach of the Academy's rules on appearance or uniform. This is not a suspension but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the pupil's absence may be counted as an unauthorised absence. In either case the pupil's parent/carers must be notified and the absence should be recorded.

### **Aims and Objectives**

Our policy on Academy uniform is based on the notion that Academy uniform:

- promotes a sense of pride in the Academy.
- promotes a sense of community and belonging towards the Academy.
- is practical and smart.
- identifies the children with the Academy.
- prevents children from coming to the Academy in fashion clothes that could be distracting in class.
- ensures equality between peers in terms of appearance.
- is regarded as suitable wear for the Academy and good value for money by most parent/carers.
- is designed with health and safety in mind.

### **Uniform Expectations**

Please see the Academy website for the most up-to-date uniform expectations. These are reviewed regularly and, when necessary, in consultation with parents/carers and the Academy council.

### **Student Non-compliance:**

Uniform is checked daily by Pastoral Leaders and the Senior Leadership team on the Academy gates in the morning and again by tutors. If a child is found to be wearing incorrect uniform then they will be placed in the Inclusion Area until the indiscretion is rectified. If a child has a letter from a medical practitioner outlining a valid reason for the non-compliance (e.g. physical injury) then the child may be excused from the sanction for a recorded period of time until the issue can be rectified. Resolutions may be found through the loaning of uniform, removal of non-compliant items, by calling parent/carers to rectify the matter or the pupil may be asked, with permission of parents/carers, to go home briefly to remedy a breach of the Academy's rules on appearance or uniform. Lost or broken uniform is not a valid reason for non-compliance.

### **The Role of Parents/Carers**

We ask all parent/carers who send their children to our Academy to support the Academy uniform policy. We believe that parent/carers have a duty to send their children to the Academy correctly dressed and ready for their daily Academy work. One of the responsibilities of parent/carers is to ensure that their child has the correct uniform, and that it is clean and in good repair.

### **Feedback**

If any parent/carer would like the Academy to modify the uniform policy, they should address communication via email to the Principal. The Academy welcomes children from all backgrounds and faith communities. If there are serious reasons, for example on religious grounds, why parent/carers want their child to wear clothes that differ from the Academy uniform, the Academy will look sympathetically at such requests.

## **7. Our Behaviour System**

Hanham Woods Academy operates a behaviour and learning system called "Ready to Learn" (RTL) which covers all aspects of Academy life (see Appendix 1 for full details). RTL aims:

- To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the academy, and no learning time is wasted
- To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
- To encourage students to **take responsibility** for their own actions
- To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences.

The expectations of RTL are shared regularly with all students and parents/carers. Visible displays outlining expectations are referenced around the academy and staff receive regular training in engaging students in their learning and in ensuring that rules are applied fairly and consistently. Students have regular assemblies and tutor time sessions dedicated to RTL, giving them opportunities to practice and feedback on the systems that are in place.

The principles behind RTL will form the basis for the Home-Academy agreement, which is committed to when a parent/carer accepts a place for their child at Hanham Woods Academy.



Students who may need extra support in making appropriate choices with regard to their behaviour have access to a wide range of support services including tutors, Pastoral Leads, behaviour and pastoral mentors, SEND coordinators and Teaching Assistants.

The academy will engage the services of external agencies such as social care and medical practitioners when needed.

### **8. Ensuring That Students Meet Our High Expectations In Class**

Hanham Woods Academy expects students to take responsibility for their learning and behaviour. There is an expectation that all students will complete their work and homework to the best of their ability. When students transition into and out of the Academy we will coordinate with parents, carers, partner schools and colleges to ensure that any additional needs students may have are shared and intervention is planned, when necessary, to enable them to achieve success.

In line with our RTL policy (Appendix 1), students who fail to complete work in class or disrupt the learning of others will be given a clear warning about their behaviour. Further misconduct will result in the student being sent to the Inclusion Area until the end of the next social time and being issued with a 30 minute after academy day detention. Parents / carers will be contacted via text message. Work and equipment will be provided as necessary for any student in the Inclusion Area. Students who choose not to go to the Inclusion Area, disrupt the learning environment of the room or who fail to complete the required work whilst in the room will have their sanction increased; this may be: further periods of time in the Inclusion Area, inclusion in an SLT office or a fixed-term suspension from the Academy.

Students with diagnosed additional learning needs may follow a modified sanction system that is appropriate for their cognitive ability or their disability, in consultation with the Special Needs Co-ordinator (SENCO) or Senior Leaders.

### **9. Regulating the Conduct Of Students Outside Of The Classroom**

The RTL policy also promotes the good conduct of students around the Academy during social times, before and after Academy and at lesson changeover. All staff are responsible for maintaining a calm, safe environment by performing duties before and after Academy and at break times. The Senior Leadership Team provides further support by patrolling key areas of the Academy during every break and lunchtime.

Students are expected to move around the Academy site in a calm and orderly manner. Students who fail to meet expectations or damage Academy property may also be required to undertake community service such as litter-picking or cleaning duties and their parents or carers may be liable to pay a fine to cover the cost of repair. For more serious incidents, a student may be sent to the Inclusion Area, set an After-Academy Detention or face a fixed-term suspension.

### **10. Conduct Outside of the Academy**

When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy's reputation is enhanced. Any misbehaviour which occurs outside of the academy premises and which is brought to the attention of the academy will be dealt with in the same way as if that poor behaviour had occurred on the academy site. Students should be particularly mindful of the following...

- Smoking/vaping – smoking/vaping is not permitted on the way to or from the academy or at any time when identifiable as a Hanham Woods community member.
- Local residents - students should be kind and courteous to members of the local community;
- Cycling/walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass safely in the opposite direction. Students should always use cycle paths where available.

- Use of loud and bad language is unacceptable at any time.

## **11. Confiscation**

In law, the general power of a member of staff to discipline enables a member of staff to confiscate banned items to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. Staff are also protected by law from liability for damage to, or loss of, any confiscated items. A refusal to cooperate can result in a higher level sanction.

The criteria for confiscation may include:

- a) An item that poses a threat to others, e.g. a laser pen.
- b) An item that poses a threat to good order for learning, e.g. use of a personal music player, mobile phone, headphones.
- c) An item that is against academy uniform rules, e.g. student refuses to take off his/her hoodie on entry to the academy.
- d) An item that poses a health or safety threat, e.g. students wearing large earrings in PE.
- e) An item which is counter to the ethos of the Academy, e.g. racist or homophobic material.
- f) An item that would be illegal for the student to possess / use eg: alcohol or pornographic material.

Where appropriate, items which are confiscated and deemed to be inappropriate to return to students may be disposed of. This would include illegal items but also prohibited items such as energy drinks and partially consumed food.

## **12. The use of reasonable force (positive handling)**

We always try to avoid using physical interventions and regard them as a last resort after all other approaches have been tried or in situations where the safety of the student, other members of the community, or property, are at risk of immediate harm. Where reasonable force is required, the Academy follows the Use of Reasonable Force – Advice for headteachers, staff and governing bodies guidance. The use of reasonable force can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others. Academy staff will always use the minimum force required to and try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student when for example, that member of staff has acted in a way to separate a fight between students. We do not require parent / carer permission to use force with a student and where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

## **13. Behaviour Sanctions**

At Hanham woods we utilise a range of sanctions in proportion to the behaviour incident encountered.

### **13.1 Inclusion Area**

The Inclusion Area (IA) is an area of the Academy where students are sent for failing to meet the Ready to Learn expectations. Students enter the room and are greeted by a member of the behaviour team, here they are given the opportunity to discuss their referral with the Behaviour Support Admin or the On Call member of staff. Students remain in the Inclusion Area until the end of the next social time.

A student may also be sent to the Inclusion Room for an 'Alternative Day' if the behaviour incident warrants this; an Alternative Day is a full 6 periods in the Inclusion Area along with a 30 minute after academy day detention.

### **13.2 Detentions**

At Hanham Woods Academy we expect every student to meet the required high standards of the Academy. Students and their parent/carers are expected to support the Academy in achieving these high standards and to be aware of the face they will face consequences should they fail to meet these standards and expectations. A detention is one of the sanctions that may be used to uphold our high standards and discourage poor behaviour or failure to meet our high expectations.

A 30 minute after academy day detention may be set for the following reasons:

- Arriving late to the Academy.
- Failure to bring the correct equipment to Academy.
- IA referral during the academy day.
- Failure to submit assigned homework on a given day (this may be checked during tutor time or during lessons by the class teacher)
- Failure to attend a previous after Academy detention.
- A serious breach of the Hanham Woods Behaviour policy.
- Failure to stay in the Inclusion Area during break and lunch.
- Refusal to attend the Inclusion Area.
- Refusal to hand over an item for confiscation.
- Play fighting/putting hands or feet on another student (physical assaults will result in a higher-level sanction).
- Indirect swearing (swearing at or about a member of staff will result in suspension from the academy).

If a student fails to attend their After-Academy Detention they will be placed in the Inclusion Area the following day for 4 sessions and a repeat of the After Academy detention. Failure to attend this repeated After Academy detention will result the student spending a whole day in the Inclusion Area or spending the day working in an SLT office.

As an Academy we will ensure all sanctions, including detentions, are applied fairly and consistently taking account of a pupil's age, gender, ethnicity, culture, beliefs, socio-economic background as well as their physical, emotional and psychological state. Consideration will be given to pupils with protected characteristics and where a pupil with such a characteristic is facing a detention, the Academy will consider whether or not reasonable adjustments should be made to take account of the possible effect of these factors, alongside the impact of the pupil's behaviour on the Academy community. In some circumstances, it may be appropriate for an alternative sanction.

### **13.3 Suspensions and Exclusions**

For one-off, high-level incidents or for repeated breaches of our behaviour expectations it may be deemed necessary to suspend a student from attending the Academy. This is a very serious sanction and permission to suspend must always be gained through consultation with pre-determined members of the Senior Leadership Team. Just as with detentions, consideration will be given to pupils with protected characteristics and where a pupil with such a characteristic is facing a suspension, the Academy will consider whether or not reasonable adjustments should be made to take account of the possible effect of these factors, alongside the impact of the pupil's behaviour on the Academy community. In some circumstances, it may be appropriate for an alternative sanction.

In some extreme cases, the Principal make take a decision to exclude a pupil permanently:

- in response to a serious breach, or persistent breaches, of the Academy's behaviour policy;
- or where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

For further details on our Exclusion protocols please see the Exclusions Policy on our Academy website.

Allegations against staff will always be investigated thoroughly by the Principal and a member of the Senior Leadership Team. Any allegation against the Principal will be investigated by the Chair of Academy Council. Any investigation that finds that the allegation is unfounded and that it was made maliciously by a student will be treated very seriously and the student will be sanctioned in an appropriate way which may include a fixed-term suspension or permanent exclusion.

### **13.4 Managing suspensions**

Following the decision to suspend a student parents will be contacted to discuss the incident and length of suspension, this will ideally be done over the phone or face-to-face. If it has not been possible to contact home on the day of a suspension via the telephone then an email may be sent to inform parents/carers; this must then be followed up with a phonecall the next day.

Following a suspension there must be a re-entry meeting that takes place. This meeting is a chance for all parties to discuss the incident and plan next steps to avoid a repeat of the behaviour or incident. Re-entry meetings will normally take place at 9.00am or 1.30pm on the day the student returns to the Academy, the member of staff that makes the exclusion phonecall will arrange the meeting time. Re-entry meetings will be conducted by a member of the Behaviour, Pastoral or Senior Leadership team.

In exceptional circumstances a re-entry meeting may take place via phone or virtually with the parent or carer.

## **14. Monitoring and Communication**

Regular communication with parents and carers will be maintained when a student's behaviour gives cause for concern. Students that are causing concern will be placed onto our Behaviour Inclusion Support framework which documents issues arising, interventions put in place and support referrals that have been made.

The Senior Leadership Team will collate and analyse behaviour data at student-level and for cohorts of students to ensure that no group of children is disadvantaged by this behaviour policy. Individual students who continue to disrupt learning or behave in an anti-social manner will be referred to the Inclusion Area for longer intervention periods and may be required to meet with a Staff or Academy Council disciplinary panel. A risk assessment may be undertaken and shared with all staff, in consultation with parents, carers or outside agencies, if a student's behaviour may cause harm to him/herself or to others.

The Academy works in close partnership with other academies and alternative curriculum providers in the area and any students who fail to change their behaviour, in spite of planned interventions, may be required to transfer to a partner school or alternative provider under a Managed Move, Negotiated Transfer agreement, immersion or permanent placement.

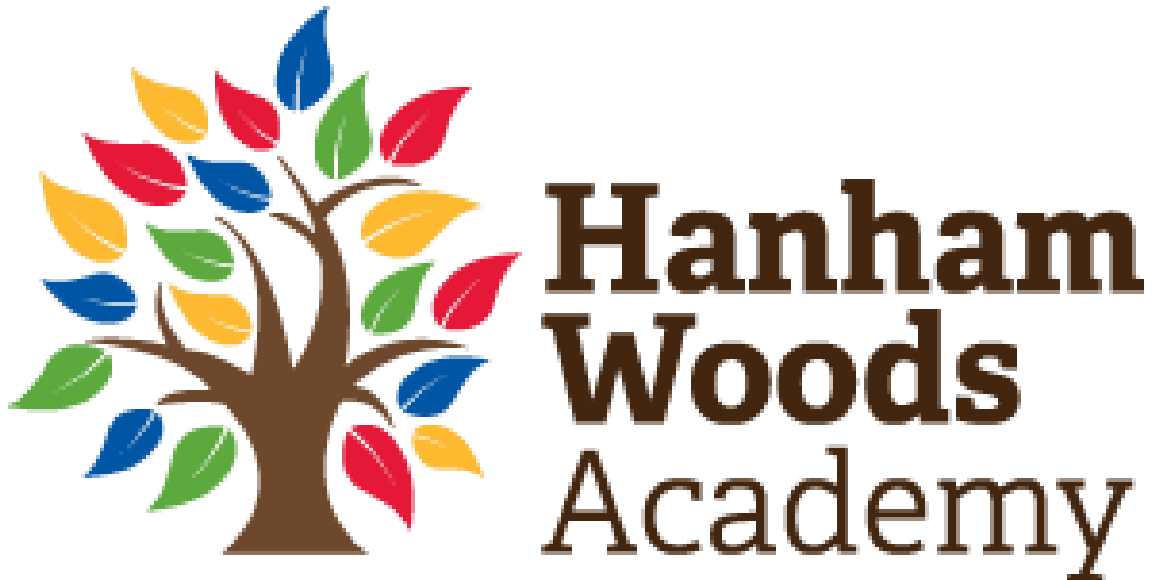
### **15. Responsibilities**

All members of staff have responsibility for ensuring that the behaviour policy is adhered to in a fair and consistent manner. For more details please see Appendix 1: Ready to Learn

The Senior Leadership Team monitors the implementation of the policy in the Academy through daily classroom visits, analysis of behaviour data, analysis of student data, staff and parent/carer surveys.

The Academy Council reviews the implementation of the policy through the data presented for analysis at Academy Council meeting and during their monitoring visits to the Academy.

Appendix 1: Ready to Learn staff booklet



READY TO LEARN

Information Booklet v4 (2023)

## 1. Summary

Ready to Learn is a whole Academy behaviour and learning policy which covers all aspects of Academy life. All sanctions are given through a central Academy system and are carefully monitored by the Senior Leadership team and by senior staff.

The aims of Ready to Learn are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the Academy, and no learning time is wasted
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences

**Ready to Learn is a whole Academy system which relies on all staff using it in a fair and consistent way. No other sanctions for behaviour can be used.**

**Students will be Ready to Learn by:**

- Attending school in correct uniform; arriving on time and being “Ready to Learn”
- Listening to and following instructions promptly
- Working to the best of one’s ability
- Completing and presenting work to a high standard
- Being polite and respecting everyone’s right to learn in a safe environment

**Staff will ensure students can Learn by:**

- Dealing with unacceptable behaviour in an emotionally literate way
- Teaching lessons which aim to meet all individual needs
- Promoting and modelling appropriate behaviour at all times
- Building positive relationships with students
- Learning from our mistakes

**Parents/Carers will ensure students can be Ready to Learn by:**

- Supporting students with having the correct equipment and uniform
- Supporting students in being at the academy punctually and every day except when seriously ill
- Communicating concerns to staff
- Supporting with any sanctions
- Celebrating success

## Academy code of conduct

At Hanham Woods:

1. We work hard
2. We are kind
3. We consistently follow adult instructions

4. We aspire to be the best version of ourselves by taking responsibility for our actions
5. We champion all members of our school community and show respect for the academy environment

If a student breaks one of these rules, an adult will tell them that they have a “warning” and their name will be written on the board. If a rule is broken for a second time, the student will be sent to the Inclusion Area until the end of the next social time and will receive a 30 after academy detention on the same day in which they will complete a rebuild conversation with the member of staff who sent them. Parents or carers will be contacted by the end of that day.

## Conduct around the Academy

Members of the Hanham Woods Community should:

- Move around the Academy in a sensible, calm, courteous and appropriate manner. They should not run around the academy site. They should not shout or make other loud noises.
- Be polite and helpful to all occupants and visitors to the academy.
- Respect the rights of others to use all areas of the academy.
- Never drop litter.
- Never bring in or use cigarettes, alcohol, and illegal substances or items. This is strictly forbidden. Dangerous items such as matches, lighters and knives must not be brought onto the school site under any circumstances.
- Never bring in items which are prohibited under current school rules (for example energy drinks)
- Not use mobile phones and electrical devices (including head/earphones). These must not be used, seen or heard at any time whilst on the Academy site (including before school starts, lessons, break, lunch or after school finishes). Failure to conform to this request will lead to their confiscation and only returned to Parents/Carers.
- Not eat or drink (apart from water) in any lessons. At break and lunchtime there are designated areas for drinking and eating.
- Not leave the school site without permission. Students or visitors who need to arrive or leave the school during lesson times must check in and/or out at the main reception.
- Arrive no later than 8.30am ready to learn. Late students must sign in at reception and a 30 minute after academy day detention will be issued. If students are continually late this will be treated as an attendance issue resulting in a school attendance meeting being conducted with the Educational Welfare Officer. It may, in some situations, also result in the issuing of a penalty notice charge.
- Wear the school uniform correctly at all times. No coats should be worn in the building, coats should be hung up or carried in bags.

At Hanham Woods Academy, we expect everybody to behave with courtesy and respect at all times. That means walking around the Academy calmly and quietly, respecting each other’s space and looking out for one another.

**Defiance- “First Time, every time!”**



If a member of staff asks a student to do something reasonable, they must do it; this might include: following one-way systems, handing over an item for confiscation, for example. If they do not immediately do what has been asked, the member of staff will say;

*“If you refuse this reasonable request I’m going to have to issue you a with 30 minute detention.”*

If the student refuses or chooses to walk away, they will initially be issued with a 30 minute detention for this defiance. If they continue to refuse to meet expectations the member of staff will say;

*“As you have now refused to follow my instructions a second time I am sending you to IA for defiance.”*

Parents will be contacted via text to inform them of the defiance sanctions.

### Mobile phones, earphones, hoodies, sweatshirts and non-compliant jewellery

You must hand over to a member of staff any phone, electronic device or non-compliant uniform that is seen or heard at any point during the Academy day. Any non-compliant jewellery must also be removed when challenged by staff and must be placed in the student’s bag; failure to do so will result in the item being confiscated. All confiscated items are held at Reception until the end of the Academy day and you may collect it at 3.30pm. If you refuse to hand an item over when challenged, you will be sanctioned in line with the defiance strategy above.

## Conduct Outside the Academy

When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy’s reputation is enhanced. Any misbehaviour which occurs outside of the academy premises and which is brought to the attention of the academy will be dealt with in the same way as if that poor behaviour had occurred on the academy site. Students should be particularly mindful of the following...

- Smoking – smoking is not permitted on the way to or from the academy or at any time when identifiable as a Hanham Woods community member.
- Local residents - students should be kind and courteous to members of the local community;
- Cycling/walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass safely in the opposite direction. Students should always use cycle paths where available.
- Use of loud and bad language is unacceptable at any time

## HWA Ready to Learn script

This system is not about removing students from lessons, it is about removing distractions to learning. Staff should always try to use language to positively frame conversations and to de-escalate situations.

The success or otherwise of ANY behaviour system is the consistency with which it is applied. It is essential that warnings are given in a consistent way across the Academy, by all members of staff, including teachers, cover teachers,

supply teachers, TAs and admin staff. It is NOT acceptable for staff to provide individual pre-warnings or whole class warnings. Warnings may be given by any member of academy staff regardless of whether they directly teach a student.

## 1. Entry routine

### First bell

Teachers are at their classroom doors to welcome students, resources are prepared, retrieval work is on desks or displayed on a projector. Seating plans should be thought through carefully based on student need and positive groupings: sit students where they are likely to make most progress and be least disruptive.

### Student entry

The teacher should be at the door, greeting students and making eye contact with each student on the way in. Each student is entitled to a fresh start every lesson.

- Enter classroom straight away if teacher is there – do not wait to be told
- Come in and stand behind chairs in silence so the register can be done as soon as possible and accurately (sit down once name has been called)
- All coats off and bags under desks
- Writing equipment and personal resources out ready straight away
- Starter activity to be completed in silence

Countdown to be used to change from one activity to another.

Teachers must therefore say:

*‘Now I want you all to be ready to learn in 3...2...1... Thank you.’*

Students still talking when you get to ‘thank you’ must receive a warning.

All students should have coats off and their pencil cases on their desks every lesson.

Students should now be fully immersed in their retrieval work. If a student arrives 3 minutes or more after the start of the lesson the teacher should say:

*‘Do you have a note for being late?’* If no note is provided, the student must be given a warning: *‘That’s a warning because you are late and not ready to learn. Please sit down quickly and quietly and begin your work’.*

If a student arrives more than 5 minutes late to your lesson, without a note or explanation, they need to be sent straight to the Inclusion room as this is deemed as on-site truancy.

### End of lessons

- All students tidy their work space and equipment used as appropriate
- All students stand up behind chairs; uniform correct
- Students are dismissed on time by row, table or individually on the bell (not late!) – no rushing out!
- Do not be late for next lesson

## 2. Making expectations clear

### Academy expectations:

1. We work hard
2. We are kind
3. We consistently follow adult instructions
4. We aspire to be the best version of ourselves by taking responsibility for our actions
5. We champion all members of our school community and show respect for the academy environment



## Ready to Learn

1. We work hard
2. We are kind
3. We consistently follow adult instructions
4. We aspire to be the best version of ourselves by taking responsibility for our actions
5. We champion all members of our school community and show respect for the academy environment

	<p>We make eye contact with the teacher</p> <p>We are ready to ask or answer questions</p> <p>We are attentive, facing forward, not fidgeting and sitting still</p>	
	<p>We speak only loud enough for the person next to us to hear</p> <p>We focus on the topic of the lesson</p> <p>We respect one another's opinions</p> <p>We are working equally with our partners</p>	
	<p>We talk only within our group about the topic we've been asked to discuss</p> <p>We respect one another's view and opinions</p> <p>We are all involved</p> <p>We move around the room without distraction if required</p>	
	<p>We do not interact with anyone but the teacher</p> <p>We put up our hands if we need support</p> <p>We persevere with our learning</p>	
	<p>We work in complete silence</p> <p>We do not interact with others</p> <p>We put up our hands if we need support from the teacher</p> <p>We reflect on our effort by checking our work thoroughly</p>	

## Ready to Learn

Whenever you want to return students' attention to the front of the class, you should do a countdown:

*'Now I want you all to be ready to learn in 3...2...1... Thank you.'* Students still talking when you get to 'thank you' must receive a warning. Please reinforce students' listening by using the phrase; *'Thank you for being a Ready to Learn.'*

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that. For example:

*"[Over student discussion] I'm going to need everyone Ready to Learn in 30 seconds... 20 seconds... 10 seconds 3...2...1"*

## Independent Learning – default for all tasks unless specifically directed by the teacher

If you want students to work independently, this should be communicated very clearly to students. For example:

*"We'll now be working independently for 10 minutes – remind students what this means using the posters available"*

## Paired work

If you want students to discuss something with their partner, you should use a common language:

*'Please discuss this question with your **Learning Pairs** for 30 seconds. Ready...go!'*

## 3. Giving warnings

Once expectations are clear, if a student shows that they are not ready to learn, they should be given an immediate warning (an incident 1). For example, if you are talking, and a student talks over you, they must immediately be given a warning. Teachers must **not** say: 'next time you will get a warning' as this undermines the system.

Teachers must use a common language when giving warnings. For example:

*"John, I'm giving you a warning as you are talking and not RTL. You need to be RTL for the rest of the lesson"*

*"John, you are talking over me. You are not RTL; that's a warning."*

*"John, you are having an off-task conversation. You are not RTL; that's a warning."*

When a student is issued with a warning they must have their name written onto the white-board and the warning is then logged on our Bromcom monitoring system.

A warning is not a sanction but instead it is a supportive intervention and should be delivered as such to help the student realise what they need to do to improve. Receiving a warning is an opportunity for a student to reset their behaviours and refocus on the task at hand.

If a student fails to improve their behaviour following their first warning and they again do not meet classroom expectations again, then they need to be issued with their second warning (incident 2) and then be told to make their way to the Inclusion Room.

*“John, you have already had a warning and now you are talking over me, so that is your second warning. Unfortunately, that means you must now make your way to the Inclusion Room.”*

If a student refuses to leave the room then the teacher needs to ‘alert’ Inclusion team who will send ‘on call’ support to the classroom.

#### *4. No ‘machine-gunning’*

Once you have given a warning, you must not give a second warning **within 30 seconds of the first**, please give the student ‘**take up time**’ to process the interaction. For example, if a student disagrees with you or argues with you about the warning, do not engage the student in a debate instead tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to the Inclusion Room. For example:

*“It wasn’t me, it was him. It’s not fair...”*

*“Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to send you to the Inclusion Room.”*

This approach turns it back on the student to make the choice. Remind students of the positive things they can do to then get back on track in the lesson, rather than dwelling on the negative behaviour.

**No student should be given a second warning without some kind of teacher interaction or intervention following their first warning. This might be, but is not limited to, a conversation, a change of seat, a time-out, a conversation in the corridor, or any other appropriate intervention decided by the teacher.**

#### *5. Calling out*

If a student calls out (and is genuinely engaging with learning) they should **not** be given a warning. However, if a student **repeatedly** calls out in a way that is unhelpful or disrupting the learning opportunities of others, you should say to them:

*“I know you’re only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a warning.”*

If they then continue to call out then they will need to be issued with a warning as they are distracting others from their learning.

### *6. Immediate removals*

More serious breaches of the Academy behaviour policy may warrant immediate removal from the lesson; if so a student must be told they must make their way immediately to the Inclusion Room (incident 3) where the incident will be investigated. These include but are not limited to:

- Swearing at or about a member of staff
- Violence, aggressive or intimidating behaviour
- Unsafe or dangerous behaviour, including throwing items
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment
- Homophobic/racist/sexist/transphobic incidents

## **Removal to the Inclusion Area**

When a student does not comply with the academy's Ready to Learn expectations they will be placed in the Inclusion Area until the end of the next social time, and will be expected to return for a 30 minute after academy detention on the same day. Typically, this would be a maximum of two periods and the following break or lunch time. We will endeavour to send a text to let parents / carers know that their child has been sent to the IA and that they will be leaving at 3.30pm. Whilst in the IA students are required to produce a written reflection and then engage with independent study from the resources provided. Misbehaviour in the IA will lead to additional time added beyond the two initial periods. In some circumstances, rather than serve a Fixed Term suspension at home a student may spend the duration in the IA. Parents / carers will be informed if this is the case. If a student is referred to the Inclusion Area twice in the same day they will remain in the Area until 3:30pm to avoid further disruption to lessons and to ensure appropriate support/intervention is available to de-escalate behaviours.

### **IA Expectations**

Students must work in silence at all times, in "exam conditions". If a student shows they are not 'Ready to Learn' in the Inclusion Room, then they must immediately receive a warning. If they show this again, after more than 1 minute they must receive a second warning. At this point, the Behaviour Team will decide how best to avoid a third warning being received, this might involve taking them out of the room for a short time to speak to another member of staff or taking them to an office to have a conversation with their parent/carer. If after this intervention has taken place they receive a third warning, their parents must be called and appropriate next steps are discussed; this might be spending the rest of the day in an SLT office or a suspension.

### **Arriving at Inclusion**

Students must arrive in the Inclusion Area within 5 minutes of when the referral was made. Students who refuse to enter the Inclusion Area or who refuse to meet the Inclusion expectations will have their parents called and appropriate next steps will be discussed; this might be spending the rest of the day in an SLT office or a suspension.

### Break and Lunchtime

Student will not leave the Inclusion Area for their break and lunchtimes. They do not have to work during these sessions but they must sit in silence and either eat their snack or read. Students will not have the opportunity to purchase food at breaktime but they will have access to the canteen facilities during the second half of lunch time.



## Ready to Learn

### INCLUSION AREA EXPECTATIONS

Exam conditions

#### READY TO LEARN IN 3, 2, 1, THANK YOU!

1. When you arrive at the Inclusion Area knock the door and wait to be greeted by a member of staff.
2. You will be asked to show your phone is in your bag and you have your equipment out ready.
3. You will be directed to one specific seat. That is where you will sit.
4. Do not communicate with any other students in the room.
5. You will be given work to complete. Complete this to the best of your ability.
6. Do not eat or drink in the Inclusion Area (except water).
7. Be respectful when speaking to staff.
8. Put your hand up if you need support from a member of staff in the room.
9. Whilst in the room you will be expected to stay in exam conditions.
10. If you have been sent from a lesson you will leave the IA at the end of the next social time, but you must return for your 30 min AAD.



If you are removed from the IA you **WILL** have a contact home and one of the following outcomes:

- Increased time in the IA
- Time in an SLT office
- You may be suspended from the Academy

### Detentions

**Why are detentions issued?**

All detentions will be 30 mins and take place on the same day they are issued from 3.00pm – 3:30pm.

- IA referral = 30 AAD sanction to complete rebuild conversations with members of staff that have referred them.
- Homework = missed homework results in same day 30 AAD as an intervention.
- Poor conduct around the academy (such as hands on/swearing/defiance) = 30 min AAD sanction the following day.
- Lateness = students arriving late to the academy will receive a 30 min AAD sanction on the same day.

**Restorative conversations**

When a student has been referred to the Inclusion Area from a lesson they will meet with the member of staff that referred them at 3pm in the IA room. This will support both staff and students to discuss the referral and ensure positive steps forward for the next lesson. Students will have an opportunity to identify any support they feel they need to be successful in their next lesson. Staff will also contact parents to inform them of the reason the student was referred to IA.

**Punctuality**

Students who arrive after 9am will be immediately referred to the Inclusion Area for the remainder of that lesson. Uniform and homework will be checked by the Inclusion Area Team and Pastoral Leaders will make contact home to determine why the student was late. Students will be issued with a 30 minute detention for punctuality and will return to their next lesson.

**Notifying students**

Students will be notified of their 30 min detentions in the following ways:

- During Period 6 teachers will inform individuals and escort them to the room, where possible
- IA team to inform individuals referred to IA during the day
- Tannoy at 2:58pm to remind students that they need to arrive at their detention (not individually named)
- IA team to send detention list to SLT email group each day at 2:30pm
- Any incidents / IA referrals during P6 require a phone call to parents to notify, if this is not possible the detention moves to the following day
- Where students have received a detention for around the academy behaviour, such as swearing or hands on behaviour, Pastoral Leaders will make contact with parents and discuss with the student before issuing a detention for the following day

Failure to attend an after academy detention will result in an immediate IA referral the following day and a repeat of the detention.



**Q&A**

**Q: I have sent a student to the Inclusion Room and logged it on Bromcom, but the student has refused to leave. What should I do?**

A: If the student refuses to leave the classroom please give them 1 minute take up time and then remind them that they need to leave. If they still refuse to leave send an alert via Bromcom to alert the Inclusion team and On Call will arrive to escort the child to Inclusion.

**Q: I have sent a student to the Inclusion Room, do I have to ring home?**

A: Yes, it is an expectation that when a student is sent to inclusion that the teacher involved calls the parent/carer to explain the incident. In some cases, parent/carers or students might query why they were sent to the Inclusion Room so this phone call can help to establish what went wrong and what can be done to improve for the next lesson. This will hopefully set the child up for a successful interaction next time rather than dwelling on the negative.

**Q: I have sent a student to the Inclusion Room. Should I meet the student later in the Inclusion Room?**

A: Yes. By meeting the child prior to your next lesson (when possible) and discussing improvement strategies this can help to overcome any negative barriers that may develop between the student and your class. If you feel it would be helpful to have some support to mediate your conversation, please liaise with your line manager or the Behaviour Team in the first instance.

**Q: A student is drinking / eating in my lesson (other than water). Should they get a warning?**

A: Yes, they should get a warning and their food or drink should be taken away from them. If they refuse to hand over the food, give them 30 seconds take up time. If they still refuse, they should be sanctioned in line with the defiance strategy (Energy drinks and non-school bought, fizzy drink are banned in the Academy and should be confiscated and handed to Reception).

