



**Hanham
Woods
Academy**

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

2nd November 2021

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: Approved

HWA Behaviour Policy

Policy Title	Behaviour Policy
Function	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	Approved 9 th May 2022
Audience	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
Implementation Date	10 th May 2022
Review period	Annually
Last Reviewed	April 2022

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	

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 discipline 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). 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 exclusion alongside this restorative justice approach. Bullying is a recognised form of Peer-on-

Peer Abuse (See KCSIE 2021) 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, and homophobic 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 head teacher can discipline your child for not wearing the Academy uniform. Your child can be suspended or expelled 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 head teacher/principal.
- A head teacher, or a person authorised by the head teacher, may ask a pupil to go home briefly to remedy a breach of the Academy's rules on appearance or uniform. This is not an exclusion 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.
- makes children feel equal to their 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 the Senior Leadership team and Pastoral leaders on the Academy gates in the morning and again by the tutor team. 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 binary 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 for 3 sessions and parents or carers will be contacted via text message. Work and equipment will be provided as necessary for any student in the Inclusion Room. Students who choose not to go to the Inclusion Room, 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: inclusion in an SLT office, placement in a host Academy for a period of time 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 Room, set an After-Academy Detention or face a fixed-term suspension.

10. Behaviour Sanctions

At Hanham woods we have put together a graduated response document (appendix 2) to clarify the appropriate sanctions for dealing with behaviour that does not meet our Academy expectations. This document can be used to see the varying “tiers” of incident type and the resulting sanctions that will be used to penalise these behaviours.

10.1 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 for 3 sessions.

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 room.

10.2 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.

High Expectations Detention- 15-minute lunchtime detention served on day of issue.

Example reasons for sanction:

- Arriving late to the Academy.
- Failure to bring the correct equipment to Academy.
- A low-level behaviour incident
- Defiance

Homework Detention - 30 minute after Academy detention served on day of issue

Reason for sanction:

- Failure to submit assigned homework on a given day (this may be checked during tutor time or during lessons by the class teacher)

SLT After Academy Detention- 45 minute after Academy detention served at the next available opportunity.

Example reasons for sanction:

- Failure to attend a previous after Academy detention (of any length).
- A serious breach of the Hanham Woods Behaviour policy.
- Failure to stay in Inclusion during break and lunch.
- Refusal to attend Inclusion.
- Repeated defiance
- Refusal to hand over an item for confiscation
- Swearing (swearing at or about a member of staff will result in a higher-level sanction)
- Play fighting/putting hands or feet on another student (physical assaults will result in a higher-level sanction)

If a student fails to attend their After-Academy Detention they will be placed in the Inclusion room the following day for 2 sessions and a repeat of the After Academy detention (P5, P6 plus AAD). Failure to attend this repeated After Academy detention will result the student spending the day working in an SLT office or going to another academy for an alternative day.

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.

10.3 Suspensions and Exclusions

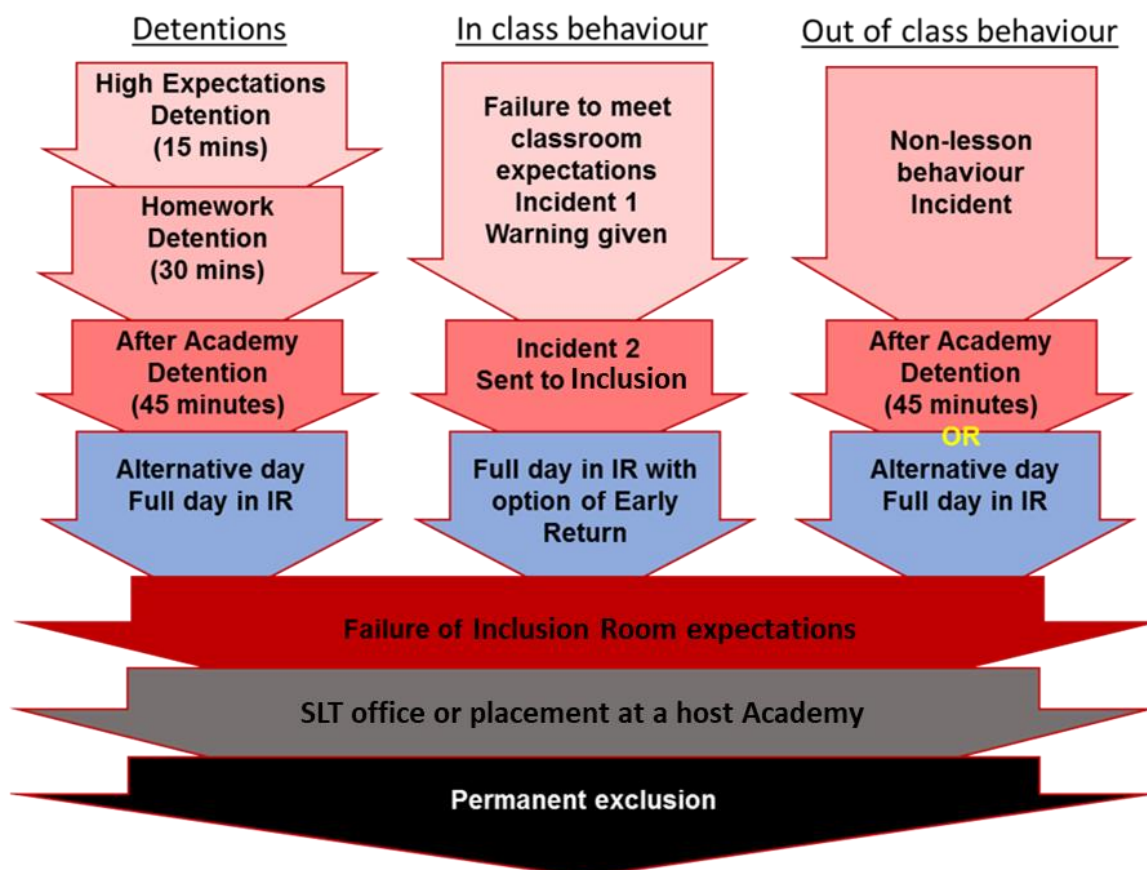
For one-off, high-level incidents or for repeated breaches of our behaviour expectations it may be deemed necessary to exclude a student from attending the Academy. This is a very serious sanction and permission to suspend must always be gained through consultation with pre-determined members of the 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.

11. Behaviour Sanction Diagram



Allegations against staff will always be investigated thoroughly by the Principal. Any allegation against the Headteacher 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 exclusion or permanent exclusion.

12. 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 Isolation Room 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.

13. 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



**Hanham
Woods
Academy**

READY TO LEARN

Information Booklet v3 (2022)

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.

Academy Expectations

Our expectations are broken down into 2 key areas:

- Rules in the classroom
- Rules around Academy

Rules in the classroom

Always in lessons:

1. Arrive on time to your lesson
2. Sit where you are told
3. Track the speaker (teacher or student)
4. Do not distract others from their learning
5. No off-task conversations
6. Stay focused and on task
7. Follow the ways of working
8. Do not eat, chew gum or drink anything other than water (no drinking allowed in Science labs)
9. Use respectful language
10. **Be the best you can be!**

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 Inclusion for 3 sessions and parents or carers will be contacted by the end of that day.

Rules around the Academy

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, tucking their shirt in, 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 15-minute detention."

If the student refuses or choses to walk away, they will initially be issued with a 15-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 issuing you a 45-minute detention 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 3.00pm. If you refuse to hand an item over when challenged, you will be sanctioned in line with the defiance strategy above.

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 teachers, including cover and supply teachers. It is NOT acceptable for staff to provide individual pre-warnings or feel that a group is 'alright for them if I offer 3rd and 4th chances'

1. Entry routine

First bell

Teachers are in their classrooms, 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, meeting and greeting students and making eye contact with each student on the way in. Each student is entitled to a fresh start every lesson. It is normal that students may walk in to a lesson and still be finishing a conversation that they started on the way there. It is essential, therefore, that once all students are seated, they know that the teacher taking the lesson is ready to start. Teachers must therefore say:

'Now I want you all to be ready to learn in 5...4...3...2...1... Thank you.'

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

'Jack, that's a warning because you are talking over me. Please make sure you are listening and ready to learn'

It is also acceptable for staff to forewarn students that they need to get ready for the start of the lesson. For example:

"[Over lesson-based, student discussion] In 30 seconds I'd like you to be Ready to Learn... 20 seconds... 10 seconds...ready to learn in 5...4...3...2...1"

It is often beneficial to use directed student names between numbers (this is the case for all countdowns in a lesson) for example:

"5.....4...Matt are you ready.....3...Kathryn...2...all eyes on me.....1"

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.


2. Making expectations clear

Classroom expectations

1. Arrive on time to your lesson
2. Sit where you are told
3. Track the speaker (teacher or student)
4. Do not distract others from their learning
5. No off-task conversations
6. Stay focused and on task
7. Follow the ways of working
8. Do not eat or drink (except water)
9. Use respectful language
10. **Be the best you can be!**

Quality Audience







Ready To Learn
Classroom Expectations


ready to
LEARN

"Ready to Learn in 5,4,3,2,1, thank you"

1. Arrive on time to your lesson
2. Sit where you are told
3. Track the speaker (teacher or student)
4. Do not distract others from their learning
5. No off-task conversations
6. Stay focused and on task
7. Follow the ways of working
8. Do not eat or drink (except water)
9. Use respectful language
10. **Be the best you can be!**

HWA: WAYS OF WORKING

	①	QUALITY AUDIENCE	
	②	INDEPENDENT WORK	
	③	PAIR/GROUP WORK	

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 5...4...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 Quality Audience'*.

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 a quality audience in 30 seconds... 20 seconds... 10 seconds...5...4...3...2...1"

Silent/independent work

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

*"We'll now be working in **silence** for 10 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning".*

Learning Partners

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

*'Please discuss this question with your **Learning Partner** 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 SIMS monitoring system via a right click on the register.

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 email the 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
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment

7. Q&A

Q: I have sent a student to the Inclusion Room and logged it on SIMS, 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 email to HWA 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, if you are able to. By meeting the child prior to your next lesson 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).


Annex A: Rules in the Inclusion Room

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, placement in a host Academy or a suspension.


Ready To Learn

Inclusion Expectations



“Ready to Learn in 5,4,3,2,1, thank you”

1. Arrive in a calm and respectful manner
2. Sit where you are told and stay in your seat
3. Do not distract others from their learning
4. No communicating with others
5. Stay focused and on task
6. Do not eat or drink (except water)
7. Use respectful language
8. Do not damage equipment
9. No inappropriate use of the computers
10. **Be the best you can be!**



If you are removed from the Inclusion Room you WILL have a contact home and then one or more of these outcomes:

- Return to the Inclusion Room and extra time.
- Placed in an SLT office for the rest of the day.
- A day in another Academy.
- A suspension.

Arriving at Inclusion

Students must arrive in the Inclusion Room within 5 minutes of when the referral was made. Students who refuse to enter the Inclusion Room 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, placement in a host Academy or a suspension.

Break and Lunchtime

Student will not leave the Inclusion room 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 prior to the whole school lunch time.

Annex B: 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.

Appendix 2- Graduated response

Description of behaviour	Appropriate actions	Appropriate interventions	By whom?	Parental support
Green				
No behaviour concerns	Regular House Points, praise and reward, WOW cards and positive letters home		All staff	Praise and reward
Yellow (Tier 1)				
Failure to follow Ready to Learn expectations (In class)	1. 1st warning written on the board 2. 1st warning logged on SIMS	Reminder of RTL expectations and ways of working	Classroom teacher	
Repeated failure to follow Ready to Learn expectations (In class)	1. Student sent to Inclusion Room 2. 2nd warning logged on SIMS	1. Restorative conversation 2. Phonecall home from class teacher 3. Text message to parent	Classroom teacher	Conversation to discuss behaviour. Possible in home sanction
Late to lesson/Internal truancy	Sent to Inclusion Room	Text message to parent	Behaviour support admin	Conversation to discuss behaviour.
Failure to meet Academy expectations at breaktime	Say that the child needs to stop what they are doing and follow your reasonable request.	Reminder of Academy expectations at breaktimes	All staff	
Failure to follow a reasonable request	High Expectations Detention (15mins)	1. Restorative conversation 2. Phonecall home	All staff	Conversation to discuss behaviour. Possible in home sanction
Littering	High Expectations Detention (15mins)	Text message to parent	All staff/Beh.Sup. Admin	Conversation to discuss behaviour.
Incorrect uniform	Student sent to Inclusion room (or logged to be collected by 'On Call' at next opportunity)	Text message to parent	Tutor/Beh.Sup admin	Ensure your child is in correct uniform
Incorrect equipment	High Expectations Detention (15mins)	Text message to parent	Tutor/Beh.Sup admin	Ensure your child has the correct equipment
Late to school	High Expectations Detention (15mins)	Text message to parent	Tutor/Beh.Sup admin	Ensure your child is ready to arrive on time
Missing or unsatisfactory homework (flAst time)	Homework Detention (30mins)	Text message to parent	Tutor/Beh.Sup admin	Ensure homework is completed well
Refusal to hand over restricted item (mobile phone, hoody, headphones, etc)	Sent to Inclusion Room	Text message to parent	All staff	Conversation to discuss behaviour. Possible in home sanction
Swearing/abusive language (student to student)	Loss of social time Academy Detention (45mins)	Pastoral conversation	SLT/Pastoral lead/Tutor	Positive role modelling of language in the home
Intolerant/prejudicial language	Phone Call Home AAD Inclusion	1. Mediation meeting for parties involved 2. Phonecall home	SLT/Pastoral lead	Positive role modelling of language in the home
Unkindness incident (minor/one-off)	Loss of social time Academy Detention (45mins)	1. Mediation meeting for parties involved 2. Phonecall home 3. Kindness Contract	Pastoral lead	Conversation to discuss behaviour. Possible in home sanction
Unsafe road/pavement use on the Academy grounds or in the local community	Academy Detention (45mins)	Phonecall home	All staff	Conversation to discuss behaviour. Possible in home sanction
Misuse of ICT or social media	Sent to Inclusion Room	Phonecall home	All staff	Conversation to discuss behaviour. Possible in home sanction
Poor behaviour at breaktime	Loss of social time Academy Detention (45mins)	Pastoral conversation Phonecall home	All staff	Conversation to discuss behaviour. Possible in home sanction
Health and Safety violation/unsafe behaviour	Sent to Inclusion Room	Phonecall home	All staff	Conversation to discuss behaviour. Possible in home sanction
Amber (Tier 2)				
Damage to Academy property	Academy Detention (45mins)	Text message to parent	All staff	Conversation to discuss behaviour. Possible in home sanction
Failure to attend previous After Academy detention	Academy Detention (45mins)	Text message to parent	Behaviour support admin	Conversation to discuss behaviour. Possible in home sanction
Repeated failure to follow a reasonable request	Academy Detention (45mins)	1. Restorative conversation 2. Phonecall home	All staff	Conversation to discuss behaviour. Possible in home sanction
Repeated unsafe road/pavement use on the Academy grounds or in the local community	45 minute ASuspensionr Academy Detention Possible ban from bringing bike/scooter onto Academy site.	Phone call home	All staff	Conversation to discuss behaviour. Possible in home sanction
Failure to follow Inclusion room expectations	Warning logged on IA spreadsheet (maximum of 2 throughout 1 day)	Reminder of RTL expectations and ways of working in the IA	IA supervisor	
Failure of the Inclusion Room (3 warnings given in one day)	1. Student removed from IA and placed in SLT/pastoral Inclusion or collected by parents. 2. 1 day suspension (Suspension)	1. Phone call home 2. Re-entry meeting arranged 3. Re-entry held and next steps/further interventions agreed.	IA supervisor/Pastoral lead/SLT	1. Parent/carer will make travel arrangements for the student to attend theIA SURP. 2. Parent/carer will attend re-entry meeting on morning or return to the Academy
Refusal to enter Inclusion Room	1. Parent comes to collect the student 2. SURP/Suspension arranged for the following day	1. Phone call home 2. Re-entry meeting arranged 3. Re-entry held and next steps/further interventions agreed.	IA supervisor/Pastoral lead/SLT	1. Parent/carer will make arrangements to collect theIA child. 2. Parent/carer will make travel arrangements for the student to attend theIA SURP. 3. Parent will attend re-entry meeting on morning or return to the Academy
Unkindness Incident (minor/repeated)	1. A Suspension 2. Academy detention 3. Alternative day	1. Mediation meeting for parties involved 2. 'Kindness Contract' signed 3. Phone call home	Pastoral lead	Conversation to discuss behaviour. Possible in home sanction
Intolerant/prejudicial language (repeated)	1. A Suspension 2. Academy detention 3. Alternative day	1. Mediation meeting for parties involved 2. Phonecall home	SLT/Pastoral lead	Positive role modelling of language in the home
Off-site truancy	1. A Suspension 2. Academy detention 3. Alternative day	Phone call home	All staff	Conversation to discuss behaviour. Possible in home sanction
Possession of a prohibited item	1. A Suspension 2. Academy detention 3. Alternative day	1. Confiscation of prohibited items. 2. Phone call home		
Smoking/vaping on site	1. A Suspension 2. Academy detention 3. Alternative day	1. Confiscation of prohibited items. 2. Phone call home	All staff	Conversation to discuss behaviour. Possible in home sanction
Persistent absence from school	Fixed penalty notice/fine	Meeting with parents	SLT/Attendance team	Referred to EWO
Red (Tier 3)				
Persistent breaches of RTL or defiance	Sanctions may range from: Detentions	Interventions may range from: SEND assessment	SLT/Pastoral lead	In all cases a parent meeting is essential.
Persistent/extreme intolerant or Prejudicial	Inclusions	Group work	SLT/Pastoral lead	Transitional or Pastoral Support Plans will be put in place where needed.
Inappropriate physical contact/fighting	Extended Internal Inclusion	Counselling	SLT/Pastoral lead	
Possession of a weapon or dangerous item	SURSP	Behaviour support	SLT/Pastoral lead	In all cases it is expected that the student will show contrition, honesty and willingness to make amends.
Possession or use of drugs/alcohol on site	Suspension (1 - 10 days)	TAC meeting	SLT/Pastoral lead	
Attending the Academy under the influence of drugs/alcohol	Managed Move	Safety planning	SLT/Pastoral lead	In all cases it is expected that the student will show contrition, honesty and willingness to make amends.
Repeated offsite truancy	PEX	SAF	SLT/Pastoral lead	
Persistent Unkindness/Bullying		Consultation with outside agencies – e.g. Educational psychologist, CAMHS, Primary Mental Health Specialist	SLT/Pastoral lead	In all cases it is expected that the student will show contrition, honesty and willingness to make amends.
Swearing or abusive language towards/about a member of staff			SLT/Pastoral lead	
Serious Health and Safety violation			SLT/Pastoral lead	In all cases it is expected that the student will show contrition, honesty and willingness to make amends.
Theft			SLT/Pastoral lead	
Criminal behaviour			SLT/Pastoral lead	