



**Hanham  
Woods  
Academy**

Hanham Woods Academy  
Behaviour Policy

June 2025

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**

<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>	Approved
<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>	June 2025

**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	
06/06/2024	Whole document	Whole policy review/rewrite	
17/6/25	<b>Section 10 point 10</b>	<b>Updated details of managed moves and off site directions added.</b>	<b>Request from Mr Ballard</b>

# Behaviour Policy

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**Our mission** at the academy is simple: we want **to give people the best chance of success**. Academic results are important (as they help unlock opportunity) but we also take great pride in developing the character of every student. We want students to 'climb the mountain' to become the best possible version of themselves so that they can have a positive impact in society and lead a happy, purposeful life.

Our mission is underpinned by the academy values...

**Dream BIG:**

Education changes your destiny. Anything is possible with the right attitude. You can achieve more than you ever thought possible.

**Work Hard:**

The more effort you put in, the more you will get in life. Success starts with hard work. Give 100% in everything you do, every lesson, every day.

**Be Kind:**

Politeness gets where you want to go in life. Always be kind and respectful to everyone. Follow instructions first time, every time.

## 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:

The aims of this policy are

1. To promote positive behaviour for learning
2. To define the role of teachers in promoting good standards of behaviour
3. To state what is expected of students.
4. To state what is expected from parents and carers
5. To provide guidance on available rewards and sanctions.

## 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
- Ready to Learn Policy

### **3. Positive Behaviour for Learning**

It is the aim of the school to provide a working environment where all students can realise their full potential in an undisruptive, happy and stimulating environment.

1. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective learning.
3. Students must be taught to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future.
4. Staff and students must share the responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.
5. Some young people display emotional, behavioural and social difficulties. When this occurs, the aim of the school is to remedy, or at least positively manage, such difficulties to ensure that these students are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

### **4. Role of Teachers/Staff**

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities. The school learning and teaching policy promotes teaching approaches that help to promote positive learning behaviour.

1. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate and that work is sensitively differentiated.
2. In the classroom, teachers should set clear expectations be fair and engage students while applying a positive approach towards discipline.
3. The basic rules for the classroom and the protocol for recognition and reward and disciplinary consequences should be displayed and used consistently and persistently.
4. Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and appropriate rewards. These may include positive calls home, Bromcom achievement points, Golden Tickets, WOW cards, referral to the Principal or Vice Principal for special congratulations for excellent work and effort, certificates of achievement handed out in school assemblies and letters/email/texts to parents and carers.
5. Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and pleasant behaviour at all times, and never use any form of abusive or humiliating remarks.
6. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour, help the students maintain dignity and be able to make a fresh start.
7. Staff should only use restraint in lawful circumstances, for example to prevent students from hurting themselves or others (refer to School Safeguarding Policy).

8. The school may search students for illegal substances or weapons. Only staff who have been specifically authorised by the Principal will normally conduct a search. The search process should follow the DfE guidelines.

9. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional learning opportunities.

## **5. Behaviour Expected from Students in lessons**

### **Ready to Learn**

Students are required to observe the following basic rules in the classroom in order that all students can learn to the best of their ability and make good progress:

1. Arrive on time, within five minutes of the bell
2. Sit where you are told
3. Show you are ready to learn
4. Listen respectfully when others are talking
5. Keep off task conversations for social times
6. Work in silence when adults ask you to
7. Allow others to learn
8. Stay in your seat
9. Don't eat or drink (only water is allowed in lessons)
10. Speak to others with respect

Not following Ready to Learn in class results in the student receiving a warning. A second warning results in that student being sent directly to the Inclusion Room.

Staff may refer students to an after academy detention if they display poor behaviour around the school outside of lessons.

## **6. Behaviour Expected from Students around the academy site**

During transitions between lessons (going from one lesson to another) students will act appropriately. That means:

- no running along or loitering in corridors
- to avoid congestion we expect students to keep to the left
- students need to arrive promptly to every lesson
- students must not raise voices in corridors or engage in any physical behaviours (pushing etc.)

It is important that transitions between lessons/corridor behaviours are calm. Furthermore, it is vital that every member of our community feels safe and happy on our site. For some students with particular needs, noisy

corridors and/or physical behaviours can cause considerable distress so we must act in a way that supports everyone in being safe and happy.

During social time students are expected to act appropriately:

- no running around site
- food is to be eaten in the designated areas only i.e. the canteen, foyer, dance studio or outside picnic areas
- clear away their own litter and maintain an orderly environment at all times
- use the bins provided to place their litter. Students who are seen dropping litter will be asked to pick it up and place it in one of the bins provided.
- remain in designated areas where staff are timetabled to be on duty and not enter out of bounds areas.
- students must line up sensibly for the toilets. Vandalism of the toilets, multiple occupancy of a cubicle or infringing upon the privacy of other people using the toilets will lead to a consequence
- Only play ball games in allocated areas e.g. the Astro, fields and tennis courts
- Refrain from unnecessary physical contact/hands on behaviour with peers

The above expectations should be followed by all students and will be rigorously upheld. The full range of consequences may be applied to students who fail to meet these expectations.

## **7. Behaviour Expectations from Students during the Journey to and from the academy**

Student safety is very important. Students must behave responsibly and safely when travelling to and from school or college, whether they go there by bus, train, taxi, bicycle, walking or any other way. Students are expected to:

- Adhere to the conduct outlined in this Policy and not bring the school into disrepute
- Arrive at school and leave school in full school uniform
- Use the traffic lights and official crossings where possible to cross the road safely
- Use the cycle lanes/pedestrian zones safely
- Take any litter home and dispose of it properly
- Respect our neighbours and all local residents
- Travel to school safely. Electric scooters must not be brought to the school site.

Breaches of this Policy to and from school will incur appropriate consequences. Teachers have the power to sanction students for misbehaving outside of the school premises. This will include where students participate in any form of hate incident either in person or using digital technology. Criminal behaviour will be reported to the police, and we will assist them with any inquiries.

We are very proud of our students who act as responsible citizens and like to be made aware so that we can recognise this.

## **8. Mobile Phones**

This applies to all students in Year 7 to Year 11.

The academy's approach to mobile phones is intended to safeguard all students. Mobile phones are allowed in school, but at students' own risk. However, phones must remain switched off and in school bags. The same applies for other electronic devices such as headphones, earbuds, etc.

If the phone/device is visible (including during the academy day, including break or lunchtime), it will be confiscated and returned after detention at 3:30pm. An after academy day detention will be issued.

Inappropriate use of a mobile phone may result in withdrawing the right to bring a phone to school. In extreme cases, the school will also consider suspension.

## **9. Partnership with Parents/Carers**

1. The school will notify parents of after academy day detentions.
2. Parents will receive a text via our 'in-touch' system to inform them that their child has been sent to the Inclusion Room. Students working in the Isolation Room finish school at 3.30pm.
3. Parents are notified via telephone call if their child has not complied with the rules of the inclusion room.
4. Parents will be informed by the relevant senior leader when sanctions have not succeeded.

## **10. Guidance on Rewards and Sanctions**

### **Rewards**

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class or for homework.
4. Outstanding effort or achievement in extra curricular activities.
5. Service to the school or local community

Each term, students who have recorded an exceptionally high number of Bromcom achievement points will be invited to take part in a reward experience.

### **Sanctions**

It is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied. Assertive discipline strategies are displayed in all classrooms.

1. Referrals on Bromcom (school information systems) are used as a means of communication between members of staff about students who are disruptive in lessons or otherwise giving cause for concern.
2. After academy day detentions may be given for unsatisfactory behaviour around the school. Failure to attend this detention will result in a referral to the Inclusion Room.
3. Students who do not follow Ready to Learn more than once in a given lesson will be sent directly to the Inclusion Room.
4. Students may be placed on report whereby they are required to carry a report card that has to be signed after every lesson. The card is to be monitored daily by the form tutor and/or Pastoral Leader.
5. Any member of staff may phone a parent or carer to discuss any student's behaviour or the quality of their work.

6. For persistent poor behaviour, there are a series of steps that can be considered by the relevant senior teacher. These are:

- a. Direction off site to another academy for a specific period of time (off-site direction see point 10) and supportive meetings with parents.
- b. Assess, plan, do, review meetings with key staff to identify actions, assessment and next steps.
- c. Managed move to another academy (see point 10).

7. Internal fixed term isolation may be used for the following offences:

- a. Racism and/or any other bullying and harassment behaviours including Harmful Sexual Behaviour, which is defined as developmentally inappropriate sexual behaviour, displayed by children and young people which is harmful or abusive
- b. Verbal abuse directed at staff
- c. Misuse of the Internet.

8. Fixed term exclusion may be used for the following offences:

- a. Harm with intent, for example, violence or threatening behaviour towards staff or other students
- b. Repeated disruption and defiance, following time in the inclusion room
- c. Repeated verbal abuse
- d. Possession of drugs
- e. Racism and/or any other bullying and harassment behaviours including Harmful Sexual Behaviour, which is defined as developmentally inappropriate sexual behaviour, displayed by children and young people which is harmful or abusive

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

9. Permanent exclusion will be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent incidences of defying criminal law. The governors committee must hear all cases of permanent or fixed term exclusion that exceed 15 days.

11. An off-site direction (OSD) is where a student moves to another academy for a period of time no more than 12 weeks. If the student engages well in the new academy, and all parties (student, parent/ carer and both schools) are satisfied and consent, then at the end of the period the student will move permanently to the new academy and stop being at student at the original academy. However, if no agreement is made or consent is not given then the student returns to their home academy and remains on roll. If, at any point during the trial period, the student's behaviour or engagement at the new academy is not satisfactory then the OSD may end and the student will return to their original academy. There is not right to appeal the decision to end the OSD as it is not treated as an exclusion, therefore the student is able to return to their old academy.

A managed move (MM) happens where a student permanently transfers onto the roll of another academy/school. It can only occur if all parties agree. The student is then removed from the roll of the old academy, and they may then offer the vacant space to a new student. The new academy will become solely responsible for the welfare of the student. MMs are often offered to students and parents where the students' conduct places them at risk of exclusion (suspension or permanent exclusion) as a way of avoiding these situations.