



Hamstead Hall Academy

BEHAVIOUR POLICY 2026

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Contents

1. Introduction	3
2. Legislation, Statutory Requirements and Statutory Guidance	3
3. Roles and Responsibilities	3
4. Behaviour Policy Statement and Definitions	4
5. Bullying	6
6. Malicious Allegations	9
7. Student Code of Conduct (including mobile phones)	9
8. Praise and Rewards	10
9. Sanctions and Responding to Unacceptable Behaviour	12
10. Suspensions and Permanent Exclusions	13
11. Confiscation, Searches and Screening	14
12. Use of Reasonable Force	16
13. Monitoring and Evaluation	17
14. Appendix 1	19
15. Appendix 2	21
16. Appendix 3	22

1. Introduction

1.1 At Hamstead Hall Academy, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standard of personal conduct, to take responsibility for their behaviour and to encourage others to do the same. Similarly, it enables students the opportunity to learn about and reflect on their behaviour. The policy echoes our core values of the five Ps, with a heavy emphasis on respectful, polite behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

1.2 The policy will:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline consistent and persistent routines within the classroom environment, rigorously implemented by all staff and respected by all students.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Recognise positive, exemplary behavior, effort and achievement.
- Implement effective interventions and support for students who are struggling to follow the school expectations, supporting them to learn from mistakes.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Clear sanctions that are understood and implemented with the support of parents and carers.
- The governing body will establish in consultation with the staff and parents, a policy for the promotion of good behavior and will keep it under review. Governors will ensure this policy is communicated to pupils, parents and carers.

1.3 We have a whole school approach to positive behaviour for learning based on the key principle that all staff have high expectations so that our pupils achieve excellence through challenging mindsets. We strive for consistency across the Academy and work in partnership with parents and carers, recognising the support that children and families may need when facing significant challenges. All staff will help pupils to understand behaviour expectations and reiterate the strategies in place to prevent poor behaviour from escalating.

2. Legislation, Statutory Requirements and Statutory Guidance

2.1 This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- Use of reasonable force and other restrictive interventions in schools 2025
- Supporting pupils at school with medical conditions 2015

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

3. Roles and Responsibilities

3.1 The Governing Body is responsible for monitoring the effectiveness of the behavior policy and holding the headteacher to account for its implementation.

3.2 The Headteacher is responsible for:

- Reviewing and approving the academy behavior policy
- Ensuring that the school environment encourages positive behavior

- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture and ethos, to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3 Teaching and non-teaching staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture/ethos and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly and accurately.
- Challenging pupils to meet the school's expectations.
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

3.4 Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with relevant staff promptly.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending meeting reviews (reintegration meetings following suspensions) of specific behaviour interventions.
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school, its culture and ethos.
- Wherever possible, attend information evenings or any other event relating to the wellbeing and progress of their child.
- Support their child in adhering to the student code of conduct as outlined in part 7.

The Academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4. Behaviour Policy Statement and Definitions

4.1 All staff have responsibility to support the Academy behavior policy at all times, addressing poor behavior where necessary with the view that ignoring poor behavior ultimately condones it. Our aim at Hamstead Hall Academy is for discipline to be not so much what we do after something has gone wrong, but how we prevent things going wrong. As an Academy we will always seek to identify a problem and apply early intervention and appropriate strategies if possible.

4.2 The Academy communicates and reminds all stakeholders of key points in the behavior policy through the Academy student code of conduct, the Academy prospectus, home/academy agreements, letters to parents/carers, pupil assemblies, parent/carer meetings, tutor time sessions, forms a part of the teaching and non-teaching staff induction programme and also revisited in staff continued professional development.

4.3 The academy defines 'acceptable behaviour' as that which promotes respect, good manners, being polite and courteous, a willingness to co-operate, being kind and considerate to others, accepting differences, positive citizenship from all pupils in terms of their relationships with other pupils within and outside the academy. In addition, we expect pupils to behave appropriately towards external visitors or other persons within and outside the academy premises. Pupils will be expected to respect others property, within and outside the academy, through care for the environment, personal possessions and academy equipment.

4.4 The academy also defines acceptable behaviour as that which includes good attendance and punctuality, pride in appearance, adhering to uniform expectations, good personal organisation with regards to being equipped for school, effort and commitment towards the development of positive social and working relationships.

4.5 For the purpose of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, bringing the academy into disrepute (from behaviours demonstrated either inside or outside of the academy), and/or any illegal behaviour. Below is a list of examples of such behaviours but is not an exhaustive list:

- Repeated breaches of the school rules.
- Persistent disruptive behaviour which impacts the learning of other pupils.
- Potentially placing students and staff in significant danger or at risk of harm.
- Any form of bullying which is defined as persistent unpleasant behaviour by an individual or group with the intention of verbally, mentally, physically or emotionally harming another person or group (see section 4).
- Cyber bullying: intimidation or bullying via social media, text or computer. (E.g. cyber bullying via the use of electronic communication to bully, intimidate or threaten a person, typically by sending /uploading or forwarding/ distributing inappropriate language, inappropriate images or photographs of another child onto any social media platform without their consent).
- Harassment: behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Sexual violence, sexual harassment (unwanted conduct of a sexual nature, including sexual comments), sexual jokes or taunting.
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/videos or sharing of unwanted explicit content such as pornographic images.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Name calling / inappropriate remarks: Racist, sexist, homophobic or discriminatory behaviour.
- Verbal, mental, physical or emotional abuse.
- Threatening language or behaviour including that to cause intimidation
- Child on Child abuse including verbal, cyber, physical, emotional, mental, sexual (including sexual harassment).
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation.
- Discrimination: not giving equal respect to an individual based on protected characteristics including disability, gender, race, religion, age, sexuality and/or marital status.
- Vandalism (of which the pupil/parent/carer should be prepared to pay the cost of any deliberate or careless damage caused).
- Theft.
- Smoking and vaping.
- Possession of any prohibited items including; knives, bladed articles or weapons/implement of any kind that could cause injury (including those held for religious purposes, for example a

kirpan), alcohol, illegal drugs (including intent to supply), tobacco, cigarette paper, vapes, drug related paraphernalia, fireworks or explosives.

- Gross and/or persistent defiance (severe, repeated or prolonged refusal to co-operate and/or follow staff instruction). This includes refusing to comply with disciplinary sanctions)
- Fighting or aggression (physical and/or verbal). This also includes 'play-fighting' which is not accepted as can often escalate to something more serious.
- Making a serious or malicious, false allegation against a member of staff.
- Brining the academy into disrepute which may include placing other students or members of the public in significant danger or at risk of harm.
- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of pf property on the academy site such as computer networks.
- Truancy, including both leaving academy site without appropriate permission as well as being out of a lesson without permission (must have an orange 'out of lesson' teacher note).

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives, axes, BB guns, air guns, catapults, slings, replica guns etc. will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or Governing Body to be carried with the intention to inflict injury on another individual – this includes blades removed from pencil sharpeners etc.

If in the event a student is found in possession of any of the above (including banned or illegal substances), the Police will be called immediately to the academy via 999 where appropriate.

4.6 The school defines 'low level unacceptable behaviour' as any behaviour which may disrupt the education of the pupil themselves and/or other pupils, including examples as follows:

- Lateness to lessons.
- Low level disruption in classrooms such as persistent talking and off task behaviours.
- Low level disruption in corridors and other spaces in the academy during lesson transition and unstructured time that impacts the expected calm, safe and supportive academy environment.
- Rudeness to staff and/or pupils, creating delays to the teaching of the lesson or refusal to follow staff instructions.
- Non-completion or producing insufficient/poor quality of classwork and/or homework.
- Lack of correct equipment.
- Incorrect uniform.
- Poor attitude towards staff and other pupils.
- Use of mobile phone.

5. Bullying

5.1 Action against bullying is integral to the academy's general approach to behaviour, race equality and inclusion. We must all ensure that any kind of harassment is challenged and dealt with. At Hamstead Hall Academy, students must feel secure about reporting all incidents of bullying to someone they trust; a friend, older pupil, any member of staff (teaching or non-teaching), parent or anonymously on the Sharp System. Anyone receiving information must deal with it without delay or pass it on to a member of The Pastoral Team, usually the Form Tutor, who will refer it to the Progress or Pastoral Lead as necessary. Students must feel that their worries or concerns are being treated seriously.

5.2 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore deliberately hurtful, repeated (often over a period of time), usually unprovoked and difficult to defend against. Types of bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobe • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular protected characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, including misuse of AI.

5.3 The academy is opposed to all forms of prejudice/abuse including:

- Prejudice around disability and special education needs (SEND).
- Prejudice around racism and xenophobia, including those that are directed towards religious groups and communities, for example, antisemitism and Islamophobia, and those that are directed towards travellers, migrants, refugees and people seeking asylum.
- Prejudice reflecting sexism and homophobia.

5.4 A racist incident is any incident which is perceived to be racist by the victim or any other person. If a racist incident occurs, it will be investigated fully and shared with relevant staff including the headteacher. Language which can be perceived as being racist is also not tolerated. All racist incidences should be logged on CPOMS.

5.5 Homophobic language and/or bullying are not accepted in the academy. It can affect any young person, including those who identify as lesbian, gay, bisexual or transgender (LGBTQ+), children who are questioning their gender, are perceived to be lesbian, gay, bisexual or transgender, have lesbian, gay or bisexual parents/carers, family and friends, are thought to be 'different' or do not conform to gender stereotypes. All homophobic incidents should be logged on CPOMS.

5.6 The KCSIE guidance requires that additional information about child on child abuse should be included in schools' child protection policies, in particular, making it clear that there is a zero-tolerance approach to abuse, that it is never acceptable and it will not be tolerated. (Please refer to the Safeguarding and Child Protection Policy 2026).

5.7 It is important that school and college can recognise that children are capable of abusing their peers. The different forms of child -on – child abuse can include but may not be limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying), physical abuse, which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, consensual / non-consensual sharing nudes and semi nudes or videos, initiation/ hazing, upskirting, abuse in intimate personal relationships between children (also known as teenage relationship abuse), sexual violence and harassment.

- It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators. Whilst any report of sexual violence or sexual harassment should be taken seriously, our staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.
- Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and off line and both inside and outside of school. Reference to sexual harassment is used in the context of child on child sexual harassment, which is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualized environment. Sexual harassment can include: sexual comments, making lewd comments, sexual remarks about clothes/appearance, physical behaviours: deliberately brushing against someone, interfering with someone's clothes, sharing of unwanted explicit content, sexualised online bullying, sexual exploitation, coercion and threats. Such behaviours create a culture, that if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.
- Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Our staff will take a zero-tolerance approach and will not tolerate instances of child on child abuse. Staff will recognise and understand that "child on child abuse" can and does occur between and across different age ranges.

5.8 The academy takes incidences of child on child abuse seriously and will respond in a timely and appropriate manner. The academy adopt a whole school approach to safeguarding, a culture that makes clear that there is a zero tolerance approach to child on child abuse. Our duty of care may also, in some circumstances, extend to incidences that occur outside of academy hours, if the impact of that experience affects the child at the academy. The academy will take appropriate action and respond to incidents brought to our attention, whether these occur in the community, in the home, or online and this action could involve reporting to the police if the information reported indicates criminal activity having taken place.

5.9 With regards to online safety (e-safety), the academy is clear that online abuse is unacceptable, regardless of this taking place inside or outside of the academy. Within the academy, appropriate filtering and monitoring are on academy devices and across the school network (IMPERO). When considering online safety, we take into consideration the 4 C's; Content, Contact, Conduct and Commerce. Anything of concern is sent to the DSL's when triggered. The DSL will ensure that online safety concerns are escalated and reported to relevant agencies in accordance with the Safeguarding Policy. The academy will issue sanctions to pupils for online misconduct if:

- Conduct poses a threat or harm to another pupil.
- Conduct could have repercussions to the calm and orderly running of the academy.
- Conduct adversely affects the reputation of the school.

5.10 Within curriculum areas and in the PSHE Programme particularly there will be opportunities to help pupils build self-esteem and self-confidence, tackle bullying and related issues through discussion, video, role play, visiting theatre companies and role models. Victims of bullying can be supported by their peers through peer mediation, mentoring and Mentors Preventing Violence (MPV).

5.11 Information gained from pupil discussion, questionnaires and the Student Councils will be used to target areas of concern especially "unsafe" places around the academy. Staff will continue to police the gates and local shops before and after school. There are a number of staff on duty during break and lunch times across the school site. We will continue to extend "safe" areas for pupils (break times) adding to the library, SEN Resource Base, lunch time clubs, all of which are supervised.

5.12 Further information and guidance can be found in the Anti-Bullying Policy 2026

6. Malicious Allegations

6.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. This may include the consideration of a suspension or permanent exclusion if appropriate.

6.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

6.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (and where appropriated in collaboration with the LADO - Local Authority Designated Officer) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct (please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils).

7. Student Code of Conduct (including mobile phones)

7.1 Mobile phones (this includes ear pods, headphones, or smart watches as outlined in point 7.4), are not to be seen or used from the time students enter the academy in the morning until the time they leave the academy site at the end of the day. This includes break and lunchtime. If a student's mobile phone is used, seen, or heard during these times it will be confiscated. Confiscated phones will be taken to the admin office where the mobile phone will be stored securely and the name of the student will be recorded.

7.2 In an instance where a pupils mobile phone or device has been confiscated, the item will only be returned to the parent/carer or adult family member the next school day. Under special circumstances (for example, a safeguarding, personal or medical concern), the device may be given back to the pupil. The Headteacher, Assistant Headteachers and/or Year Teams will decide upon this. If a student refuses to hand their mobile phone to a member of staff when requested it will be treated as an act of defiance and the student will be sanctioned in line with academy behaviour policy.

7.3 Whilst pupils are in academy uniform (for example, on the way to and from the academy) mobile phones must not be used for taking photographs/videos without the permission of the subject or be involved in cyber bullying or inappropriate communications. The academy considers pupils to be in academy uniform even if ties/blazers etc. are removed or if the uniform is covered with a coat, jumper, or other clothing.

7.4 Use of headphones/air pods are subject to the same rules as mobile phones. Similarly, if smart watches are used for communication purposes, they will also be confiscated in line with the policy.

7.5 As members of a multi-cultural and diverse academy, we aim to respect all members of our community as equals and therefore treat them appropriately as we would like to be treated. This means our pupils will:

- Follow and co-operate with any reasonable request or instruction given by an adult/ staff.
- Attend school regularly and on time (see Attendance Policy).
- Be punctual to every lesson.
- Wear the correct uniform / take pride in their appearance and personal hygiene.
- To have the correct books and equipment at all times whilst in the Academy (including PE kit).
- Behave in an acceptable manner in all lessons and in situations in and around the Academy.
- Behave in an appropriate, respectful and polite manner outside of the Academy, being aware that you are still representing the academy.
- Move around the Academy in a calm and orderly manner.
- Be respectful, mannerly and polite to everyone who uses our academy
- Refrain from bringing any expensive items to the academy (mobile phones, ear pods etc.) being aware that the academy do not take responsibility for the loss of any such items and is not the

academy's responsibility to replace them. Pupils are responsible for their own belongings.

- Report all incidents of bullying cyberbullying online/ inappropriate behaviour between students.
- Complete homework and keep deadlines.
- Never to use any form of verbal (in any language) or physical abuse.
- Look after the environment by discarding litter responsibly, not defacing posters, displays or other people's work and refraining from damaging or defacing any academy property. Any vandalism will be treated seriously.
- Recognise and respect the rights of others, whether they are full-time members of staff, supply staff, student teachers, ancillary staff, office staff, visitors or other pupils.
- Not sell any item for personal profit.
- Not film or take photographs of other children or teachers on mobile devices or school equipment such as I-pads.
- Not eat in class or chew gum in class / around the academy.
- Use bins provided around the academy for litter.
- High energy / sugary drinks are not allowed in the Academy. If brought into the Academy, they will be confiscated, and they will not have them returned.
- Ensure all food is eaten in the canteen and will not be taken outside.

All pupils will read and sign the Student Code of Conduct outlined in Appendix 1 which summarises the above points. This Code of Conduct serves as a reminder that all pupils will follow the expectations of Hamstead Hall Academy.

7.6 All Hamstead Hall Academy pupils are expected to wear full academy uniform. Shirts will be tucked in and ties will show 5 stripes. Pupils may be sent home to change if we do not have a reasonable excuse for not wearing uniform. Parent/carers will be informed and consent sought if a pupil is required to go home to change. Uniform may be checked by any member of staff. We will ensure we wear the appropriate footwear that adheres to school policy. Trainers, including black trainers, are not allowed – only for PE. In addition to this, the following is expected to be adhered to at all times:

- No rings, large or hooped earrings, nose rings/studs, body/tongue piercings are allowed in school. Only 1 pair of studded earrings are permitted.
- False eyelashes are prohibited, as are false/gel nails or nail extensions/brightly coloured hair extensions, brightly coloured hair, tram lines/ brightly coloured hair accessories. Plain black hair bands/ may be worn on the Academy site.
- Students should not be wearing excessive amounts of make up and will be requested to remove (using wipes), if it is evident this is the case.
- In classrooms, outdoor coats, hats, scarves, gloves etc. should not be worn. No hoodies are allowed.
- If socks are visible, they should be black.
- If a skirt is chosen instead of trousers, they should be knee length and loose fitting (no lycra or tight fitting material), and should not be pleated.
- No metal hair pins/combs

Persistent refusal to comply with uniform standards will be considered acts of defiance and therefore sanctions will be applied in this regard.

8. Praise and Rewards

8.1 Hamstead Hall Academy believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behavior. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Regardless of academic/sporting ability, staff will recognise pupils for persistence in their efforts, perseverance to overcome challenges and overall determination to succeed. This means the Academy will:

- Use a wide range of measures to reinforce positive attributes and acknowledge effort.
- Raise the academic and personal achievement of all pupils through rewarding hard work, excellence citizenship and extra-curricular activities.

- Staff will embed the 5 P's into all curriculum areas and ensure our values are embedded within our Teaching and Learning strategy.
- Recognise positive behaviour for learning and encouraging all pupils to work to the best of their ability.
- Encourage pupils to develop a sense of community in form time, in lessons and around the academy.
- Foster stronger links between the academy, parents, local community and beyond.

8.2 The academy promotes excellent and improved behavior of pupils, through a system of recognition and reward on the Positive Brom Com point system. Students can and should be rewarded for (not an exhaustive list): being polite and displaying excellent manners; showing excellent behavior in lessons and around the Academy; displaying a positive attitude towards staff and others; being respectful at all times; display in the 5 Ps; readiness/willingness to learn; exemplary behavior, their learning and progress made; uniform; excellent or improved attendance/punctuality; quality of work and effort; having a positive attitude towards all aspects of school life; involvement, participation and contribution to school activities, clubs, extra-curricular, workshops.

8.3 Praise and rewards can include:

- Verbal praise.
- Nominations for the annual achievement evening.
- Be seen by the Assistant Headteacher Pastoral/Progress and Pastoral Lead for congratulations.
- Positive feedback in class books.
- Curriculum or Pastoral certificates where appropriate.
- Recognition of excellent behaviour via praise postcards / letters to parents, celebration assemblies and certificates.
- Displays of work, positive phone calls home by curriculum and pastoral teams / certificates for subject and pastoral accolades.
- Positive feedback at Parents' Evenings.
- Recognition during form time: student bulletin updates, year assemblies and achievement assemblies.
- Receive rewards/prizes for outstanding contribution, citizenship, effort, attendance and punctuality.
- Attendance to clubs, extracurricular activities and holiday programmes.
- Trips and other educational visits.

The academy encourages pupils to take responsibility for their own learning and behaviour - pupil friendly level descriptors, target setting in class, pupil reports, access to Google Classroom etc., ensures pupils have the ownership to do so. The academy encourages pupils to take responsibility for developing a positive attitude and for displaying exemplary behavior in order to create a culture whereby students are motivated, inspired and fulfilled.

9. Sanctions and Responding to Unacceptable Behaviour

9.1 Hamstead Hall Academy provides staff, students and parents/carers a guide to appropriate sanctions (please see Appendix 2) and should be read in conjunction with other guidance in the behaviour policy. The sanctions table indicates the penalties incurred for poor behaviour between P1-P5. The penalty flow chart outlined in Appendix 3 indicates the process if a pupil does not uphold the expectations and rules of the academy. This chart can adapt and change over the course of the year as behaviour presents and is reviewed regularly by the Assistant Headteacher responsible for Pastoral Care.

9.2 Where detentions are issued as per appendices 2 and 3, it is the pupils responsibility to ensure they attend. Failure to attend a 30 minute after school detentions will escalate to a 1 hour SLT detention. Failure to attend the 1 hour SLT detention may result in the pupil being placed into The Junction.

9.3 Form tutors/class teachers are encouraged to communicate with parents by telephone or email if they are concerned about pupil behaviour or academic progress. The academy provides appropriate training for all staff in order to promote positive and consistent behaviour standards within the academy. All staff will aim to take preventative measures to stop any escalation of below expected behaviours through strategies including developing positive teacher relationships with pupils, positive reinforcement, establishing clear routines, creating a stimulating learning environment, communicating high expectations and attempting a range of behaviour management strategies, for example, changes in seating plans.

9.4 Students are encouraged to take responsibility for their own behaviour and to recognise the consequences of inappropriate behavior. Students follow the steps to success chart, which enables them to identify good behavior and what is expected of them. Students are regularly encouraged to reflect upon their behavior and set targets to help them improve.

9.5 The academy appropriately investigates reported incidences of pupil misbehaviour. Where it is appropriate to do so, the academy will notify relevant agencies which may include Birmingham Children's Trust and the police. The academy completed investigations within a reasonable time scale and not normally exceeding three days. Delays may occur if external agencies are involved, for example if a police investigation is initiated or is ongoing. The academy ensures that appropriate feedback from any investigation is provided to relevant persons together with recommendations for actions. A copy of all investigations undertaken is held on relevant student files.

9.6 Parents/carers are contacted promptly by the academy (normally within the same working day or the pastoral team aims to call parents within 24 hours) to notify them of any reported incident of misbehavior in which their child has been involved and are given the opportunity to be involved in responding to their needs. However, it must be stressed, that sometimes, a resolution to a serious incident may take more than two days to investigate and gather evidence. Parents/carers will always be contacted by telephone or email if their child is to be given an internal suspension (The Junction), fixed term suspension or permanent exclusion. Working closely with parent/carers and ensuring there is effective, continuous communication, is seen as paramount to improving and maintaining high standards of behaviour.

9.7 The academy will review the educational, wellbeing and/or behavioural needs of pupils as appropriate. Where pupils may benefit from additional support, sometimes from external agencies, staff will discuss possible further interventions/referrals with parents/carers with a view to further support the child. This may include: Aquarius, Kooth, Umbrella, Cherished, Forward Thinking Birmingham, The Stick Team, Titan External Mentors, NHS School Nurse Team, Think for the Future Mentoring, pupil counselling, educational psychologists (not an exhaustive list).

9.8 As an alternative to the use of suspensions, students may be placed in The Junction, considered for an off site direction to another school or directed to an alternative provision.

9.9 The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Strategies to minimise misbehaviour issues may include; short planned movement breaks, adjusting seating plans, adjusting uniform requirements, specific training for staff, use of sensory zones/nurture rooms to allow students to regulate their emotions.

9.10 When considering a behavioural sanction for a pupil with SEND, the academy will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.
- Whether the pupil is likely to behave aggressively due to their particular SEND.
- If it is deemed appropriate to use a sanction, are any reasonable adjustments needed for that sanction.

9.11 The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

9.12 Pupils with an education, health and care (EHC) plan: the provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If we have concerns about the behaviour of a pupil with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, the Academy may request an emergency review of the EHC plan.

10. Suspensions and Permanent Exclusions

10.1 If pupil behaviour is continually and accumulatively disruptive, challenging, highly dangerous, violent, aggressive or clearly endangers the safety of other pupils and staff, or hinders the learning of other students, (via persistent refusal/defiance), the Headteacher may recommend a student for off site direction, alternative provision, suspension or permanent exclusion. Behaviours identified in point 4.5 may also lead to a permanent exclusion. An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community, can also be considered for a suspension or permanent exclusion.

10.2 The Academy can use suspension and permanent exclusion in response to serious incidents (or a 'one off serious incident), or in response to persistently poor behaviour (disruptive, defiance, challenging), which has not improved following in-school sanctions and interventions and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school. The decision to suspend or exclude will be made by the headteacher and only as a last resort. In line with our commitment to inclusion as well as local and national targets for social inclusion, we continue to be a low permanent exclusion academy.

10.3 Any decision relating to off site directions, directing to alternative provision, suspensions and permanent exclusions will be done so in accordance with the guidance from The Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026. Hamstead Hall Academy recognises that any suspension or permanent exclusion is a very serious step and as such, only the Headteacher can impose suspension. As per the aforementioned guidance, parents/carers have the right to appeal.

10.4 Where a pupil has a social worker or is a Child In Care, the academy will inform the social worker/virtual school for any suspensions/exclusions.

10.5 Parent/carers will be telephoned and provided with an explanation for the suspension. (Parent/carer will have had prior knowledge if the incident required a full investigation). Following this phone call, the formal suspension letter will be emailed and posted to the parent/carer. Suspended pupils will access lessons via Microsoft Teams whilst on suspension.

10.6 After a suspension, a re-integration meeting will take place with the pupil, parent/carer and an Assistant Headteacher, and/or member of the Pastoral Team. Upon return to the academy, additional measures may be put into place to support a successful return into circulation. This may include:

- Reflective work in The Junction as part of a phased return into lessons.
- Being placed in a behaviour report.
- Be asked to sign a further behaviour contract or engage in a Behaviour Support Plan.

10.6 The Headteacher may suspend a pupil for up to 45 school days (9 school weeks) within a school year.

11. Confiscations, Searches and Screening

11.1 Academy staff can search pupils with their consent for any item which is banned by the school rules. Pupils can be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited or banned. Pupils can be searched on school premises or, if elsewhere, where the member of staff has lawful charge of the pupil (e.g. on a school trip or at a sporting fixture). The school can require pupils to undergo screening by hand held metal detector even if they are not suspected of having a prohibited item. The member of staff must ensure the pupil understands the reason for search and how it will be conducted so that their cooperation is informed.

11.2 Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

11.3 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

11.4 To provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment, if a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets and/or their bag. If the pupil refuses that member of staff should apply an appropriate sanction in line with the school's behaviour policy. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. If a pupil has refused to be searched, we can still carry out a search in line with the guidance below:

- The item is a prohibited item –weapons (imitation or otherwise), cigarettes, vapes and associated items, alcohol, illegal drugs, banned substances and stolen items. They also include *'an article that*

the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property, of any person’.

- The member of staff has reasonable grounds for suspicion. For example, they might have heard other pupils talking about the item or they might have noticed a pupil behaving in a way that causes them to be suspicious.
- The person carrying out the search may not require the pupil to remove any clothing other than outer clothing such as hats, shoes, boots, coats and scarves. Jumpers/sweatshirts would also be included where the pupil has a t-shirt or shirt beneath it.
- Any of the pupil's possessions may be searched – this includes bags, coat pockets, lockers etc. Confiscated items should be handed over to a senior member of staff (Assistant Headteacher, Behaviour/ Pastoral Manager/ Progress Lead, DSL) for safekeeping and return or disposal. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to any items they have confiscated, provided they have acted lawfully, are in line with this guidance and have dealt with the confiscated items as required.

11.5 If a pupil refuses to co-operate with a search, the Headteacher, and staff authorised by the Headteacher, may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession. Reasonable force cannot be used to search for items that are banned by the Academy.

11.6 A strip search is a search involving the removal of more than outer clothing. The member of staff's power to search outlined above does not enable them to conduct a strip search. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

11.7 After a strip search, the student will be given appropriate support irrespective of whether any suspected item is found. The student will also be given the opportunity to express themselves their views about the strip search and the events surrounding it. As with other searches, the school will consider whether a student is suffering or likely to suffer harm and if any further support is required. Staff will follow the academy's safeguarding policy and speak to the DSL. The DSL will consider if an early intervention or referral to CASS is appropriate.

11.8 Following a consensual search, school staff can use their discretion to confiscate, retain and/or destroy any item found, as long as this is reasonable in the circumstances. Where a search is conducted without consent and an item is found, staff can seize anything they have reasonable grounds for suspecting is a prohibited item and which they consider harmful or detrimental to Academy conduct. In addition to this, the guidelines state if found in possession of a confiscated item:

- Staff should hand the confiscated item to the relevant member of staff as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student, their name and that of the member of staff to whom they handed the item. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs /illegal substances must be brought to the attention of a senior member of staff immediately. This will be followed by a phone call to alert Police: via 999.
- Items confiscated by the Academy can be collected by parent/carers except where it has been chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters, vapes etc.
- If a mobile phone is confiscated, the member of staff hands the phone into reception with the name of the child, year group, form and make /model of the phone. Parents will need to be informed. Parents can collect the phone the following day. (Phones may be returned to the student on the same day – but only if there are exceptional circumstances such as a safeguarding risk / student travelling across the city/weekend). It may become an expectation for a student to hand their phone to the Progress lead each morning and collect at the end of the day.
- The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

- Electronic equipment, jewelry that does not adhere to the uniform standards and other expensive items will be confiscated and held by the Academy until a meeting has been arranged by the Progress Lead with the parents/carers to discuss the matter. Any item not collected by a parent/carer within the year, then the academy reserves the right to destroy it.
- If alcohol has been confiscated the academy will retain or dispose of it. This means that it can dispose of alcohol as they think appropriate.
- If the academy finds controlled drugs/ illegal substances, a police log will be made and the police will collect the item/ items.
- If the academy finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and conduct. This would include, for example, so called 'legal highs. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- If staff find tobacco, cigarette papers or vapes, they may retain or dispose of them. As with alcohol, this means that the academy can dispose of tobacco, cigarette papers or vapes as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of safely but should not be returned to the student.
- Where staff find stolen items, the Academy will make the appropriate arrangements for them to be delivered / collected by the police as soon as reasonably practicable – but they may also be returned to the owner (depending on outcome with Police involvement if required).
- If staff find or are made aware of a pornographic image or video, they may hold the student phone until it constitutes a specified offence (i.e. it is extreme or child pornography) in which case the academy will make the appropriate arrangements for it to be delivered to the police as soon as reasonably practicable. Images of this nature found on a mobile phone or other electronic device can not be deleted by school staff and should be managed by the police. whilst the academy carries out its own investigation. Advice must be followed by both the police and childrens services.
- If a mobile phone is confiscated and staff are aware of a non-indecent image/video has been taken/created within the academy, staff can ensure, with the pupil and another member of staff present, that this image/video is deleted from all areas of the device.
- The Academy will make the appropriate arrangements for any weapons or items which are evidence of a serious offence to be passed to the police as soon as possible or retained whilst it carries out its own investigation

Any confiscated item that is reported to the police will generate a crime/log/reference number which will be taken as evidence if required for future decisions.

12. Use of Reasonable Force

12.1 The academy recognises that on rare occasions, staff may need to use force in a reasonable and proportionate way. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these instances means 'using no more force than is required'.

12.2 Schools have a legal duty of care for all their pupils. As such a school cannot have a 'no contact' policy. Where a pupil is creating a situation where they are threatening the wellbeing of other pupils or adults in the school, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force.

12.3 Reasonable force may be used for the purpose of preventing from doing (or continuing to do) any of the following:

- Committing a criminal or civil offence.
- Causing personal injury to, or damage the property of, any person (including the pupil themselves).
- Causing a disorder.
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its students, whether this behaviour occurs during a teaching session or not.

At Hamstead Hall Academy, reasonable force may be used to:

- Remove a disruptive student from a classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts the behaviour of or affects the safety of others.
- Prevent a student from attacking a member of staff or another student
- Preventing a student attempting to run after / charge towards another student, with the intent to harm
- Stop a fight in the school grounds or on a school trip or visit.
- Restrain a student at risk of harming themselves.

In all cases force will only be used when it is reasonable, appropriate and safe to do so. Adjustments will be made depending upon the age and gender of the pupil, if they are disabled or not or whether they have Special Needs or not. Where reasonable force has been used, parents will be informed. Incidents of reasonable force must always be a last resort; be applied using minimum force, maintains dignity and the safety of all concerned; never be used as a punishment; is recorded.

12.4 It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper, professional and necessary. Examples of where touching a pupil might be appropriate or necessary:

- When a pupil is being congratulated or praised – handshake.
- Demonstration of how to use a musical instrument.
- Demonstration of exercises or techniques during PE / sports coaching.
- Administering First Aid.
- When a pupil is at risk of harm.
- If a student is inconsolable and requires some form of privacy – so they may be guided to an office/quiet space.

All complaints about the use of force will be thoroughly and speedily investigated in line with the school's complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

13. Monitoring and Evaluation

13.1 The prompt and accurate reporting of incidents, in writing, is considered particularly important to the effectiveness of the Behaviour Policy. The academy maintains accurate records of behaviour incidents using the standard incident report forms for pupil and staff members. The academy has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements through the processes.

13.2 The academy monitors behaviour incidents in order to identify issues and trends. Data is held on all suspensions and incidents related to race and gender. The academy makes effective use of behaviour, monitoring and tracking facilities to support the implementation of its procedures (suspensions: internal and external, behaviour tracking via Bromcom).

13.3 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals – Bromcom logs. In addition, behaviour is discussed collectively during pastoral meetings and between Progress/ Pastoral Leads and Form Tutors. Behaviour is also discussed at SLT meetings to highlight any serious or concerning behavioural issues. The academy monitors incidents of disruptive behaviour with regards to:

- Type of incident (including racist, homophobic, sexist, inappropriate sexual language, bullying, sexual harassment /online abuse or Child on Child abuse etc.)
- Critical days/times in the week (hot spots).

- Critical places within/outside the academy.
- Pupils who may be involved.
- Profile of students involved (ethnicity, gender, age, SEND etc.).
- Length and type of suspensions issued and use of off site directions.

13.4 The academy ensures that its system of recording pupil records provides analysis of the impact of its Behaviour Policy on particular groups of pupils and in respect of disadvantaged (PP), special educational needs, disability, ethnic origin, gender and children in care or any other child on a plan/with a social worker (Vulnerable First strategy).

13.5 This policy must be considered as a working document that is reviewed and updated to inform practice.

14. Appendix 1

Hamstead Hall Academy

Student Code of Conduct 2026 -2027

At Hamstead Hall Academy, we are committed to creating an environment where exemplary behaviour is at the heart of learning. All students are expected to maintain the highest standards of personal conduct, to take responsibility for their behaviour and encourage others to do the same. We expect students to follow the **five steps to success** and be consistent in how they conduct themselves around the Academy and within the local community. Students are expected to adhere to the Academy's 3 basic rules and values:

- 1) **Show RESPECT at all times**
- 2) **Be POLITE to everyone**
- 3) **ALWAYS have good MANNERS towards other staff, students and residents from our local community**

We expect our students to follow this simple **Code of Conduct** to create a positive environment within the Academy and the local community.

Keeping everyone Safe and free from harm

- Conduct yourself around the school premises in a safe, sensible and respectful manner.
- Arrive to all lessons on time and fully prepared with books and equipment ready to learn
- Follow the instructions given by every member of staff calmly and respectfully
- Behave in a reasonable and polite manner towards all staff and students
- Behave in a way that does not threaten staff / students or in a way that places others in danger
- Show respect for the views, opinions and beliefs of others.
- Be aware of other people's unique attributes, needs, beliefs, differences and abilities
- Complete classwork and homework to a high standard
- Meet all deadlines for handing in homework, coursework or assignments that have been set
- Be proud of your Academy and respect the environment you learn and work in
- Remain with your own year group and stay in the correct **play zone at break and lunch times**
- Have a positive attitude always towards all staff, your peers and other students within the Academy

Creating a happy environment that promotes a positive school Ethos and Culture

- Follow the Pathway to Success by showing: **Pride Persistence Patience Preparation Progress**
- Wear the correct uniform with pride
- Be in the right place at the right time
- Make someone smile everyday through a kind word or kind gesture
- Aim to do something positive everyday
- Keep language positive and uplifting. Do not use language that offends, upsets or insults others
- Have respect for other's belongings, their property and the environment
- Ensure all actions do not threaten others
- Speak to a member of staff or a DSL if feeling unsafe or worried about a situation or another student
- Be vigilant for all forms of bullying, name calling or offensive language / behaviour (racist, homophobic, sexist, inappropriate sexualised language) OR any form of child on child abuse (Physical, mental, emotional or sexually harassing behaviours). Take action and bring it to the attention of someone who can be trusted to do something about it
- When travelling to school and on the way home, I will conduct myself appropriately and speak in calm, quiet manner that is respectful to those around me: other students or staff, parents, local residents, local shop keepers and members of the public.
- I will ensure I do not litter, deface or trespass on private property outside the Academy.

As a student of Hamstead Hall Academy, I will always aim to **"be the best I can"** and achieve success, through hard work and harmony.

Signed:.....

Form:..... Date:

Hamstead Hall Learner 5 Point Pathway



Pride

- Classwork
- Homework
- Smart Uniform
- Behaviour
- Learning environment
- Represent school in the community
- Personal - relationships with staff and peers
- Have good manners and respect
- Be proud to be yourself

Persistence

- Set goals and strive to achieve them
- Meet deadlines
- Aspire to be challenged
- Make mistakes and learn from them
- Do not distract others
- Keep trying before seeking help
- Be resilient -do not give up
- Take risks

Patience

- Continue to work hard until you succeed
- Listen to staff/peers
- Learn from others
- Accept weaknesses but aim to improve them
- Accept differences in others
- Remain positive at all times
- Respond positively to failure

Preparation

- Bring correct uniform, kit, equipment for school
- Be punctual to school and every lesson
- Manage time effectively
- Be organised everyday
- Catch up on missed work
- Prepare for exams /tests
- Research each subject

Progress

- Exhibit good behaviour and a positive attitude
- Contribute in class
- Remain focused in lessons
- Produce high quality classwork / homework
- Ask relevant questions
- Act positively on feedback
- Complete all work set /achieve your targets
- Aim for 100% attendance and punctuality

15. Appendix 2

Sanctions	
Sanctions Code	Guide for Students on the behaviours to avoid in lesson / onsite / outside school (Examples of why a Penalty may occur: This is not an exhaustive list)
Penalty warning (member of staff gives you a warning before P1 initiated)	- Lack of effort in lesson - Not on task / not engaged - Shouting out / disturbing others / talking whilst another student / member of staff is talking - No equipment (Equipment must be available for every lesson) - Chatting (not listening when the teacher is speaking) - Lack of concentration / focus / being distracted during lesson
Penalty 1 (P1) 10 mins detention Recorded on Brom Com Email sent to parent/carer	- Continual disruption of the lesson / deliberately preventing others learning - Persistent lack of effort/off task - Failure to meet staff requests - Inappropriate comments/answering back, questioning staff...etc) - Inappropriate behaviour around school / in corridors - Chewing / eating / drinking when there has been no permission - Talking inappropriately to another pupil (e.g.: "shut up") or using inappropriate language - No homework submission - Late to lesson (10 minutes or less) with no reason provided or without a note from relevant member of staff - Incorrect uniform: inappropriate footwear, undone top button / shirt out - Make-up, short skirts, nail polish, false nails, piercings, lycra skirts. - Late to school-10-minute detention by form tutors
Penalty 2 (P2) 20 mins Detention Recorded on Brom Com Email sent to parent/carer	- Abuse of equipment /school property in lessons - Lack of respect (answering /arguing back continuously /walking away from teacher, sucking teeth) - Defiance towards member of staff /failing to follow request of teacher (low level) - Extremely late to lesson (10 mins or more) without a note from relevant member of staff - Throwing equipment e.g. pencils / papers / books - Failure to attend P1 detention - Continual disruption which impacts learning of others / prevents member of staff teaching the class
Penalty 3 (P3) 30 mins detention with CL / Progress Lead Recorded on Brom Com and SMS sent	- Openly rude to staff member - Using mobile phone (or headphones)- taking it out during the lesson / phone going off– Confiscate and given to school office. Parent/ Carer to collect next day - Failure to attend P2 detention - Walking out without permission / refusing to follow instructions of staff - Defiance (high level) - Continual / repeated poor behavior in lessons - Lack of coursework - No homework (repeatedly) HOY / Curriculum leader informed / compulsory HW club - Verbal aggression towards peers
Penalty 4 (P4) SLT Detention: 1 hour Internal Suspension (The Junction) Recorded on Brom Com and sent to Year team to action and contact parent / carer	- Unprovoked attack / Fighting in class / in corridors - Bullying (homophobic / racist / sexualized or inappropriate language / conduct (In school or outside school: online) - Dangerous behaviour - Swearing at teacher/verbal aggression /language towards member of staff - Smoking or vaping on school premises/ in possession of a vape/vapes - Theft from staff / another pupil (equipment) - Vandalism of school property - Refusal to hand over phone / headphones upon request of teacher - Inappropriate use of systems and technologies e.g. ICT / websites / Google Classroom - Truancy lesson - Failure to attend P3 detention - Physical aggression towards peers
Penalty 5 (P5) Off-Site Direction Manage Move Fixed Term Suspension Permanent Exclusion Police involvement Parent / carer contacted by Assistant Headteacher (Pastoral) or Headteacher	- One off serious breach of behaviour policy - Persistent breaches of behaviour policy (e.g chronic and escalating behaviour such as repeatedly disrupting learning, defies authority, continuous refusal) - Extreme / Dangerous behaviour - Use or threat of an offensive weapon (e.g knife, bladed article, firearm or any prohibited item intended as a weapon) - Physical assault against peer or adult - Sexual misconduct - Drug and alcohol misuse (possession, using or supplying illegal or banned substances) - Severe bullying (all forms including cyberbullying) and targeted abuse against protected characteristics

Misbehaviour Flow Chart

