



Behaviour policy

Primary and Secondary Academies

November 2024

Introduction

We actively promote positive behaviour because there should be an intrinsic motivation to '*do the right thing because it is the right thing to do*'. This is essential to creating an effective teaching and learning environment in which all pupils are able to progress.

There is a strong emphasis on positive behaviour strategies throughout each academy so that good behaviour is explicitly encouraged and rewarded. All academy staff are expected to lead by example by openly demonstrating good manners, consideration and respect toward pupils and each other.

We also recognise that negative behaviours can sometimes be displayed as a result of a Special Educational Need or Disability.

This policy has been developed in line with the DfE' guidance entitled '[Behaviour and discipline in schools](#)' and the [Equalities Act 2010](#) and should be read alongside our [Attendance policy](#), our [Suspension and permanent exclusion policy](#) our [Searching and confiscation policy](#) and our [Safeguarding, child protection and associated procedures](#) all available on the policy page of the school website.

Behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used fairly and consistently by staff (in line with the behaviour policy)
- The behaviour policy is understood by pupils and staff
- Our [Suspension and permanent exclusions policy](#) explains that exclusions will only be used as a last resort (and outlines the processes involved)
- Pupils are helped to take responsibility for their actions and to develop a sense of self discipline and respect for others through understanding the consequences of their own actions
- Where appropriate, families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Our Trustees and school governors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendices

In order to achieve our aims, we recognise that whilst there are similarities, there are also significant differences between the procedures required for a primary academy and those of a secondary academy.

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Primary academies positive behaviour

Procedures and strategies

All classes display classroom rules that have been discussed and agreed as a whole class. Each class will discuss and agree rules for wet play.

Positive behaviour and behaviour for learning is rewarded through a range of consistent strategies that each academy will adopt such as: -

- certificates
- stickers / star charts
- team / house points
- notes to parents
- verbal praise
- whole class rewards
- 'caught in the act' scheme (an opportunity for all academy staff to catch children doing the right thing, being kind and demonstrating our values and virtues)
- 'good to be green' (a scheme which gives visual feedback through different coloured cards allowing the teacher / child to monitor and respond to positive and / or negative behaviours)

Positive behaviour

Primary academy staff have agreed the following positive behaviour management strategies: -

- **Active Listening:**

Legs (*legs crossed or both feet on the floor*);

Lap (*hands in lap, by your side or folded on the table*);

Lips (*lips closed*);

Look (*eyes looking at the talker*);

Listen (*use your ears to hear the talker*).

- **'Zero noise' signal**

i.e. adult raises arm in the air, children follow

- **1, 2, 3**

Get ready; Stand up; Follow me

Weekly assemblies

There are weekly assemblies during which individual children and / or classes receive special awards based upon positive behaviour, behaviour for learning, attendance / punctuality and achievement.

Around the academy

It is important to ensure that children are encouraged to walk around the academy on the left hand side in a quiet, calm, orderly and organised way. All classes must be accompanied by a member of staff when walking along corridors.

In buildings where there are stairs, all adults and children must be in single file when using them. Children move around quietly and calmly at all times. Children may only leave the class if they have permission from the class teacher and no more than two children should be allowed to leave the class at any one time

School property should be respected. Where school property is defaced or damaged by a pupil, the bill for repair will ultimately be met by their parent / carer / guardian.

First impressions

Children should always be respectful to each other and adults, maintain eye contact when speaking and treat others like they would be treated. A handshake and how you present yourself is also an indication of politeness. *You never get a second chance to make a first impression*

Our values

We have adopted values; derived from our academy rules and the DfE's [British values](#) which slightly differ between our primary schools so as to focus on the core needs of the pupils.

Enfield Heights Academy	Kingfisher Hall Academy	Woodpecker Hall Academy
KINDNESS BRAVERY RESPECT RESILIENCE	RESPECT HONESTY RESILIENCE	COURAGE HONESTY KINDESS RESPECT RESLIENCE RESPONSIBILITY

Zones of regulation

This is a whole school approach to encourage pupils to identify their emotions and utilise suggested strategies that can help them regulate their emotions. Children may check in how they're feeling at different points during the day.

'Speak out'

The '*Speak out*' approach fits perfectly with our values. The children are encouraged to follow three steps when dealing with any behaviour which makes them unhappy: -

- **Step 1**

If someone makes you unhappy at the academy through their behaviour or what they say to you, say "*Stop it, I don't like that.*"

Speak Out

- **Step 2**

If the behaviour continues, try again and say "*Stop it, I don't like that.*"

Speak Out

- **Step 3**

If the behaviour which is making you feel unhappy still continues, find an adult and tell them.

Speak Out

Addressing behaviour

Staff are encouraged to always provide opportunities for children to be listened to so that any worries or difficulties can be talked through and be dealt with more easily. We believe that the curriculum should be appropriately planned to include all children in order to maximise their opportunities to experience success and enhance their self-esteem. Each class has a '*worry box*' or equivalent to support pupils in speaking out / addressing concerns discretely which the teacher is responsible for checking daily.

Practical implementation of the behaviour policy

- Point out the particular rule that has been broken and explicitly state the desired behaviour needed
- Use positive reinforcement (e.g. use of proximity praise to encourage desired behaviour / positive praise etc)

- Depending on the behaviour, explain the consequences that will be followed through if undesirable behaviour continues, for example: -
 - a verbal warning (given discretely)
 - a second verbal warning with reference to appropriate strategy to elicit desired behaviour
 - name written down
 - time out / reflection time in a parallel classroom for 15 mins with a reflection sheet
 - restorative conversation with class teacher or senior leader in a classroom or at break time
- **Any** form of aggressive behaviour, bullying, homophobia or racism, will be taken very seriously and followed up rigorously by the senior leadership team (SLT)
- Steps for monitoring ongoing and serious behaviour: -
 - The school's SLT will be informed
 - Where necessary, we will arrange a meeting with parents / carers to discuss the behaviour. If a behavioural support plan is needed, the steps and actions will be discussed and a plan to implement these in partnership with the parent / carer and child. External agencies may be identified where appropriate to work with pupils / families to put a support plan in place
 - Suspensions or exclusions may be considered

A member of teaching staff will be the designated behaviour lead and will monitor behaviour logs on a termly basis. Any children with recurring concerns for behaviour will be discussed with the school senior leadership team and appropriate support will be put in place

Physical aggression

We have zero tolerance to physical aggression. When recording incidents of physical aggression, we have a two strike rule. We understand that mistakes happen and therefore children will get a second chance and an opportunity to learn from their mistakes. However, if an act of physical aggression occurs again because the child has chosen to behave in that way, they will receive their 'second strike' and, at the discretion of the head teacher, this will likely lead to a suspension.

Any identified child with additional needs who expresses themselves / communicates through physical aggression will need a risk assessment undertaken to mitigate / prevent risk of injury to themselves or others.

Physically aggressive toward staff

Where pupils have been physically aggressive towards staff, the following procedures will be followed: -

- incident recorded in the accidents book / log
- staff member supported and treatment sought as appropriate
- head teacher to investigate and any existing risk assessments will be reviewed.

Following on from the Head teacher's investigation, the appropriate consequence / support for the pupil will be put in place as deemed necessary by the head teacher and, depending on the severity of the incident, this may lead to suspension.

All behavioural incidents must be recorded

Our [Suspension and permanent exclusion policy](#) is available on the policies page of the school website.

Behaviour around the academy

- The *'Speak Out'* programme applies throughout the Academy, including during break times.
- A variety of playground equipment has been developed in order to encourage co-operative play and active involvement.
- Where possible, lunchtime clubs will be established in order to enrich the children's experiences and offer 'quiet areas.'
- Playtime / lunchtime rules are discussed and reviewed through assemblies.
- When play times end, children should stand still at the first whistle and line up safely on the second
- Health and safety guidelines are in place.

During break times we look to: -

- Create a friendly and enjoyable playground environment.
- Organise and supervise games and activities for children.
- Regularly reward positive behaviour.

- Insist on respect for everyone in the school community.
- Listen to children and act according to policy.

Positive conduct to and from school and the local community

We have the same high expectations of pupils' behaviour outside of school as we do on the school site.

Sanctions may be applied where a pupil misbehaves off-site when representing the school when, for example: -

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour: -

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Secondary academies positive behaviour (Years 7 -11)

STRIVE

Pupils and staff should display the 6 core values that underpin character education which are: -

S	SUPPORTIVE	I help my peers and my teachers
T	TOLERANT	I respect other people's differences
R	RESILIENT	I never give up when it's tough
I	INTEGRITY	I do the right thing all of the time
V	VISIONARY	I aim higher and further
E	EXCELLENCE	I never settle for less than my best

SLANT

This is an acronym we use for classroom management

S	Sit up straight
L	Listen
A	Answer questions
N	Never interrupt
T	Track the speaker

Code of conduct

We believe in showing respect for: -

- Our own learning and the learning of others
- People as individuals
- People in positions of authority
- Property which belongs to individuals and to the community as a whole
- The school buildings and the environment, in which we work, learn, eat and socialise
- The school uniform
- The good name of the school
- The rules our school community and wider community

Responsibility

As a community, we recognise that this policy must apply to the behaviour of all its members whether teaching staff, support staff, pupils, parents and visitors. It is only by example that we can teach and demand high standards of behaviour from those whose education is our responsibility.

We also recognise that the success of this policy depends on the full support of parents / carers. To this end, the home-school Agreement outlines the expectations of the school and is endorsed by parents / carers and pupil as a sign of their commitment to the academy.

Requirements

We believe that good behaviour and achievement as exemplified through our *Reminders*, is best promoted and developed by drawing attention to and rewarding those pupils who reflect the school's ethos. Verbal praise and supportive written comments when assessing work; positive recognition and celebration of achievement, in all its forms, both for individuals and groups, should be used as fully as possible.

Staff will model and promote positive attitudes towards academic achievement and encourage pupils to make a significant contribution to both the school and local community; acts which contribute and enhance the experience and learning of others and develop a positive attitude to citizenship both at a local and global level. This will include personal achievement and exemplary attendance and punctuality records.

All staff will consistently follow procedures and routines and in so doing will: -

- 'Remind', 'Ask' and 'Tell' pupils to correct their behaviour
- Address and challenge unacceptable conduct and attitudes (including the possession of banned items);
- Adopt a zero tolerance of bullying in all its guises;
- Challenge and sanction any negative attitudes towards; racism, sexism, sexual orientation, transgender, ethnicity and religious beliefs. (See the [Anti-bullying](#) policy on our website)

Rewards, sanctions and expectations

We recognise and celebrate positive behaviour and conduct through a system of recognition and rewards. We acknowledge that that good lessons lead to good behaviour and, to this end, all teachers use positive routines and clear expectations given as positive reminders. Pupils and staff should display the 6 core values of **STRIVE** that underpin character education.

Positive behaviour will be rewarded with: -

- praise
- merit marks
- postcards or phone calls home to parents
- awarding of badges and certificates
- recognition in celebration assemblies
- rewards trips
- reward breakfasts
- Heron Hall platinum club

There are a number of strategies which can be used to manage unacceptable behaviour. Sanctions are most effective when they are applied consistently, fairly and calmly, so that pupils recognise and understand why the sanction is being applied.

Persistent poor behaviour will lead to an escalation of sanctions. Punishments or reprimands that demean a pupil are not acceptable.

The school has a zero tolerance of any behaviour that shows disrespect to an individual or which disrupt the learning of others and it will be sanctioned.

The school may use one or more of the following sanctions in response to unacceptable behaviour: -

- a verbal reprimand
- sending the pupil out of the class
- expecting work to be completed at home, or at break or lunchtime
- detention at break times, lunchtime, after school or on a Saturday
- referring the pupil to a senior member of staff
- emails, texts or phone calls home to parents
- agreeing a 'behaviour contract'
- putting a pupil 'on report'
- a pastoral support plan being put in place
- internal suspension

- suspension
- an offsite direction to an alternative provision
- permanent exclusion

Positive routines in lessons

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will: -

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- 'Remind', 'Ask' and 'Tell' pupils to correct their behaviour
- Develop a positive relationship with pupils, which may include: -
 - ❖ Greeting pupils at the start of lessons
 - ❖ Establishing clear routines using our **SLANT** routine to ensure the class is well managed and an environment conducive for learning enables positive relationships to be built.
 - ❖ Communicating expectations of behaviour in ways other than verbally
 - ❖ Highlighting and promoting good behaviour
 - ❖ Concluding the day positively and starting the next day afresh
 - ❖ Having a plan for dealing with low-level disruption
 - ❖ Using positive reinforcement
 - ❖ Awarding merits to pupils who are behaving in a positive way and demonstrating our **STRIVE** values
 - ❖ Understanding a child may have additional needs and making reasonable adjustments where necessary to cater for these needs.
 - ❖ Using positive behaviour strategies such as non-verbal cues to ensure we avoid cognitive overload and create a more positive classroom environment.
 - ❖ Sourcing relevant interventions that can help support a child who may through behaviour or need have barriers to learning.

Positive behaviours within the building and school site

- At the start of the school day, end of break and end of lunchtime, all pupils will be expected to line up in an orderly fashion.
- All movement around the building should be conducted quietly and respectfully at all times following the schools one way system to avoid sanction
- Pupils should wear full school uniform within the school building and always be well presented; this includes no outdoor garments. Failure to comply with this expectation will likely result in a pupil being sent home to rectify the breach
- Pupils will make their way to lessons quickly and quietly without deviation unless permission is expressly given by a member of staff. Lateness to lesson will result in a sanction
- The fabric of the building along with equipment, furniture and resources will be treated with respect, used appropriately and valued.
- School property should be respected. Where school property is defaced or damaged by a pupil, the bill for repair will ultimately be met by their parent / carer / guardian

Positive conduct to and from school and the local community

We have the same high expectations of pupils' behaviour outside of school as we do on the school site. Pupils are rewarded with merits for demonstrating positive behaviour in the local community.

Sanctions may be applied where a pupil misbehaves off-site when representing the school such as when: -

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- participating in Work Experience placements;
- in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour: -

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

We will continue to work with third party agencies in relation to offsite behaviour (e.g. Transport For London or the Metropolitan Police where we believe a crime has been committed).

Pupil tracking

All pupil behaviour will be monitored and tracked. Results will be used by year teams, tutors and departments to identify any behavioural arising pupil-by-pupil across the school. Pupils will be shown these trackers weekly so they will be able to track their own progress across the school and make relevant changes to their conduct.

We recognise the vast majority of pupils will conduct themselves very well across the school and they will be rewarded weekly for their efforts.

The underlying motive to track our pupils behaviour is to offer positive intervention and support and so that we can: -

- spot any trends that may be occurring with pupil behaviours
- spot any potential concerns with a sudden spike in behaviour
- monitor persistent behaviours across the school or behaviours that have become routine and break the cycle.
- to repair relationships using a restorative approach
- to identify behaviours such as persistent disruption, defiance, lateness to school or concerns with particular subjects as an example.

The most important reason to track behaviour is to implement tailored support for pupils who are struggling with their behaviour for whatever reason

Examples of support could be but is not limited to: -

- monitoring a pupil through report
- liaising with third party agencies, mentors or bespoke support teams that can help the pupil
- communicate concerns with home recognising the power of joint home/school approaches
- create restorative approaches with staff members or peers
- identify areas of need and source relevant assessments

We recognise the importance of interventions that are tailored to individual pupils and with individual needs in mind.

Interventions

The school will use a full range of interventions and support mechanisms both within school and via external agencies in order to enable pupils to positively modify their behaviour. The school has developed a bespoke intervention menu which will be used by all staff to find the most suitable, robust and tailored support.

Behaviour reports

The school operates a staged Behaviour Report system in order to monitor conduct and attitude via a form tutor, head of year, head of department or a member of the senior leadership team. Where a pupil fails to improve while on report or where a pupil is persistent in their negative behaviours it may result in the use of a combination of outcomes (such as an internal suspension, a suspension or a pastoral support plan).

Positive reports are also used as a motivational tool and, where necessary, home learning reports and attendance and punctuality reports are also used where there are concerns.

Learning in the classroom

We endeavour to create positive, stimulating and motivating learning spaces where pupils can flourish and make no apologies for non-negotiables in terms of classroom expectations.

We believe that calm and quiet classrooms are fundamental in order that pupils can be part of a meaningful learning experience free from disruption and distraction from others. We understand the detrimental effects on a child's outcomes that unchecked, persistent low level disruptions can cause so we have a clear and easy to understand system in place which can address these incidents when they arise.

Teachers and support staff receive regular training on positive behaviour management and the leadership team sets clear guidance on behaviour management, sanctions, rewards and any other matters arising with behaviour across the school community.

We aim to create a learning environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils are taught explicitly what good behaviour looks like through our pastoral curriculum and across the school.

We recognise some of our pupils will need additional support to reach the expected standard of behaviour. Where possible, we aim to implement support and put this in place as soon as possible to avoid misbehaviour occurring in the first place

In the classroom pupils are expected to:-

- be fully equipped
- follow the school's uniform policy
- be well behaved with no disruption
- follow the schools SLANT routine
- respect one another including peers and members of staff
- be active participants in their learning and not opting out.

Playground and unstructured time

During lesson change overs we expect pupils to move around the building quietly, calmly and with purpose so that we can get into the classroom and learn as quickly as possible. This includes adhering to the schools one way system and the allotted five minute lesson change over time frame.

Where pupils do not meet these expectations, cause disruption, refuse to follow instructions or act as a barrier to the good order of the schools a sanction can be given in order to act as a deterrent or indeed help a pupil to understand their actions accordingly.

During break and lunch we want our pupils to unwind and socialise with one another in positive and stress free environments that are well staffed and free from any dangerous, unruly and unacceptable behaviour.

We have a range of activities that pupils can participate in throughout these unstructured times whether that be clubs, societies, silent spaces or indeed on the playground and expect that pupils are sensible during these times and take full advantage of what's on offer for them.

Should poor behaviour arise during these periods we will deal with those behaviours as and when they arise in keeping with our high standards and expectations.

Line up

Line up is established to signal the end of unstructured time and the beginning of learning

- The whistle is blow three minutes before a silent line is expected
- Tutors or teachers will be waiting at the head of the line to meet pupils and will help support pupils into their line and, unless a situation necessitates otherwise, they will use non-verbal cues to guide pupils into their lines

- Reasonable adjustments will be made for pupils for who line up is difficult based on need and when the whistle blows they will make their way directly to class using their '*Lineup pass*' and wait quietly for the class
- When the second whistle is blown we expect silence and pupils to present themselves as ready to learn, uniform being correctly worn etc
- Pupils at this point who are not following these simple instructions will be moved to a separate line where they will receive the appropriate sanction.
- Pupils will then be led in silently by their teachers.
- Excellent lineup conduct will be rewarded each morning by tutors

Failure to line up correctly can lead to sanctions or indeed line up practice during unstructured time at break and lunch.

Communication

We recognise the importance of communication so wherever rewards or sanctions are issued, parents / carers home will be notified through the schools main communication tool (**Arbor**). An email will be sent to inform parents / carers of any conduct who can check on their child (via Arbor) and keep track.

As per the home-school agreement, parents / carers must inform the school office of any change to contact details

When incidents occur with behaviour, parents / carers will be contacted by a relevant member of school staff. Where serious incidents occur, the teacher will call home to have a conversation with the parent you concerning that behaviour and explain any next steps. Meetings will be arranged where there are significant concerns.

Sanctions are further explained in the section below. The first port of call for parents to discuss behavioural concerns is with the pupil's tutor

Where we see continued excellent conduct parents will receive emails or notifications through our main communication tool (**Arbor**) system. Parents can also expect a positive phone call, invitation to a trip or in special circumstances a handwritten recognition postcard home.

Our sanctions system

We believe that good behaviour and achievement, as exemplified through our *Positive Reminders*, is best promoted and developed by drawing attention to and rewarding those pupils who reflect the school's ethos.

Verbal praise and supportive written comments when assessing work; positive recognition and celebration of achievement, in all its forms, both for individuals and groups, will be used.

The school operates a four level sanction process ahead of more formal options. Some allow immediate sanctions to be applied within the classroom or around the building.

Depending on the severity of misbehaviour or incident, a pupil will not necessarily progress through each of the levels in sequence.

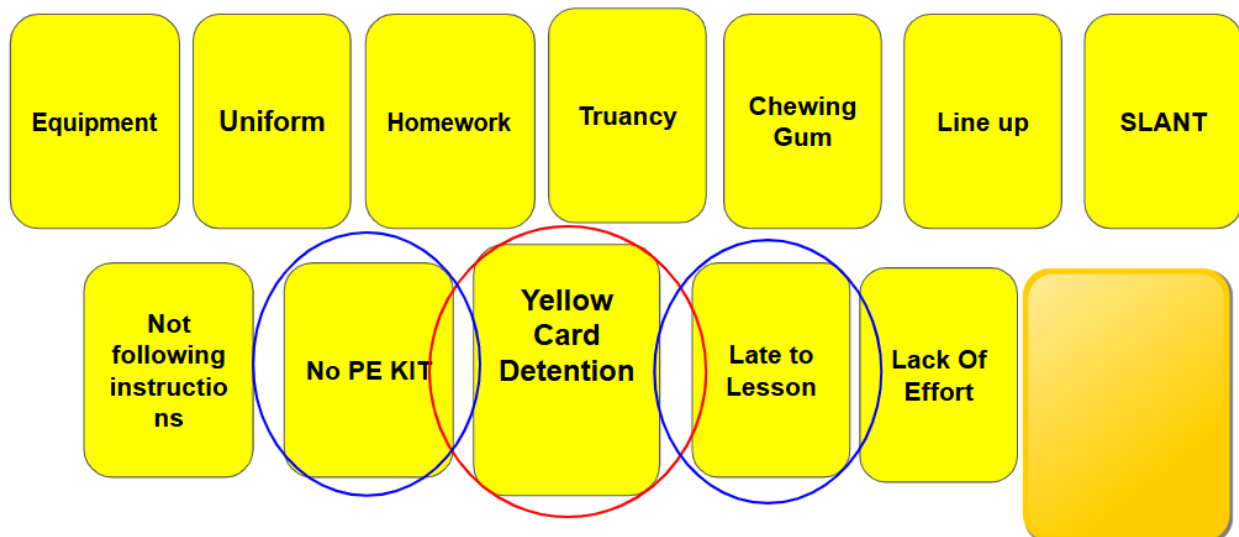
The head teacher will delegate authority as appropriate to staff members (including support staff) to set a detention if required. More serious sanctions (i.e. anything above a one hour detention) will be approved by pastoral teams alongside senior leadership.

Behaviour point one: (-1) Yellow card

A negative behaviour point one (-1) may be given when a pupil has failed to adhere to a positive reminder (Ask, Remind, Tell) for whatever behaviour they are displaying during learning time.

Teachers will use their professional judgement and make reasonable adjustments to their practice in keeping with a child's needs before issuing the yellow card. Regardless, it will be made clear to a pupil that they need to address their behaviour before a yellow card is given, offering pupils who are presenting difficulties ample time in order to change.

A yellow card will be given for the following reasons: -



Parents will be informed of their child's behaviour via email and through the schools main communication tool (**Arbor**). We also ask our parents to support us by having conversations with their children at home. This behaviour will be part of the pupils weekly tracker and so will be discussed with their tutor.

The (-1) Yellow card does not incur a direct sanction and instead is used to help direct staff, students and parents to emerging behaviours.

There are however three exceptions to this: -

1. No PE KIT - If a student fails to bring their PE kit three times in a half term it will automatically assign a 'Same day 30 minute Central detention' then reset and will occur again after the student has accrued three further occasions etc.
2. Late to Lesson - If students are more than five minutes late to their lesson without a note or guidance the teacher will place a 'Late to Lesson' yellow card, if a student accrues two of these in a singular day it will escalate to a 'Same day 30 minute Central detention'
3. If a pupil receives a 'Yellow card detention' it is likely that they have done something more serious than the un-circled behaviours outlined above and the teacher has used their professional judgement and implemented Behaviour point three (see below).

Behaviour point two: (-2) Late to school / investigation requiring sanction

Whilst there may be other reasons, a negative point two (-2) is usually given in the following circumstances: -

- If a pupil is late to school
- As part of an internal investigation that requires sanction

It is extremely important that pupils arrive at school in good time. If a pupil is late to school they will receive a 30 minute same day, lunchtime detention. Persistent lateness to school may incur further sanction or meetings as per our [attendance policy](#).

If a pupil is involved in an internal investigation related to a behavioural issue, this could result in a more serious sanction up to and including suspension or exclusion from school. If the outcome warrants a sanction greater than a detention, parents will be informed directly.

Parents will be notified of the type of detention via email and through the schools main communication tool (**Arbor**). See the [Detentions overview](#) section below

Behaviour point three: (-3) Same day, 30 minute detention after school

This behaviour point will automatically set a same day, 30 minute detention.

This detention can be set right up till the end of the school day and can be issued without notice. The period five teacher will lead the pupil to the detention hall to sit their detention accordingly.

Parents will be notified of the detention via email and through the schools main communication tool (**Arbor**).

Whilst the school will always aim to send the notification as soon as practicable, it may arrive with short notice depending on the time at which the detention is issued. We continue to work with parents to help make reasonable adjustments if necessary.

Blue slip

A blue slip will be issued for conduct outside the classroom (e.g. corridors, playground) or anywhere that would deem to be unstructured. A slip will be given to the pupil and the detention will be recorded by the staff member.

Line up

This detention will be issued for significant disruption during our line up procedure and where there have been repeated interruptions or violations over a period of time.

Yellow card detention

This will be given to any pupil who has demonstrated poor behaviour in a classroom and where the teacher has used their professional judgement to decide that, whilst this behaviour was not serious enough to receive a red card, it was more serious and warranted a further sanction that outlined by a simple yellow card.

Behaviour point four: (-4) One hour detention with 24 hours' notice

This our most serious in-class sanction and a red card will be issued when a pupil has behaved in such a way that has been deemed by the teacher to be wholly inappropriate, for example: -

- a serious one off incident aimed at a peer or member of staff
- refusal to follow instructions or fair warnings given
- dangerous behaviour
- abusive behaviour of any kind

The pupil will be removed to another classroom where they will be placed according to a predetermined rota. They will be sent with work to complete during their time there.

Red card detention

A one hour detention will be set by the teacher which will be held the following day so that parents have 24 hrs notice. If a pupil already has an accumulation of detentions, it will be held on the next available day.

Parents will be notified of the detention via email and through the schools main communication tool (**Arbor**) and they will receive a call from a teacher to discuss the behaviour and subsequent restorative action(s).

Removal from the classroom

Removal from the classroom is a very serious sanction. We recognise that the best place for our pupils is inside the classroom being part of a productive learning experience and that removal is a last resort.

Removal is only used when necessary and once other behavioural strategies in the classroom have been attempted (unless the behaviour is so extreme as to warrant immediate removal).

Staff will consider whether the sanction is proportionate and / or whether there are any special considerations relevant to its imposition.

If a pupil is removed from the classroom, the parent will be notified the same day. Removal will be to: -

- maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- enable disruptive pupils to be taken to a place where education can be continued in a managed environment; *and*
- allow the pupil to regain calm in a safe space.

We continue to make reasonable adjustments, using de-escalation strategies and will, where possible, return a pupil back into the classroom if a leader has determined this to be appropriate. Where it is not a child will be repositioned or placed in a predetermined room within the department where they will complete their work accordingly. If a pupil has additional needs they will be taken by inclusion to help implement the appropriate support necessary for them.

Detentions overview

In line with DfE guidance our detention sanctions are used to ensure the school remains well controlled and when school rules, policies and procedures are not adhered to.

Detentions will run daily across the school. Parents will be notified of the detention via email and through the schools main communication tool (**Arbor**) and we strongly advise parents to regularly check emails / download the Arbor app where they will be able to monitor detentions.

As per the **home-school agreement**, parents have a responsibility to update us of any changes to their contact details.

Notification of same-day, 30 minute detentions may arrive with short notice depending on the time at which the detention is issued. Notification of longer detention will be provided at least 24 hours in advance.

Saturday detentions will not be set during, preceding or following the termly / half termly breaks.

We continue to work with parents to help make reasonable adjustments if necessary and / or if there are personal circumstances. Pupils will be instructed that they have the detention at various points during the school day

1. at the time of incident;
2. during tutor time; *and*
3. by their period five teacher.

All weekday, after school detentions will start at 3:30pm

Type of detention	Usual reason(s) for issue	Duration
Lunchtime	<ul style="list-style-type: none"> • Arriving to school after the late bell rings 	30 minutes during lunchtime
30 minute same day	<ul style="list-style-type: none"> • Blue slip • Failure to complete line up correctly • Yellow card detention 	30 minutes after school
1 hour	<ul style="list-style-type: none"> • Three -3 negative incidents in a day • Failure to attend a lunchtime detention • Failure to attend a 30 minute same day detention • Red card removal 	1 hour after school with at least 24 hour notice
Leadership	<ul style="list-style-type: none"> • Failure to attend a 1 hour detention • Any other behaviours as assigned by the Headteacher or the schools Pastoral leadership teams 	2 hours after school with at least 24 hour notice Will likely be on a Tuesday
Saturday	<ul style="list-style-type: none"> • Truancy • By decision of the Head teacher or Senior Leadership Team 	2 hours detention on a Saturday between 9.00am - 11:00am and in full school uniform. Parents will be additionally notified by telephone call

Pupils will be instructed that they have received a detention at various points

- at the time of incident
- during tutor time and
- by their period five teacher.

Parents will be notified of the detention via email and through the schools main communication tool (**Arbor**) and we strongly advise parents to regularly check emails / download the Arbor app where they will be able to monitor detentions.

Additional interventions

Internal suspensions / Resolution and restoration (R&R)

Where there has been a break down in relations or an incident of conflict between a pupil and teacher (or between pupils) then our internal suspension room is used to help reduce more significant suspensions and by means of keeping a pupil in school following a serious incident in order to model positive resolution and resolve and avoid future conflict.

Some examples of why a pupil may be internally suspended include (but is not limited to): -

- they have failed a number of reports
- their behaviour has generated a sufficient number of demerits,
- the pupil persistently does not adhere to the school's uniform policy,
- there are one off incidents of unacceptable behaviour,
- when a pupil does not attend their Saturday detention.

Wherever possible and appropriate, parents / carers are contacted prior to a pupil being internally suspended. Internal suspension lasts until 4.00pm, after which the pupil may leave school.

Pupils will be issued with lesson work provided by Heads of Subject Departments and will work in isolation (with a member of staff present) for an identified number of day's (dependent on the incident or circumstance).

They will also be given the opportunity to reflect on their behaviours.

A restorative approach is encouraged across all of our staff body and is used as a positive intervention after an incident. Staff receive regular training on restorative discussion and are given tools in order to conduct these exchanges positively.

Off-site direction

Where there is significant or extreme poor behaviour, we may explore our right to implement an off-site direction to an 'Alternative Provision' that will provide education to a pupil for a temporary or fixed period of time.

The provision will be selected based on a pupils individual needs and its purpose to help support any behaviour concerns the school may have and in order to avoid a formal suspension or exclusion.

The Pupil will engage in this provision off-site for an agreed period of time. They will be expected to attend every day and their attendance will be monitored by the school. It is important to recognise that this arrangement will be with the view of the child returning to school to continue their education.

We also have close links with Capital City College groups where we source places for pupils who are struggling with mainstream education, who are receiving continued suspensions or who are at risk of permanent exclusion in order to give them the best possible chance of success.

Managed moves

A managed move may be implemented where we believe if not doing so the child could be at risk of serious sanctions up to and including permanent exclusion.

This would initially place the pupil in another school for a probation period leading to the new school taking the pupil on full time after completing it successfully.

School suspensions and permanent exclusions

These usually occur following an accumulation of incidents of unacceptable behaviours, extreme poor behaviour after all other alternative options have been explored or serious one-off incidents

Please see the [Suspension and permanent exclusion policy](#) available on our website that which outlines the process and rationale for issuing a suspension or permanent exclusion.

Secondary academies positive behaviour (Sixth Form)

Aims for our sixth form

Pupils should: -

- attend all lessons and actively engage and participate in their learning
- be punctual to all lessons
- consistently show responsible and mature behaviour throughout the school
- adhere to the expectations of the Sixth Form and the school
- have respect for the school environment and internal and external community
- be seen as aspirational role models to the younger pupils
- develop vital key skills through engagement and ownership of the school PSHE and enrichment programme
- develop the skills and abilities necessary to thrive and be successful in the next phase of their lives.

Above all, staff are collectively committed towards providing a safe, happy and positive environment for all of our pupils and are expected to demonstrate individual responsibility in encouraging positive behaviour and dealing with any incidents that may occur in appropriately agreed ways.

The Sixth Form Disciplinary Process is a clear, tiered approach which aims to support pupils to make good choices regarding their behaviour and learning.

The process escalates from Stage 1 Monitoring to Stage 5 where a pupil may be asked to leave the Sixth Form if they have continually failed to meet the commitments as laid out in the [Sixth Form Home School Agreement](#).¹

The process ensures all relevant parties are involved including pupils, parents or guardians and staff.

School property should be respected. Where school property is defaced or damaged by a pupil, the bill for repair will ultimately be met by their parent / carer / guardian.

¹ It is the expectation at Heron Hall that all Sixth Form students are able to meet the terms of the Home school agreement which they sign prior to enrolment within the Sixth Form. Any student who fails to agree to the terms and conditions of this agreement could potentially have their place withdrawn.

Behaviour interventions | Staged approach

Stage One

Concerns will be noted by subject teacher and/or form tutor. This may trigger a conversation between the pupil and their Head of Year depending on the nature of the concern.

The pupil and supporting member of staff will work together to identify the potential barrier to appropriate behaviour for learning.

Behaviour will then be monitored. This could include additional sanctions such as a report card or privileges (such as being allowed off site for lunch, or ability to use mobile phone during break) rescinded for a specified amount of time.

Stage Two

Further support to identify any barriers to behaviour will be given by the form tutor and the Head of Year. This will include: -

- Meetings with the Head of Year, form tutor and parents/carer
- Being placed on a monitoring report in order to identify progress
- A letter being sent home addressing our concerns and future consequences

Stage Three

The pupil and parent/carer will attend a formal meeting with the Head of Year in which they will be given an official first warning. This will be made clear to parents in writing as will our concerns regarding their child's behaviour and, should the behaviour persist, the potential further actions the school may take. The pupil will be placed on a Pastoral Support Plan (PSP) which all parties (parents, pupils and school) must agree to and sign.

Stage Four

The pupil will attend a formal meeting with their Head of Year and The Head of Sixth Form. Parents/carers will be asked to attend the meeting. A second warning will be issued and a letter explaining this sent home. The pupil again will undertake a PSP, which will be overseen by the Head of Sixth Form

Stage Five

Pupils and parents/carers will meet with the Head of Sixth Form and Headteacher or Deputy Headteacher responsible for Pastoral care. A final warning letter will be sent detailing the schools expectations and targets. If there is no improvement the pupils place at Heron Hall Academy Sixth Form will be withdrawn.

Dealing with serious incidents

In some situations, an incident may be deemed as serious and result in a meeting immediately with the Headteacher, meeting with The Head of Sixth Form, a suspension, or a permanent exclusion.

If a serious incident occurs, the staff member involved will complete an incident report form to ensure that a thorough investigation can be undertaken.

The following are some examples of serious incidents: -

- persistent and continued disruption
- outright defiance
- serious and/ or continued bullying
- fighting
- violence or assault towards a pupil or staff
- sexually inappropriate behaviour
- using or being under the influence of drugs or alcohol
- smoking/vaping on the school premises
- being in possession of drugs or alcohol
- supplying drugs or illegal substances
- bringing or being found in possession an offensive weapon or illegal substances
- allowing younger pupils access to areas restricted to sixth form pupils
- breaching the sixth form mobile phones and accessories policy

Expectations for parents/carers

We ask that parents/carers carefully read this policy and that they support the Sixth Form Team to implement it effectively by encouraging their child to be a role model to young pupils and to ensure that they adhere to the policy.