



HALEWOOD
ACADEMY

WE SEEK THE BEST

BEHAVIOUR FOR LEARNING POLICY 2025-2026

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Academy Link: Mrs N Cross

Governor Link: Ms J Howard

A GREAT
PLACE
**TO BE A
PART OF**

MEMBER OF THE WADE DEACON TRUST



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Introduction

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, students, parents/carers, governors and staff; it requires a consistency of practice across the school to ensure that students know the standard of behaviour that is expected.

Our Behaviour for Learning Policy invites all members of the school community to actively participate in enabling all young people to strive to reach their full potential. The Behaviour for Learning Policy assists Halewood Academy in offering all students an education of the highest quality as an essential preparation for life and to enable each student to develop their talents to the full, both as an individual, and as a member of the wider community. If all members of the school community are to develop and achieve their best then they must be free to learn and teach in an environment that is caring and respectful, open and welcoming, culturally affirming and equitable.

General Principles

The emphasis is on good order and respect for the individual thus enabling high quality teaching and learning for all members of our community. It is our belief that if our approach to behaviour management is consistent and applied by all it will make a significant difference to our ability to teach well and our students' ability to learn effectively. We recognise that the vast majority of students want to behave well and want to learn. With positive behaviour management we can help them to achieve to the best of their ability.

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

- Behaviour in Schools Advice for headteachers and school staff - February 2024
- Searching, Screening and Confiscation Advice for schools - July 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Use of Reasonable Force in Schools 2013
- Supporting Pupils with Medical Conditions at School 2015
- Working Together to Improve School Attendance- August 2024

The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs & disabilities (SEND).

Our Behaviour Commitments

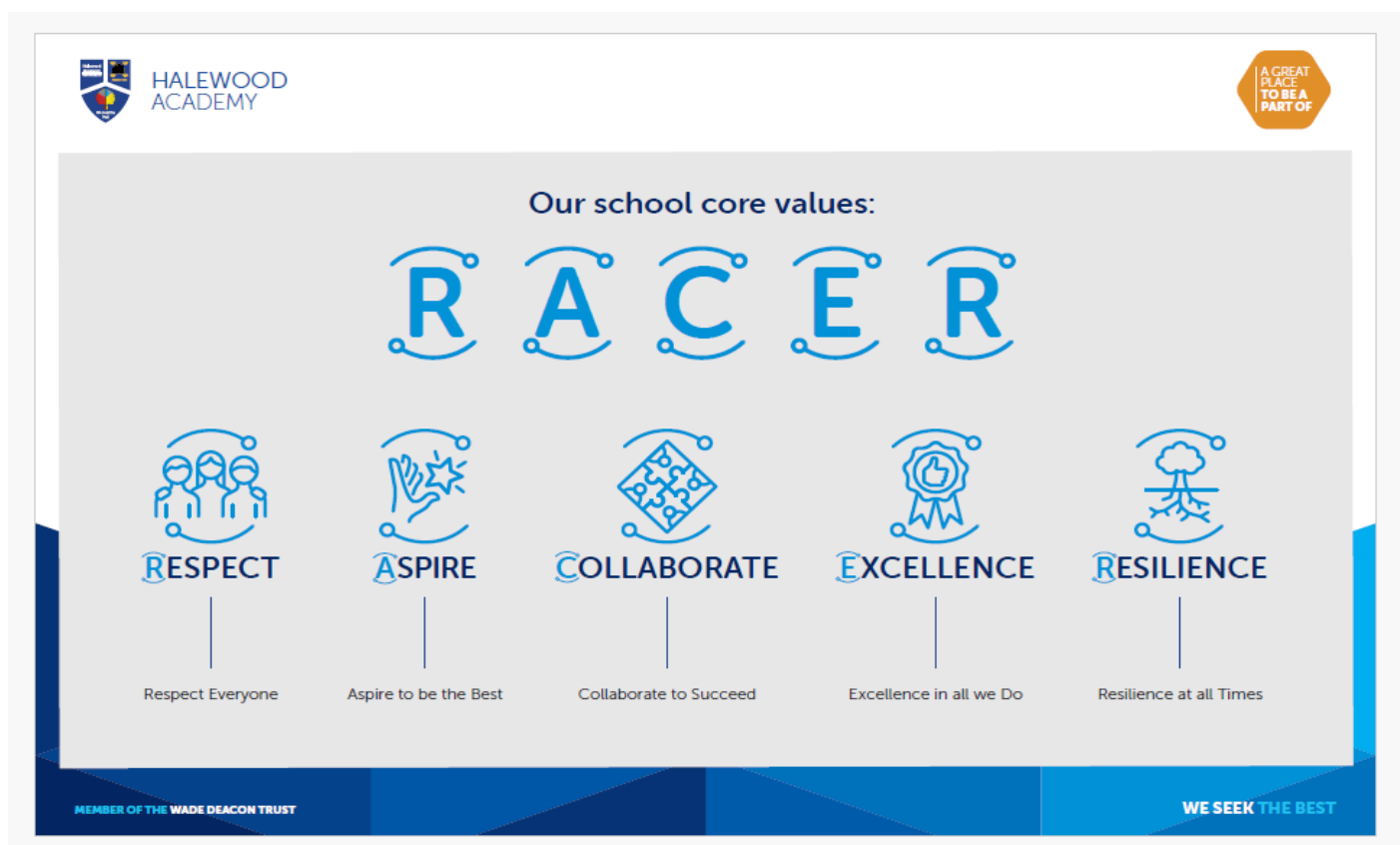
The Executive Principal, governors and all the school staff have set out in this behaviour for learning policy to ensure our students can demonstrate our behaviour commitments. The school behaviour guidelines, which should be strictly adhered to can be summarised as follows:



- Respect yourself and your work
- Respect other pupils
- Respect all adults in school
- Respect your school

If we are to achieve the above, everyone in our community must be encouraged to work together. We are committed to developing a positive climate which places learning as the number one priority and reinforces the need to teach and model good conduct and social skills. We believe that a strong ethos of achievement and good conduct comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy. Regular Training is given to staff at Halewood Academy including during a staff induction.

Our core values of RACER should permeate through all aspects of school life and students need to be taught our core values by all staff at every opportunity.



Classroom Management

Classroom management and teaching methods have an important influence on student's behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour.



Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the student to work in co-operation with others. Praise should be used to encourage good behaviour and improve self-esteem in line with the school's policy. (See Rewards Policy)

Responsibilities

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school – parents/carers, staff, governors and students - to ensure good behaviour.

Students' responsibilities have an essential part to play in relation to the policy. Students are to follow our Behaviour Commitments towards all members of the school community, who work among them or have charge over them. Students should always aim to reflect on their behaviour and work with staff to bring about the necessary improvements.

Staff responsibilities are to:

- model good practice, model acceptable communication and use **language of choice**.
- seek to raise the self-esteem of all students and develop their full potential.
- work in close co-operation with parents in matters of behaviour management and to encourage students to take responsibility for their own behaviour.
- recognise and celebrate students' achievements.
- create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure.
- engage in reflection with students to repair relationships
- model our Core Values (Respect, Aspiration, Collaboration, Excellence and Resilience).
- organise all teaching resources in advance.
- greet the class at the door with a smile and make a punctual start to learning.
- between lessons actively supervise the movement of pupils around the building.
- plan out social dynamics for group and paired work and prepare a seating plan that is adhered to every lesson.
- run an orderly lesson and don't allow pupils to shout out.
- have clear and consistent boundaries with sanctions that follow the school's BfL policy.
- keep the learning environment suitable for my pupils and for the next class to use the room.
- ask pupils to stand behind their chairs and check their uniforms before dismissing the class in an orderly manner.



Using the language of choice is powerful. It helps students realise that they are making choices in many areas of life and the staff can guide them to make more socially appropriate choices. Good choices should be rewarded, poor choices should have consequences

Students' Responsibilities are to:

- follow our Behaviour Commitments and Core Values (RACER)
- follow by the Home School Agreement
- work to the best of their ability and allow others to do the same
- follow the instructions of school staff
- take care of property and the school environment
- co-operate with other student and adults
- work together to prevent bullying of all kinds
- complete all assigned work, homework and any coursework to the best of their ability.
- engage in reflection and repairing of relationships if needed.
- Parents, Guardians and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning Policy. The policy cannot be seen in isolation from the parent's task as being primarily responsible for their child's education. Under the policy, parents are expected to co-operate with Halewood Academy and work with teachers and other members of staff to help their child develop to their full potential.

Parents / carers' responsibilities are to:

- support the Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- inform the school of any absence
- communicate with all staff in an appropriate and respectful manner

School and Class Expectations

All staff and students are expected to behave in a way which is respectful of other people and the school environment. Good discipline is the responsibility of all staff. It is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, presentation of work, self and punctuality.

For the majority of students, positive relationships between teacher and student play a more significant role in maintaining good discipline than any fixed system. Classrooms (including labs, workshops, communal spaces etc.) are places of work and there need to be clearly understood rules and expectations which allow everybody to work safely, successfully and enjoyably.



Movement around the school

We always encourage a calm, orderly and purposeful environment. We believe being polite and courteous is important. Students should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others. Students should walk on the left-hand side to ensure a safe flow around the school. To maximise learning pupils are expected to move from one lesson to another quickly. Pupils are not permitted to go to the toilet between lessons, Pupils should aim to use the toilet facilities before school, at break and lunch. In an emergency situation a pupil can ask the permission of the class teacher for a pass to use the toilet during lessons.

Food and Drink

Food and drink should only be consumed in the designated areas. Litter must not be dropped anywhere inside or outside the school site and we ask all members of the school community to take care to keep the school clean and tidy. Plenty of bins are available and students are expected to take responsibility for their areas and pick up litter in and around their immediate vicinity.

Pupils are not permitted to bring fizzy or high energy drinks into school.

Poor Behaviour outside the School Gates

Teachers have the statutory power to discipline Students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable." At Halewood Academy we will impose reasonable sanctions for any student taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school including on social media. This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These will be subject to a statement(s) being completed or a report from staff, students or member of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

Rewards

As a school we are committed to promoting, celebrating and rewarding achievement. It is recognised that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels. (See Rewards policy)

Celebration of positive conduct and achievement

Examples that all teachers can use on a daily basis in their teaching

- verbal praise
- written praise in exercise books
- display of work



- celebration of work in newsletter
- postcards or letters sent home
- telephone calls home
- mention in assembly
- names forwarded to Progress Leader for 'Lead Learner' award every half term

Consequences

The sensitive use of reprimands and sanctions is an effective means of reducing and tackling inappropriate behaviour, but the inappropriate use of reprimands and sanctions can exacerbate poor behaviour. Staff should use various de-escalation techniques when faced with challenging behaviour issues. Staff should always reprimand only the students responsible for misbehaviour. When imposing sanctions, we need to remember:

- To focus on the poor behaviour and not the student;
- To use private rather than public reprimands wherever possible;
- To be consistent when dealing with students and when implementing the Behaviour for Learning Policy;
- Once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

The initial responsibility for dealing with student behaviour lies with the member of staff who witnesses the inappropriate behaviour, this includes all paid members of staff, and consistent concerns with a particular student or group should lead to consultation with relevant staff so that problems are resolved.

Following a potential breach in the behaviour for learning policy the Pastoral Team may require some time to investigate the incident before applying the appropriate sanction. During this time pupils may be required to work with a member of staff or in the Remove Room or Reflection Room whilst the investigation is taking place.

Sanctions as a consequence of inappropriate action:

- verbal reprimand
- faculty/departmental detention
- report / monitoring cards
- letter or telephone call home
- referral to Subject Leader, Progress Leader and then a member of the Senior Leadership Team, using standard referral procedures
- withdrawal from mainstream lessons to the Reflection Room or Form Tutor
- withdrawal to the Remove Room
- meeting with police school liaison officer
- fixed term exclusion (suspension)
- permanent exclusion



Detention

Teachers have the legal power to put students in detention. Where a detention is outside school hours we will give parents 24 hours' notice due to safeguarding and travel considerations. Lunchtime and break time detentions do not need prior notification of the parents/carers. We will allow reasonable time for students to eat, drink and use the toilet.

A centralised Standards and Expectations detention will take place each Friday for either 30 or 60 minutes. Subject Leaders/Progress Leaders can place pupils on the detention providing all other departmental options have been exhausted. Failure to attend the Standards and Expectations detention will most likely lead to an internal exclusion.

Exclusions

Internal Exclusion (Remove Room 1 or Remove Room 2) - Any behaviour that is deemed, in the judgement of the pastoral team or Senior Member of Staff to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result in an internal exclusion. Students will have the opportunity to reflect on their actions and behaviour for a fixed period of time in the Remove Room.

Suspension - Any behaviour that is deemed, in the judgement of the Executive Principal or in his absence, Vice Principal, to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result a student being suspended from school. This would normally be for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year. Parents/carers will be expected to bring the student back to school to be formally reintegrated. In some cases, on return from a suspension, students will spend at least one day in the Remove Room.

Off-Site Direction (OSD)

To support a student with their behaviour, the Executive Principal can decide that a student will be educated somewhere else for a limited period. Your child could be educated at another school or alternative provision setting. This could also include your child splitting time between 2 different locations. This should only be used when it is the best way to support a student's behaviour. This arrangement is commonly known as off-site direction.

If your child has an EHC plan, the local authority should be told about an off-site direction placement.

The Department for Education, August 2024, makes it clear that managed moves and off-site directions should be considered before moving to the more serious sanction of permanent exclusion. In the case of a permanent exclusion for a one-off serious breach of the behaviour policy consideration of off-site direction may not be appropriate.



We work with local schools and schools within the Wade Deacon Trust to initiate OSD and there is a reciprocal arrangement for us to receive a small number of students on this basis. OSD could take the form of a short-term placement (OSD/Step- out) for a period of 2/3 days up to a maximum of 3 weeks or this could be a longer-term arrangement for up to 12 weeks.

The Executive Principal has the right to insist on OSD to an alternative provider; this could be a hybrid of some time in school and some time at a provider. At Halewood Academy have our own alternative provision using the online learning platform Ed-class and for some students this may mean working from home for a period or working with one of our Teaching Assistants at a local community centre. The Executive Principal can also insist on off- site direction placement at an external provider commissioned by the school.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. The statutory guidance indicates that it is not possible to have a trial period built into a managed move, therefore making the move to the receiving school permanent from the outset.

The school has regard for the below policy when arranging OSD and Managed Moves.

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (August 2024)

Permanent Exclusion - This is used in extreme circumstances when a change of school is the only way forward for both the students and the school. A formal exclusion meeting is held with parents, an LA officer and Governors. All exclusions, fixed period and permanent are made following the LA procedures.

The Executive Principal of school may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying/discrimination.
- Persistent breaches of the school's behaviour policy,
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply of an illegal drug, or the severe misuse of an illegal drug. Please see the Drug Education Policy for further guidance.
- Carrying an offensive weapon.



There is a right for parents to make representations about all exclusion decisions. For permanent exclusions and suspensions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period. For suspensions of between 6 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting.

Halewood Academy Behaviour for Learning Policy takes note of the guidance provided by the DFE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance for maintained schools, academies, and pupil referral units in England. (May 2023)

Attitude to Learning (AtL) and Behaviour

Attitude to learning is just as important as good behaviour. Having a positive AtL will ensure all students are able to make good progress and complete work in a positive learning environment. An ATL issue will be identified as a student who does not disturb the learning environment, but their actions are affecting their own progress – for example no equipment, no homework or very little work completed in lesson, work not to the required standard, not acting on feedback etc.

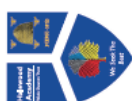
A behavioural issue will be identified as a student who is displaying behaviours that are affecting their own learning, the learning of others and the ability of the teacher to teach – for example a teacher may have to ask the student to stop talking/turning around too often, disrupting others, talking, shouting out etc.

The AtL criteria is outlined in the table below:



ATTITUDE TO LEARNING

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Attitude to Learning				
	1	2	3	
 RESPECT	- You are highly respectful. - You make excellent contributions in lesson. - You sit up, listen, ask and answer questions and track the teacher.	- You are respectful. - You make valid contributions in lesson. - You sit up, listen, ask and answer questions and track the teacher.	- You are not engaged in your own learning. - Your contributions are not positive. - You make little effort to ask and answer questions.	
 ASPIRE	- You have all the necessary equipment to support your learning. - You are highly motivated in lesson. - You take responsibility for your own learning and challenge yourself.	- You have the required equipment. - You are ready to learn as soon as you enter the classroom. - You complete all work set on time.	- You have equipment missing. - You are not following the basic presentation expectations (not underlining, doodling in your book). - You are often off task in lesson. - You do not actively participate or engage in the lesson.	
 COLLABORATE	- You work exceptionally well with others during paired or group tasks. - You take on responsibility during paired or group tasks. - You take responsibility for the learning of yourself and others.	- You work well with others in paired or group tasks, acknowledging the contributions from others. - You take responsibility for your own learning and progress during paired or group tasks.	You make little effort to contribute during paired or group tasks.	
 EXCELLENCE	- You always arrive to lesson on time. - You remain focused on your work throughout the lesson and complete the work to the best of your ability. - You complete all homework on time and to the best of your ability. - You respond to written and verbal feedback exceptionally well.	- You arrive to lesson on time. - You engage in your own learning and complete the work that has been set. - You respond to written and verbal feedback.	- You arrive late to the lesson. - You are not consistently focused on your work. - You do not respond to written or verbal feedback when required.	
 RESILIENCE	- You work exceptionally well during independent tasks. - You constantly push yourself to succeed. - You attempt the more challenging tasks.	- You work with resilience and determination to succeed following advice from the teacher. - You complete the work that has been set.	- You give up easily. - You do not complete all of the work that has been set.	

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Behaviour Criteria

Expected Behaviour = 2 on lesson monitor

A pupil consistently meets the school's day to day standards and expectations. When re-focussing is required, the pupil responds respectfully and addresses areas of concern.

Unsatisfactory Behaviour = Change SIMS from a 2 to 4

A pupil's behaviour has a negative impact on the progress of the lesson, its learners and hinders the teachers' ability to teach the lesson. When re – focussing takes place, the pupil can lack cooperation and take too long to address areas of concern.

Serious Cause for Concern = Change SIMS from a 2 to 5

A pupil's behaviour has been detrimental to the progress of the lesson and its learners. The pupil has failed to respond and improve, despite the range of sanctions that have been put in place. The pupil may have been involved in a serious breach of the Behaviour for Learning Policy which has resulted in mutual support.

If a pupil receives a 5 during the day a member of Senior Staff or a Progress Leader will come and talk to them about this, then they most likely will be removed from lessons for the rest of the day to work in the Reflection Room.

When a member of staff issues a 5 they should work with their Subject Leader or if appropriate the Progress Leader to plan for addressing the behaviour, this could include:

- accessing a resolution with a member of SLT
- a departmental detention
- arrangements made within the department for the pupil to work elsewhere for the next lesson

Parental contact must be made if a pupil receives a 5 in a lesson. This should be done by the class teacher after liaising with the relevant Progress Leader.

Celebration of positive conduct and achievement

Examples that all teachers can use on a daily basis in their teaching

- verbal praise
- written praise in exercise books
- stamps
- display of work
- celebration of work in newsletter
- postcards or letters sent home
- telephone calls home
- mention in assembly
- names forwarded to Progress Leader for 'Lead Learner' award every half term
- parental meeting



Student Support and Interventions

Graduated Response – a waved reporting system will be utilised where necessary to support the student in improving their behaviour and attitude to learning. Identifying key areas of concern. There are 4 tiers to the reporting system:

Wave 1 – Form Tutor

Wave 2 – Assistant Progress Leader

Wave 3 – Progress Leader

Wave 4 – Senior Leadership Team Link to Year

Wave 1

Target Card

- A target card inclusive of SMART targets will be issued to the student at wave 1 stage.

Wave 2

Positive Behaviour Support Plan – (PBSP)

- A positive behaviour support plan will be created when a student is placed on wave 2 report. This will be created with the students input and include strategies to support and manage improvements.

Target Card

- A target card inclusive of SMART targets will be issued to the student at wave 2 report stage to report to Assistant Progress Leader.

Intervention Sessions

- Where appropriate a student will be included in either individual or group intervention sessions to help modify and improve behaviour and attitudes to learning.

Wave 3

Pastoral Support Plan - is an action plan for improvement implemented at wave 3 report stage, which is put in place for any student who is in danger of being excluded or whose behaviour is deteriorating rapidly. It will be written by a member of staff working with the student to improve their behaviour, in conjunction with the student and their parents/carers. The PSP will identify precise and realistic behavioural targets for them to work towards, together with any outside agencies that are involved. Strategies that have been put in place to help the student will be reviewed at an appropriate date. A Pastoral Support Plan (PSP) may be initiated upon unsuccessful completion of the PBSP or a serious decline in standards. This document will last twelve weeks with a review after six



weeks and a final review. If a pupil is unsuccessful in meeting their targets, then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to further support the pupil. A review of a PSP may take place sooner if the student is failing to meet the targets set within the plan. The PSP will be initiated by the Assistant Vice Principal for that Year Group and led by the Progress Leader.

Target Card

- A target card inclusive of SMART targets will be issued to the student at wave 3 report stage to report to Progress Leader.

Intervention Sessions

- Where appropriate a student will be included in either individual or group intervention sessions to help modify and improve behaviour and attitudes to learning.

Step-out – For any behaviour that is deemed, in the judgement of the Executive Principal or Vice Principal, to be a persistent breach of the school's behaviour policy or single incident serious that adversely affect the health and safety of a member of the community, may result in a student being placed on a step-out. A step-out is a fixed period of time at an alternative educational establishment. If behaviour does not improve a suspension may also be issued.

Wave 4

Behaviour Contract – A behaviour contract will be implemented at wave 4 report stage if a PSP has failed or a student is failing to respond to the set targets on the pastoral support plan. A behaviour contract may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Vice Principal after all reasonable steps have been taken to improve a student's behaviour. The Behaviour contract will identify clear behavioural targets for the student to adhere to.

- A behaviour contract will be issued if a student is at serious risk of permanent exclusion.

Target Card

- A target card inclusive of SMART targets will be issued to the student at wave 3 report stage to report to Senior Leadership Team.

Intervention Sessions

- Where appropriate a student will be included in either individual or group intervention sessions to help modify and improve behaviour and attitudes to learning.



Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent Students committing an offence, injuring themselves or others or damaging property. Please refer to DFE guidance of 'Use of Reasonable Force in Schools.' (July 2013).

Searching, Screening & Confiscation

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, fireworks, tobacco or vaping products, pornographic images and stolen items. Halewood Academy also enforces a strict ban on tobacco, e-cigarettes/vapes and fizzy/energy drinks which have a detrimental effect to school discipline. School staff can search Students with their consent for any item if the student agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Please refer to Screening, searching and confiscation, DfE (July 2022). Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child. School staff confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items that have confiscated, provided they acted lawfully.

Working with the Police

The school will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police of matters such as assaults/fights that take place in school. The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement in accordance with Sexual violence and sexual harassment incidents.



Appendix 1 - School Rules

These rules will enable you to behave in a responsible, polite and courteous manner in line with our school Behaviour for Learning Policy.

Attendance and Punctuality:

- Students must ensure that they're present and on time for all lessons. See flow chart for Punctuality.

Behaviour and Conduct:

- Students must ensure that they display the correct behaviour during lessons and social times around school
- No Mobile Devices
- No Fizzy/energy drinks
- Be respectful towards peers and staff
- Follow instructions first time

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Possession of Illegal drugs
- Stolen items



- Tobacco and cigarette papers
- Fireworks
- 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)

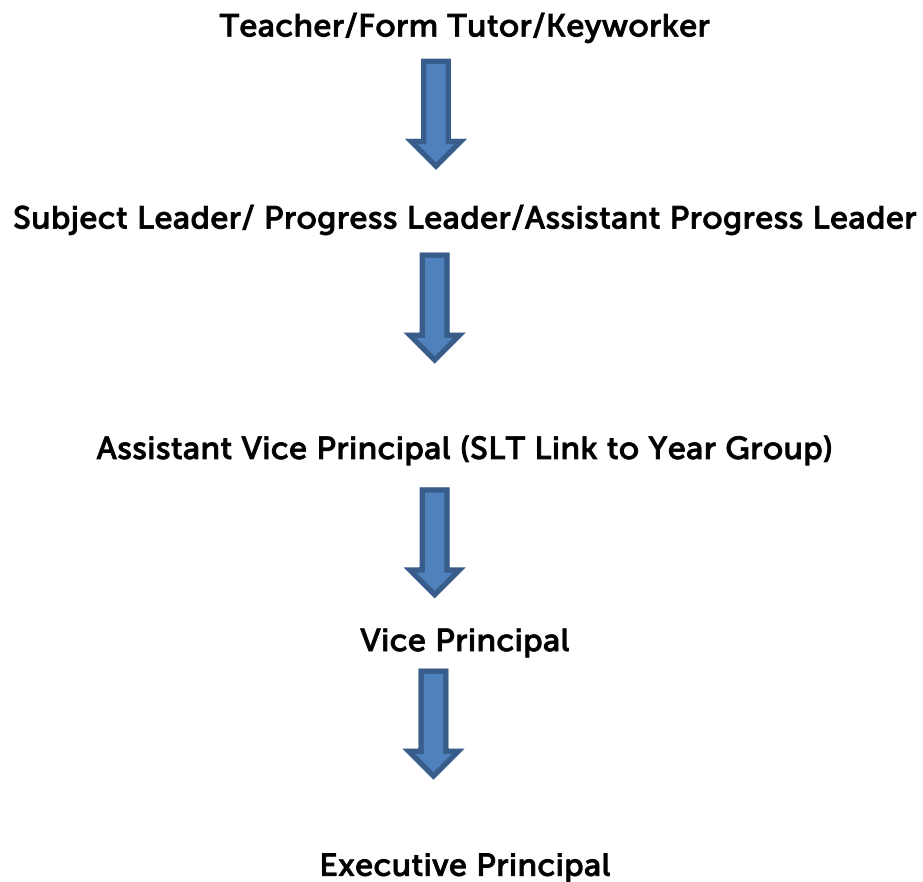
Please note that the above is not an exhaustive list and it is at the Executive Principal's discretion if a pupil's behaviour poses a risk to the safe and productive running of the academy.

Conduct Around School

- Always walk on Left
- Keep hands and feet to yourself and behave in a safe manner
- No Food and drink on the corridors
- No Mobile Devices
- Follow the instructions of all adults on duty/supervising without question



Appendix 2 – Chain of Referral



Related Policies

This policy links with a number of other policies:

- Attendance and Punctuality Policy
- Rewards Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Anti-Bullying Policy
- SEND Policy