



Huxlow Academy

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Student Behaviour Policy

Policy Approver: Academy Improvement Board

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0.1	14.5.24	New policy



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1. Aims

This policy outlines our commitment to fostering a positive learning environment to achieve our vision that all members of our Huxlow community ‘Thrive Through Excellence’. **The Huxlow Way** is at the centre of all we do, underpinned by our core values of **Respect, Ambition, and Pride**. These values support our mission to not only educate but also to build a learning community of aspirational and responsible citizens.



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The policy demonstrates how we:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different individuals in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- Behaviour in Schools (2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- KCSIE (2023)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles which give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online



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3. Behaviour Principles

Huxlow Academy seeks to provide a positive environment for learning, which inspires all to discover, develop and fulfill their potential and aspirations. It seeks to create an inclusive, caring learning environment through:

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Academy's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

3.1 "The Huxlow Way"- Values

We encourage all our students to demonstrate **The Huxlow Way** at all times. **The Huxlow Way** encompasses all our Academy Values and this guides the Academy's actions which promote positive behaviour and full attendance. Governors, the Senior Leadership Team (SLT) and all our staff adopt a student care model where staff take on the role of "professional parent" which creates an inclusive, caring learning environment through our three core values; **Ambition, Respect** and **Pride**.

We encourage students and staff to adopt **The Huxlow Way** for learning. These five main principles encourage students to be successful and achieve excellence in their lessons.

These values also underpin how we expect students to demonstrate **The Huxlow Way** in the classroom through three clear rules:

- **Ambition:** Complete all of my work to the best of my ability, without distracting others.
- **Respect:** Follow all instructions from staff, without resistance.
- **Pride:** Attend all lessons on time, with the correct uniform and equipment and homework.



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If students do not behave in this way during lessons and around the academy then appropriate sanctions are put into place. Students who demonstrate the Huxlow values and **The Huxlow Way** around the Academy and in the local community are recognised and rewarded.

Positive behaviour expectations around the Academy:

- Students are expected to walk calmly and quietly around the Academy
- Students are expected to attend line ups at 8.45am. They are required to stand in alphabetical order, single file, quietly, with their equipment ready.
- Students are expected to wear the correct uniform at all times, demonstrating '**Pride**'.
- Students are expected to be polite and courteous to all staff and students consistently demonstrating '**Respect**'
- Students are expected to always try their best demonstrating '**Ambition**'

4. Definitions

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
- Verbal abuse
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.



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Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Vapes
- Imitation weapons
- Tools or multi-tools
- Chewing gum
- Phones
- Permanent markers
- Energy drinks
- Sharp objects
- Any article a staff member suspects has been, or is likely to be, used to commit an offense or to cause personal injury, or damage, to property of any person (including the student).

5. Bullying/Child on child abuse

Bullying is defined as intentional harming, intimidation or coercion 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
- Difficult to defend against

Child on child abuse includes (but is not limited to):

- Emotional bullying – being unfriendly/excluding/tormenting (e.g. hiding books/threatening gestures).



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- Physical bullying – pushing/kicking/hitting/punching/any other use of violence.
- Racist bullying – racial taunts/graffiti/gestures.
- Sexual (harassment and violence) – Explicit sexual remarks, sexually abusive comments, display of sexual material, sexual gestures, harmful sexualised behaviours, unwanted physical attention or contact, sharing nude/seminude images/videos, up skirting, sexual activity without consent, comments about sexual reputation or performance, or inappropriate touching.
- Homophobic bullying – because of or focusing on the issue of sexuality.
- Sectarian bullying – sectarian taunts/graffiti.
- Verbal bullying – name calling/sarcasm/spreading rumours/teasing
- Cyber bullying – all areas of the internet, such as email & social networking. Threats via mobile (texts/calls). Misuse of associated technology i.e. camera/video facilities.
- Initiation/hazing type of violence or rituals
- Teenage relationship abuse

Details of our school's approach to preventing and addressing child on child abuse and bullying are set out in our Anti-Bullying Policy.

6. Roles and responsibilities

6.1 The Academy Improvement Board (AIB)

The AIB will review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

6.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (section 3).

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students



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- Recording behaviour incidents in line with the Academy procedures
- Demonstrating the **The Huxlow Way** through our school values

The Senior Leadership Team and pastoral team will support staff in dealing with and responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/form tutor/pastoral team promptly
- Meet with relevant staff members to discuss any concerns with their child's behaviour

7. Student code of conduct

Students are expected to:

- Show respect to others
- Show respect for themselves
- Show respect for the environment
- Be polite and courteous at all times
- Be tolerant and understanding
- Personal conduct should be of a high standard to reflect the ethos of the Academy
- Take pride in all achievements
- Represent the Academy to the highest standard on all occasions and at every opportunity
- Aim for quality in everything you do and make the most of your ability, talents and opportunities
- Demonstrate **The Huxlow Way** and promote the values of the Academy in the academy and the wider community
- Share and celebrate the success of the Academy and its members

8. Rewards and sanctions

At Huxlow Academy, we believe that positive behaviour and character should be recognised and celebrated alongside a range of other aspects of student life including attitude, effort, achievement, progress, punctuality and



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attendance. Our rewards system creates a culture of excellence and celebrates students demonstrating **The Huxlow Way**.

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Gold star stamps
- Subject stamps
- Half termly reward activities
- House rewards
- Rewards assemblies
- Bespoke rewards
- Phone calls home
- Letters/postcards home
- Trips
- Extra-curricular activities
- Student leadership
- Rewards identified by individuals or groups of students

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

- A verbal warning
- Negative stamp in planner (YCDB/NIL)
- Parking a student within another class
- Removal from classrooms (for a closely monitored set period of time)
- Expecting work to be completed at home, or at break/lunchtime
- Resets (detentions) at breaktime, lunchtime, or after school
- Referring the student to HOY or a senior member of staff
- Letters or phone calls home to parents
- Loss of privileges
- Parental meetings
- Agreeing appropriate interventions
- Putting a student 'on report'



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- Isolating the student for a period of time in our Reflection room.
- Suspensions
- Final governor's warnings
- Preventative placements
- Direction to Alternative Provision - this may be a permanent change or one for a temporary period of time

8.2 Removal from classrooms and suspensions

We may use the reflection room in response to serious or persistent breaches of this policy (work from the lesson will be completed in the reflection room). The period of time the student will spend in the reflection room will depend on the severity of the behaviour incident. Students may be parked in another classroom during a lesson if they are disruptive and receive multiple warnings, they will be expected to complete the same work as they would in class in the parked classroom.

Students who do not attend a given lunchtime reset (detention) are required to sit a further after school reset. Failure to attend an after school reset will result in a period of time in the reflection room or an escalation to a Head Teacher's reset. Failure to complete time in reflection or in Head Teacher's detention could result in a day suspension and the completion of the reset once the student returns to the Academy.

The reflection room is managed by the Pastoral team and is overseen by the Vice Principal (Inclusion), and Heads of Years. The reflection room data is monitored regularly and interventions are put into place for students who are repeatedly placed in the reflection room.

A suspension is where a student is temporarily removed from school as a sanction for their actions or behaviour. They can be removed for up to 45 school days in one school year, even if they have changed school.

The Academy will regularly monitor, review and report data relating to removal from lessons, suspensions and permanent exclusions to SLT and governors. This will include recommendations or strategies to ensure the needs of students currently at risk of permanent exclusion are met.

8.3 Direction to Alternative Provision

We work closely with the local authority on supportive transfers where students who have shown negative behaviour and, despite interventions, may be referred for a direction to another local school. This involves students being placed in another local school. This could be for a temporary period of time to enable the student to reset their behaviours or this could become a permanent transfer following success after a 12-week trial placement. We also work with other schools to provide a 6-week preventative placement which allows students a period of time to reflect and refocus their behaviour pending a return to Huxlow Academy.

Direction to Alternative provision may also include a decision by the Headteacher to direct a student to attend an alternative education provider.



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8.4 Off-site behaviour

Conduct outside the school premises, including online conduct, that school might sanction students for include misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a student at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another student
- That could adversely affect the reputation of the school

8.5 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

9. Behaviour management

9.1 Classroom management

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 students to be engaged
- Display behaviour posters clearly in classrooms
- Attend CPD to support with classroom management
- Develop a positive relationship with students, which include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour



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- Using the stamp system effectively to deal with low-level disruption
- Using positive reinforcement and praise

Stamp system:

- 1) Verbal warning
- 2) 'You Can Do Better' (YCDB) - Same day 10-minute detention
- 3) 'Not In Line' (NIL) –Same day 20-minute detention
- 4) Parked – 45-minute detention and removed to another classroom for the rest of the lesson
- 5) On Call - Student removed from the classroom by on-call staff. A one-hour detention is set or appropriate follow up action/sanction

Students can be kept in reset for up to twenty minutes at the start of lunchtime each day. Any reset owed beyond twenty minutes will be sat the following day at lunchtime. If students owe resets greater than the 20 minutes at lunchtime can facilitate, these will be sat as accumulated 60 minute after school resets and parents will be informed of these the evening before via Go4Schools.

9.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Restraint forms must be completed following any use of physical restraint

9.3 Confiscation

Any prohibited items (listed in section 4) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. This includes mobile phones; we are a phone free site and students are not permitted to use mobile phones or headphones on school site. If a mobile phone or headphones are seen they will be confiscated. If the student refuses to hand these items over they will be taken to the reflection room. These items will be returned to students after discussion with the student, senior leaders and parents, if appropriate.



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Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109113/2/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

9.4 Mobile Phones and Online Behaviour

The use of mobile phones is not permitted on site for Years 7 to 11 and Sixth Form students can only use phones in designated Sixth Form areas. This is to reduce the incidents of behaviour issues online. It is made clear to students in PSHE lessons, tutor time and through delivery of the pastoral curriculum and assemblies that expectations for behaviour online is the same as that in school and the local community. It is made clear to students that inappropriate online behaviour and bullying will be dealt with seriously and in the same manner as we would deal with offline behaviour. Students are clearly told that any incidents online can also be referred to the DSL and/or external agencies where appropriate e.g. Police, Social Services and PREVENT. Parents are responsible for their child's behaviour when not on the school premises. However, the Academy will sanction students when their behaviour online poses a threat or causes harm to another student and/or could have repercussions for the orderly running of the school and/or when the student is identifiable as a member of the school and this behaviour could adversely affect the reputation of the school.

9.5 Student support

All students at Huxlow Academy identify a Trusted Adult, who they can access for support at appropriate points in the school day.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student 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.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Support required will be assessed on an individual student basis. Support strategies may include:

- Time out card
- Meet and greet meetings
- Pastoral and subject reports



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- Pastoral interventions such as Protective Behaviours
- Peer mentoring
- Staff mentoring
- Early Help Assessment (EHA)
- Identified Trusted Adult
- Referral to external agencies (such as Service 6, Child and Adolescent Mental Health Service - CAMHS, Educational Psychologist Service, Community Initiative to Reduce Violence - CIRV)
- Referral to the Mental Health Support Team (MHST)
- Referral to the school nurse or school counsellor
- Referral to the Multi Agency Services Hub (MASH)

10. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including the processes and procedures for logging behaviour as part of their induction process. Staff in certain roles undertake Team Teach restraint training.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and AIB annually. At each review, the policy will be approved by the Head Teacher.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection & Safeguarding policy
- Search and Restraint policy
- Anti-bullying policy
- Code of Conduct