

**KING EDWARD VI  
ACADEMY TRUST  
BIRMINGHAM**



**KING EDWARD VI  
HANDSWORTH WOOD  
GIRLS' ACADEMY**

**Behaviour, Attitudes and Rewards Policy**

|                         |                                    |
|-------------------------|------------------------------------|
| <b>Committee</b>        | Academy Trust Board                |
| <b>Policy Type</b>      | School Policy                      |
| <b>Policy Owner</b>     | Laura Bindley – Deputy Headteacher |
| <b>Statutory</b>        | No                                 |
| <b>Publish Online</b>   | Yes                                |
| <b>Last Review Date</b> | August 2025                        |
| <b>Review Cycle</b>     | Annual                             |
| <b>Next Review Date</b> | August 2026                        |
| <b>Expiry Date</b>      | August 2026                        |
| <b>Version</b>          | 3.0                                |



# BEHAVIOUR POLICY

## Statement of General Principles

Values:  
Scholarship – Character - Community

### Purpose:

We are all members of the KING EDWARD VI Handsworth Wood Girls' Academy, and we believe that

*“Everyone should act with courtesy and consideration to others at all times.”*

We use the consistent language of being “Ready, Respectful and Calm” and this supports our students in ensuring they can self-regulate and conduct themselves in a manner which is positive and purposeful. This ensures that all stakeholders are safe and allows for all students to reach their full potential.

### **BEING Ready** means:

- Having all of our equipment
- Wearing the correct academy uniform
- Having our home study completed
- Our device should be charged and ready to use

### **BEING RESPECTFUL** means:

- Valuing one another equally
- Treating one another as you would want to be treated
- Looking after property and the school environment
- Listening and valuing other peoples' ideas, feelings and beliefs
- Being fair

### **Being CALM** means:

- Movement around site should be safe and courteous
- Listening to instructions and not disrupting one another
- Reporting incidents of conflict to members of staff

### **These Responsibilities will support the following: RIGHTS RIGHT TO RESPECT**

- Everyone should be treated equally
- Everyone should be able to say what they feel, to express their ideas and opinions and be listened to



## RIGHT TO FEEL SAFE

- Everyone has a right to feel safe and that they are not going to be hurt in any way

This means we have a responsibility to treat everyone with respect. We should try to resolve conflict and seek help to facilitate this. We should never put people down but have a responsibility to see that everyone retains their dignity at all times. We also have a responsibility to report instances of bullying or to speak up if we feel that someone has been treated wrongly.

## Leadership and Management

**Pastoral Manager Year 7:** Miss Iffat Hussain [ihussain@hwga.org.uk](mailto:ihussain@hwga.org.uk)

**Pastoral Manager Year 8:** Miss Kamila Trojanowska [ktrojanowska@hwga.org.uk](mailto:ktrojanowska@hwga.org.uk)

**Pastoral Manager Year 9:** Mr Sarbjit Singh [ssingh@hwga.org.uk](mailto:ssingh@hwga.org.uk)

**Pastoral Manager Year 10:** Miss Sofia Kouser [skouser@hwga.org.uk](mailto:skouser@hwga.org.uk)

**Pastoral Manager for Year 11/Senior PM:** Miss Naghma Aziz [naziz@hwga.org.uk](mailto:naziz@hwga.org.uk)

**Medical First Aid Lead:** Miss Rubina Begum [rbegum@hwga.org.uk](mailto:rbegum@hwga.org.uk)

**Inclusion Manager:** Miss Aroosa Liaqat [aliaqat@hwga.org.uk](mailto:aliaqat@hwga.org.uk)

**Associate Head Teacher of Sixth Form:** Miss Zoe Richardson [zrichardson@hwga.org.uk](mailto:zrichardson@hwga.org.uk)

**Attendance Officer-** Miss Dawn Morgan [dmorgan@hwga.org.uk](mailto:dmorgan@hwga.org.uk)

**Pastoral and admin –** Miss Khadijah Begum [kbegum@hwga.org.uk](mailto:kbegum@hwga.org.uk)

**Pastoral Care Manager:** Miss Amy Dingwall [adingwall@hwga.org.uk](mailto:adingwall@hwga.org.uk)

**Assistant Headteacher / Lead DSL –** Mrs Stacy Dennis [sdennis@hwga.org.uk](mailto:sdennis@hwga.org.uk)

**Deputy Headteacher for Pastoral care –** Mrs Laura Bindley [lbindley@hwga.org.uk](mailto:lbindley@hwga.org.uk)

## Governors and Trustees

Staff should consider themselves responsible at all times for the praise and behaviour of students within sight or sound of them. Ignoring poor behaviour effectively condones it. Praising positive acts promotes an ethos of support and high standards.

- The academy's Behaviour Policy has been adopted by the Governing Body, following a review of the Behaviour policy in spring 2019
- The academy will communicate the Behaviour Policy to all new and existing students through academy rules, Code of Conduct, student journals, student/family newsletters, assemblies and within the curriculum wherever relevant.
- The academy will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these on the academy website.
- The academy will ensure that the staff are consulted regularly about the policy and its implementation.
- The academy has communicated the Behaviour Policy to all teaching and non-teaching staff by providing copies of the policy and through the Staff Induction Programme.

Our aim as staff at KING EDWARD VI Handsworth Wood Girls' Academy should be for discipline to be not so much what we do after something has gone wrong, but how we prevent things going wrong.



## AIMS

1. To reward and praise our students when they demonstrate the VAA's 2. . To encourage all students to follow an agreed set of principles of behaviour.
3. To support effective teaching and learning.
4. Maintain and further promote a positive and safe learning environment for staff and students.
5. Motivate students by regular use of praise and ensure that all students can receive recognition of their successes.
6. To follow a framework of recording and support for teaching and support staff, students and parents/carers.

## PURPOSE

1. To provide consistency in a whole academy approach to behaviour.
2. To provide clear guidance for staff regarding suitable and acceptable practice.
3. To make all staff aware of support available protocols accessible to staff and students.
4. To promote a culture of fairness and equality for all.

## IMPLEMENTATION:

**The Behaviour Policy of KING EDWARD VI Handsworth Wood Girls' Academy has, as its central focus, a Code of Conduct (Annex) that acts as a guiding principle and applies equally to students and staff.**

The code must be displayed on the academy walls and in the student planner and it should be referred to when dealing with students in and out of the classroom. The Code has to apply in every setting - classroom, corridor, playground, school visits and the journey to and from the academy.

The classroom may also be a sports hall, a workshop, a laboratory, and the library or reflection room. Curriculum Leaders must determine subject or context specific rules, but certain general expectations apply.

When expectations are clearly spelt out students benefit from:

- Feelings of confidence from knowing how to behave
- Feelings of security about how others will behave
- Being able to concentrate on the task in hand

It covers all areas of behaviour within the community of the academy: - •

- Constant expectations (always)
- Personal organization
- In the classroom
- In the corridors
- In the canteen
- In the community

## School systems and Social Norms

### STANDARD ROUTINES FOR STAFF

It is the responsibility of every member of staff to establish clearly explained routines for each class so that the academy rules and expectations as stated in the Code of Conduct are consistently, insistently and persistently applied.

**Staff should observe the following routines to consistently achieve the desired behaviour and learning outcomes:**

- Arrive at all registrations and lessons **on time** and, if possible before the class.
- Insist upon **an orderly** entry to and exit from the class – be visible at the doorway to the classroom.
- Rituals and Routines following the HWGA framework should be adhered to.
- Check basic expectations i.e. punctuality, uniform, relevant equipment, conduct each lesson, and address any issues that arise.
- Refer frequently to the Code of Conduct, particularly the **core values**, in order to maintain a calm and working atmosphere.
- Good behaviour is essential but needs to be taught. Therefore, **teach and regularly reinforce** the desired and necessary behaviour and routines for your lessons.
- **Model** the behaviour that you would like to see from students.
- Plan your lessons thoroughly using a **variety of teaching and learning styles** and resources to inspire, motivate and extend students. Interesting lessons set at the appropriate level and with appropriate challenge has a positive effect on behaviour. Similarly, boredom leads to poor conduct.
- Make sure work is marked regularly and feedback is given to students
- Take suitable steps to **resolve issues** and an early stage to avoid escalation. Rewards and sanctions must always be appropriate, consistent and fair
- **Take responsibility** for the maintenance of good behaviour in your classroom using support, where required, in addition to, but not instead of your own personal action
- Take time to **develop positive working relationships** at every opportunity both in and out of lessons.
- Follow the Standards flowchart consistently if disruption occurs in the classroom
- Allow passive supervision

### PROTOCOLS FOR REWARDS

We should actively seek every opportunity to praise our students, both in and out of school. Responding positively is a great motivator for students. This can be verbal praise, written comments in exercise books or student journals. Rewards to include: -

- Rewards to accumulate and tariff system implemented for awards.
- Certificates and awards for attendance.
- Half-termly and annual rewards for excellent attendance, punctuality and behaviour.
- Prizes for competitions.
- Headteacher's award.
- Positives phone calls home.
- Departmental postcards home.
- Use of the academy's reporting system to comment positively on academic achievements and also other aspects of conduct and performance in school.

- Letters home for achieving or exceeding target grades
- Post 16 students are offered rewards and incentives in the same way as younger students. These are for both in academy effort and success as well as extra-curricular and voluntary work.
- Awarding of house points.
- Certificates and badges for positive behaviour points, bronze, silver, gold and platinum
- Prizes for gold and platinum awards – determined by student voice
- Positive praise cards 'You've been spotted' for staff to recognize students daily
- Weekly praise on Pastoral board from Pastoral Manager
- Weekly praise in assembly
- Treats & Triumphs with Head Teacher to recognise outstanding students

Our rewards system focus on Values Attitudes and Attributes and students are praised and recognized for displaying these.

The tariff system below outlines the awards that students can accumulate.

- 150 points • – Bronze badge/certificate
- 200 points • – Silver badge/certificate/prize
- 300 points • – Gold badge/certificate/prizes
- 350 points • – Platinum badge/certificate/prizes
- 700+ - Amazon voucher

**Awards for VAAs and ACPs awarded termly.**



# Rewards

**Bronze** 150 positives

**Silver** 200 positives

**Gold** 300 positives

**Platinum** 350 positives

**700+ positives**  
Amazon voucher

**8 HPL WINNERS PER TERM**

**VAA'S** Hard working / Agile / Empathetic

**ACPS** Meta-thinking / Linking / Analysing / Creative / Realising

We emphasize the importance of praise and rewards at the academy. This ensures there is a positive climate for learning and our standards are an expectation for all.



# READY

- I have all the equipment I need
- I am on time and in my lesson
- I have completed my home study



# RESPECTFUL

- I speak to everyone with respect
- I listen to what people have to say
- I support my peers

# CALM

- I treat my environment with respect
- I conduct myself in a mature way
- I travel safely around the academy



## SANCTIONS

Teachers should have the right to teach effectively and students should have a positive attitude to their learning. Students at the academy have a right to be in a positive and stimulating environment that nurtures their passion for learning. Being Ready, Respectful and Calm is the consistent approach we all need to work towards.

Following is a list of behaviours and possible sanctions

## Standards/Behaviour

Below are the behaviour codes that will be used to log and sanction different behaviour choices. The severity of each incident will accumulate points and, in some instances, warrant a period of time in the "reflection room" or in more serious cases will lead to a fixed term exclusion.

| Not yet Ready         |       | Not yet Respectful                     |       | Not yet Calm                 |       |
|-----------------------|-------|--|-------|------------------------------|-------|
| Behaviour             | Minus | Behaviour                              | Minus | Behaviour                    | Minus |
| R1<br>Eating/drinking | -1    | R5 -Electronic devices                 | -2    | C1 –<br>Disruption in class  | -1    |
| R3 – Late             | -2    | R8 – Missed detention                  | -2    | C2 –<br>Movement around site | -1    |
| R4 – Truancy          | -2    | R9 – Abuse (subcategories)             | -3    |                              |       |
|                       |       | R10 –<br>Inappropriate language        | -2    |                              |       |
|                       |       | R11 – Prohibited items (subcategories) | -3    |                              |       |
|                       |       | R12 – Bullying                         | -3    |                              |       |
|                       |       | R13 - Vandalism                        | -3    |                              |       |

## Neutral points

| Event                              | Minus |
|------------------------------------|-------|
| N2 Equipment                       | -1    |
| N3 Missing / Incomplete home study | -1    |
| N4 Not fully engaged in lesson     | 0     |
| N5 Toilet use in lesson            | 0     |
| N6 Uniform / PE kit                | -1    |

Where sanctions are found to be necessary, in order to establish boundaries and ensure that all students are able to learn and progress, the focus will always be on supporting the student in working to improve unacceptable standards of behaviour and attitude. Sanctions are to be applied in order to support and promote positive behaviour and learning

**Sanctions should be used fairly.**

### Detention Processes:

The detention process also includes sanctions for persistent punctuality issues.

- For any student who is late to period 1, which begins promptly at 8.45am, we will issue a same day 30-minute detention.
- The detention will take place in school from 3.15pm until 3.45pm.
- Parents/guardians will be informed that this detention is taking place via email and/or text message by 11.15am on the day.

We encourage students to be on site no later than 8.35am so that they are seated and ready to start their first lesson promptly at 8.45am.

Breakfast club is provided free of charge from 8am daily

We are looking at the following structure for sanctions for punctuality:

- 1 late - email/text and 30 min detention same day
- 3 lates- text message home informing families this is their 3<sup>rd</sup> late, and the next late will trigger a meeting
- 4 lates- invite to meeting to discuss punctuality concerns and offer support if needed

### Pastoral detentions

Students can be placed in a break time or lunch time **pastoral** detention if they are displaying poor conduct in any of the Ready, Respectful, Calm areas.

Students are placed in a 30-minute **pastoral** detention after school for the following reasons:

- Arriving late to school
- Accumulating 3 or more negatives in the week
- Being relocated in a lesson
- Missing a detention

Families are always informed of these detentions.

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## Senior Leadership (SLT) detentions

SLT detentions are a 45 minute detention after school for that are for a more serious consequence, reserved for significant breaches of conduct or repeated failure to meet expectations, including (but not limited to):

- Repeated failure to attend pastoral detentions
- Persistent defiance or refusal to follow instructions
- Disruption to learning at a high level receiving 6 or more negatives in the week.
- Serious breach of conduct.

These detentions are supervised by senior leaders to reinforce the seriousness of the behaviour and to allow for meaningful reflection and restorative conversations where appropriate.

### Reflection room:

- The Reflection Room is where students who are displaying any form of challenging behaviour in and outside of the classroom are sent as part of our Behavioural Management protocol. Here, they are expected to reflect on their actions, to work in silence, and completing work that teachers have set throughout the day. Parents are informed and this is then logged on their online record.
- The students complete a Reflection worksheet on their entrance to Reflection, which gives the students a chance to reflect on what has happened for them to be put in this room. This worksheet challenges them to use critical and logical thinking and once completed, they are then spoken to Mrs Liaqat (Inclusion Manager) on the answers they have provided.
- The Reflection standards are a strong and non-wavering part of their experience; students are expected to have their coats off and bags put on the floor, they are expected to complete the Reflection sheet, they are expected to complete the work that is set in a timely manner, they are only allowed to drink water and they are expected to work quietly, only speaking when their hand is raised. These standards are put in practice, following the guidelines of "Ready Respectful Calm" and posters are placed in Reflection. This is also used as a deterrent to the room, as the environment of the room is very different to the classroom.
- A Mentoring booklet has been created by the Behaviour Mentors and this may also be used by students in Reflection, as it goes through the standards and practices of a model student at HWGA as well as activities they can do, to help them overcome barriers.
- There are also work-packs for students to use in Reflection for different topics and will be utilised based on the reason they are in there.
- Regular Reflection attendance is monitored, and the Inclusion Manager liaises with Behaviour Mentors to refer students for 1-1's.

## THE NEGATIVE CONSEQUENCES

- It must be understood that violence of any kind is never acceptable at Handsworth Wood Girls' Academy and will be dealt with severely, most likely resulting in exclusion. The bringing of knives or other offensive weapons into school will result in permanent exclusion. It is important to note that the same procedures apply to our sixth form students.



The **Standards Procedure Flowchart** is to be used during lesson to avoid escalation of disruption. It is aimed to allow the student to rectify their behaviour before facing further sanctions.

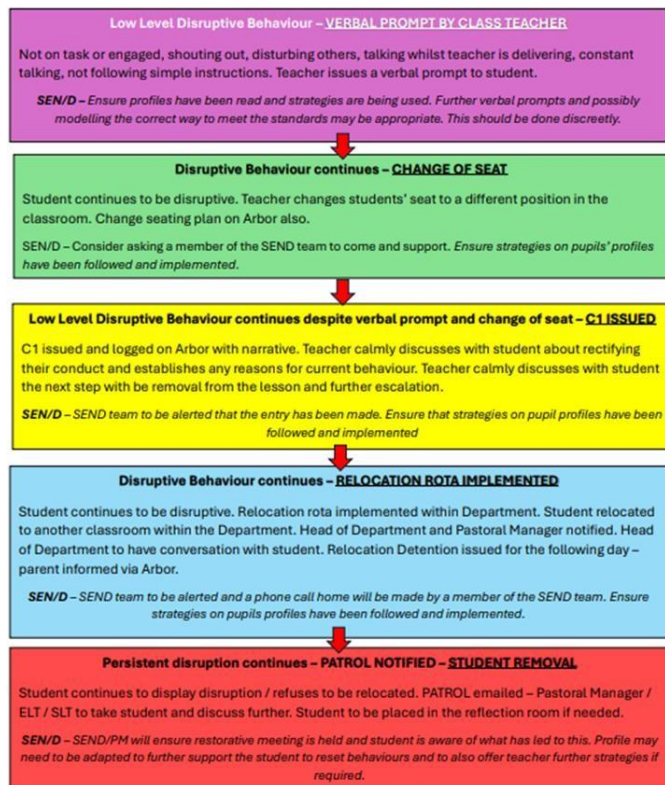
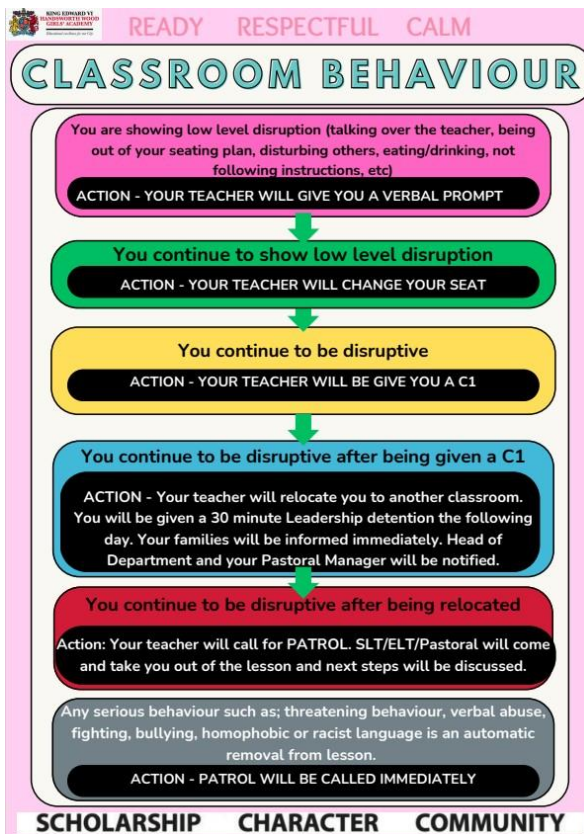
A student friendly version of the flowchart is for students to know the expectations of them and staff in the classroom.



**Standards Procedure Flowchart**

**Values Attitudes and Attributes (VAA's)**


We believe in being hard-working, empathetic and Agile. All members of the school community to demonstrate that they are Ready, Respectful and Calm.



**Any serious behaviour such as threatening behaviour, verbal abuse, bullying, homophobic or racist language is an automatic removal from lesson (Immediately**







**HWGA Climate Framework** outlines expectations of both students and staff in the classroom it fuses together Teaching for learning and behaviour and climate pedagogy. Teaching and pastoral support should be seen as being complementary forces to allow students to meet their full potential.



## KEVI HWGA FRAMEWORK

Fusing pedagogy, climate and belonging to unlock and ignite high performance'

### KEVI HWGA LESSON STRUCTURE

|  |   |  |   |  |  |   |  |  |   |  |  |
|--|---|--|---|--|--|---|--|--|---|--|--|
| <br>Independently,<br>Silent  | <br>I DO – Eyes on me,<br>Listen attentively   | <br>WE DO – Collaboration,<br>Discussion   | <br>YOU DO –<br>Focused, Thinking  |  |  |   |  |  |   |  |  |
| <b>THRESHOLD EXPECTATIONS/ DO NOW</b>  | <b>'I DO' EXPECTATIONS</b>  | <b>'WE DO' EXPECTATIONS</b>  | <b>'YOU DO' EXPECTATIONS</b>  |  |  |   |  |  |   |  |  |
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| <p style="color: #e91e63; font-weight: bold; margin: 0;">DIGITAL LEARNING OPPORTUNITIES.</p> <p style="margin: 0;">TASKS AND ASSIGNMENTS SET ON TEAMS OR SHOWBIE</p> <p style="margin: 0;">'DO NOW' SET ON MS FORM, EDUCAKE OR SOCRATIVE</p> <p style="margin: 0;">'I DO' ACCOMPANIED BY MODELLING VIA WHITEBOARD APP ON IPAD OR PROMETHEAN SCREENS</p> <p style="margin: 0;">DEVICES CHARGED &amp; MONITORED</p> <p style="margin: 0;">SENECA LEARNING FOR DO NOWS</p>  | <p style="color: #e91e63; font-weight: bold; margin: 0;">UNIVERSAL STANDARDS.</p> <p style="margin: 0;">TRACK ME</p> <p style="margin: 0;">COUNT DOWN 5,4,3,2,1 (THEN NO TALKING) EYES ON ME</p> <p style="margin: 0;">USE OF SECURITY/APPLE CLASSROOM. CIRCULATION OF THE CLASSROOM</p> <p style="margin: 0;">STRATEGIC POSITIONING</p> <p style="margin: 0;">NECESSARY NEUTRALS RECORDED</p> <p style="margin: 0;">PRAISE AND CONSEQUENCE RECORDED</p> <p style="margin: 0;">SAFEGUARDING CONCERNS RECORDED</p> | <p style="color: #e91e63; font-weight: bold; margin: 0;">UNIVERSAL PEDAGOGICAL MENU.</p> <p style="margin: 0;">MODELLING</p> <p style="margin: 0;">RETRIEVAL</p> <p style="margin: 0;">TURN &amp; TALK (ORACY)</p> <p style="margin: 0;">QUESTIONING STRATEGIES</p> <p style="margin: 0;">CFU – CHECKING FOR UNDERSTANDING</p> <p style="margin: 0;">RESPONSIVE TEACHING</p> <p style="margin: 0;">ACADEMIC MONITORING</p> <p style="margin: 0;">CHECK FOR SPAG</p> <p style="margin: 0;">LIVE MARKING</p> <p style="margin: 0;">ADAPTIVE TEACHING</p> <p style="margin: 0;">EXPLICIT MODELLING OF HPL</p> <p style="margin: 0;">FRAMEWORK</p> <p style="margin: 0;">LEARNING INTENTIONS EXPLAINED</p> |   |  |  |   |  |  |   |  |  |

READY, RESPECTFUL AND CALM UNDERPINS THE FRAMEWORK

## Processes to support students with SEND

We at HWGA have created a positive behaviour policy that support the management and development of behaviour for learning for all our students.

- It is important that staff know who the Special Education Needs (SEN) students are and follow the approach outlined in either their behavioural plan or pupil profile.
- Staff must use these plans to ensure they are following the right approach for the right student whilst maintaining consistent procedures with pupils.

## Action

- When following Academy procedures initially offer a discrete verbal warning.
- If you teach SEN students have a classroom checklist for expectations that is visible to all students.
- Ensure work is set at the appropriate levels
- Check on all student's, invisibility is not an option

Process when dealing with SEN students consider:

- Consistent background noise
- Use of visual cue

## Gradient of reports.

When a student accumulates a certain amount of behaviour points, they get placed on a report. Each report warrants a phone call home to parents to inform them and discuss the reasons why.

All reports will be communicated with teaching staff, so they are aware who is on report and what report they are on.

The tariff for reports is as follows:

### *25 negatives:*

#### **Positive form tutor report.**

*This will be with the form tutor.*

Expectations:

- Report will run for 4 weeks
- Pastoral Manager to contact home via email or phone call to inform parents
- Form tutor to see report once a day during/after form
- Space for the student to reflect will be put on the back of the report. The student needs to complete this each day during / after form.
- Any negative comments, incomplete report, lost report – automatic pastoral detention

### *50 negatives:*

#### **Pastoral Manager report** *This will be with Pastoral Manager*

Expectations:

- Report will run for 4 weeks
- Space for the student to reflect will be put on the back of the report. The student needs to complete this each day during / after form
- Parental meeting prior to report starting
- Interventions for support such as mentoring referral to TFTF/Pastoral Leader
- Any negative comments, incomplete report, lost report – automatic pastoral detention
-

*75 negatives:*

### **Pastoral Care Manager Report / Pastoral Support Plan This**

*will be with Pastoral Care Manager Expectations:*

- Report will run for 4-6 weeks
- Meet with Pastoral Care Manager 3 times – break, lunch and during/after form
- Letter sent to parents to invite for parental meeting in school
- Any negative comments, incomplete report, lost report – automatic pastoral detention

*Still no improvement / 100+ negatives:*

### **SLT report**

*This will be with Deputy Head / Assistant Head Expectations:*

- Parental meeting in school
- Possible 2 week placement/Off site direction or managed move if no improvements
- Report to Deputy Head / Assistant Head 3 times a day – break, lunch and during/after form • Mentoring essential
- Any negative comments, incomplete report, lost report – automatic pastoral detention

If the pastoral team feel a two-week placement at another Education Provider will benefit the student, this can be actioned at any point during the Academic Year in agreement with families.

## **Behaviour Contracts and Home school agreement**

The purpose of a behaviour contract is to ensure that at this stage all parties are clear that there is a risk of managed move or permanent exclusion due to repeated poor behaviour. The contract is to be signed by the school/parents/carers and the student. The contract will include specific targets and expectations. Should these not be followed, the student has not fulfilled their responsibility.

The home school agreement is to be adhered to by the Academy, student, and families and these are made clear at the start of each Academic Year.

## **Child on Child abuse**

### **Definition.**

1. Child on child abuse is physical, sexual, and/or psychological maltreatment of another child or children, especially by another child often classified as a peer. Child on child abuse may result in actual or potential harm to a child and can occur anywhere, including the organizations, schools, or communities the child interacts with.
2. Child-on-child abuse includes, but is not limited to:
  - physical and sexual abuse
  - sexual harassment and violence
  - emotional harm
  - on and offline bullying
  - teenage relationship abuse
  - grooming children for sexual and criminal exploitation.

At HWGA we regularly cover topics of this nature to ensure our students and staff are ware of boundaries and the implications of abuse. These are delivered through drop down days and throughout PSHE curriculum.

We ensure that support is given to both the victim and perpetrator following any sanctions and investigation' to support their understanding for the future.

#### Actions taken by the academy

- Students kept separated
- Incident is logged on our Safeguarding system CPOMs
- Parents/carers informed
- Investigated by a member of the Safeguarding team
- Sanction according following schools' behaviour policy where appropriate
- Education for both the perpetrator and victim
- Intervention and support provided where appropriate for both parties
- Risk assessment for students who may pose a risk where appropriate

## Mental Health

Our Mental Health Lead is Emma Jones. Interventions are implemented for students when behaviour is a concern. If mental health is a factor, this is taken into consideration and support is offered to the student. Support could be through mentoring or a referral to our in-school counsellor.

Any students suffering with mental health where it has an impact on behaviour, communication will be made with teaching staff where necessary to ensure there is a whole school approach for the student.

## Mobile Phones Policy

### Statement:

**Mobile phones are banned within KING EDWARD VI Handsworth Wood Girls' Academy because of the negative effect on student learning and wellbeing.**

To ensure that the policy is clear, Handsworth Wood Girls' Academy has implemented basic principles which are listed below.

- Mobile phones should be 'off and away' at all times
- **1st time seen:** Verbal warning – ask them to put it away.
- **2nd time seen:** Confiscate the phone. If a phone is confiscated:
  - 1.Call home to inform the parent.
  - 2.Take the phone to reception.
  - 3.Place it in an envelope with the following details clearly written:
    - Student's name
    - Form
    - Teacher who confiscated the phone
    - Confirmation that parent has been spoken to. •
      - As per policy, the staff member will ask the student to hand over the phone, or place the phone on a desk. Staff are not permitted to physically remove the phone from the student.

- If the student refuses to and over the phone, this will be escalated to a senior member of staff.
- **If a phone is used in a lesson confiscate immediately.**
  - Restriction is in place at all times while students are in the grounds and buildings of the school, this includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they leave at the end of the school day
  - Should students wish to use their phone at the end of the day to contact parents/carers with any concerns or for collection following school based activities, they are to report to their Key stage hub or reception where a telephone call will be made.
  - Should you wish to contact your child during the day you will need to call the school Reception and speak to your child's Pastoral Manager on the receptionist on 0121 544 8122 and they will ensure the message gets to your child. Arrangements can also be made for your child to speak to you on a phone in exceptional circumstances

**Any misuse of social media will result in mobile phones being confiscated and kept for a long period of time pending investigation. In some serious cases this could result in a police investigation.**

## Student behaviour when using Digital Technology

When teacher is demonstrating/instructing, device should not be used, placed on the desk with case closed if necessary to avoid distractions.

- Time should not be wasted logging on, this should be done at the beginning of the academy day with devices kept on standby as necessary.
- Students should look after the device, in terms of vandalism and damage.
- Devices should only be used as instructed, with appropriate software/web site used.
- Students should not be able to use devices in examinations/tests if not appropriate.
- Device to remain in the bag if not needed during the lesson.
- Devices placed in student bag at the end of each lesson, to avoid damage in corridors.

## PROTOCOL FOR RECORDING BEHAVIOUR

The academy uses the Arbor Behaviour system to record all positive and negative behaviour. Each positive example of behaviour will be awarded 1-3 plus points, each negative example of behaviour will be awarded 1-3 negative points. All staff both teaching and support staff should access and use this recording system to record behaviour events.

All staff can access daily behaviour reports.

Detailed analysis of all codes entered is carried out each week. This is used to:

- Analyse the trends in codes.
- Identify decreased or increased incidents of a particular behaviour.
- Monitor staff use of the system and identify classes that may need additional support.

- Develop teaching and learning strategies that can be shared
- Inform parents/carers when necessary
- Students who receive three negative entries in a week will be issued with an after school Leadership detention

**Class teacher action includes: -**

- Discussion between teacher and student to resolve the situation.
- Consider rearranging seating plan.
- Report and target setting to a member of staff (Faculty, Department, Form Tutor or Pastoral team).
- Break/lunchtime detention (student must be able to have lunch).
- Completion of report for Behaviour followed up with incident report if necessary. • After school detention (10 minutes without notice) • Referral to HoD for advice/support.
- Referral to Form Tutor or Pastoral Manager
- Class teachers use the Behaviour Standards Flowchart to manage behaviour.

**SEN/D specific:**

**Head of Department/Faculty action**

**includes: -** • Conversation with student

- Departmental sanction or detention
- Letter or telephone call to parent/carers (must inform Pastoral Manager)
- Change of teaching group
- Advice from Additional Needs Co-ordinator
- Referral to FT/Pastoral Manager for information/action

**Form Tutor actions**

**include: -** •

Discussions with student

- Contact via phone/email/meetings with student / families
- Detention
- Referral to Pastoral Manager
- Referral to mentoring

**Pastoral Manager action includes: -**

- React to and support teacher referrals regarding students
- Work in conjunction with Heads of Departments and or Pastoral Manager KS3 or KS4
- Informative letters/phone calls home and meetings set up between the student, Parents/Carers and appropriate members of staff
- Use of Reflection Room (a dedicated room for students to reflect on their behaviour. They will have the opportunity to discuss what happened and work through strategies to prevent a repeat occurrence).



- Referral to behaviour mentor or external mentoring service that works in school

**Assistant Deputy Headteacher –includes: -**

Follow-up advice/Support and management in all of the above

- Advice/support/action re: Reflection Room/Fixed Term/Permanent exclusion.
- Support with parental interviews.
- Advice, support, guidance Re: Behaviour/SEN/Multi-Agency. - Co-ordination of pastoral support programmes - Engagement of additional support agencies.
- Co-ordination of Governors Disciplinary Panel for a final warning -
- Co-ordination of Governors Exclusion Panel.

## SUPPORT SYSTEMS FOR STUDENTS

Where a student finds themselves in receipt of sanctions, they will be supported by a number of means to ensure that they can make the necessary improvements to be able to access their learning.

Where sanctions are found to be necessary in order to establish boundaries and ensure that all students are able to learn and progress, the focus will always be on supporting the student in working to improve unacceptable standards of behaviour and attitude. Sanctions are to be applied in order to support and promote positive behaviour and learning.

Sanctions should be used fairly and could include:

- Peer Mediation / restorative conversations via the Pastoral Team
- Referral to the counselling
- Department report
- Tutor report
- Pastoral Care Manager report
- PSP – Pastoral Support Plan
- SLT report
- Mentoring internal and/or external
- Reflection room
- Off-site direction
- Fixed Term Exclusion ○ Behaviour Contract via the Head Teacher following an exclusion ○ Inclusion Room
- Alternative provision/fixed term respite at another school
- Managed Move (North West Sharing Panel)
- Governors' Behaviour Appeals Panel

## THE NEGATIVE CONSEQUENCES

**It must be understood that violence of any kind is never acceptable at Handsworth Wood Girls' Academy and will be dealt with severely, most likely resulting in exclusion. The bringing of knives or other offensive weapons into school will result in permanent exclusion.**

It must also be understood that the school will take seriously any allegations against staff. However, all allegations **MUST** be proven, and any false or malicious allegations will result in permanent exclusion and the likely involvement of the police.

The carrying of mobile electronic technologies is **not** allowed. Any student found to be using any of these items will have them confiscated by staff, secured and later returned to a parent/carer by appointment.

## Training and Professional Development for all Staff

A variety of teaching strategies promote positive behaviour in the classroom.

Behaviour management training is ongoing and reviewed to ensure that it is appropriate to the needs of staff and the academy. This will include induction of new staff to current procedures and policies, training for all staff on changes to current procedures for instance new discipline reports, on/off site by experts as appropriate.

Relevant information and training on behaviour management matters is available to all groups of staff, including:

- Support staff (e.g. Teaching Assistants)
- Newly qualified teachers during their formal induction period
- Students undertaking programmes of initial teacher training
- Supply teachers
- Class teachers (there are many different strategies that can be used to improve classroom behaviour). Heads of Key Stage, Pastoral Manager, Pastoral Leader, Pastoral Care Manager the Deputy Headteacher are willing to assist with this as needed. There are opportunities to observe other teachers, have input on different teaching and learning styles that could help to improve classroom management.
- The academy undertakes annual reviews of the continuous professional development needs of all staff.
- Opportunities are provided for relevant staff to develop their knowledge and skills in relation to such issues as
  - Implementing the academy's Behaviour Policy
  - Continuous referral to the Code of Conduct which is in the student planners and are on posters in every classroom.
  - Logging and recording of incidents
  - Lunchtime supervision
  - Classroom management
  - Student Welfare support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour.

In issuing negative consequences to correct unacceptable behaviour the following guidelines must be observed:

- Use a variety of sanctions that are appropriate to the offence.
- Use a staged approach so that action is appropriate to the severity of the misbehaviour.
- Adopt a positive approach and positive language so that appropriate behaviour is taught, reinforced and understood by the student.
- Allow pupils the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour.
- Avoid humiliation as this causes resentment.

- Make sure that negative consequences are not escalated until the early stage sanctions have been applied.
- Accept responsibility for the issue and follow through of sanctions
- Seek support if required but never relinquish your own responsibility to resolve the incident.
- Make sure that negative consequences are appropriate, fair, consistent, followed through.
- Avoid issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the student to behave well.
- Avoid blanket or whole class sanctions that may punish students who are not involved.
- Do not penalize that which cannot be proven.

## INAPPROPRIATE SANCTIONS

The actions listed below are inappropriate and unacceptable and should not be used as negative consequences:

- Corporal punishment or physical reprimand.
- A consequence that is not related to the negative behaviour that has been displayed.
- Moving to severe consequences before early stage sanctions have been used.
- Standing a student outside a classroom, in a corridor or in unsupervised isolation or restricting liberty.
- Whole class punishment should be avoided unless every pupil in the class has behaved unacceptably— otherwise innocent and well behaved pupils can be demotivated.
- Inappropriate use of curriculum as a punishment i.e. extra maths, extra English, sending pupil on a run etc.
- Exclusion of a pupil from a curriculum activity i.e. swimming, educational visit, work experience, class based activity is not appropriate unless on the grounds of potential health and safety.
- Issuing statements/consequences that you, as the teacher, are not empowered to carry out which removes any opportunity for the pupil to behave well.

## Staff induction, development and support

Staff at the academy are given regular training and updates regarding behaviour management and ensuring our climate for learning is conducive to students attaining their personal best.

New staff have a comprehensive induction into our systems and protocols and Heads of department ensure they are supported within their teams. Heads of year also ensure that new staff have regular support to ensure we are consistent in our application of Rewards and Sanctions if required.

Staff also have regular professional development in terms of classroom behaviour management, and this is calendared throughout the academic year. The Pastoral team conduct regular drop ins to ensure consistency and support is accessible to all staff.

Pastoral staff meet regularly to discuss developmental needs and attend courses that further enhance their practice.

Staff also have the opportunity to access our weekly “pastoral drop-in sessions” with our Pastoral Manager to discuss particular students and how we can further support them but also to clarify any areas they feel they need to.

## Power to Restrain Students

Under certain circumstances teachers are allowed to use reasonable force to control or restrain students.

Teachers should:

- only use **reasonable force** in very specific circumstances
- exercise **caution in the use of force**
- make **accurate records** of incidents when force is used.

## Teachers' Duty of Care

The teacher has a duty of care to exercise disciplinary control. Specifically, this includes:

- the maintenance of good order and discipline among the students
- the safeguarding of students' health and safety.

These are duties required to ensure the efficient conduct of the education process and also to protect students against causing harm to themselves and to other students. If one student causes injury to another, the teacher may bear a responsibility if it can be shown that the injury occurred as the result of the teacher's failure to maintain order

Teachers have a discretionary power to use force. However, failure to take action (including failure to use reasonable force) could in some circumstances be argued as being a breach of the duty of care towards students.

A very great deal will depend upon the circumstances of the incident. Teachers cannot reasonably be expected to foresee every incident nor, of course, to be everywhere on the school premises at the same time. A teacher is not under a duty to run the risk of personal injury by, for example, breaking up a fight, unless this can be done without the likelihood of harm to the teacher. However, if an injured student was involved in misbehaviour, issues of contributory negligence may arise.

## Restrictive Interventions including Reasonable Force:

Restrictive Interventions is a term we use to describe any means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. It is used as an umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways. This includes the use of seclusion – a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

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The guidance is clear that any restrictive intervention must be:

- Proportionate to the risk
- Reasonable in the circumstances
- Necessary to prevent harm
- Time limited
- The least intrusive option available

Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the principal, may use such force as is reasonable. This is otherwise known as “reasonable force”.

Put simply, reasonable force means using **no more force than is needed**, for the **shortest possible time**, to **prevent immediate harm**. It may be used only to prevent a child from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

This policy is in line with the updated guidance on “Restrictive interventions including use of reasonable force in schools.” Which was published by the DfE in December 2025 and becomes statutory guidance from April 2026.

[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

The purpose of any intervention is always to protect, not to punish or control.

The updated guidance places a strong emphasis on prevention, de-escalation and safeguarding. Reasonable force should always be used as a last resort when all other methods have been unsuccessful.

Staff are trained and therefore, expected to use calm, skilled and respectful approaches to manage behaviour wherever possible. This includes using:

- Clear communication
- De-escalation techniques
- Emotional regulation strategies
- Space and time
- Support from other adults
- Trauma informed responses

Staff must never use force to:

- Enforce compliance
- Manage behaviour that is not a safety risk
- Punish or humiliate

- Compel a child to do something they are refusing unless safety is at risk
- Control can either involve:

- Passive measures, such as blocking a pupil's path
- Actual physical contact, such as taking a student by the arm out of a classroom.

Situations where reasonable force might be justified include:

- violent behaviour by a student, e.g. fighting or attacking a member of staff or another student
- acts of vandalism
- behaviour by a student, e.g. rough play, the misuse of objects or running in the corridors which is likely to cause personal injury or damage to property.
- An incident which seriously disrupts a lesson or other school event.

## Restrictive Interventions for children with SEND

The updated guidance highlights the importance of recognising vulnerability and additional needs. Children with special educational needs, disabilities, experiences of trauma or emotional distress may statistically be more likely to experience restrictive interventions. In addition, interventions such as placing a child in seclusion can be particularly humiliating and isolating for a child with SEND who may already experience increased social isolation.

HWGA staff therefore take extra care to:

- Avoid the use of restrictive interventions for all students but particularly those with SEND. Rather, they will prioritise non-restrictive techniques such as those listed above.
- Understand a child's triggers
- Use personalised behaviour and support plans in collaboration with parents/carers
- Avoid repeated or prolonged restraint
- Consider the emotional impact on the child

Following any use of reasonable force or restrictive intervention, it is vital that a **Reasonable Force record is completed by the staff member and handed to – and discussed with – the DSL.**

**These forms can be found here:**

These forms enable the staff member and members of SLT to analyse the incident and the context to ensure restrictive interventions (RI) are used appropriately and in line with the DfE guidance and this policy.

In summary:

- The incident must be recorded clearly and factually including details of witnesses (and whether they may need further support)
- Contact made with parents/carers – how they were informed and their response (Please note: Parents or carers must be informed as soon as reasonably possible)
- The child's views and wellbeing must be considered – as well as any follow up safeguarding or pastoral support that needs to be put in place such as restorative meetings taking place between the staff member and child where necessary.
- A review must take place to understand what led to the incident and how it can be avoided in future

We understand that restrictive interventions carry safeguarding risks. They can be frightening, distressing and physically or emotionally harmful if not handled properly.

This school is therefore committed to:

- Reducing the need for physical intervention
- Using relationship-based and trauma-aware approaches
- Protecting the dignity, rights and safety of every child
- Learning from every incident to improve practice

## Use of reasonable force and searching

The law distinguishes from corporal punishment any action by a teacher which averts the danger of a pupil causing personal injury or damage to property. Reasonable force may also be used in exercising the statutory power, introduced by the Violent Crime Reduction Act 2006, to search students without their consent for weapons. However, in situations where resistance is expected, the Academy reserves the right to call the police instead.

## Power to Search Students - Banned Items

The principal and authorised staff have the general power to use reasonable force to search, without consent, students if they suspect them to be carrying prohibited items. These include:

- knives and weapons
- alcohol
- illegal drugs
- legal highs
- stolen items
- tobacco/e-cigarettes
- vapes
- fireworks
- pornographic images
- any article likely to be used to commit an offence, cause personal injury or damage to • property.

o Any students found with drugs or weapons: As per the new WMP guidelines, SIPOs will now be able to deal with drug and weapons crime directly.

o as such, any student bringing a knife or other weapon into school will need to be arrested. A 999 call will be made. If there is no threat, it may be downgraded. Staff member who found the weapon will provide a statement. Academy staff can seize any prohibited item found as a result of a search.

An electronic detection wand will be used to search a student, or students suspected of carrying a weapon or knife. An electronic search will only be deemed necessary based on intelligence received. A dated record will be kept of all searches carried out.

**Policy signed off by:** Chair of Governors

**Review date:** Summer term 2026

**Person Responsible:** Mrs L Bindley – Deputy Headteacher