



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Educational excellence for our City

Behaviour Policy	
Responsible Board/Committee	Academy Trust and Foundation Board
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Policy Owner	Education
Statutory	No
Publish Online	No
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Last Review Date	
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	September 2026
Version	1

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Make reasonable adjustments for students with disabilities to ensure they can fully participate in academy life and are not disadvantaged by our behaviour management approaches, recognising our legal duty under the Equality Act 2010 to consider each student's individual needs when applying sanctions and to avoid discriminating against students whose behaviour may be linked to their disability, special educational needs, or mental health needs

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in academy's: advice for headteachers and academy staff](#)
- [Searching, screening and confiscation: advice for academy's](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained academy's, academies and student referral units in England, including student movement](#)
- [Restrictive interventions, including the use of reasonable force, in academy's](#)
- [Supporting students with medical conditions at academy](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent Academy Standards\) Regulations 2014](#); paragraph 7 outlines a academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy, and paragraph 10 requires the academy to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Definitions

Misconduct 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
- Use of mobile phone on the academy site

Serious Misconduct is defined as:

- Repeated breaches of the academy rules
- Online abuse, including but not limited to cyberbullying, online sexual harassment, sharing of nude or semi-nude images, harmful sexual behaviour online, and abusive behaviour via social media, messaging apps or gaming platforms
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - 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 student)
- Behaviour outside of academy that:
 - Involves bullying, harassment, or abuse (including online) of members of the academy community
 - Could have repercussions for the orderly running of the academy
 - Poses a threat to another student or member of staff
 - Could adversely affect the reputation of the academy

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our Academy's approach to preventing and addressing bullying are set out in our [anti-bullying policy](#).

5. Academy behaviour curriculum

Our vision is to create a safe, respectful and inclusive community where every member feels valued and supported. Through our four pillars of High Expectations, Equal Access, Appropriate Support and Positive Outcomes, we aim to establish a culture where every student is empowered to belong, achieve and thrive, both within the Academy and beyond.



fig 1. HWGA The Four Pillars: A Strong Foundation for Positive Behaviour

Our behaviour curriculum is underpinned by SPARK, our shared framework of values that defines the habits and attitudes we expect from every student. SPARK – *Start on time, Prepare, Aim high through HPL, Respect, and Keep striving for excellence* – provides a clear and consistent language for behaviour across the academy. These principles are brought to life through our daily routines and expectations, known as “SPARK success.” This is how we explicitly teach, model and reinforce the rituals that ensure students arrive ready to learn, engage positively, and contribute to a respectful and supportive community. Through “SPARK success,” we build consistency, foster high standards, and create a culture where every student can succeed.

Where appropriate and reasonable, adjustments may be made to routines within the behaviour curriculum to ensure all students can meet behavioural expectations.

SPARK Success - For Students

Belong - Achieve - Thrive



SPARK

START STRONG	PREPARED	AIM HIGH WITH HPL	RESPECT	KEEP STRIVING
 • Arrive on time & ready to learn • Be punctual to every lesson. • Begin tasks straight away. • Be calm and communicate appropriately with your peers & staff.	 • Be ready & prepared ✓ Book open ✓ Pen out ✓ Ipad charged and flat on the desk • Complete your home learning on time.	 • Challenge yourself to do your best. • Think critically and creatively. • Embrace mistakes as opportunities to learn. • Show your development towards the VAAs	 • Be respectful, considerate and inclusive. • Listen to others and value their opinions. • Support and encourage each other. • Take pride in our school community.	 • Always give your best effort. • Set ambitious goals and work towards them. • Reflect on feedback and improve. • Celebrate progress and achievements.

Every day. Every lesson. Every choice. Together, we **SPARK** success!

Fig 2. SPARK Success – For Students Poster

SPARK Success - For Teaching Staff

Belong - Achieve - Thrive



SPARK

START STRONG	PREPARE & PROMOTE HIGH EXPECTATIONS	AIM HIGH WITH HPL	RESPECTFUL RELATIONSHIPS	KEEP CONSISTENT & ACCOUNTABLE
• Be punctual and ready to welcome students. • Ensure a calm, orderly start and finish to every lesson. • Establish and maintain consistent classroom routines.	• Deliver well-planned, engaging lessons that meet the needs of all learners. • Maintain high expectations for punctuality, uniform, equipment, conduct and effort. • Provide regular feedback to support student progress.	• Deliver high-quality teaching, rooted in HPL that inspires excellence. • Model and reinforce expected behaviours and routines. • Promote a calm, purposeful learning environment through the academy's values and Code of Conduct.	• Model professionalism and respect at all times. • Build positive relationships with students, parents/carers and colleagues. • Use rewards and sanctions fairly, consistently and appropriately. • Address concerns early to prevent escalation.	• Take responsibility for standards of behaviour in lessons. • Follow academy behaviour systems and routines consistently. • Record positive behaviours and incidents as required. • Uphold HWGA expectations and maintain professional conduct at all times.

Every day. Every lesson. Every choice. Together, we **SPARK** success!

Fig 3. SPARK Success – For Teaching Staff Poster

6. Roles and responsibilities

6.1 SPARK Expectation for Students

S – Start on time

- Arrive punctually to every lesson, ready to learn

P – Prepare

- Bring the correct equipment and wear full academy uniform with pride
- Have your pen out, book open and IPAD/Chromebook laid flat on the table at the beginning of every lesson

A – Aim high through HPL

- Engage fully in lessons and make it possible for all students to learn
- Challenge yourself to think deeply and take responsibility for your learning
- Demonstrate resilience when work is difficult and persevere to improve
- Contribute thoughtfully to discussions and learning activities

R – Respect our sisterhood

- Behave in an orderly, self-controlled way
- Show respect to staff, peers, and the academy environment
- Make all members of the community feel welcome, valued, and included
- Speak out appropriately if something is wrong or if someone needs support
- Celebrate diversity and promote a positive, inclusive culture

K – Keep striving for excellence

- Follow routines and move sensibly around the academy
- Accept sanctions when given and reflect on actions
- Strive for academic success by believing in your limitless potential
- Take pride in your work and always aim to improve
- Maintain high standards of behaviour both in and out of academy, including online

6.2 SPARK Expectations for Parents and Carers

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

S – Support our standards

- Support your child in adhering to the academy's behaviour policy
- Work in partnership with the academy to uphold expectations

P – Partner with the academy

- Discuss any behavioural concerns with staff at the appropriate time
- Raise any concerns about behaviour management directly with the academy while continuing to collaborate positively

A – Act on changes

- Engage proactively to support your child's progress
- Inform the academy of any changes in circumstances that may affect your child's behaviour or wellbeing

R – Reinforce our community

- Take part in the life and culture of the academy
- Promote positive relationships that reflect our academy values

K – Keep engaged

- Take part in pastoral processes following misconduct, including attending reviews or behaviour support meetings
- Maintain ongoing involvement in supporting your child's development

6.3 SPARK Expectations for Teaching Staff

S – Strong starts to lessons and routines with precision

- Arrive at all lessons on time and, where possible, before the class
- Be visible at the classroom doorway to ensure an orderly entry and exit
- Ensure lessons begin promptly with clear routines in place

P – Prepare high-quality teaching and uphold expectations

- Plan lessons thoroughly using a variety of teaching and learning strategies to engage, motivate and challenge all students
- Ensure work is appropriate to students' needs, with suitable challenge to promote positive behaviour
- Check and enforce basic expectations each lesson, including punctuality, uniform, equipment, and conduct
- Mark work regularly and provide meaningful feedback to support progress

A – Aim high through HPL with excellent teaching and modelling

- Deliver high-quality teaching that inspires students to think deeply and strive for excellence
- Create engaging lessons that prevent disengagement and promote positive behaviour
- Teach, model and regularly reinforce expected behaviours and routines
- Refer to the Code of Conduct and core values to sustain a calm, purposeful learning environment

R – Build respectful relationships and a positive classroom culture

- Model the respectful, professional behaviour always expected of students
- Build and maintain positive working relationships with students both in and beyond lessons
- Communicate effectively with parents/carers, including sharing positive praise and addressing concerns
- Attend parents' evenings and contribute positively to the wider academy community
- Use fair, consistent and appropriate rewards and sanctions
- Take early action to resolve issues and prevent escalation

K – Keep striving for excellence through consistency and accountability

- Take responsibility for maintaining high standards of behaviour in your classroom, using additional support where necessary
- Follow academy systems consistently, including the Standards flowchart where disruption occurs
- Record both positive behaviours and incidents of misconduct on the academy system

- Adhere to whole-academy routines, including the HWGA framework, ensuring consistency across all classrooms
- Maintain high expectations of conduct and professionalism at all times, including during passive supervision

6.4 SPARK Expectations for Teaching Assistants and Support Staff

S – Support positive routines and behaviour

- Assist in maintaining a calm, positive and well-managed learning environment
- Reinforce established routines and expectations consistently

P – Promote readiness and engagement

- Support students in being prepared for learning and ready to participate
- Encourage positive conduct within lessons and around the academy

A – Act on concerns appropriately

- Identify and respond to behaviour that may impact learning or wellbeing
- Refer students whose misconduct gives cause for concern to their Pastoral Manager and/or SENCo, where appropriate

R – Reinforce respectful relationships

- Model respectful, professional behaviour always
- Support students in developing positive relationships with peers and staff

K – Keep standards consistent

- Uphold academy expectations consistently across all settings
- Work collaboratively with teaching and pastoral staff to maintain high standards of behaviour

6.5 SPARK Expectations for Form Tutors

S – Start routines positively

- Maintain a positive, well-managed environment during tutor time and assemblies
- Set clear expectations from the start of each session

P – Promote consistency and expectations

- Use rewards and sanctions in line with the Academy's behaviour policy
- Ensure consistency in upholding behaviour standards

A – Act on information and concerns

- Record events of misconduct and positive behaviour on the academy's behaviour system
- Liaise with staff and Pastoral Managers regarding concerns about individual students

R – Build relationships with students and families

- Contact parents/carers with positive praise and when there are concerns about behaviour
- Develop strong, supportive relationships with students and their families

K – Keep track and intervene early

- Monitor students' behaviour closely and place students on Form Tutor report when thresholds are met
- Check reports daily and follow up as required
- Maintain regular communication with parents/carers via email and/or telephone

6.6 SPARK Expectations for Pastoral Managers

S – Set and sustain high standards

- Monitor the conduct of students across the year group
- Oversee the welfare, behaviour and discipline of all students
- Lead form tutors in establishing and maintaining high standards of uniform, punctuality and attendance

P – Promote positive relationships and communication

- Contact parents/carers with positive praise and when there are concerns about behaviour
- Arrange and lead parental meetings where required
- Liaise effectively with staff, form tutors and senior leaders regarding student conduct

A – Act on concerns and provide support

- Respond to and investigate serious incidents of poor behaviour
- Work with SLT to determine and implement appropriate sanctions
- Facilitate referrals to internal support (e.g. counselling) and external agencies where appropriate
- Use behaviour management strategies in line with academy policy

R – Reinforce a respectful and inclusive culture

- Encourage high standards of conduct through consistent implementation of the behaviour policy
- Contribute to a purposeful learning environment where students interact positively and work cooperatively
- Ensure student voice is heard through Academy Council and feedback mechanisms, responding constructively

K – Keep systems consistent and celebrate success

- Record, track and monitor behaviour trends and interventions across the year group
- Promote and implement an effective rewards system within the cohort
- Praise students regularly and recognise positive behaviour
- Contribute to the assembly programme, including leading assemblies and involving staff and external speakers

6.7 SPARK Expectations for Directors

S – Set the standard within your area

- Lead by example in establishing high expectations for behaviour, teaching, and learning within your subject or area of responsibility
- Ensure consistency in routines, expectations and implementation of whole-academy policies across your department
- Monitor standards and support colleagues in maintaining a calm, purposeful learning environment

P – Promote high-quality curriculum and practice

- Design and develop an ambitious curriculum that supports all students to succeed

- Ensure teaching across the team is well-planned, engaging and appropriately challenging
- Support staff in embedding consistent expectations around behaviour, routines, and readiness for learning

A – Aim high through strategic leadership

- Drive high standards of academic achievement through a focus on excellent teaching and learning
- Use data, monitoring and evaluation to identify areas for improvement and act decisively
- Support students to achieve their full potential within your subject or provision area
- Develop opportunities that build students' cultural capital and broaden their experiences

R – Reinforce a culture of collaboration and respect

- Build strong, professional relationships within your team and across the academy
- Support and develop staff through coaching, feedback, and professional development
- Promote an inclusive culture where all students feel valued and supported within your curriculum area
- Work collaboratively with pastoral and support teams to address student needs

K – Keep improving and ensure consistency

- Maintain consistent implementation of policies, including behaviour systems, across your area
- Monitor teaching, learning and behaviour regularly, ensuring accountability and follow-through
- Drive continuous improvement through reflection, innovation and sharing of best practice
- Ensure all staff deliver a consistent, high-quality experience for every student

6.8 SPARK Expectations for the Pastoral Care Manager

S – Set and support high pastoral standards

- Lead and support Pastoral Managers in maintaining high standards of behaviour, attendance and wellbeing across year groups
- Ensure a consistent, calm and well-managed environment across all pastoral areas
- Monitor the quality of pastoral provision and day-to-day practice

P – Promote consistency and effective systems

- Ensure pastoral systems, routines and expectations are applied consistently across all year groups
- Support Pastoral Managers in implementing the behaviour policy effectively
- Provide guidance and clarity to pastoral teams to strengthen practice and consistency

A – Act on data and emerging needs

- Analyse behaviour, attendance and pastoral data to identify trends and respond proactively

- Support targeted interventions for students who require additional support
- Ensure appropriate referrals are made and followed up, including safeguarding, SEND and external agencies

R – Reinforce relationships and team development

- Line manage and develop Pastoral Managers through coaching, support and regular review
- Foster strong communication between pastoral, teaching staff and senior leaders
- Promote a culture of respect, inclusion and strong relationships across the academy community

K – Keep improving and ensuring accountability

- Monitor the impact of pastoral strategies and interventions across the academy
- Hold pastoral teams accountable for maintaining high standards and consistent practice
- Drive continuous improvement through evaluation, reflection and sharing of effective practice
- Ensure record keeping, communication and follow-up actions are timely and effective

6.9 SPARK Expectations for Deputy Headteacher (Pastoral)

S – Set and sustain a positive behaviour culture

- Ensure the academy environment consistently promotes positive behaviour
- Lead on establishing a calm, orderly and purposeful culture across the academy
- Work with pastoral teams to maintain high standards of conduct and wellbeing

P – Promote effective systems and staff understanding

- Ensure all staff understand behaviour expectations and their role in maintaining them
- Support consistent implementation of the behaviour policy across all groups of students
- Provide guidance and clarity around behaviour systems and procedures

A – Act on behaviour data and emerging needs

- Monitor behaviour data regularly to identify trends and areas for improvement
- Ensure no group of students is disproportionately impacted by behaviour systems
- Oversee targeted interventions and support for students, including those with SEND or mental health needs

R – Reinforce consistency and staff capability

- Ensure staff deal effectively and consistently with misconduct
- Provide and coordinate appropriate training in behaviour management, including SEND and mental health awareness
- Work closely with safeguarding teams to ensure behaviour systems balance support and sanction

K – Keep improving through evaluation and support

- Regularly review the impact of pastoral strategies and behaviour systems
- Support staff and leaders to improve practice through coaching and development
- Ensure alignment between behaviour, safeguarding and wellbeing provision

6.10 SPARK Expectations for the Headteacher

S – Set the strategic direction and culture

- Ensure the academy environment always encourages positive behaviour
- Provide clear leadership on expectations, values and standards

P – Provide clear policy and governance oversight

- Approve the behaviour policy
- Review the policy in conjunction with the Governing Body
- Give due consideration to the academy's behaviour curriculum

A – Assure effective implementation and impact

- Monitor that the behaviour policy is implemented consistently by all staff and across all student groups
- Ensure staff deal effectively with misconduct

R – Reinforce expectations and professional understanding

- Ensure all staff understand behavioural expectations and the importance of maintaining them
- Ensure the behaviour policy is aligned with safeguarding systems to provide both support and appropriate sanctions

K – Keep reviewing and improving practice

- Ensure behaviour data is reviewed regularly to monitor impact and fairness
- Provide access to appropriate training so staff can fulfil their responsibilities effectively
- Maintain oversight to ensure continuous improvement in behaviour standards across the academy

6.11. SPARK Expectations for the Governing Body

S – Set the strategic framework for behaviour

- Review and approve the written statement of behaviour principles
- Ensure the academy's vision for behaviour is clear, appropriate and aligned with its values

P – Provide oversight and challenge

- Review the behaviour policy in conjunction with the Headteacher
- Ensure the policy reflects statutory requirements and best practice

A – Assure effectiveness and impact

- Monitor the effectiveness of the behaviour policy over time
- Seek assurance that behaviour systems support all students fairly and effectively

R – Reinforce accountability

- Hold the Headteacher to account for the implementation of the behaviour policy
- Ensure that leadership actions promote a positive, consistent behaviour culture

K – Keep under review

- Regularly review behaviour principles and policy to ensure they remain fit for purpose
- Support continuous improvement in behaviour standards through strategic governance

7. Responding to behaviour

At HWGA, behaviour is understood as part of the wider learning and development of each student. Our approach is underpinned by the SPARK framework and is balanced with a strong commitment to inclusive practice, ensuring that all students are supported to succeed.

7.1 SPARK and Inclusive Practice

SPARK provides a clear, consistent structure for behaviour expectations across the academy. These expectations are explicitly taught, modelled and reinforced through daily routines ("SPARK Success"), ensuring all students understand what is expected of them.

We recognise that behaviour is closely linked to inclusion, wellbeing and individual need. Therefore, while expectations remain high for all, our responses are adaptive and proportionate, particularly for students with SEND, SEMH needs, or other vulnerabilities. Adjustments may include adapted routines, targeted support, additional adult guidance or external agency involvement. Exclusion is used only as a last resort, where all reasonable support and intervention strategies have been exhausted.

7.2 Preventative and Restorative Approaches

Our approach prioritises prevention, early intervention and relationship-building. Staff are expected to:

- Teach and reinforce positive behaviours through clear routines and modelling
- Identify early signs of disengagement or dysregulation and intervene promptly
- Use de-escalation strategies to maintain a calm learning environment

Where behaviour falls below expectations, we use restorative practices alongside sanctions. This includes:

- Facilitating reflection on behaviour and its impact
- Repairing relationships between students and staff
- Supporting reintegration into lessons and the wider academy community

This ensures that behaviour responses do not only address the incident but also support long-term behavioural development.

7.3 Consistency and staff training

Consistency is essential to the success of the behaviour policy. All staff are expected to apply SPARK expectations and behaviour systems fairly, calmly and consistently.

To support this:

- Staff receive regular training in our behaviour curriculum, including strategies to support SEND and SEMH needs

- New and temporary staff are inducted into the academy's behaviour systems and expectations
- Leaders provide ongoing coaching and guidance to ensure high-quality implementation across the academy

7.4 Student voice and engagement

We value the role of students in shaping our behaviour culture. Student voice is gathered through:

- Academy Councils
- Student surveys
- Informal feedback and daily interactions

This feedback helps to ensure that expectations are understood, meaningful and reflective of our academy community. It also supports a culture where students feel heard, respected and that they belong.

7.5 Monitoring, data and review

Behaviour is monitored closely to ensure fairness, consistency and effectiveness.

Leaders and governors regularly review:

- Behaviour incidents and patterns
- Use of rewards and sanctions
- Trends across groups of students

This allows the academy to identify any disproportionate impact and adapt practice accordingly. Behaviour systems are continuously reviewed to ensure they remain equitable, effective and aligned with best practice.

7.6 Link to safeguarding

Behaviour and safeguarding are closely linked. Changes in behaviour, including patterns of withdrawal, aggression or peer conflict, may indicate underlying safeguarding concerns.

Staff are trained to:

- Recognise when behaviour may be a sign of risk or vulnerability
- Follow safeguarding procedures promptly where concerns arise (see fig. 4)
- Work collaboratively with pastoral, safeguarding and external teams to support students

This ensures that all students receive both appropriate challenge and appropriate support, in line with their individual needs.

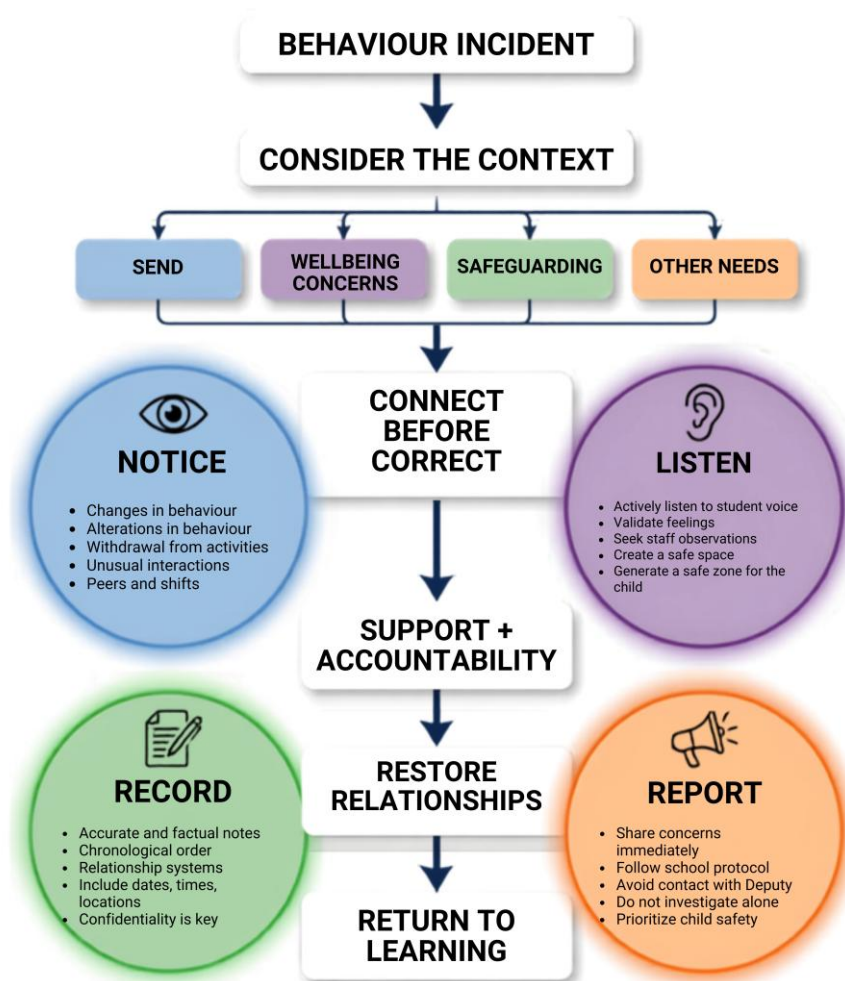


Fig 4. Behaviour & Safeguarding Graphic

8. Responding to positive behaviour

Our SPARK Positive Behaviour Principles:

At the heart of SPARK is the belief that positive behaviour should be recognised, reinforced and celebrated. The academy actively seeks opportunities to acknowledge students' achievements, effort and positive conduct, both within and beyond the classroom. Positive reinforcement is a key driver in promoting engagement, motivation and personal development.

Students are routinely recognised for demonstrating SPARK through everyday behaviours, including:

- Starting on time with strong attendance and punctuality

- Preparing well by completing homework and being ready to learn
- Meeting expectations through positive conduct and engagement

Students are also acknowledged when their behaviour reflects our SPARK values by:

- Aiming high and showing commitment to their learning
- Respecting our sisterhood by supporting others and contributing positively to the academy community
- Keeping standards high by representing themselves and the academy with pride
- Demonstrating kindness through thoughtful, inclusive actions

Recognition is delivered through a wide range of approaches to ensure all students feel valued and encouraged. These include:

- Verbal praise and written feedback
- Positive emails, phone calls and postcards sent home
- Public recognition in assemblies and pastoral settings
- Use of the academy's reporting system to record positive achievements

8.1 Positive Praise Points

Our SPARK Positive Praise Points system underpins this recognition. Students earn positive points for demonstrating SPARK behaviours, which contribute towards a structured rewards and tariff system. This includes:

- House points and positive behaviour points
- Certificates and badges (Bronze, Silver, Gold and Platinum)
- Rewards and prizes, including those determined through student voice
- Attendance awards (half-termly and annually) for excellent attendance and punctuality
- Subject and Pastoral Manager awards, alongside the Headteacher's Award
- Departmental recognition, including postcards home and subject prizes
- Weekly recognition, including pastoral boards and assemblies
- Daily recognition, such as "You've been spotted" praise cards
- Treats & Triumphs with the Headteacher to celebrate exceptional students
- Opportunities for Post 16 students to be recognised for academic success, effort, enrichment and voluntary contribution

Through consistent, meaningful recognition, we create a culture where students are motivated to live SPARK every day, take pride in their achievements, and contribute positively to our academy community.

9. Responding to Misconduct – Negative Behaviour Principles

SPARK values are displayed in every classroom so that expectations are clear, visible and consistently reinforced. Classroom conduct flowcharts are also displayed, outlining how misconduct will be addressed in a structured, fair and predictable way.

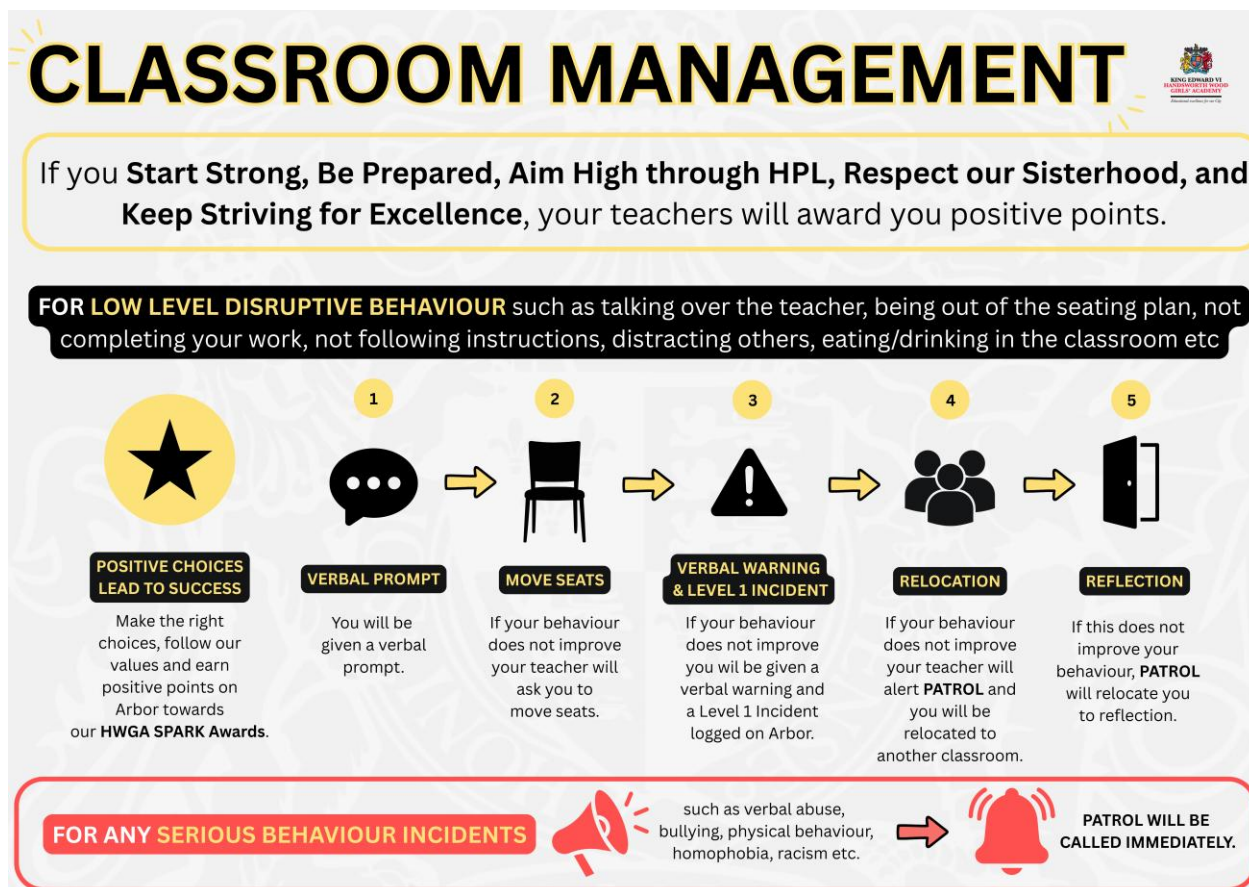


Fig 5. Classroom Management Poster

When a student's behaviour falls below our SPARK expectations, staff respond promptly to restore a calm, safe and purposeful environment, and to support the student in returning to positive behaviours.

Our approach reflects the principles of SPARK:

- Start and sustain routines through clear, consistent expectations
- Prepare students for success by reinforcing boundaries and structure
- Aim high by addressing behaviour in a way that supports learning and progress
- Respect our sisterhood by maintaining dignity, fairness and strong relationships
- Keep striving for excellence by supporting students to reflect, improve and succeed

Staff challenge behaviour consistently so that students understand that expectations are non-negotiable, while responses remain fair, proportionate and supportive.

9.1 Consistency, fairness and inclusion

All students are treated equitably, with staff taking into account individual circumstances, including SEND, SEMH needs, vulnerabilities and protected characteristics. While expectations are consistent, responses may be reasonably adjusted to ensure all students can meet them successfully.

When addressing misconduct, staff will:

- Apply sanctions consistently in line with academy systems
- Consider contributing factors to behaviour
- Balance sanctions with appropriate support and intervention
- Liaise with pastoral, SEND or safeguarding teams where appropriate

This ensures that behaviour management is both firm and inclusive, with a clear focus on long-term improvement.

9.2 Preventative and de-escalation strategies

Staff prioritise early intervention and de-escalation to prevent situations from escalating. This may include:

- Use of calm, consistent language and agreed scripts
- Clear reminders of expectations linked to SPARK
- Strategic seating, support or redirection
- Time and space for students to regulate

All staff receive ongoing training in de-escalation techniques as part of the academy's professional development programme. This includes:

- Understanding behaviour as communication
- Recognising early signs of emotional dysregulation
- Using consistent language and non-confrontational approaches
- Strategies to reduce conflict and support self-regulation
- Adapting responses for students with SEND and SEMH needs

New and temporary staff are inducted into these approaches to ensure consistency across the academy. Where necessary, additional training is provided for staff working with students who require more specialised support.

Further guidance is available in the academy's policy on restrictive interventions where required.

9.3 Restorative practice and reflection

Where behaviour falls short, students are supported to:

- Reflect on their actions and the impact on others
- Repair relationships where appropriate
- Re-engage positively with learning

This restorative approach ensures that responses to behaviour promote learning, responsibility and personal development, not just compliance.

9.4 Sanctions and support

Where necessary, the academy may apply a range of proportionate sanctions. These are used alongside support to help students meet expectations in the future. Sanctions may include:

- A verbal reminder or reprimand linked to SPARK expectations
- Removal from the classroom or relocation within lessons
- Completion of work during break, lunchtime or after academy (detentions)
- Additional reflective or restorative tasks
- Loss of privileges
- Academy-based community service (e.g. supporting the academy environment)
- Referral to a senior member of staff
- Communication with parents/carers (phone call, email or letter)
- Behaviour reports or behaviour contracts
- Behaviour warnings and pre-suspension warnings
- Internal suspensions (use of Reflection)
- Suspension
- Permanent exclusion, in the most serious cases

HWGA Graduated Approach to Sanctions and Detentions

Level	Behaviour Type	Staff Actions	Possible Sanctions	Detention Information	Escalation
Level 0	Lack of equipment Not fully engaged in lesson Toilet use in lesson Incorrect uniform / PE kit	Verbal prompt Log on Arbor as level 0 incident Form tutor automatically notified	Arbor Incident Recorded	n/a	Log Level 1 incident on Arbor
Level 1	Late to school Eating and Drinking in prohibited areas Inappropriate use of device Interrupting class teacher or another student Late to lesson Littering Low level inappropriate language (not directed at others) Missing/Incomplete Homework Repeated Level 0 Behaviours Unkind comments towards peers Disruption within the lesson	DMO to log late incident Break time detention automatically assigned - email sent home Log as Level 1 Incident on Arbor Pastoral Manager / Form Tutor / Head of Department / Director automatically notified Use of PATROL / MISSING Generic Email notification is sent to parents Phone call on subsequent incidents Contact home MUST be made before detention set Refer to Department Leader / Director/ Pastoral Manager for repeated behaviour Restorative conversation where appropriate	Same day breaktime detention with period 2 teacher Subject Detention 15 minutes Pastoral Detention 15 minutes Consideration of Form Tutor/Pastoral report	Level 1 Detention - 15 min Subject Teacher or Pastoral Manager Breaktime or Lunchtime or After-school	Escalate to Level 2 detention
Level 2	Repeated level 1 behaviours Persistent refusal to work Refusal to comply with seating plan Repeated breaches of the schools uniform expectations Inappropriate language / gesture directed towards others Persistent disruption of teaching Sharing the same toilet cubicle Social media - leading to disruption in school Truancy from lesson Verbal altercation Missed Level 1 detention Use of mobile phone in and out of lesson	Verbal prompt Log on Arbor as level 2 incident Pastoral Manager / Form Tutor / Head of Department / Director automatically notified Use of PATROL / MISSING (where necessary) Email home on first incident Phone call on subsequent incidents Contact home MUST be made before detention set Refer to Department Leader / Director/ Pastoral Manager for repeated behaviour Restorative conversation where appropriate Confiscate mobile phone, Log Behaviour Type - generic email sent home, hand deliver phone to reception.	30 minute subject detention 30 minute pastoral detention (for out of classroom behaviours) Subject/Department report Relocation to another classroom Consideration of subject/pastoral report Parental communication 30 min detention	Level 2 detention - 30 min Subject Teacher or Pastoral Manager Breaktime or Lunchtime or After-school 30 min detention	Escalate to Level 3 detention Refusal to hand over phone - log Level 3 behaviour
Level 3	Repeated level 2 behaviours Bringing the school in to disrepute Refusal of Department Relocation Refusal to attend detentions Refusal to hand over mobile phone Verbal abuse/threatening behaviour towards a member of staff Multiple truancy Refusal to remove piercing Verbal abuse/threatening behaviour towards another student Missed Level 2 detention	Log on Arbor as level 3 incident Pastoral Manager / Form Tutor / Head of Department / Director automatically notified Use of PATROL / MISSING Phone call home Contact home MUST be made before detention set Refer to Department Leader / Director/ Pastoral Manager for repeated behaviour Restorative conversation where appropriate	Multiple Pastoral Detentions - Lunchtime 30 mins SLT Detention - 45 mins Refer to Pastoral Manager, Miss Dingwall/Mrs Bindley	Level 3 Detention - Multiple Pastoral or SLT detention	Escalate to Miss Dingwall/Mrs Bindley Use of Reflection
Level 4	Repeated level 3 behaviours Deliberate false allegations against staff or students Drug or alcohol related incident Inappropriate sexual behaviour / harmful sexual violence Physical abuse/threatening behaviour towards a member of staff Physical abuse/threatening behaviour towards another student Serious misuse of technology including sharing harmful or inappropriate content	Log on Arbor as Level 4 incident Pastoral Manager / Form Tutor / Head of Department / Director automatically notified Use of PATROL / MISSING Phone call home Contact home MUST be made before detention set Refer to Department Leader / Director/ Pastoral Manager for repeated behaviour Restorative conversation where appropriate	May result in: Leadership Detention Reflection Room Behaviour Contract Pre-suspension warning Fixed Term Suspension Use of Alternative provision Off Site Direction Permanent Exclusion	n/a	

Fig 6. HWGA Sanctions and Detentions

HWGA - Warnings and Suspensions A Graduated Approach

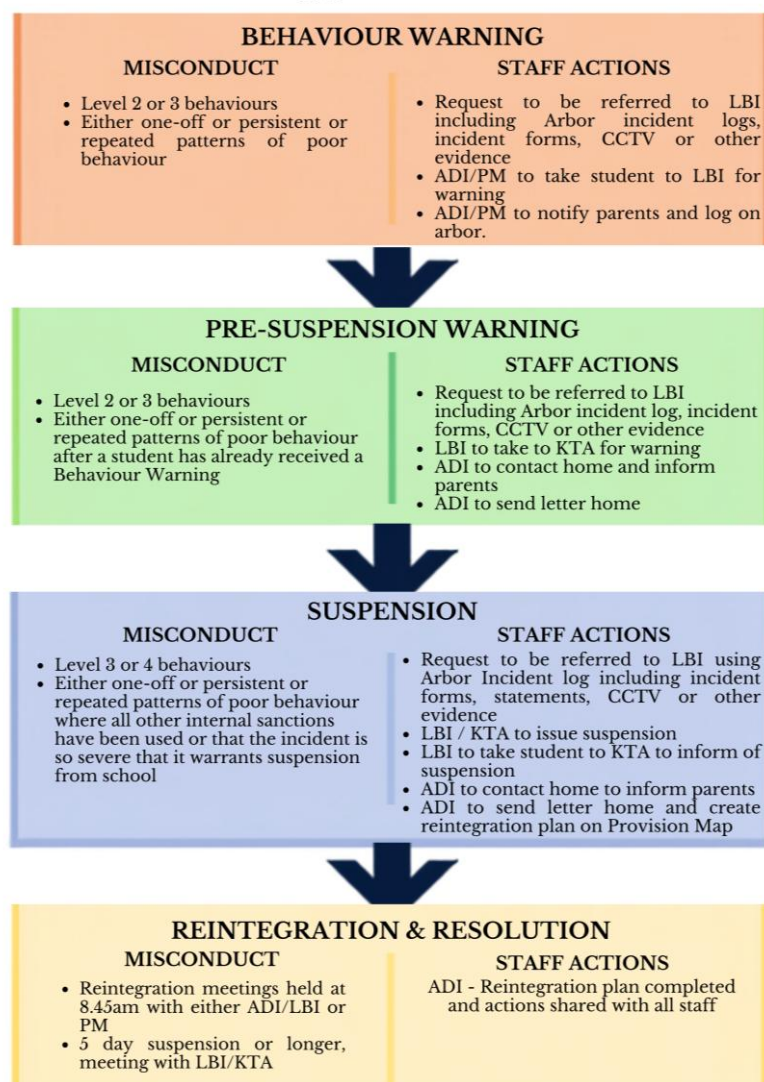


Fig 7. HWGA Warnings and Suspensions

Decisions are made case-by-case, taking into account individual circumstances, special educational needs, safeguarding needs, and ensuring fairness and proportionality.

9.5 Partnership, safeguarding and accountability

Behaviour responses are closely linked to safeguarding. Patterns of behaviour may indicate underlying needs or risks, and staff will act accordingly, following safeguarding procedures.

The academy works in partnership with families, ensuring that communication is timely, supportive and solution focused.

All behaviour incidents and responses are recorded and monitored using Arbor. This enables leaders to:

- Review patterns and trends
- Ensure consistency across the academy
- Identify where further support or intervention is required
- Ensure no group of students is disproportionately affected

Through this structured, inclusive and consistent approach, we ensure that students are supported to learn from mistakes, restore relationships and continue to thrive within the SPARK framework.

10. Mental health

The academy's Mental Health Lead is Emma Jones.

In line with our commitment to inclusive practice, we recognise that behaviour may be influenced by a range of underlying factors. Where mental health or wellbeing needs are identified as contributing to behaviour, these will be carefully considered as part of a holistic assessment and support process, informing all decision-making.

Support is tailored to the individual and may include:

- Targeted mentoring or pastoral support
- Referral to the academy's counselling provision
- Adjustments to routines or expectations where appropriate
- Signposting or referral to external mental health and counselling services

Through early intervention and personalised support, we aim to ensure that all students are able to re-engage positively, feel supported, and succeed within the SPARK framework.

11. Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a student. It describes both physical and non-physical actions aimed to restrain students in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

11.1 Power to use reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain students, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a student from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among students, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a student in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the student is on the ground. If a student is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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

11.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a student confined to a place away from others and prevents them from leaving, for the safety of that student and/or others.

We only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The student will be secluded in a safe place that does not feel threatening or intimidating to them [e.g. wellbeing room, staff office, The Hub, Reflection room]
- The student will be supervised at all times, by at least 1 member of staff.
 - As soon as the immediate risk of harm has reduced, the student will be allowed to leave.

11.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
 - Restraint incidents

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11.4 Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to academy discipline. These items will be returned to students after discussion with senior leaders and parent¹

11.5 Searching a student

Searches will only be carried out by senior members of staff and members of the pastoral team who have been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

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

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the student, for example on a academy trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the the Pastoral Care Manager and/or the Deputy Headteacher to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the academy rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions or desk.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

11.6 Searching students’ possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks

- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the academy rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

11.7 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the academy's safeguarding system (CPOMS).

11.8 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy has taken, including any sanctions that have been applied to their child

11.9 Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.10 Strip searches

King Edward VI Handsworth Wood Girls' Academy strongly prefers that strip searches are not conducted on our academy premises. We believe that such searches are highly

intrusive and potentially traumatic for young people, and that alternative approaches should always be pursued wherever possible.

While we acknowledge that the Department for Education's guidance '[Searching, Screening and Confiscation](#)' permits strip searches to be conducted by police officers on academy sites in exceptional circumstances where there is reasonable belief that a student is concealing something that poses an immediate risk to themselves or others, and we recognise that police officers have the legal authority under the Police and Criminal Evidence Act 1984 (PACE) to conduct these searches regardless of our policy preference, we would strongly advocate for any such search to take place at an appropriate police facility rather than on academy premises.

In any situation where police officers determine that a strip search is necessary, we will insist that full safeguarding measures are in place including the presence of an appropriate adult, immediate involvement of parents/carers, and the immediate notification of our designated safeguarding lead. Our priority remains maintaining our academy as a safe, respectful environment where students' dignity and wellbeing are protected at all times.

This position will be clearly communicated to all staff, students, parents/carers and relevant external agencies including the police and will be reviewed regularly by our governing body in consultation with our designated safeguarding lead and local safeguarding partners.

11.11 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the student's parents/carers to inform them that the police are going to strip search the student and ask them whether they would like to come into academy to act as the student's appropriate adult. If the academy can't get in touch with the parents/carers, or they aren't able to come into academy to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The student's parents/carers will always be informed by a staff member once a strip search has taken place. The academy will keep records of strip searches that have been conducted on academy premises and monitor them for any trends that emerge.

11.12 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

11.13 Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the academy will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

12. Drugs and weapons

At our academy, maintaining a safe, respectful and supportive environment is a shared responsibility. In line with our SPARK values, all students are expected to make positive choices that protect themselves and others.

Drugs are defined as substances that cause chemical or physical changes to the mind and body. Legal drugs include prescribed and over-the-counter medicines, as well as alcohol, vapes and tobacco. Illegal drugs are those classified under the Misuse of Drugs Act 1971, including Class A, B and C substances.

In line with Respecting our sisterhood and Keeping standards high, students must not bring, use, or be under the influence of drugs or alcohol on the academy site. Any student found bringing illegal drugs onto academy premises, or in possession of

substances suspected to be drugs, will be at risk of permanent exclusion. The academy will involve the police in all drug-related incidents. Parents or carers will be contacted on the same day wherever practicable, and safeguarding procedures will be followed where a student may be at risk.

Any member of staff with concerns about substance misuse must act promptly, by referring the matter to the student's Pastoral Manager and the Designated Safeguarding Lead (DSL), following safeguarding procedures.

If a student is found to be under the influence of drugs or alcohol, the academy will act quickly to protect the student and others. Parents or carers will be contacted immediately and expected to collect their child to ensure they receive immediate medical treatment. The academy may also involve Children's Services and the police and will consider permanent exclusion where appropriate.

In line with keeping the community safe and respectful, where there is concern that a student may be carrying a weapon, authorised members of staff will carry out a search in accordance with academy policy. Any such incidents will be recorded. Students found to be in possession of a weapon may face suspension or permanent exclusion, and the police and local authority may be informed.

Through SPARK, we expect all students to make choices that:

- Respect our community and keep others safe
- Prepare them for a healthy and positive future
- Reflect high standards of behaviour in academy and beyond

This approach ensures that high expectations are maintained, while safeguarding and support remain central to all decision-making.

13. Child on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students. All child-on-child abuse is unacceptable and will be taken seriously. Most cases of students hurting other students will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse [AT-FDN-Safeguarding-and-child-protection-policy-2025.pdf](#).

13.1 Harmful sexual behaviour

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. All incidents of harmful sexual behaviour will be recorded on 'CPOMs' our safeguarding management system as well as our behaviour management system 'Arbor'.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Academy [child protection and safeguarding policy](#) for more information.

In accordance DfE guidance on suspensions and permanent exclusions paragraph 26 <https://www.gov.uk/government/publications/academy-exclusion> Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to rape or assault by penetration and those that lead to a conviction or caution: "When there has been a report of sexual violence, the designated safeguarding lead will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, we will follow general safeguarding principles as found in Keeping Children Safe in Education.

Where allegations of a sexual nature are made, the academy will follow the statutory guidance set out in Part 5 of [Keeping Children Safe in Education 2025](#).

14. Malicious allegations against staff

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the student in accordance with this policy.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Academy [child protection and safeguarding policy](#) for more information on responding to allegations of abuse against staff or other students.

15. Misconduct off-site

Sanctions may be applied where a student has misbehaved off-site when representing the academy. This means misbehaviour when the student is:

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from academy
- Wearing academy uniform
- In any other way identifiable as a student of our academy

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

- Could have repercussions for the orderly running of the academy
- Poses a threat to another student
- Could adversely affect the reputation of the academy

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

16. Misconduct online

The academy can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The student is identifiable as a member of the academy

17. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Pastoral Care Manager or Deputy Headteacher will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

18. Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Academy [child protection and safeguarding policy](#) for more information.

19. Serious sanctions

Classroom teachers may issue 15-minute subject detentions for behaviour within lessons. Where there is refusal to attend or comply, this must be escalated to the relevant Head of Department/Director or SLT in line with the academy's behaviour systems. All staff members may issue 15-minute detentions for behaviour outside of the classroom; these must be recorded and referred to the appropriate pastoral manager for follow-up and oversight.

Students can be issued with detentions during break, after academy or on weekends during term time.

The academy will decide whether it is necessary to inform the student's parents/carers.

When imposing a detention, the academy will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

20. Removal from classrooms

In response to serious or persistent breaches of this policy, the academy may remove the student from the classroom for a limited time. At the academy, removal will be known as reflection.

Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 10.2 above for more detail on seclusion and its use).

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misconduct. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

The use of reflection can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by Miss Liaqat or a member of the Pastoral Team and will be removed for a set period of time. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The academy will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents/carers will be informed on the same day that their child is removed from the classroom.

The academy will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with mentors
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Student support units

- Multi-agency assessment
- Off-Site directions

Staff will record all incidents of removal from the classroom in the behaviour log on Arbor, along with details of the incident that led to the removal, and any protected characteristics of the student.

21. Suspension and permanent exclusion

The academy can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension and Permanent Exclusions policy for further information.

22. Responding to misbehaviour from students with SEND

22.1 Recognising the impact of SEND on behaviour

The academy recognises that students' behaviour may be impacted by a special educational need or disability (SEND). Students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Students who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misconduct arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. Staff will refer to the academy's Graduated Approach framework.

The Graduated Response: Assess- Plan - Do - Review

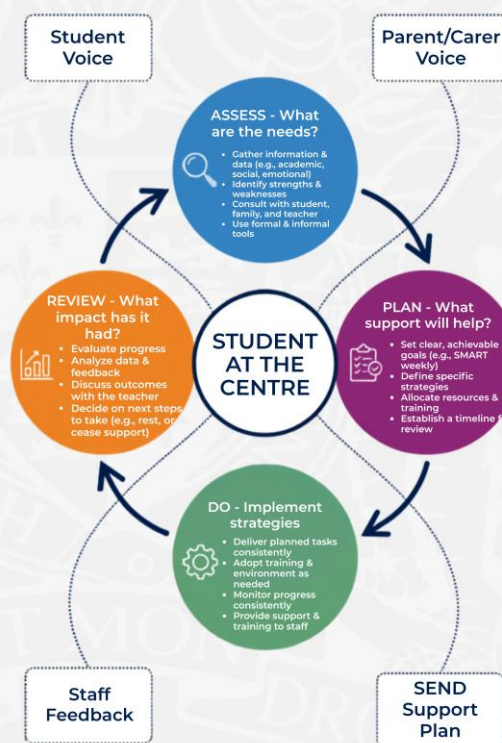
The Graduated Response is a cyclical process used to identify needs, implement support and evaluate impact.

High Expectations, Appropriate Support

At HWGA we maintain high expectations for all students. Through the Graduated Response, we ensure that support, intervention and behaviour responses are carefully matched to students' needs so that every student can Belong, Achieve and Thrive.

Examples of reasonable adjustments may include:

- Visual timetables and prompts
- Chunked instructions
- Movement or sensory breaks
- Alternative seating arrangements
- Regulation check-ins
- Additional processing time
- Modified communication approaches
- Pre-correction and rehearsal of routines
- Restorative conversations adapted to communication needs



Staff should always seek guidance from the SENCo where additional support or adjustments may be required.

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Fig 8. HWGA Graduated Approach

When dealing with misconduct from students with SEND, especially where their SEND affects their behaviour, the academy will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

- We will utilise staff who know individual students with SEND well to:
- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the student, their parents/carers and other professionals to develop prevention and de-escalation strategies. Any preventative measures will take into account the specific circumstances and requirements of the student concerned and could include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who, for example, has severe eczema
- Training for staff in understanding conditions such as autism spectrum disorder
- Use of separation spaces (The Hub) where students can regulate their emotions during a moment of sensory overload

22.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the academy will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND need

If the answer to any of these is 'yes', it may be unlawful for the academy to sanction the student for the behaviour. The academy will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

22.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

22.4 Students with an education, health and care (EHC) plan

The provisions set out in a student's EHC plan must be secured and the academy will co-operate with the local authority and other bodies. If the academy has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the academy may request an emergency review of the EHC plan.

23. Supporting students following a sanction

Following a sanction, the academy will take appropriate steps to support students in understanding how to improve their behaviour and to meet the expectations of the academy. This will include working with the Inclusion and Pastoral Care Manager to address specific behavioural concerns and provide targeted intervention to reduce the risk of repeat incidents.

Support may include reintegration meetings, pastoral check-ins, mentoring, and the use of report cards with personalised targets. Where necessary, temporary or permanent timetable adjustments may be implemented to support successful reintegration. Students may also engage in restorative conversations and mediation to reflect on their behaviour and repair relationships. Ongoing monitoring, including regular contact with pastoral staff, will be used where appropriate to support sustained improvement.

24. Student transition

24.1 Inducting incoming students

The academy will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

24.2 Preparing outgoing students for transition

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

25. Mobile phones

The academy recognises that mobile phones and other smart devices have the potential to disrupt learning, negatively affect behaviour and wellbeing, and present safeguarding risks if not used appropriately. In line with Department for Education (DfE) guidance, the academy operates a mobile phone-free approach during the academy day, except in clearly defined exceptional circumstances.

Phone-free means phones are prohibited from the beginning to the end of the academy day. This includes during lessons, the time between lessons, break and lunchtime. It means students shouldn't use phones as calculators, or for research during lessons. Any other approach should be the exception, not the rule.

25.1 Exemptions

Exemptions will be considered on a case-by-case basis for students with special educational needs, disabilities, medical conditions (e.g. diabetes monitoring), or individual circumstances (e.g. young carers, students with anxiety about being away from home).

25.2 Exceptional Circumstances

Students may be permitted to use their phones during academy trips or emergency academy closures when they need to contact parents/carers. Normal rules will apply before and after designated use periods.

25.3 Enforcement and Sanctions

If a student is found using or in possession of a mobile phone during the academy day (unless an exemption applies):

First offence: Phone confiscated and returned at end of day; parents/carers informed

Subsequent offences: Phone confiscated; parents/carers must collect from academy; further sanctions may apply in line with this behaviour policy

Staff are authorised to search students for mobile phones with the student's agreement, or when they have 'reasonable grounds' to suspect the student may have a prohibited item.

25.4 Safeguarding

The academy recognises that many children have unlimited access to the internet via mobile phone networks. This means some children, whilst at academy, sexually harass, bully, and control others via their mobile and smart technology, share indecent images and view and share pornography and other harmful content.

Students who discover something disturbing on their device should immediately report this to a member of staff or the Designated Safeguarding Lead. Their safety is our priority, and they will not be automatically punished for having their phone.

25.5 Parent/Carer Contact

Parents/carers needing to contact their child during the academy day should call the academy office on [phone number]. Office staff will ensure messages are passed to students promptly.

25.6 Staff Mobile Phone Use

Staff must model good mobile phone behaviour. Full expectations are set out in our Staff Code of Conduct.

26. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the students at the academy

- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- Our HWGA Behaviour Curriculum programme including “How we Teach Behaviour”.

Behaviour management will also form part of continuing professional development.

27. Monitoring arrangements

27.1 Monitoring and evaluating behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the academy behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Deputy Headteacher – pastoral.

The data will be analysed from a variety of perspectives including:

- At academy level
- By age/year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the academy will review its policies to tackle them.

27.2 Monitoring this policy

This behaviour policy will be reviewed by the Deputy Headteacher, Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 25.1). At each review, the policy will be approved by the Chair of Governors.

28. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone policy

- Anti-bullying policy
- SEND policy
- Inclusion policy
- Attendance policy
- Online safety policy
- Searching, screening and confiscation procedures
- Staff code of conduct
- Equality policy
- Mental health and wellbeing policy
- Drugs, alcohol and tobacco policy
- Uniform policy