



# Huxlow Academy

Ambition • Respect • Pride

Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
Kim Isaksen	Pastoral	July 2025	02 July 2025	Annual	July 2026

## Student Behaviour Policy

Policy Approver:

Local Governing Board

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### Version Control

Version Number	Date of Change	Changes Made
0.1	14.5.24	New policy
0.2	June 2025	Updated Policy

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## 1. Aims

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

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

## 2. Legislation and statutory requirements

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

- Behaviour in Schools (2022)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/110159/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/110159/Behaviour_in_schools_guidance_sept_22.pdf)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- KCSIE (2023)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118195/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/118195/Keeping_children_safe_in_education_2023.pdf)

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

In addition, this policy is based on:

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

## 3. Behaviour Principles

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

- promoting desired behaviour and discipline;
- promote a culture of kindness and belonging
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;

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

#### **"The Huxlow Way"- Values**

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

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

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

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

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

Positive behaviour expectations around the Academy:

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

#### **4. Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Congregating in toilets or accessing the toilet during lesson time without a pass

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Verbal abuse
- Any form of bullying, including the use of derogatory or unkind language

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. Prohibited items are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Vapes
  - Imitation weapons
  - Tools or multi-tools
  - Chewing gum
  - Phones
  - Permanent markers
  - Energy drinks
  - Sharp objects
  - Any article a staff member suspects has been, or is likely to be, used to commit an offense or to cause personal injury, or damage, to property of any person (including the student).

## 5. Bullying/Child on child abuse

### **Bullying:**

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

Bullying can include:

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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, 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)

Bullying is not tolerated at Huxlow Academy and members of our community are actively encouraged to report any concerns they may have through their pastoral teams, safeguarding leads or our WHISPER system which allows disclosures to be reported anonymously.

#### **Students should:**

- Inform a member of staff, this may quite often be their Form Tutor, Trusted Adult, Head of Year, The Ethos Team, or the DSL/DDSL

#### **Staff will:**

- Report the incident using the school's reporting and monitoring systems
- Respond to all reports sensitively, gathering the appropriate evidence
- Deal with students who have intentionally physically or emotionally harmed another student severely
- Support students so that they feel happy and safe

## **6. Searching, screening and confiscation**

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

### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils (usually through collection by parents) after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of the Senior Team who has been authorised to do so by the headteacher/DHT, 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 pupil, 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 pupil 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 pupil; 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 ensure a written record of the search is kept.

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

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils.

The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

A search may also include the use of a metal detector/scanner.

If they still refuse to co-operate, the member of staff will contact the Head teacher /Deputy Head teacher to try to determine why the pupil is refusing to comply.

The Headteacher and other authorised members of staff are permitted to use restrictive physical intervention with reasonable force when conducting a search, without consent, for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal Drugs

- Stolen Items
- Tobacco
- Pornographic Images
- Any articles which have or could result in an offence or harm

### **Informing parents/carers**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

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

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil 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 school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **7. Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

The school 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 child protection and safeguarding policy for more information

## **8. Drugs**

### **DEFINITION:**



**A drug or substance is defined as a chemical product that changes the natural balance of the body when consumed. In the context of this policy 'drugs' refers to medicines, volatile substances, alcohol, tobacco, illegal drugs, electronic cigarettes (vapes), New Psychoactive Substances (NPS) or 'legal highs' and other unauthorised substances.**

The Academy believes that the possession and or use of such drugs/ drug paraphernalia in school is not only a safeguarding concern for the individual student caught in possession but also a health risk to other students due to the 'unknown' effects of coming into contact with the drugs and/or the drug paraphernalia.

Possession and or use during the school day, while travelling to/from school, or on a school trip is inappropriate. The drugs/substances covered by this policy are not to be bought, sold or otherwise exchanged or brought onto Academy premises during the school day, or while students are on Academy visits.

The Academy promotes Healthy Living; the misuse of drugs, whether legal or illegal, is not part of the Academy values of Ambition, Pride and Respect.

Provision is made for students who require prescription medicines where appropriate (see the Academy 'Supporting Students with Medical Needs in School policy')

The Police will be informed of any incidents involving illegal drugs

### **Sanctions for Drugs**

Any response to drug related incidents will balance the needs of the individual student concerned with the wider college community.

The Academy drug policy allows for the permanent exclusion of any young person who, through their serious or persistent behaviour, is placing themselves, other young people or staff at risk.

The Head Teacher, Deputy Head Teacher, Senior Assistant Headteacher or Assistant Head Teachers will oversee and coordinate drug issues. They have the authority to search students in the presence of another adult.

### **Tobacco Related and Electronic Cigarette (Vape) Incidents**

The Academy is a public place and the law states that smoking is not permitted in the Academy grounds.

The use of tobacco or electronic cigarettes (vapes) on the Academy site, when in Academy uniform or when representing the Academy is not acceptable. All incidents where students are found with or using electronic cigarettes will be sanctioned for serious misbehaviour. Upon readmittance, students will be supported through referrals to relevant professional services.

### **Involvement in Serious Drugs Incidents**

Drugs incidents include being personally complicit in the presence of drug use, possession of, supplying or asking others to carry illegal drugs or unauthorised prescription drugs.

Serious drug incidents may lead to permanent exclusion.

After an initial assessment by First Aid staff or members of the SLT, and if there is no danger to the student, parents will be contacted to remove the student from the site if under the influence of any substance.

## **9. Sanctions for Serious Misbehaviour - Suspension and permanent exclusions**

The school can use suspension and permanent exclusions in response to any serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

This is for more serious incidents at the discretion of the Headteacher/Deputy Headteacher (Behaviour/Safeguarding). This will be used (for example) for students who have committed a serious offence e.g., sworn at a member of staff; attacked a fellow student (physical/verbal); repeated defiance or refusal to respond to authority/comply with expectations.

No behaviour policy can list all the reasons for suspensions, but all suspensions will be for issues that are either serious (similar to the examples identified above) or persistent in nature

- Students are kept at home for the number of agreed days for the suspension **with school setting work for each of those days**. For a permanent exclusion, school will set work for the first 5 days before the responsibility falls to the Local Authority.

Suspension lengths will vary based on the incident(s), with there being a clear escalation in the number of days if there are persistent breaches of a similar nature.

- A meeting must take place between parents, student, SLT and HOY before the student can be readmitted to classes. Notes of meeting recorded and copied to HOY for file.

The decision to suspend or exclude will be made by the headteacher/DHT and only as a last resort

## 10. Unkind Language

Any language that causes, or intends to cause upset will not be tolerated. Any unkind language should be reported to a member of staff immediately.

If the unkindness is in the presence of a member of staff they should challenge the student and offer an opportunity for restorative conversation/

The member of staff should Log the unkindness as a BromCom incident

Heads of Year will review these incidents daily and allocate appropriate action.

## 11. Roles and responsibilities

### The Local Governing Board (LGB)

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

### The Head Teacher

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

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

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of students
- Recording behaviour incidents in line with the Academy procedures
- Demonstrating the **The Huxlow Way** through our school values

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

### Parents

Parents are expected to:

- Support their child in adhering to the Student Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher/form tutor/pastoral team promptly
- Meet with relevant staff members to discuss any concerns with their child's behaviour

## 12. Student code of conduct

Students are expected to:

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

## 13 Rewards and sanctions

At Huxlow Academy, we believe that positive behaviour and character should be recognised and celebrated alongside a range of other aspects of student life including attendance. Our rewards system creates a culture of excellence and celebrates students demonstrating **The Huxlow Way**.

### List of rewards and sanctions

Positive behaviour will be rewarded with:

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

## 14. Behaviour management

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

- A verbal warning
- Negative stamp in planner (YCDB/NIL)
- Parking a student in the central parked room
- Removal from classrooms (for a closely monitored set period of time)
- Expecting work to be completed at home, or at break/lunchtime
- Resets (detentions) at breaktime, lunchtime, or after school
- Referring the student to HOY or a senior member of staff
- Letters or phone calls home to parents
- Loss of privileges
- Parental meetings
- Agreeing appropriate interventions
- Putting a student 'on report'
- Isolating the student for a period of time in our Reflection room.
- Suspensions
- Final governor's warnings
- Preventative placements
- Direction to Alternative Provision - this may be a permanent change or one for a temporary period of time
- Permanent Exclusion

### **Removal from classrooms and suspensions**

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

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

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

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

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

### **Direction to Alternative Provision**

We work closely with the local authority on supportive transfers where students who have shown negative behaviour and, despite interventions, may be referred for a direction to another local school. This involves students being placed in another local school. This could be for a temporary period of time to enable the student to reset their behaviours or this could become a permanent transfer following success after a 12-

week trial placement. We also work with other schools to provide a 6-week preventative placement which allows students a period of time to reflect and refocus their behaviour pending a return to Huxlow Academy.

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

## **Off-site behaviour**

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

When taking part in any school-organised or school-related activity

When travelling to or from school

When wearing school uniform

When in some other way identifiable as a student at the school

That could have repercussions for the orderly running of the school

That poses a threat to another student

That could adversely affect the reputation of the school

## **Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display behaviour posters clearly in classrooms
- Attend CPD to support with classroom management
- Develop a positive relationship with students, which include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour
  - Highlighting and promoting good behaviour
  - Using the stamp system effectively to deal with low-level disruption
  - Using positive reinforcement and

praise Stamp system:

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

Students can be kept in reset for up to twenty minutes at the start of lunchtime each day. Any reset owed beyond twenty minutes will be sat the following day at lunchtime. If students owe resets greater than the 20 minutes at lunchtime can facilitate, these will be sat as accumulated 45 minute after school resets and parents will be informed of these the evening before via bromcom.

## 15. Physical Restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

## 16. Malicious allegations

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil 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.

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

## 17. Mobile Phones and Online Behaviour

The use of mobile phones is not permitted on site for Years 7 to 11 and Sixth Form students can only use phones in designated Sixth Form areas. This is to reduce the incidents of behaviour issues online. It is made clear to students in PSHE lessons, tutor time and through delivery of the pastoral curriculum and assemblies that expectations for behaviour online is the same as that in school and the local community. It is made clear to students that inappropriate online behaviour and bullying will be dealt with seriously and in the same manner as we would deal with offline behaviour.

Students are clearly told that any incidents online can also be referred to the DSL and/or external agencies where appropriate e.g., Police, Social Services and PREVENT.

Parents are responsible for their child's behaviour when not on the school premises. However, the Academy will sanction students when their behaviour online poses a threat or causes harm to another student and/or could have repercussions for the orderly running of the school and/or when the student is identifiable as a member of the school and this behaviour could adversely affect the reputation of the school.

## 18. Student support

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

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

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Our Ethos team also provides extensive support.

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

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

## **19. Training**

Our staff are provided with training on positive relationships, de-escalation techniques, behaviour management strategies, including the processes and procedures for logging behaviour as part of their induction process. Staff in certain roles undertake Team Teach restraint training.

Behaviour management will also form part of continuing professional development.

## **20. Monitoring arrangements**

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

## **21. Links with other policies**

This behaviour policy is linked to the following policies:

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