



Heath Lane Academy

The best in everyone™

Part of United Learning

Behaviour Policy

REVIEWED BY: United Learning

DATE REVIEWED: May 2024

DATE OF NEXT REVIEW: May 2025

Heath Lane Academy Behaviour Policy

Document Control	
Document Title:	Heath Lane Academy Behaviour Policy
Version:	1
Summary of Changes from Previous Version:	<ul style="list-style-type: none"> ▪ Updated to reflect changes to DFE guidance
Name of Originator/Author (including job title):	<ul style="list-style-type: none"> ▪ Stuart Ingram – Regional Director. United Learning ▪ Umar Wazir – Vice Principal. Heath Lane Academy
Target Audience:	Headteachers, Governors, SLT and Parents/Carers
Review By Date:	August 2025
Date Issued:	15 th May 2024

Contents

1. Expectations	2
2. Policy Implementation.....	2
3. Behaviour expectations	5
4. Bullying	7
5. Contextual Safeguarding	8
6. Rewards	8
7. Graduated Approach	9
8. Sanctions.....	9
9. Supporting pupils following a sanction	11
10. Use of reasonable force.....	11
11. Prohibited items and searches	12
12. Drugs.....	16
13. Removal from classrooms	16
14. Suspensions and Permanent Exclusions.....	17
Appendix A - Individual Reasonable Adjustment to the Behaviour Policy.....	27

Heath Lane Academy Behaviour Policy

1. Expectations

“This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.”

2. Policy Implementation

All staff are to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.¹

The senior leadership team of the academy to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture²

Parents and pupils must adhere to the student and parents' code of conduct, along with the Home School Agreement, to promote our school's mission of developing good people.

In order to create an atmosphere following our core values of Respect, Kindness and Hardwork in which all members of our academy community can flourish and achieve their potential, all pupils are responsible for certain expectations in classrooms and in corridors. This includes the time spent journeying to and from Heath Lane Academy.

Pupils are responsible for:

Punctuality and attendance

Pupils should:

- arrive on time to the academy each day
- arrive at their lessons on time
- aim for 100% attendance and punctuality

Behaviour and conduct

Pupils should:

- ensure that all electronic devices such as mobile phones, tablets, watches are out of sight and switched off and in their school bag at all times. Electronic items should not be used until after exiting the Academies gates.
- refrain from bringing items of high value into the academy (the academy does not accept responsibility for loss, damaged or stolen items)

¹ Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance

² Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

- ensure that standards of uniform and appearance are excellent - Pupils must wear appropriate outdoor shoes (no boots, trainers or steelcapped footwear); no excessive jewellery - 3mm stud earrings – silver or gold, 1 per ear. Facial piercings, make-up, (including semi-permanent make up) or unorthodox hair styling or colours are not permitted – only natural hair colours are acceptable. Extreme shaven hair / eye-brow lines are not permitted, and nails should not be false or painted. Hair should be an acceptable length and for smartness should be tied back / placed in a bun if longer than collar length.
- not wear non-uniform items in and around school, including baseball caps, jumpers, hoodies or outdoor coats
- limit eating and drinking to the designated area and dispose of litter and food waste in the bins provided
- never bring high energy drinks into school
- never engage in ‘play fighting’ or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the academy community and in public settings representing the academy community, taking account of all pupils’ needs across the Academy
- follow reasonable instructions respond first time or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual’s health or wellbeing (i.e. bullying)
- never to bring in banned items to school which may cause offense or harm another person.

Moving safely around the school site

Pupils should:

- walk quietly on the left, with purpose ensuring they are not blocking the way of any other members of the academy community
- follow the one way system where it is in place
- ensure they are in full uniform whilst moving around the site, arriving and departing from the academy
- be courteous to staff, other pupils, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be quiet and receptive when lining up as a year group and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others’ health/wellbeing

Breakfast Club

It is expected that all pupils behave in a polite and respectful manner when attending Breakfast Club from 8.00am. This includes the adoption of polite behaviour when eating and drinking.

Toilets

Pupils have access to toilets before school, at breaktime, lunchtime and after school. Staff are able to use their discretion regarding polite requests to visit the toilets during lesson time but leaving a class for this purpose should always be viewed as an exception rather than a rule unless the student in question has a note confirming a medical condition or other individual need.

Pupils who are found to have damaged the toilets may be billed and will be sanctioned as they have not shown respect to our environment.

Behaviour for Learning

Pupils should:

- line up quietly outside a classroom prior to the start of a lesson
- follow '3 to start' by entering the classroom in a calm, orderly manner in silence, sitting in the seating plan devised by the teacher and immediately commencing the starter activity
- follow SLANT – Sit up, Lean forward, Ask the teacher (by raising your hand), No distractions and Track the teacher
- listen to the best of their ability when a staff member is addressing the class
- refrain from shouting or calling out
- be equipped: student planner, appropriate bag, PE kit, pens, pencils, rubbe, ruler and appropriate calculator
- refrain from consuming any food or drink (apart from water) purchased from any external establishments in or around the academy site; this includes soft drinks, sweets and chewing gum
- ensure that toilet visits are taken during lesson transition, break or lunch unless the student has a medical condition, in which case a medical pass will be issued by the appropriate Head of Year (reasonable adjustment)
- take the necessary care and time to ensure that homework and classwork in books is presented appropriately – titles underlined, feedback in red/green pen, dates and handwriting clearly legible
- work to the very best of their ability in each lesson showing focus and diligence
- ensure that all homework tasks are attempted and completed to the best of their ability
- record all homework in planners and ensure it is completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork presents serious difficulty
- end lesson by following '3 to end' by tidying your things away, standing behind your chair in silence and leaving the room in silence when the teacher tells you to.

Representing the Academy

Pupils are expected to demonstrate an appropriate standard of conduct on their journey to and from the academies and in any situation where they are ambassadors for the academies.

Pupils are expected to:

- arrive at and leave the academy in full uniform
- demonstrate politeness and courtesy at all times
- use public transport, cycle lanes/pedestrian zones sensibly and safely
- dispose of litter appropriately
- respect members of the public / wider community and ensure that public areas and property are treated respectfully.

Parents are responsible for:

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's Behaviour Policy, Parent Code of Conduct, Home School Agreement and where possible, take part in the life of the school and its culture.³

Schools should place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's mission in developing good people and our core values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, homework/private study and attend parent evenings.

In the event of any behaviour management issue, schools should liaise closely with parents where practical and, if relevant, other local or national support agencies. Schools should include here details of support systems in place to meet the needs of all pupils.

3. Behaviour expectations

Our behaviour expectations aims to cultivate and **develop good people** and reflects our core values of:

- **Respect:** you accept somebody for who they are, even when they're different from you or you don't agree with them.
- **Kindness:** choosing to do something that helps others or yourself
- **Hard work:** putting in the effort, the time, and the dedication to improve yourself and your situation.

There are some behaviours which fall outside the academy's expectations and would be dealt with by the Pastoral Team or senior members of staff at the Academy. In such circumstances, an investigation will take place, statements taken and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Principal.

An indicative but non-exhaustive list of such actions which could lead to such an investigation would be the academy red line behaviours of:

- being verbally abusive to a member of staff
- bringing illegal substances or items into the academy
- bringing a weapon or tool which could be used to injure another person in the academy (including BB guns, etc.)
- Smoking or vaping
- the use of racist, sexist, homophobic or transphobic language
- persistent levels of defiance or aggressive behaviour
- truanting from lesson or planned activity
- persistent bullying
- a physical assault on another student or member of staff
- behaviour which may bring the reputation of the academy into disrepute
- sexual relationships of any kind
- intentionally setting off the academy's fire alarm

³ Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance

- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the academies site
- a significant breach of health and safety
- any behaviour which discriminates against the nine characteristics protected under the Equalities Act

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Principal and decide on an appropriate and proportionate sanction/s which could include:

- community service
- referral to the reflection room
- liaison with outside professional agencies to gain further support
- meeting with members of the Local Governing Body
- internal exclusion at a cluster school
- fixed-term suspension
- permanent exclusion

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be discussed and agreed upon. The SENDCO will be involved for all children with an EHCP and one of the SEND team for all children on SEND Support.

Pupils will also be commended for acts of positive behaviour that are to be celebrated and recognised at the Academy. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Pupils are also encouraged to demonstrate positive behaviours beyond the Academies and support the local community through their actions and attitudes. Student rewards at the Academies are extensive and include house points, postcards of excellence, end of term celebration assemblies and end of term / year reward trips and graduation events.

Internal Exclusion in the Reflection Room

This is an alternative to avoid a Fixed Term Suspension (FTS) and is used as an area in which pupils are isolated from the rest of the academy for either being removed from lessons or for serious or persistent breaches of our expectations with regard to behaviour outside lesson times.

We always try to minimise the time that pupils spend in the Reflection room.

The Reflection Room room operates from 8:40am until 4:00pm every day. Pupils are provided with a breaktime and lunchtime at the same time as the rest of the academy but they do not leave the room. Pupils are provided with work to complete in line with curriculum plans for their timetabled subjects and are expected to work in silence throughout the day.

Upon entering the Refelction Room pupils are asked to hand over their mobile device before being allocated a designated seat. Pupils are provided with lunch if they do not have this with them and have access to water throughout the day. Pupils are allowed access to a toilet when this is required in line with Section 2.

The Reflection Room is a well-lit, open room with both heating and air conditioning in place to ensure that the physical conditions are conducive to maintaining levels of comfort.

The Reflection Room is supervised throughout the day and any concerns about student behaviour whilst in the Reflection Room are referred to the senior member of staff on call/ duty at the time.

Pastoral Board Meetings

We recognise that some pupils require additional support and the implementation of sanctions alone is not appropriate. The academy convenes Pastoral Board Meetings in cases where it is felt that a student is not responding in the required manner to the implementation of the academy's Behaviour Policy.

Pastoral Board Meetings are a multi-agency style meeting with the following staff present:

- Vice Principal (Behaviour and Safeguarding)
- the student's Pastoral Leader/ Head of Year,
- the academy's SENDCo,
- a member of the academy's wellbeing team which included a safeguarding lead or the attendance officer.

Pastoral Board Meetings determine whether it is appropriate for a student to access any of our additional support measures.

Alternative provision

To re-focus pupils and meet their educational needs they may be directed to attend an alternative provision.

In this case they will be educated off-site for a period that will be reviewed at regular intervals.

Alternative Provision will only be put in place if it is agreed at a Pastoral Board Meeting that this is in the best interest of the child.

The provider that the academy uses will always be DfE registered if the student is to attend for a greater time than 16 hours per week.

Suspension

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The Deputy Principal is designated as 'Acting' in this instance).

A student's parent/carer will be informed by telephone and by letter if their child is suspended.

Letters will be sent electronically, by post or in the parents hand when collecting their child. Parents/carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period. If a child is suspended for a period of more than 1 day, a member of the academy's welfare team will conduct 'safe and well' checks to ensure that our safeguarding duties are maintained. Parents/carers of pupils who are suspended for more than 1 day and who are in receipt of Free School Meals will be provided with vouchers for this use.

Whilst it is not a legal requirement to do so, the academy will always invite parents/carers to attend a reinstatement meeting with a member of the pastoral or senior leadership teams, and sometimes a governor if appropriate, on return from any fixed term suspension.

4. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy.

We have a 'TELLING' ethos where every allegation of bullying will be investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti-bullying and Safeguarding Policy for full details.

5. Contextual Safeguarding

Heath Lane Academy acknowledges the importance of staff considering the context and motive behind a pupil's misbehaviour, as well as any potential concerns for the pupil's welfare. If there is reasonable suspicion that a pupil is experiencing or may experience significant harm, whether within or outside of school, staff are required to adhere to the procedures outlined in the Safeguarding/Child Protection Policy.

Staff will promptly discuss their concerns with the school's Designated Safeguarding Lead.

Furthermore, Heath Lane Academy emphasises the need to assess whether disruptive behaviour could stem from unmet educational or other needs. In such cases, concerns will be discussed with the pupil's parents and any relevant local or school-specific arrangements will be included.

Responding to behaviour

6. Rewards

At Heath Lane Academy we have a very clear rewards system. Pupils can be awarded positive points for a number of different reasons, these include:

- graduated (Bronze, Silver and Gold) 100% attendance awards
- half termly 100% attendance raffle awards
- graduated achievement points (Bronze, Silver and Gold) awards
- positive progress
- excellent attitude to learning
- golden ticket awards
- Star of the Week and Star of the Term awards
- attendance champion Cup inter From competition awards
- acting with integrity (a positive role model for others)
- speaking with compassion (random and planned acts of kindness to another individual, politeness, courtesy and good manners)
- working with courage (excellent classwork, homework of a consistently high standard, high attainment)
- services to the school community
- services to the wider community
- full and outstanding participation in school-based events
- continuous improvement across all aspects of the school

Each of these rewards carries one or more achievement point and all Academy staff can award these to any student throughout the course of the academy day. Accumulation of positive points will result in pupils

being rewarded certificates, letters home, special skip the queue lunch passes/rewards trips and nominal prizes each term.

We at the Academy are committed to rewarding at all levels as a means of celebrating achievement across the entire community.

7. Graduated Approach

The academy will follow a graduated response to behaviour issues, including the use of behaviour plans for children with chronic issues. Please see Appendix A. An example could look like this:

Tier 1: School and classroom-wide systems for all children and adults.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.

Tier 3: Individualised approach for a small number of children with provisions such as SENDCo involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

8. Sanctions

Heath Lane Academy aligns with the updated government guidance, which states that providing 24 hours' notice for detentions is no longer mandatory. As the guidance specifies, "Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given." ([Behaviour in schools: sanctions and exclusions: School behaviour policy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/behaviour-in-schools-sanctions-and-exclusions-school-behaviour-policy.pdf)).

Parental permission is also not required provided that staff have considered:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention, any travel arrangements.

Inconvenience to the parents does not impact the issuing of a detention if the child has a means to get home safely.

Detentions / Community Service detention

Detentions are set for a number of reasons which may include:

- disregarding a red line behaviour
- failure to submit homework to the required standard / on the required date
- arriving late after 8:40am
- truanting from lesson or planned activity
- lack of equipment on an equipment daily check
- consumption of food around the academy site / chewing gum and or antisocial behaviour
- lateness to the academy or lessons in a week (2 or more lates to the academy or to lessons over a 6-day period), Year 11 – one late to the Academy on a weekly basis
- failed or lost negative report card
- talking during line-up (outside and pre-exam) following the school routine

- talking in an assembly
- failed reflection
- Any other serious behaviour stipulated by Head of Year, Pastoral Leader or senior member of staff

When setting detentions staff at the Academy will consider:

- the welfare of the child
- access to food drink and toilet facilities during any detention
- whether the child has caring responsibilities
- whether parents/carers should be informed of the detention and any travel arrangements.

These detentions are run centrally each day and are 50 minutes in length. Parents and carers will be informed of such detentions by an appropriate member of staff to ensure all support is in place to complete the detention successfully. A SMS will also be sent before the detention is set or parents will be notified by the school data management system Arbor.

The permitted times for detentions at the Academy are:

- any school day when the student does not have permission to be absent
- teacher training days.

Allegations against staff

Heath Lane Academy takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection and Safeguarding Policy.

Malicious accusations against staff

These can be very damaging for a member of staff's welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student (s) will be sanctioned with a suspension. The length of exclusion and whether this is internal or external will be treated on a case by case basis.

The power to discipline beyond the academy gate

The range of the academy's Behaviour Policy extends to activities outside the academy day and off the academy premises when the pupil is:

- Taking part in any academy organised or academy related activity.
- Travelling to or from academy.
- Wearing academy uniform.
- In some other way identifiable as a pupil at the Heath Lane Academy.

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the academy.

This will include any instances of cyberbullying or mis-use of social media.

9. Supporting pupils following a sanction

At Heath Lane Academy, we're committed to helping all pupils grasp how to improve their behavior and meet our school's expectations, as outlined in the DfE Behaviour Guidance. We employ clear communication, positive reinforcement, and targeted support strategies to ensure every pupil understands and aligns with our behavioral standards. Through proactive interventions and fostering a culture of respect, we empower our pupils to make positive choices and succeed both academically and socially.

10. Use of reasonable force

The Academy will follow the Department of Education advice [‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’](#).

Teachers and members of staff authorised by the Principal have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

Where the use of force, i.e. restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

Every member of staff will inform the Principal immediately after s/he has needed to restrain a pupil physically.

11. Prohibited items and searches

The law relating to searches

The academy have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in

their possession e.g. a weapon, illegal drug or or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are provided in [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-in-schools) This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil’s own person or of their possessions must be carried out with due consideration for the pupil’s personal dignity, health and safety, the school’s Safeguarding policy, United Learning staff-pupil relations guidance, and the school’s own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school should inform the pupil’s parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Banned items*

- Mobile phones
- Cigarette lighters, matches or other means of starting a fire
- Vapes
- water pistols or any toy that resembles a weapon
- chemical substances other than controlled drugs, e.g. ‘legal highs’
- Chewing gum
- Energy drinks (e.g. Red Bull, Monster, Relentless)
- Laser pens/pointers
- Permanent marker pens
- Aerosol cans
- Correction fluid

*We will also confiscate any item which is harmful or detrimental to academy discipline.

Mobile Phones

Mobile phones are banned from being used at any point on the academy’s site, whether indoors or outdoors. Mobile phones are not just distracting, but when misused or overused, they can have a damaging effect on a pupil’s mental health and wellbeing.

Procedure:

We operate a ‘**See it, Hear it, Lose it**’ policy with regard to mobile phones. This simply means that a mobile phone will be confiscated if it is seen or heard on the academy’s grounds*.

- This restriction is in place at **all times** while pupils are on the grounds of the academy; this includes when pupils arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be turned off (not just put on silence) and put away before pupils enter the academy gates and not turned on again until they have left the site.
- We recognise that some parents/carers, in the interests of their child’s personal safety, may wish their child to have their mobile phone with them for their journey to and from the academy but must stress the importance of parents/carers clearly communicating that this must be turned off at all times on site.
- Mobile phones that are seen or heard will be confiscated and stored in a secure place at Student Reception and can only be collected by a student at the end of the academy day.
- If a student repeatedly has their mobile phone confiscated the device may be kept until parents/carers make an appointment for it to be collected.

Mobile phone seen or heard once.	Mobile phone seen or heard second time.	Mobile phone seen or heard third time or more.
Mobile phone collected and put into Reception for pupil to collect after school. Confiscation recorded and parents/ carers notified.	Mobile phone collected and parent contacted to arrange an appointment to be collected from the Pastoral Leader or Head of Year. Confiscation recorded.	Mobile phone collected and parent contacted to arrange a meeting to discuss the concern of the mobile phone used on site. A mobile phone contract created and mobile phone returned at the end of 5 working days or end of the half term.

- Pupils will be able to contact staff on duty/staff running clubs if there is an emergency and they require to speak with their parent/carer although we do not envisage this to be necessary. Whether or not a situation is an emergency can only be determined by a member of staff.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception. However, please be aware that this facility should only be used for emergencies.
- Pupils who refuse to hand the phone over to a member of staff will be placed in Reflection for the rest of the day. In these instances parents will be contacted by the relevant Head of Year or Pastoral Leader. Refusal to go into Internal Exclusion may result in a Fixed Term Suspension.

*Please note that if a member of staff does not physically see the phone then this can still be confiscated if they are sure the student has been using it i.e. text has been sent to parents.

Searches without Consent

The following items are banned in school and pupils may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs including drugs paraphernalia
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions. Pupils truanting from a lesson or planned activity may also be searched.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Any member of the Pastoral team is authorised by the Principal at Heath Lane academy to conduct a search.

Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, the academy will act in line with statutory guidance issued by the Department for Education.

Please note - The academy will notify parents when a search has taken place regardless of whether items are found or not.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then punish the pupil in accordance with this policy, where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The academy may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

12. Drugs

The academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The academy policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug.

The academy takes into account guidance issued by the Department for Education. The academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the academy will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy. The sanction is likely to be, except in exceptional circumstances, permanent exclusion from academy.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.

Schools should take a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

13. Removal from classrooms⁴

At Heath Lane Academy, our behaviour policy underpins the importance of careful consideration when implementing sanctions. Removal as a disciplinary measure necessitates thoughtful evaluation of circumstances. If removal is deemed necessary, provisions are made to ensure the pupil's education continues under supervision. While the educational content may differ from the mainstream curriculum, it remains relevant and purposeful for the individual pupil. Our approach at Heath Lane Academy prioritises maintaining educational continuity while addressing behavioural concerns effectively.

Serious Incidents that require investigation

If there is an incident that requires an investigation, this will be overseen by a member of SLT leading Behaviour or Safeguarding or may appoint another member of staff to act as the lead in relation to the investigation.

- Student (s) involved should be isolated immediately in Reflection (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individual were there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- Phones should be taken from the pupils(s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The student may need support in the writing the statement).
- The student(s) will remain in Reflection or other form of isolation until the investigation is complete.
- Any member of staff who were witness should email the member of staff overseeing the investigation with a full statement as soon as possible.
- Any student(s) who were witnesses should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.

⁴ Further detail is contained at paragraphs 79-88 in the DfE Behaviour Guidance

- The lead on the investigation will speak with the student(s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with Vice Principal the most appropriate sanctions to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this can only be decided by the Principal or 'Acting Principal' if the Principal is not available.
- Parent(s) will then be contacted to inform them of incident/outcome where appropriate. This should include any victim involved in incident

14. Suspensions and Permanent Exclusions

Suspensions

At Heath Lane Academy we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning. In order to support this ethos, it may be necessary to consider suspension when all other strategies have been exhausted, as a consequence of behaviour which may threaten these core principles.

Sections

1. Guidance framework
2. Principles
3. The decision to suspend
4. Fixed-term suspension
5. Permanent exclusion
6. Investigation
7. The Principal's Decision
8. Notification
9. The Governors' Behaviour Committee and the Appeal Process
10. Informing parents / carers
11. Behaviour Outside the Academy Gates

1- Guidance framework

The Academies Exclusion Policy is written in line with the following areas of guidance:

- Suspension and permanent exclusions – DfE Guidance
- United Learning Exclusions Policy
- 2010 Equalities Act
- SEND Code of Practice: 0 to 25

2- Principles

The Academy is a learning institution which aims to provide positive life chances for all of its pupils. We view suspension as a last resort when all other possible methods of managing student behaviour have been exhausted and all reasonable adjustments made. The decision to suspend is never taken lightly and careful consideration is taken of all the facts and the surrounding circumstances before reaching a decision

to suspend. The only person able to suspend is the Principal or in the absence of the Principal, the next most senior member of staff on site

We recognise the detrimental impact on both the education and well-being of pupils and their families. We also recognise the impact of social exclusion, which can result from fixed-term or permanent exclusion of a student and will try hard to avoid this

Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate

We take account of the Equality Act and our duty not to discriminate against pupils for any reason.

We also take account of our statutory duties in relation to SEND and the reasonable adjustments the school makes to ensure all pupils' needs are met to the best of the academy's ability.

We aim to ensure parents and carers are kept up to date and suitably informed at all times.

3- The decision to suspend

The decision to suspend is made solely by the Principal, or the Vice Principal in his absence
There are five circumstances where a student may be required to leave the Academy site with the authorisation of the Principal / Vice Principal:

- a) where a decision has been made to suspend
- b) where a student has committed a serious criminal offence outside the jurisdiction of the Academy and it is determined by the Principal or Vice Principal that it is in the interests of the community for the student to be educated off-site while investigations take place. (This is not necessarily an exclusion although fixed term suspension may be deemed appropriate by the Principal in such circumstances)
- c) where, for medical reasons (such as contagion, risk to an unborn child), the presence of a student represents a serious risk to the health or safety of other pupils or staff. This not an suspension
- d) if a student is given permission by the Principal or Vice Principal to leave the premises briefly to remedy a breach of the academy rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence
- e) where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an suspension but an unauthorised absence in the first instance, which could lead to suspension following a full investigation

The decision to suspend a student is not taken lightly and the Principal or Vice Principal will:

- ensure that a thorough investigation has been carried out consider all the evidence available to support the allegations
- allow and encourage the student to give their version of events (with appropriate support to do so when needed)
- keep a written record of the actions taken including the signed statements of witnesses
- be confident that the procedures detailed later in this policy have been carried out
- ensure SEND expert advice has been taken into account, with appropriate and reasonable adjustment made if deemed appropriate
- ensure that parents/carers have been kept informed throughout the process and consulted where appropriate

The standard of proof applied when deciding to suspend is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

Suspension will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework
- poor academic performance
- lateness or external truancy
- breaches of academies rules on uniform or appearance except where these are persistent or in open defiance of such rules
- as a punishment for the behaviour of a parent / carer

Once the decision has been made to suspend, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection

4- **Fixed-term Suspension** (Level 1: Fewer than 15 school days in any term / Level 2: 15 school days or more during term)

The decision to suspend a student for a fixed term may be taken in response to breaches of the academies behaviour for learning policy

Examples of behaviour that may lead to a fixed-term suspension include the following:

- verbal abuse of staff or pupils
- physical abuse of staff or pupils
- indecent behaviour
- damage to property
- misuse of illegal drugs or other substances
- theft
- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- carrying and / or supplying an illegal substance
- carrying an offensive weapon* or banned item
- arson
- persistent poor behaviour contrary to acceptable behaviour outlined in the school behaviour policy
- bullying, including cyber-bullying, defiance and truancy

*A weapon is defined as any item made or adapted for causing injury

This is not an exhaustive list and there may be other examples of behaviour where the Principal or Vice Principal judges that suspension is an appropriate sanction. Where a student is suspected of carrying an offensive weapon, or misusing / carrying / supplying an illegal substance, or being part of a group involved in such activity but the evidence is not sufficient, they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of suspension. Suspension will always be applied for the shortest time deemed possible as the academies recognise the impact missed days has on the long-term educational progress of the student/s involved.

The Principal may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

During a fixed-term suspension of 5 or fewer days, work will be set by the academy for the student to complete at home. This work should be returned completed at the end of the suspension for marking

For a suspension of longer than 5 days, the academy will arrange full-time alternative educational provision from the sixth day of suspension.

Before the end of any fixed-term suspension, parents / carers will be invited to attend a reintegration meeting at the academies with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The academies will consider all further support if needed to help the student, including referral to the behavioural/pastoral support team within the academy for a behaviour support programme / positive intervention or to external agencies if appropriate.

During the first five days of any suspension, the parents of a suspended student must ensure that the student is not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

Repeated use of fixed-term suspension for children with an EHCP (and potentially those on SEN Support, especially those undergoing statutory assessment and likely to get an EHCP), could be considered ineffective or failing to meet a child's needs. The Academy will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech and language therapist etc.

5- Permanent Exclusion (Level 3 Exclusion)

Permanent exclusion is an extremely rare sanction at the academy and always avoided wherever possible. The decision to permanently exclude is taken only:

- a) in response to serious breaches to the academy's behaviour for learning policy
- b) if allowing the student to remain would seriously harm the education or welfare of that student or others at the academy

A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the academies have exhausted all available strategies for dealing with the student and is a last resort

There may be exceptional circumstances where, in the judgement of the Principal, it is appropriate to permanently exclude a student for a first or 'oneoff' offence. These might include:

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- serious bullying, including cyber-bullying
- possession of an illegal substance and/or supplying an illegal substance
- carrying an offensive weapon

Again, this is not an exhaustive list and there may be other examples of behaviour where the Principal judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

The Academy operates a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to pupils in assemblies and in the student planner.

Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site will be permanently excluded. A student found in possession of these items on site also runs the risk of permanent exclusion.

6- Investigation

Any investigation of the incident will be carried out in accordance with DFE guidance. The student at risk of exclusion will be given the opportunity to have his / her say wherever possible.

- Each case will be judged on the facts and the context taking into account:
- The degree of severity of the offence
- The likelihood of re-occurrence
- The student's previous behavioural record
- Contributory factors (eg: recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment)
- Support provided
- The wider Behaviour Policy, SEND Policy and Equality Law obligations

7- Principal's Decision

The decision to exclude will be made after a review of the evidence available (including that gathered during any investigation) and will be on the balance of probabilities – i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breach of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academies.

8- Notification

Once a decision to exclude has been made, parents will be contacted at the earliest opportunity, by telephone if possible. See section 6.8 for more information

9- Governors' Behaviour Committee and the Appeal Process

The academies have a Local Governing Body (LGB) which has responsibility for reviewing decisions in relation to exclusions. The Behaviour Committee consists of at least 3 members of the LGB, all of whom should be involved in reviewing Level 2 and 3 exclusions. For Level 1 suspensions the Behaviour Committee need not meet in person and decisions can be delegated to one member of the Committee

The Behaviour Committee of the Governing Body will automatically review any suspension which results in a student being suspended for more than 15 school days in any term, or any permanent exclusion

The Behaviour Committee will automatically review all fixed-term suspensions of children with EHCPs where this is the second or subsequent suspension for that child during their time in the school (not just in a given academic year)

Parents / carers have the right to appeal the decision to exclude their son/daughter. This process is common across United Learning and is different for different levels of suspension

Full details of how these meetings operate can be found in the following appendices and also within the DFE Guidance (2022) and the United Learning Suspension Policy – Academies (2018) but the summary is contained below:

Level 1 Suspension (less than 15 days)

A parent / carer may request that the Behaviour Committee review the process within 50 school days of receiving notice of the suspension. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 school days. The Committee will automatically review all fixed-term suspension of children with EHCPs where this is the second or subsequent suspension for that child during their time in the school (not just in a given academic year).

Level 2 Suspension (more than 15 days fixed-term or where the suspension would result in a student missing a public examination or national curriculum test)

Principal meets with parents to discuss suspension. Behaviour Committee meets to review the suspension within 15 days of receiving notice of the exclusion.

Level 3 Exclusion (permanent)

The investigating officer presents their findings to the Principal in regard to the alleged incident that has taken place. The Principal meets with parents/carers to discuss having completed the process fully and having consulted with others including the SEND expert if appropriate. If the decision is made to permanently exclude the student, parents/carers will be informed by the Principal both verbally and in writing.

Following the Principal's decision to permanently exclude, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion

If the Behaviour Committee upholds the Principal's decision to permanently exclude, parents/carers may appeal to an Independent Review Panel. In addition, the Principal must consult with the Regional Director of United Learning and the Chair of the LGB (or his/her nominated Deputy as delegated) before the decision is implemented.

An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two independent members, one with governance experience, the other with headship experience. This panel will decide whether to uphold the decision to exclude a student

The Independent Review Panel can either uphold the decision to exclude the student or recommend that the Academy reconsiders the matter. They cannot, however, direct the reinstatement of the student

Parents/carers have a legal right to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

10- Informing parents / carers.

Following any decision to exclude, the Principal must inform parents/carers, putting the decision to exclude in writing and stating the date the exclusion takes effect. The letter must also explain:

- the circumstances leading up to the decision to exclude
- why the Principal decided to exclude the student
- if relevant, what steps were taken to try and avoid the exclusion, details of
- any relevant previous warnings, fixed period suspensions or other disciplinary measures taken before the present incident
- the arrangements for enabling the student to continue his/her education
- including setting and marking the student's work
- the parent's right to see and have a copy of their child's record
- the parent's responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion

- if the suspension is for a fixed period, the length of the suspension and the date and the time the student should return to the academy
- the arrangements for a parent interview at the end of the suspension to discuss the process of reintegration
- for Level 2 and Level 3 exclusions, the parent's right to appeal to the Independent Appeals Panel and the appropriate timescales and mechanism for that to happen as well as the fact that the governors will meet to review the decision
- for Level 1 suspensions, that if parents are concerned about the way in which the suspension was managed, they may write to the Behaviour Committee to ask it to review the process. This may be done by just one member of the Committee. The Committee cannot overturn the decision to exclude but may put a note on file.

11- Behaviour outside the Academy gates

Our suspension and behaviour policy covers behaviour not only within the Academy but outside the Academy. We will sanction pupils, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- taking part in any academy-organised or academy-related activity
- travelling to or from the academies
- wearing our Academy uniform, or in some other way identifiable as a Heath Lane Academy student or for behaviour which at any time:
 - 1) could have repercussions for the running of the Academies, or
 - 2) poses a threat to another student or member of the public, or
 - 3) could adversely affect the reputation of the academies

Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the academies, pose a threat to another student, or member of the public or could adversely affect the reputation of the academies

Monitoring and Review

Heath Lane Academy stresses the significance of schools including reference to monitoring behavioural issues and evaluating the effectiveness of the behaviour policy. This proactive approach enables the school to consider whether there are patterns of concerning, problematic, or inappropriate behaviour among pupils, which may indicate possible cultural issues within the school enabling such behaviours to occur. Upon identifying patterns, the school should decide on an appropriate course of action, which may involve additional staff training, integrating learning points into pupils' PSHE/RSE lessons, or amending the policy to better address behavioural concerns.

Managed Moves⁵

Managed moves are offered as part of a planned intervention, ensuring that the best interests of the pupil remain the top priority throughout the process.

Heath Lane Academy emphasises the importance of voluntary participation and unanimous agreement among all parties involved, including parents and the admission authority of the new school.

Preventing recurrence of misbehaviour

⁵ Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 48-52 in the DfE's Suspension and Permanent Exclusion Guidance

Initial intervention following behavioural incidents⁶

At Heath Lane Academy, our initial intervention strategies include Positive Behaviour Support, Individual Behaviour Plans, Counselling and Mentoring, Restorative Practices, Social Skills Training, Parental Involvement, Staff Training and Support, and Early Warning Systems.

Relevant staff members are promptly informed of persistently misbehaving pupils or sudden behavioural changes for timely intervention.

Pupil Support Units⁷

At Heath Lane Academy, the Pupil Support Units (PSUs) may either be located offsite or work in collaboration with the THRIVE program. Offsite PSUs provide a separate environment for pupils needing intensive support, while those integrated with THRIVE offer a holistic approach combining academic assistance with social and emotional support. This collaborative effort ensures that pupils receive comprehensive care tailored to their individual needs, promoting their overall well-being and academic success.

Reintegration⁸

Heath Lane Academy's reintegration strategy includes personalized support plans, behavioural interventions, academic catch-up sessions, ongoing monitoring, gradual return to mainstream classrooms, positive reinforcement, and continuous support to ensure pupils meet expected behaviour and academic standards.

Monitoring and evaluating school behaviour⁹

Heath Lane Academy utilises a robust data capture system to monitor behaviour culture. This includes incident reports, attendance records, surveys, and video surveillance. Data is analysed regularly to identify trends, root causes of behaviour, and effectiveness of interventions. This ensures proactive problem-solving and appropriate support for pupils.

Specific behaviour issues

Child-on-child sexual violence and sexual harassment¹⁰

Heath Lane Academy firmly prohibits sexual violence and harassment, enforcing strict disciplinary measures for any infractions. Staff are instructed to promptly address and challenge inappropriate behaviour among pupils, ensuring a safe and respectful environment for all.

Behaviour incidents online¹¹

Heath Lane Academy provisions apply to all activity online, including all forms of social media, for both school purposes and personal use that may affect the school, pupils, or staff in any way. All staff are aware of the

⁶ Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance

⁷ Further detail is contained at paragraphs 101-106 in the DfE Behaviour Guidance

⁸ Further detail is contained at paragraph 107 in the DfE Behaviour Guidance

⁹ Further detail is contained at paragraphs 108-110 in the DfE Behaviour Guidance

¹⁰ Further detail is contained at paragraphs 111-117 in the DfE Behaviour Guidance

¹¹ Further detail is contained at paragraphs 118-121 in the DfE Behaviour Guidance

dangers of social media and pupils; parents/carers can report any concerns they have to any member of staff who will pass it onto a Head of Year/ Pastoral Leader or senior member of staff at the Academy.

Instances of prohibited use include:

- Damage to the school or its reputation, even indirectly.
- Use that may defame school staff or any third party.
- Use that may harass, bully, or unlawfully discriminate against staff, other pupils, or third parties.
- False or misleading statements.
- Use that impersonates staff, other pupils, or third parties.
- Expressing opinions on the school's behalf.
- Using school logos or trademarks.

Even when a pupil commits inappropriate online behaviour outside of school, these actions may be considered under the behaviour policy if they pose a threat or cause harm to another pupil, affect the orderly running of the school, or adversely affect the school's reputation when the pupil is identifiable as a member of the school.

Misuse of social media should be reported to the Designated Safeguarding Lead.

Guidelines for responsible use of social media should be followed, and breach of the policy will result in disciplinary sanctions.

In accordance with government guidance on the Prevent Duty, children must be kept safe from terrorist and extremist material, and suitable filtering within the school will be in place.

Although the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect, and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead when it raises a safeguarding concern.

The Academy maintains a policy on the responsible use of social media, and any violation of this policy will lead to disciplinary measures. Our 'Smoothwall' software detects keywords and monitors usage, ensuring sanctions are imposed as necessary.

Suspected Criminal Behaviour

Heath Lane Academy prioritises safeguarding by promptly reporting to the police, preserving evidence when necessary, and considering tandem reports to children's social care.

The Designated Safeguarding Lead (DSL) takes the lead as per KCSIE guidelines, especially in cases of child-on-child sexual violence, referencing paragraphs 124-126 of the DfE Behaviour Guidance for guidance.

Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale Heath Lane Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all pupils to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the ‘Asses, Plan, Do, Review’ cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Culture and Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student’s electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student’s need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student’s Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the Reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework’s to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
	Access to a laptop in the reflection room

Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day
---------------	---------------------------------------------------------------------------------------------------

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.