REDHILL ACADEMY TRUST

Academy Behaviour Policy

APPROVING BODY	Local Academy Board
DATE APPROVED	01/09/2026
VERSION	9.0
SUPERSEDES VERSION	8.0
REVIEW DATE	01/09/2027

REDHILL ACADEMY TRUST

MISSION STATEMENT

- We are committed to high standards in all that we do
- We aim to provide a stimulating and caring environment where students feel happy and secure
- We encourage everyone to make the best of themselves and to achieve success

AIMS

The Academy has a whole school approach to meeting the needs of students by involving all staff in addressing the individual needs of students in order to achieve their full potential. This is to encourage students to:

- learn to develop an understanding of the ways in which their behaviour affects their own learning and the learning of other students
- share in the creation of a positive and orderly atmosphere where teaching and learning can take place without interruption and where students feel valued, happy and safe
- learn to control and take responsibility for their own behaviour
- learn to develop a responsible, supportive and caring attitude towards other people and know that their behaviour has an impact on others
- develop a respect for property and the environment in which we all work

OBJECTIVES

We intend to:

- provide effective teaching and learning which supports and encourages positive behaviour and attitudes to learning
- raise and develop staff awareness of individual behaviour needs
- provide staff with strategies to meet individual behaviour needs

- provide students with strategies and appropriate programmes to address their individual behaviour needs and provide a safe environment for students, staff and visitors through the clarification of expectations of roles and responsibilities

PRINCIPLES

The Academy aims to:

- value and promote good relationships between staff, students, parents and the community
- encourage self-discipline and personal responsibility
- help students to develop social skills and to become responsible, well-adjusted individuals willing and able to contribute to a caring society
- assist with educational, vocational and personal guidance and counselling to enable students to make sensible and realistic choices
- respect the views and beliefs of others, we will not tolerate hateful behaviour
- value equality of opportunity
- encourage full attendance and punctuality
- monitor progress and reward achievement
- promote positive support and liaison with parents, carers and appropriate outside agencies

PRACTICE

The Academy operates a Code of Conduct for students built around the core belief that everyone should behave in a manner which shows:

- respect for others
- respect for school
- respect for self

PROCEDURES

At the Academy we have high expectations of our students. They should arrive at school and their lessons on time. We expect them to follow their agreed timetable at all times and turn up to lessons with the appropriate equipment. They should be in uniform as specified in the school prospectus. We expect them to behave in an appropriate manner and display a positive attitude towards their work.

The Academy has clearly identified procedures in relation to whole school behaviour management in order to ensure:

- consistency and fairness
- clarity of expectations for both staff and students
- effective communication

The following procedures are clearly linked with the SEN Code of Practice, PSPs and other relevant policies.

REWARDS

The Academy considers the use of rewards to be a key part of the behaviour management strategies used by the Academy. All staff should aim to praise and encourage students at every opportunity. Rewards should be used consistently across the Academy and by all staff. All students should have the opportunity to be rewarded for their contributions to the school community.

A reward can take many forms:

- spoken praise
- written praise, e.g. comment on work, in Student Planner
- house points
- comments on reports
- certificates
- positive contact with home, e.g. phone call, text message, letter, postcards

HOUSE POINTS

House points are awarded for exhibiting the traits of a Hall Park Learner:

- Hardworking
- Ambitious
- Learner
- Leader
- Participant
- Ambassador
- Resilient
- Kind

Trophies are allocated at the end of each year for the winning House. Students will work towards gaining certificates of achievement at a variety of levels.

In addition, curriculum areas can award achievement prizes each term in relation to progress/outstanding achievement in their subject area and Heads of House should award prizes for attendance.

End of year Commendation Evenings take place for each House where achievement in subject areas is celebrated. An annual Presentation Evening is held to award shields and trophies for outstanding academic and whole school performance.

Sports ties are awarded for a consistent high level of commitment to school sport.

PLEDGES

Students are encouraged to gain a breadth of experience at the Academy by achieving Pledges. Pledges are awarded for contributing to co-curricular events, community projects and cultural experiences.

DEALING WITH INAPPROPRIATE BEHAVIOUR

It is the responsibility of all staff to deal with inappropriate behaviour as part of their normal day-to-day practice, both in the classroom and around the school. Further support is available through designated curriculum support, the 'On-call' system, Heads of House and Senior Managers.

All students must carry a uniform card. Students who have a uniform issue will have their Academy Behaviour Policy uniform card signed. Three uniform issues logged will result in a lunchtime detention, and if uniform issues continue, this will result in our sanction system being applied.

SANCTIONS

Although we would wish to view all aspects of school life in a very positive way, it would be unrealistic to expect that we do not need sanctions in order to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of teachers and the stability and security of the school community.

Sanctions may include:

- verbal rebuke
- asking students to move places
- organised seating plans
- removing a student from a lesson to discuss an incident
- a short 'cooling off' time outside the classroom with the expectation that the student re-joins the lesson
- making good any damage or tidying mess caused by the student
- confiscation of articles from the student

Serious disruption may require the involvement of the Head of Faculty or the use of the 'On Call' system when appropriate. If either of these are employed, the student may be removed from the class to work in isolation or at the back of another class.

REPORTS

The Academy has a sequenced reporting system made up of Tutor Reports, Head of House Reports and SLT Reports. All follow the same format and require the student 'on report' to discuss their report with the relevant member of staff at the end of each day and to share it and the progress they are making with their parents. When placed on report, the targets for

improvement and the expected review date are identified and recorded to ensure the student is aware of the expectations set and the date by which they are expected to have made satisfactory progress.

In addition to the pastoral reports, the school also operates subject area reports. These reports differ to pastoral reports as they only refer to targets within a specific subject area and track progress over the subject lessons. They are completed by the subject teacher each lesson and monitored weekly by the curriculum leader.

Students 'on report' will be identified for the Head of House and their progress discussed on a regular basis. In all cases, the care of the report is the responsibility of the student.

DETENTIONS

Detentions may be set for breaktime, lunchtime, or after school and provide an opportunity to resolve behavioural or homework-related issues. Parents are notified of detentions via email and through the Arbor parent app. Afterschool detentions last 30 or 60 minutes. Longer detentions are set for more serious or repeated breaches of the school rules, or if a student fails to attend a 30 minute detention.

A 30-minute detention is given automatically if students are removed from a lesson, On Call or is or more than 5 minutes late to a lesson. These are served after school on the day same day. If a student receives two of these in one day, the student is removed to work in the Supervised Study Room (SSR).

Failure to attend a 30-minute detention results in a longer detention being set. If a student fails to attend a 60-minute detention, they will be referred to work in the SSR. Repeated failure to attend detentions results in further, more serious sanctions.

ACADEMY SUPERVISED STUDY

A student can be placed in the Supervised Study Room if it is judged appropriate to separate them from their peers for a fixed period of time. Student referrals are made by Heads of House and Heads of Department to the relevant SLT line manager. This will include students who fail to attend the one hour Faculty Detention.

Students are expected to work in silence and produce pieces of work during the day. Students spend break and lunchtime in the Supervised Study Room.

WITHDRAWAL FROM LESSSONS / ACADEMY ALTERNATIVE PROVISION AND SUSPENSIONS

The school endeavours to provide a range of provision in order to support the different learning needs of students and in order to ensure that where possible students are included within the school community. However, at times it may be necessary to remove students from lessons, their normal provision or the school if, despite support and encouragement, seriously violate the school rules, or where the continued presence of the student is a serious threat to the safety and/or learning of others.

Permanent exclusions will only be carried out when other strategies have failed or the incident is of a particularly serious nature. In all cases of any of these sanctions, the school

will work in line with DfE guidelines. The sanction will be at the discretion of the Head teacher or, in their absence, another member of the Senior Leadership Team. A meeting, following a specific format, will be arranged for the student and his/her parents following any sanction that has resulted in any adjustment to their provision (excepting use of Supervised Study). These meetings will be led by a senior member of staff, and will plan a way forward to help the student avoid similar behaviour in the future. Further information on the nature of the meeting that takes place once a student returns to school is provided below.

The school will endeavour to use a range of sanctions that are an alternative to suspensions and which provide students with support strategies to improve their behaviour. Examples of this are;

1. Withdrawal from lessons - where a student is removed from their normal lessons for a period which is typically 1-3 days but is based at their normal school
2. Academy Alternative Provision – where a parent is directed for their child to attend the Trust Derbyshire Re-Integration Centre (DRIC) for an identified period of time. At the DRIC, students shall work with Trust staff on themed content that will help support their behaviour and shall also, for those attending for more than 10 days, shall receive mentoring. Students at the DRIC will follow curriculum aligned to that which they would be studying in their school. Every student who has attended the DRIC shall have a report submitted to the school on their attendance, behaviour and some outline suggestions on strategies for improvement. This shall be looked at in the meeting that takes place on re-admission to the school and shall be shared with appropriate staff who work with the student when back in their own school.
3. A suspension will be issued where 1 and 2 have been used and behaviour has not met expectations or where it is not appropriate for the student to remain on the school site for a period of time.

Meetings following sanctions 1-3

The type of meeting that takes place will vary from student to student and is in line with DfE guidance. Typical examples are:

- Re-admission meeting with Head of House
- Readmission meeting with Head of House and SLT Link
- Governor Behaviour Panel – a meeting with representation of the Governing Body to affirm the school expectations on behaviour and agree next steps
- Governor Discipline Committee - a meeting with representation from 3 members of the Governing Body to make a decision as to the suitability of the sanction including a formal suspension requiring this meeting or a permanent exclusion.

SEARCHING, SCREENING & CONFISCATION

Headteachers and staff that they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items are:

- knives and weapons, including imitation items

- alcohol / tobacco / vapes and accessories
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the student).

- an article specified in the Specification & Disposal of Articles regulations 2012:
    - tobacco and cigarette papers
    - fireworks
    - pornographic images

Searching of a student will be implemented consistently, proportionately and fairly and recognise the age, the individual needs or learning difficulties of students with SEN and make reasonable adjustments that may be required where a student has a disability. Any confiscated items will not be returned to students.

Relevant action will be taken in respect of the student which will be dependent on the nature of the item found and the action taken by the student. This may also result in a referral to the police, early help or the local authority children's social care services.

STAFF AUTHORITY

All classroom staff have the authority to operate all the school sanctions detailed above with the exceptions of isolations and suspensions. All other adults working in the Academy are included in our behaviour management systems and deserve equal respect from the students. Consequently, all staff can make referrals for school sanctions through their line manager or relevant classroom staff.

LEVEL OF SANCTION

One off, minor incidents of disruption in lessons or inappropriate behaviour will normally attract sanctions such as a verbal rebuke, isolation for a short period or detention. More serious incidents of disruption or misbehaviour may well result in isolation or suspension. Any student verbally abusing, intimidating or assaulting a member of staff will be referred to the Reintegration Centre or suspended. If a student repeats inappropriate behaviour or persistently disrupts the learning of others, the seriousness of the sanction will increase. The Academy will make reasonable adjustments under the Equality Act 2010, in respect of safeguarding and students with special educational needs (SEN).

EDUCATION AND INSPECTIONS ACT 2006

The Education and Inspections Act 2006 introduced new statutory powers for schools regarding behaviour and discipline. The new powers give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. These powers can extend to students outside school on school events, when travelling to and from

school or when the students' behaviour seriously undermines the authority or reputation of the school.

POLICE INVOLVEMENT

If the school has knowledge that an incident of a criminal nature has taken place either in school or at a school event, we will under normal circumstances contact the police.

CHILD PROTECTION /SOCIAL SERVICES INVOLVEMENT

The Academy has a named person who is responsible for child protection. All child protection concerns are referred directly to the Child Protection Officer who will take relevant action in line with child protection procedures. Where appropriate, the Child Protection Officer will inform the tutor and the relevant pastoral manager of the issues. Contact with Social Services is made by the Child Protection Officer, Heads of House, SSC/Inclusion Manager or relevant member of the SLT.

PARTNERSHIP WITH PARENTS

The Academy aims to work in partnership with parents and recognises the value this partnership has in supporting the management of students' behaviour. There is a formal 'Home Academy Partnership Agreement' which clearly outlines the roles and responsibilities of the academy, parents and students.

The Academy welcomes parents into school to support learning, to share in the achievements of students, for social purposes and to share in the solving of difficulties in relation to students who are experiencing problems. The Academy encourages staff to make contact with parents, if relevant, and this includes contact of a positive nature as well as when support is required in solving problems. All contact with home should be in line with school policy.

MOBILE PHONES AND SMART DEVICES

The **Department for Education (DfE)** guidance dictates that **all schools in England must be mobile phone-free environments by default**. This policy is statutory under the Children's Wellbeing and Schools Act. It legally requires individual schools to prohibit student use of phones and similar smart devices throughout the entire school day. The rules extend to any smart technology with similar capabilities, including smartwatches that record video/audio or receive network notifications.

All students in Y7-11 are issued with a lockable phone pouch in which their mobile and any other smart device, e.g. watch is kept in during the entire school day. These are locked by students and checked by staff routinely. Students unlock their pouch when leaving the school site and retain them for the next day. Students who are found to not have their pouch with them or who are found to have a smart device that is not in their pouch, will be sanctioned.

EQUAL OPPORTUNITIES

The Academy aims to ensure that equal opportunities are provided for all students. The behaviour management programmes aims to ensure that all students have equal opportunity to access the learning provision provided by the school. All behaviour data will be monitored to ensure that no specific group is disadvantaged in relation to access.

REVIEW OF THE POLICY

This policy will be reviewed annually. All relevant parties will be involved in this review.

REFERENCES TO OTHER POLICIES:

The following Academy policies also need to be read in conjunction with this Behaviour Policy:

- Anti-Bullying Policy
- Safeguarding Policy
- Child Protection Policy
- Wider Curriculum Policy

Further Information/Guidance	Keeping Children Safe in Education Suspension and Permanent Exclusion guidance