



Higham Lane North Academy

Expectations Policy



Policy Number	4
Approval Date	May 2025
Review Date	July 2026
Governor Approved	K Hobbs
Statutory Policy	YES

Contents

1. Legislation, statutory requirements and statutory guidance	3
2. From the Governors	3
3. Culture and Values at Higham Lane North Academy	4
4. Roles and Responsibilities	5
5. School behaviour curriculum	9
6. Praise, merits, values and a relational approach.....	9
7. Effective Behaviour for Learning	11
8. Sanctions and Restorative Approach	13
9. Exclusions.....	15
10. Prevention of bullying and student restraint.....	17
11. Uniform/Dress Code, valuables, Mobile Phones and Devices	21
12. Safeguarding	24
13. Pupil Transition.....	26
14. Training	26
15. Monitoring arrangements.....	26
16. Links with other policies.....	27
Appendix 1 Higham Lane North Academy Way.....	28
Appendix 2 Higham Lane North Academy Praise and Behaviour flow chart.....	30
Appendix 3 Stages of intervention.....	31
Appendix 4 Governors' Statement of Principles	32
Appendix 5 Higham Lane North Academy Home School Partnership Agreement	34
Appendix 6 Expectations for school uniform.....	35
Appendix 7 Equipment required for school.....	39
Appendix 8 Mobile phone and devices policy.....	40

1. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

2. From the Governors

We are committed to:

- Having a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent and reflect Government legislation.
- Consistently applying the guidance set out in the Governor's Statement of Principles (See Appendix 3).

We aim to:

- Ensure that all staff are aware of the powers available to them, both to discipline and praise pupils.
- Ensure that pupils and parents are introduced on entry to the school's expectations via the Home School Agreement and associated documents.
- Ensure that all pupils are clear about the school's expectations regarding behaviour.
- Ensure that pupils review these expectations regularly.
- Ensure that pupils are familiar with the 'Praise' and 'Behaviour' systems for managing student behaviour and issuing praise; and that staff apply these consistently; and that these are regularly monitored.
- Ensure Equality of Opportunity for all pupils, embracing the legal responsibilities for pupils with SEND and making reasonable adjustment when necessary.
- Maintain a non-discriminatory culture reinforced by the expectations policy.
- Ensure the safety of our pupils whilst in school and while travelling to and from school.
- Consider the impact of everyone's behaviour on the school community as a whole

Work as part of a multi-agency network to ensure that all pupils are supported

- Promote clear values and a clear moral code.
- Deal consistently and effectively with all cases of reported bullying.
- Enforce fair, consistent and appropriate sanctions when necessary.

- Involve parents and governors wherever it is appropriate or required.
- Ensure that processes are in place to deal with complaints.
- Utilise parental support and involvement

3. Culture and Values at Higham Lane North Academy

At Higham Lane North Academy, we have high expectations of pupils and expect them to always demonstrate our values. This is because we are deeply committed to ensuring that everyone will excel because of the high expectations and high levels of care and support in place for pupils. Higham Lane North Academy is a school where everyone is included, and everyone belongs. Therefore, HLNA aims to provide a positive, orderly, calm, focused and purposeful environment where all pupils, staff and visitors feel safe and happy, and where all pupils can lead successful lives.

Our approach will enable pupils to say, 'We are proud because we always do what is right.' HLNA pupils will say, 'We are conscientious. We are compassionate. We are confident' We expect pupils to demonstrate our values both within and outside of lessons, when on the school site and as part of our community. Pupils will feel confident to express this as we explicitly teach them our STAR values of Service, Teamwork, Ambition and Resilience so that pupils can act with wisdom, gratitude and integrity in all that they do, thus ensuring that they will be able to fulfil their potential and play a positive role in society.

We carefully consider every moment of the school day to ensure that the school runs efficiently and effectively, and a positive culture is created. This means that everybody understands what their responsibilities are and why. We ensure that our routines and messages from staff are consistent across the school and delivered and implemented in a clear, compassionate, respectful and supportive manner.

All staff receive regular training and support with behaviour and expectations to create a positive and respectful school where the rationale for our approach is clearly understood.

When pupils join us in Year 7 they will complete up to three Inauguration Days which is where we will take the time to explicitly teach and show pupils step-by-step what is expected and how they can be successful. We will not assume that pupils know how to conduct themselves successfully and we will not sanction pupils for something that we have not taught them. We will revisit this training during the year to ensure that pupils are always clear about how they can show they are successful.

Pupils understand it is our high expectations and routines that enable them to attend an excellent school where it is safe, inclusive, where they are happy, and where they feel proud to be a part of. They understand that demonstrating our values will enable them to lead positive and meaningful lives as a valued member of society.

Our systems reflect our school values and are firstly designed to positively reinforce good conduct through praise and reward as well as to support pupils to reflect upon and learn from any mistakes and develop their ability to make good choices.

Through our expectations policy we aim to ensure that:

- All pupils and staff are safe, and feel safe, both in school and in the wider community so that they enjoy coming to school
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Creates a positive culture that praises, recognises and rewards pupils who demonstrate our school values of being hardworking, compassionate and confident, and proud because they do what is right.
- Pupils do not lose learning time in lessons due to disruptive behaviour
- Movement around the school is safe and efficient
- The school is a calm and purposeful place to learn and work for all pupils, staff and visitors
- The school is a place of mutual respect between all pupils and staff

- Pupils demonstrate that they are hardworking, that they are confident, that they are compassionate and therefore proud because they always do what is right
- We praise and reward values and habits through our praise system with pupils
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

The principles which underpin our Expectations Policy are as follows:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Positive relationships are imperative to our practice between all members of our school community
- Restorative Approach: Relationships are key in all that we do with pupils and restoration is needed to initially build and then maintain relationships when things have not gone as expected for our young people.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Expectations Policy
- The Expectations Policy is understood by pupils and staff
- The Suspension and Permanent Exclusions Policy explains that permanent exclusions and suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. School behaviour curriculum Positive behaviour reflects the values of the school.

4. Roles and Responsibilities

The Trust has established, in consultation with the advocates, headteacher, staff, pupils and parents/carers the policy and will keep it under review ensuring that it is communicated to pupils and parents/carers. The Trust, headteacher and staff will ensure that the concerns and particular needs and views of pupils are listened to and appropriately addressed.

- The Headteacher, Senior Leadership Team, Pastoral staff and Teaching staff will lead the school and be responsible for the implementation and day-to-day management of the policy and procedures. It is the aim of the Senior Leadership Team and school staff to promote, recognise and encourage positive Expectations and regular attendance. The positive ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression or prejudice will be actively discouraged at all levels. (see Anti Bullying Policy).
- All school staff including Teachers, Support Staff and Volunteers will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Pupils should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the Headteacher and the Senior Leadership Team, for creating a high-quality learning environment promoting good behaviour and implementing the agreed policy and procedures. Class teachers will use an emotion coaching approach with pupils where appropriate and record any interventions or

communications on Classcharts. Staff will engage in the restorative process to improve the pupils behaviour, resolve conflict and build positive relationships.

- Pupils are expected to 'be proud because we do the right thing.' Pupils are expected to demonstrate that they are hardworking, compassionate and confident which are our school values. Pupils are expected to help staff create a culture where 'everyone is included, and everyone belongs.' They will take responsibility for their own actions and develop effective behaviour for learning, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They will be made fully aware of the school policy, The North Way and expectations. Pupils should be actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment. Pupils will engage in the restorative process to improve pupils' behaviour, resolve conflict and build positive relationships.
- Parents/Carers will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school to promote and contribute to the further development of the Expectations Policy through consultation when appropriate. Parents will sign a Home School Agreement at the commencement of their child's placement to show their commitment to this.

Roles and Responsibilities

All pupils arriving to school
<p>Pupils will take responsibility for their organisation and preparedness for school by ensuring uniform and equipment meet school expectations</p> <p>As they travel to school, pupils are representing the school and will be kind and respectful to others.</p> <p>Pupils will take responsibility for their attendance and punctuality by arriving at school on time fully equipped for learning.</p> <p>Student will uphold the mobile phone policy of 'not heard, not seen' whilst entering school and on school site before the start of the school day</p>
Line up and Tutor Time
<p>Pupils will be kind and respectful to peers and staff.</p> <p>Pupils will take responsibility for their punctuality and be on time to line up at 8:40am.</p> <p>Pupils will work hard to be organised and take responsibility for being equipped and in correct uniform.</p> <p>Pupils will work hard during tutor activities.</p> <p>Pupils will take responsibility and notify their tutor if they do not have their timetable so that their tutor can provide them with one</p>
Lessons
<p>Pupils will take responsibility for their punctuality and be on time to lessons.</p> <p>Pupils will enter the classroom calmly and sensibly, sitting in their chair according to the seating plan and begin the Rapid Recall task promptly, taking responsibility for their actions. Pupils will be always kind and respectful to staff and pupils.</p> <p>Pupils will work hard to overcome challenges and will try their best in lessons.</p> <p>Pupils will take responsibility to remove any outdoor clothing, getting equipment on the desk and wear full uniform in lessons.</p> <p>Pupils will work hard for the duration of the lesson and not leave lesson until the teacher dismisses them.</p> <p>Pupils will take responsibility for tidying away any equipment, rubbish and their general area There are no drinks allowed to be placed on classroom work surfaces - only water is permitted</p>

At lesson changeover

Pupils will move around the school in a calm and orderly manner, being kind to others by respecting their personal space and applying the expectation of 'no hands on'

Pupils will move with pace and purpose to their next lesson and take responsibility for their punctuality.

Pupils will always have a copy of their timetable on them.

Pupils will follow the one-way system and walk on the left as they move around school, in corridors

At break and lunchtime

Pupils will take responsibility for their behaviour at break and lunch times and conduct themselves in a calm and orderly manner.

Pupils will ensure they follow staff instruction first time and respecting others personal space and apply the expectation of 'no hands on' by not making inappropriate contact with other pupils (e.g. play fighting, pushing, shoving)

Pupils will be kind, respectful and polite to canteen staff, duty staff and other pupils. Pupils should place all litter in the bin.

Pupils should queue respectfully and calmly for the canteen.

Pupils will move with purpose to their next lesson and take responsibility for their punctuality.

At the end of the day

Pupils will leave lesson for the end of school when dismissed by their teacher after the bell has sounded.

Pupils will continue to uphold the mobile phone policy of 'not heard, not seen' whilst they are leaving school and until they have left the school site.

Pupils will exit the school building in a calm and orderly way.

As they travel home, pupils are representing Higham Lane North Academy and will take responsibility for their behaviour and be kind and respectful to others.

Pupils will take responsibility for their behaviour by attending detention (when required) and engage in the restorative process with staff to improve behaviour, resolve conflict and build positive relationships.

Class teachers

Encouraging pupils to be punctual. The scaffolds and support in this policy can be used where appropriate in order to ensure consistency across, praise, rewards and consequences. Class teachers should always act in the best interests of the student which may include being proactive in both positive and negative communication home.

Teachers should follow the school's behaviour routines. Class teachers should be at the door at the start of lessons to meet and greet pupils and monitor behaviour and conduct in the corridors.

Teachers should consistently reward merits to pupils for demonstrating the Higham Lane North learner values of work hard, be kind and take responsibility.

Challenge lateness, inappropriate interpretations of the school uniform and slowness in settling down to engage in the lesson.

The 'Rapid Recall' activity should be available to encourage an orderly and purposeful start to lessons. Class teachers will escort pupils to detention at the end of Period 5.

Class teachers should attend restorative interventions where needed, including engaging in a restorative conversation with pupils they have placed in detention.

When on duty or moving around school site, class teachers should be wearing their Hi-vis vest for optimal presence and visibility.

Class teachers will use an emotion coaching approach with pupils where appropriate and record any interventions or communications on Classcharts.

Staff will meet with student in detention and engage in the restorative process to improve the student's behaviour, resolve conflict and build positive relationships.

Progress Leaders and Curriculum Leaders

Progress Leaders and Subject Leaders should track pupils with emerging poor behaviour or multiple counts of poor and disruptive behaviour that has impacted the learning of others.

Middle leaders should intervene where there are issues before escalating to the Senior Leadership Team. This could be by a Subject Leader arranging a restorative conversation between a class teacher and student, Progress leader placing a student on report, and monitoring the behaviour data weekly if the issues are across several subjects or Subject Leaders placing a student on subject report when issues are specific to one subject. Subject Leaders should also support class teachers in ensuring they are meeting the teaching and learning expectations of the school and are striking a good balance between the awarding of positive and negative points.

When on duty or moving around school site, middle leaders should be wearing their Hi-vis vest for optimal presence and visibility.

Middle leaders will use an emotion coaching approach with pupils where appropriate and record any interventions or communications on Classcharts

Form tutors – Champions

Form tutors are the first point of contact for staff and parents for a student issue. Form tutors and subject teachers should communicate clearly and consistently when behavioural issues arise to apply restorative practice at the earliest possible stage to promote positive relationships, resolutions and taking responsibility. When a student hits the required behavioural threshold, a student may be placed on report to a form tutor, the form tutor will record this on Classcharts communicate with parents.

Form tutors will be on time for morning line up at 8:40am, and will perform uniform and equipment checks as well as reiterating any messages from the Progress Leader.

Form tutors are responsible for their tutor group during line up and should move up and down the line ensuring that their tutor group is in alphabetical order, is silent when asked and is behaving appropriately.

Form tutors will use an emotion coaching approach with pupils where appropriate and record any interventions or communications on Classcharts.

Senior Leadership

Will be highly visible across the school.

Will ensure that staff in the areas which they are responsible for understand the school's behaviour policy and routines and will provide high quality support as needed.

Will lead and support with centralised detentions, including student collection and restorative conversations, and the provision within the reflection room.

Will maintain a trauma informed approach, apply emotion coaching techniques and promote restorative intervention and conversations where appropriate and hold other staff to account in respect of this.

Will support with the management, checking and quality assurance of morning line up, ensuring all pupils are present and compliant with the expectations.

Will be present and visible at lesson changeover times to ensure pupils arrive to lessons on time.

To intervene and support with pupils who repeatedly are unable to meet school expectations and whose behaviour does not fit with the values of Work Hard, Be Kind, Take Responsibility.

To consistently promote a culture of success and achievement through positive reinforcement and praise.

Will model trauma informed approaches including restorative practice and emotion coaching where appropriate and encourage staff to use these strategies. These interventions and communications will be recorded on Classcharts.

Parent/Carers/Families

Abide by the Home School Agreement.

Support Higham Lane North Academy's Praise and Behaviour Policy.

Share concerns about their child's education, welfare and behaviour with the school.

Take an interest in their child's work and achievements.

Attend Parents' Evenings and support school events.

Support the school in achieving a minimum of 96% attendance rate for their child.

Inform the school of any absence at the earliest possible opportunity.

Ensure their child arrives at school on time, in full school uniform and wears that uniform correctly.

Utilise Classcharts to monitor their child's behaviour and be aware of any sanctions that are taking place.

Ensure their child works hard and takes responsibility by completing homework and coursework to the best of his or her ability

5. School behaviour curriculum

As part of our transition programme and Pupil Inauguration days at the start of Year 7, we will positively and explicitly teach and role model the ways of successful people, instilling our values of hard work, compassion, and confidence so that pupils learn wisdom, gratitude, and integrity, knowing that they can be proud because they always do what is right. We will continue to instil these values and virtues positively and explicitly through all aspects of the school day; from positive morning reminders and assemblies, through our care and support curriculum, including PSHE; and through our character and culture curriculum, which includes our North Star guarantee.

6. Praise, merits, values and a relational approach

We will always seek to recognise pupils for their hard work, efforts, and achievements. When pupils demonstrate our values of being hardworking, compassionate, and confident, we will always reward them with merits.

All merits will be recorded on Class Charts by teachers and pupils and families will be able to track how many merits are earned via the app.

Pupils can be awarded merits for the following:

1 merit – pupil displays exemplar Higham Lane North learner values of hard work, compassion and confidence. e.g. A pupil works hard to create an excellent piece of written work. Teachers are expected to issue 5 house points per lesson.

5 merits- Student consistently displays exemplar behaviour/attitude/standard of work in lesson or produces exceptional work or an achievement over a prolonged period of time (e.g. half term) - e.g. completing coursework/project to an exceptional level.

10 merits - Pupils are awarded 10 merits for an Outstanding Achievement beyond the classroom. This may include: Representing County, National Success School team or event success.

Rewards Assemblies take place at the end of every term and pupils are rewarded for the amount of merits they have received, using the following criteria:

- 300 merits = Bronze badge
- 600 merits = Silver badge
- 1200 merits = Gold badge
- 1500 merits = Diamond badge
- 1700 merits = Headteacher's badge
- 2000 merits = Governors' badge
- 2500 merits = Mayor's badge

In addition to the merit system, effort, achievement and good behaviour are also recognised by the following:

- Receive the North Star effort and achievement badges: bronze, silver, gold, platinum for the amount of merits you achieve during the term and year
- Receive a weekly postcard from a teacher/other member of staff for your efforts
- Receive certificates and badges for 100% attendance
- Receive certificates and badges for 100% punctuality
- Receive termly certificates for improved and excellent effort
- Receive a certificate for being a 'Zero Hero'
- Hear your teacher or another member of staff compliment you on your hard work and effort, your appearance and your kindness, manners and politeness.
- Become a Word Millionaire on our Accelerated Reading scheme
- Represent the school in an activity/event/performance
- Complete the North Star guarantee
- Take part in our termly and annual rewards and prize-giving ceremony
- Have done so well during Year 7 that you are invited to take part in our North Star celebration day in July
- Positive praise - in lessons and in the school and wider community for positive contributions and academic progress.
- Praise postcards - sent home to recognise continual achievements or individual outstanding pieces of work. Pupil receives 5 house points.
- Pupil of the week- these pupils receive certificates in the following week's line up/assembly, Pupil receives 5 merits.
- Headteacher's Award – these are for pupils with significant achievement, outstanding contributions and progress. Pupil receives 5 merits.
- Positive Calls to Parents/Carers - communication to inform of good work completed, outstanding contributions and progress. Pupil receives 5 merits.
- Certificates and prizes - awarded for academic progress, attitude to learning, attendance and punctuality.
- Termly rewards assemblies and SLT and Headteacher celebration events.
- Year 11 final Celebration - where being able to attend is based on good behaviour, attendance and attitude to learning.

7. Effective Behaviour for Learning

Our policy is based on the premise that:

- It is not acceptable for pupils to disrupt the learning of others;
- Each pupil has the right to learn in a safe and purposeful environment
- Each pupil should do their best and strive to be the best they can be. It is expected that all pupils respect the right of others to learn within the classroom.

De-Merits

We do not want to be punitive for small misdemeanours and issue sanctions and consequences straightaway as we know that pupils are still learning, and they will make mistakes. It is important pupils always have their self-esteem and confidence intact, even if they do make mistakes. Pupils need to feel that they can put things right quickly. Staff therefore will always use a variety of strategies that they have as skilled practitioners to warn pupils that they need to correct their behaviour immediately. This will mostly include a quick warning about what they are doing. If after the warning, the behaviour continues, rather than stepping straight into sanctions for pupils a demerit can be issued by staff. Once a de-merit is issued, this is calculated from the running merit total. This means that pupils still have control over their successes, all is not lost, there is no 'red card sanction' against their name, but a de-merit can serve as a reminder and warning that if their behaviour continues, they could begin to receive more serious sanctions. If the behaviour is deemed serious enough, a member of staff does not have to issue a warning, a de-merit can be issued straightaway. De-merits may also be issued, but not limited to, the following:

De-merits can be issued for, but are not limited to, the following behaviour types:

- Disrupting or interrupting others in lessons (talking or whispering over explanations or instructions)
- Not following instructions
- Unnecessary comments
- Deliberately wasting time
- Poor presentation of work
- Poor attitude to learning
- First time in a week of being late to a line up in between moving to lessons
- Incorrect uniform/equipment for the first day in a week without a valid reason
- Mis-use of time out pass or asking to go to the toilet during lessons without valid reason

R1s (30 minute same-day reflection) can be issued for, but are not limited to, the following behaviour types:

- 2 De-merits in a lesson/form time/out of lesson activity
- Not following/complying with instructions from a member of staff
- Incorrect uniform/equipment for the second day running without a valid reason
- Being late to school
- Swearing
- Using a mobile phone/other electronic device
- Breaking corridor/movement rules
- Breaking dining hall rules
- Eating/drinking banned items (including chewing gum)
- Play-fighting or unsafe behaviour in classrooms, corridors and outdoor spaces

- Missed work deadline without a valid reason

R2s including a withdrawal from lesson(s) where the teacher deems it necessary (45 minute same-day reflection) can be issued for, but are not limited to, the following behaviour types:

- Continued failure to follow classroom teacher instructions after final warning at R2
- Internal truancy/failure to attend lesson
- Failure to attend an R1 detention without a valid reason
- Defying a member of staff
- Persistent disruptive behaviour
- Bringing in any banned items
- Bullying/unkind behaviour towards others

R3 – withdrawal from lesson(s) at the discretion of SLT can be used alongside an R3 60-minute detention dependent upon incident. R3s can be issued for, but are not limited to, the following behaviour types:

- Failure to attend an R2 detention on two occasions
- Serious misconduct
- Major corridor misbehaviour
- Use of any language that causes offence or discrimination towards any pupil or member of staff
- Disrespectful behaviour towards a member of staff
- Receiving multiple demerits and R1s/R2s during the day
- Possession of prohibited items
- Receiving multi reflections during the day
- Fighting
- Poor behaviour outside of school that damages HLNA's reputation in the community

R4s are immediate withdrawal from lessons for the remainder of the day whilst the incident is investigated. As a minimum a 60-minute reflection is issued alongside a further potential sanction. Parents/carers will be contacted and upon completion of investigation, internal exclusion or suspension could be issued.

- Dangerous/Violent /Sexual/ Discriminatory behaviour/Verbal abuse towards staff
- Theft and possession of prohibited item

If a child misses a same-day 30-minute reflection time without a valid reason, this will be escalated to a 45-minute reflection time the next day. This time will be spent with SLT.

If a child misses a same-day 45-minute reflection time without a valid reason, this will be escalated to a 60-minute reflection time the next day. This time will be spent with SLT.

If a child misses two opportunities to sit reflection time that has been re-set for them, parents/carers will be invited to meet with the school so that we can address this issue. Further sanctions such as missed break and lunchtimes for the week and reflection time with SLT (missing lessons) will also be applied.

8. Sanctions and Restorative Approach

Higham Lane North Academy is an orderly school with the very highest expectations of behaviour where pupils act with care and consideration. We use our praise system to promote and encourage good behaviour; however, sanctions are necessary for pupils who have not behaved in an appropriate manner in accordance to this policy. The flow diagram provided in Appendix 2- Praise and Behaviour Flowchart outlines the range of sanctions we use at Higham Lane North Academy with some examples of behaviours that would trigger sanctions. Please note that this is not an exhaustive list. Great care is taken to consider that sanctions are proportionate and reasonable. If a sanction has been given, this will be recorded on Classcharts where behaviour points are logged. These points will be reported to parents/carers via the live data on Classcharts and via the school reporting system. We expect to work with parents/carers to ensure that pupils have a successful and worthwhile education; therefore, sanctions are given when negative behaviour occurs and when the member of staff feels that it is appropriate. We will use our professional judgement to ensure that the praise and expectations policy is implemented appropriately and within context. At Higham Lane North Academy sanctions are issued to address poor behaviour swiftly and restore relationships between staff & student. Pupils that have been issued a S2 will complete a same day detention after school for 45 minutes finishing at 4:00pm. Pupils failure to engage with this process will result in an internal exclusion and 45-minute afterschool detention.

The Department for Education states that schools do not legally need a parent's permission to detain a child and no longer must give 24 hours' notice. There is no legal obligation to inform you that your child is being kept back after school and schools do not need to provide a reason as to why a detention has been issued. Teachers have a legal power to put a student aged under 18 in detention; this includes detention outside of school hours. For further information on the DfE guidance, please follow the link: <https://www.gov.uk/schooldisciplineexclusions/discipline>. However, it is our priority to work in partnership with parents/carers for the benefit of the child. Therefore, we will inform parents/carers via Classcharts and email if their child has an after-school detention. We use a whole-school restorative approach alongside our sanctions to resolve conflict, repair damage and ensure responsibility is taken by those who have caused harm by having pupils reflect on their behaviour and impact on others. We have restorative conversations with pupils using the following questions:

Restorative questions:

- What has happened?
- What were you thinking at the time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done now to make things right?

The aim of the restorative conversation is to ensure that the student recognises where their behaviour or conduct has fallen short of our standards and helps pupils understand how such behaviour impacts adversely on others in the school community and the steps that the student must take in future to ensure their conduct is appropriate. Pupils will prepare for their restorative conversations by completing a reflection sheet. Restorative meetings take place during afterschool detentions between the staff member and student. Where necessary, other staff members (e.g. Senior Leaders, Progress/Subject Leaders, SENDCO) may support the member of staff and/or student with the restorative conversations.

Serious sanctions beyond reflections

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

Restore order if the pupil is being unreasonably disruptive

Maintain the safety of all pupils

Allow the disruptive pupil to continue their learning in a managed environment

Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The law states that schools are able to use isolation rooms for a disciplinary measure. (Please see <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>). Higham Lane North Academy has a policy of using Isolation as a sanction. Pupils who are involved in serious incidents of misbehaviour or have refused to attend their after-school detention will be isolated with a member of SLT. The period of isolation can range from half a day to a number of days. Pupils can also be isolated from their lessons with either a member of SLT or be placed in alternative classrooms for individual lessons. Parents/carers will be informed via Classcharts and by a phone call/email. Staff will be informed via email by the school and will be required to set work on Google Classroom. Internal Exclusion is a process used by the school for dealing with serious incidents of poor behaviour. Pupils who are internally excluded work with SLT and are provided with school work. Internal exclusions are for a fixed period and last from 8.40am until 4:00pm each day. When a student is internally excluded, parents/carers will be contacted. If the pupil does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the Internal Exclusion may be extended.

Behaviour for internal exclusions:

- All pupils must read the rules of withdrawal and sign the Code of Conduct to say that they have done so and will abide by them.
- Mobile phones must be turned off and handed in on arrival.
- Pupils must work in silence and not talk or attempt to communicate with other pupils.
- Pupils must not attempt to disrupt the behaviour or learning of other pupils.
- Pupils are expected to complete work to the best of their ability, provided by the member of staff on duty.
- Pupils will not be allowed out at break or lunch time. Pupils will pre-order their meals and they will be brought to them.
- Pupils will be escorted to the toilets by staff at pre-arranged times.
- Any negative behaviour when serving an internal exclusion will result in further sanctions which could be a further day of isolation or a suspension.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This will include meeting with families, reintegration meeting, daily support from tutor/pastoral lead, I CAN reports with personalised targets, reflection work to avoid a repeat offence.

9. Exclusions

The Headteacher decides whether to exclude a student, for a fixed term or permanently, considering all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Suspensions

- This sanction would be for either a single serious incident such as violent behaviour, verbal abuse or damage to property, or where a student has repeatedly failed to follow the required standards of behaviour.
- In addition, pupils may also spend some time in the reflection room. This could also be prior to a suspension during the initial investigation into the incident or behaviour, or as part of their integration plan.
- Parents/carers are advised that a change in the law makes it explicit that they are responsible for supervising pupils for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days, the school will arrange suitable alternative education from the 6th day.
- Parents/carers and pupils are expected to attend a reintegration meeting following a suspension. Prior to the meeting pupils must complete the Suspension Logbook to reflect on their behaviour and record work that was completed during the suspension period. This must be brought to the reintegration meeting.
- At this meeting a student's behaviour will be reviewed and a reintegration programme drawn up which may include the student being placed on Behaviour Report, either to their Form Tutor, Progress Leader, Behaviour Manager or a member of the Leadership Team.
- Where a student has been suspended for 5 days or more (either for one suspension or a series of different suspensions) the student, along with their parent/carer, may be asked to attend a meeting with relevant school staff regarding next steps and possible escalation.

Permanent Exclusion

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). The decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy.
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or pupils in the school. There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first or one-off offence. The Secretary of State for Education has made it clear that they would not normally expect the Governors' Disciplinary Committee, or an Independent Appeal Panel to re-instate the student.

Off Site Direction

In agreement with other secondary schools in the North Warwickshire area, pupils may be placed on an offsite direction at other establishments for a period (usually 10 weeks). This will involve pupils spending time in another school with the aim of improving their behaviour. To do this effectively, information will be provided to the host school about the student, including contact details, address, behaviour record, medical details and SEND needs. The host school will also provide appropriate work. Pupils will be expected to adhere to the host school's behaviour procedures and arrive and leave at the host school's agreed times. It is the parent/carer's responsibility to arrange appropriate transportation to and from the host school. Pupils will be expected to wear the uniform of the host school.

Managed Move

Pupils who continue to experience behavioural issues, despite the tiered system of interventions, may be recommended for a Managed Move. This will involve the student moving to another school in the Northern area of Warwickshire for a fixed period of time (usually 10 weeks) with a view to the pupils moving on a permanent basis if the placement is successful. As with off-site placements, the student's school record will need to be shared with the chosen school. Managed Moves will be considered under the following circumstances:

- A student persistently fails to follow the School's Behaviour for Learning Policy despite the tiered intervention/support outlined in the policy.
- A student whose behaviour has not improved despite this intervention.
- A student is involved in a serious breach of the School rules and their actions have put the safety of staff and other pupils at risk.
- A student has received multiple Internal Exclusions or suspensions.
- A student is at risk of Permanent Exclusion. Governors' Disciplinary Panel If a student receives several suspensions and behaviour shows no sign of improvement, they will be asked to attend a Governors' Disciplinary Panel with their parent/carer. The Headteacher, Behaviour and Attendance Manager and/or the student's Progress Leader will discuss the student's behaviour record and why the school is concerned about this. This Panel will draw the student's attention to governors' expectations and concerns. The student's behaviour will be monitored carefully after the Governors' Disciplinary Panel and the student and parents/carers will be expected to engage fully in any strategies recommended by the Panel e.g. referral to outside agencies, participation in support programmes and so on. If the student's behaviour does not improve, they risk Permanent Exclusion from the School. This will be made clear at the Panel. A student persistently fails to follow the School's Behaviour for Learning Policy despite the tiered intervention/support outlined in the policy.
- A student whose behaviour has not improved despite this intervention.
- A student is involved in a serious breach of the School rules and their actions have put the safety of staff and other pupils at risk.
- A student has received multiple Internal Exclusions or suspensions.
- A student is at risk of Permanent Exclusion.

Governors' Disciplinary Panel

If a student receives several suspensions and behaviour shows no sign of improvement, they will be asked to attend a Governors' Disciplinary Panel with their parent/carer. The Headteacher, Behaviour and Attendance Manager and/or the student's Progress Leader will discuss the student's behaviour record and why the school is concerned about this. This Panel will draw the student's attention to governors' expectations and concerns. The student's behaviour will be monitored carefully after the Governors' Disciplinary Panel and the student and parents/carers will be expected to engage fully in any strategies recommended by the Panel e.g. referral to outside agencies, participation in support programmes and so on. If the student's behaviour does not improve, they risk Permanent Exclusion from the School. This will be made clear at the Panel.

10. Prevention of bullying and student restraint

Preventing Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Higham Lane North Academy, we have a separate policy which deals with the procedures we follow in instances where bullying has been reported. The school practices a preventative strategy to reduce the occurrences of bullying, and our Anti-Bullying Policy is instilled within our curriculum and our expectations at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action. Details of our school's approach to preventing and addressing bullying is set out in our Anti-bullying Policy. The school wants to ensure that all pupils feel safe at school and accepted into our school community. Our ethos is one of Reflection; bullying of any kind is regarded as a serious breach of our Behaviour Policy and will not be tolerated. This include online bullying, such as making comments or taking actions online that may cause stress to others and/or could be considered online bullying.

Student Restraint

The Education Act 2006 provides clear guidance on restraint. Further advice is available to schools in the DFE guidance "Use of reasonable force" July 2013.

Staff are authorised to use physical force to control or restrain pupils if a student's behaviour is so serious that:

- there is a danger of physical injury to the student themselves or someone else.
- there is a danger of damage to property.
- the student is prejudicing the maintenance of good and discipline within the school.
- a criminal offence is being committed.

In circumstances when restraint has been necessary, it is likely that this would be seen as an offence where a student would be punished by time in the refocus room, fixed term exclusion (suspension) or permanent exclusion. We expect our pupils to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school.

The power to screen, search and confiscate items

The Education Act 2002 provides clear guidance on screening and confiscation.

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.
- We work alongside our local police forces and participate in programmes, which aim to raise the dangers of carrying weapons both inside school and outside. This process involves screening of classes and pupils using a metal detector and searching bags to ensure pupils are safe and there are no prohibited items.

Also note:

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorized. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching

School staff can search a student for any item if the student agrees.

Staff authorised by the Headteacher also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and other nicotine related paraphernalia such as vapes or snus • fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of any person (including the student)
- headteachers and authorised staff can also search for any item banned by the school, such as electronic cigarettes, laser pens/lights, lighters, matches.

School staff also have the power to search pupils if they believe they are in possession of a banned item such as a mobile phone (if used on the school site).

Searches will take place wherever possible by two members of staff, with at least one being the same sex as the student, and a member of staff acting as a witness. The search should be conducted quietly and discreetly, if possible away from other pupils. Any item found during the search will be confiscated by the staff members.

Confiscating

School staff can seize any prohibited or banned item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

It is our intention that seized items will not be returned to the pupils, and in some instances may be referred to the police. However, there may be instances where items could be returned to parents/carers and in these circumstances, we will contact parents, for their support and to arrange an appropriate time for them to collect any items that can be returned.

Recognising the impact of SEND on behaviour

The School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the School will balance their legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the School's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the School must co-operate with the local authority and other bodies

As part of meeting these duties, the School will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These may include: -

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

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a student with SEND, the School will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the School to sanction the student for the behaviour.

The School will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the School will co-operate with the local authority and other bodies.

If the School has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the School may request an emergency review of the EHC plan.

Responding to misbehaviour from Looked After Children/Previously Looked After Children

The School recognises the impact of the emotional, psychological and social trauma experienced by Looked After Children and the possible effect this can have on them and their behaviours, and the effects loss and separation from birth families can cause.

The School acknowledges that some children with attachment difficulties may find it difficult to build sustainable relationships of trust with adults because of their experiences, and consideration is also paid to how this might affect the child's behaviour.

When incidents of misbehaviour arise, we will consider them in relation to the above, although we recognise that not every incident of misbehaviour will be connected to this. Decisions on an incident of misbehaviour will be made on a case-by-case basis.

Respect for teachers' professional role as teachers and their workload

Higham Lane North Academy will ensure that teachers' role in school discipline matters is consistent with their statutory and contractual terms and conditions of employment, including the School Teachers' Pay and Conditions Document. Teachers' professionalism depends upon being valued and respected. It means that pupils should be ready to learn and that schools need to act to address problems of low-level classroom disruption, and also prevent and respond to violent and abusive behaviour by pupils. Staff's professional judgement will be supported, including appropriate access to training and professional development.

Right of staff to a safe working environment

The Board of Trustees of Central England Academy Trust, as employer, is required to take reasonable steps to ensure, in so far as practicable, a safe working environment exists for staff. Reasonable steps will be taken to prevent and tackle any bullying or harassment of staff, whether this occurs on or off the school premises or during term times. The school will act to prevent the misuse by pupils of the internet, mobile phones or other technology to ridicule or attack staff. School management will access the DfE guidance on tackling cyberbullying of teachers. Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. The Governing Body has legal powers to prohibit access to the School premises. Where a person threatens or assaults a member of staff, this will be reported to the Police.

Support from other schools

Higham Lane North Academy will support and contribute to Behaviour and Attendance Partnerships to help share resources and expertise in managing the most challenging pupils, including arranging respites, off-site directions, managed moves and referrals to alternative provision as appropriate.

Support from the police

Higham Lane North Academy has an excellent working relationship with our Police Community Support Officers which form part of our Safer Neighbourhoods Team. These colleagues regularly visit the school, lead student workshops and also facilitate support from other agencies such as the Youth Offending Teams and probation services. Higham Lane North Academy will seek help from the Police, for example, with the screening or searching of pupils, tackling gang culture and other crime issues, and truancy sweeps.

11. Uniform/Dress Code, valuables, Mobile Phones and Devices

- Pupils should be tidy in appearance and always wear clothes appropriately that meet the agreed school dress code (details of uniform is available on the school website and in this policy Appendix 5 - Expectations for school uniform).
- If a student has incorrect uniform or equipment, they can borrow any item from Reception before 8.35am without any sanction. Uniform and equipment breaches that take place after 8:40am will be logged by Form Tutors on Classcharts as a demerit for first time and R1 for repeated incidents and there will be a same day afterschool 30-minute detention. Pupils may be removed from lessons if they refuse to amend uniform breaches.
- Outdoor clothing such as coats, scarves and gloves should not be worn in lessons .
- Hooded tops must not be worn underneath the blazer or as an alternative to a coat.
- Pupils are not permitted to smoke, or have smoking or nicotine related materials including snus, electronic vaporising cigarettes, with them anywhere on the school site. Pupils will be made aware, as staff are, that the Higham Lane North Academy is a nonsmoking site. Pupils as members of the Higham Lane North Academy, travelling to and from the site or on trips/visits are not permitted to smoke.
- Mobile phones and devices are not permitted to be seen or heard on school site before, during or after the school day, in accordance with the DfE Guidance 2023 on Mobile Phones. This includes inappropriate use of Smart watches e.g. sending messages via Smart watch. Any device seen, heard or used on the school site will be confiscated. This is in accordance with DfE Guidance 2011 on the confiscation of student property. Further actions may include asking the parents/carers to restrict the mobile device being brought to school. For further information please read appendix 9 Mobile Phone and Devices Policy.
- Mobile phones or any other devices used to make recordings of staff members without consent is a serious breach of privacy and our Praise and Behaviour Policy therefore will result in a sanction which may include a school suspension and jeopardise your child's place at Higham Lane North.
- Excessive amounts of money and items of considerable personal value should not be brought into school except in exceptional circumstances. All payments for trips, music lessons and school dinners must be made on-line using ParentPay.
- During PE lessons, the changing rooms are locked, mobile phones are collected at the start of lessons any other valuables should be left in bags during the lessons. The school takes no responsibility for the damage or loss of valuables whilst on school site.
- Personal possessions that cause a distraction in class may be confiscated for safe keeping until collection by a student or their parent/carer.

Punctuality to lessons and Internal Truancy

- Pupils must always take the fastest route via the one-way system to their lesson and enter the building nearest to their lesson following break and lunchtimes.
- Pupils must walk with pace and purpose to their lessons ensuring they arrive on time without delay.
- Pupils should not go to Reception, toilets or to see a member of staff during lesson time. This should only take place during break, lunchtimes or scheduled meeting times.

- To ensure the safety of our pupils, teachers are expected to take registers at the start of the lesson. If a student has not arrived by the start, the following process will be initiated to identify a missing student:
Missing pupil alert - a student is missing from lesson and have been marked as present in an earlier lesson, staff member record this using the missing student alert on class charts.
- If student arrives late a S2 is issued and student attends 30 mins same day detention
- On Call staff member will check for student's location and determine whether they are truanting or if there is a valid reason for their lateness. If there is a valid reason the student is escorted back to lesson.

Immediate actions

- If the student is not found with a timely manner on call staff member must inform a member of the leadership team and parents/carers will be contacted.
- If the pupil is found to be truanting or refusing to attend lesson, the student is issued a S3 and will attend same day detention.
- During this time pupils will complete the work that has been set by the class teacher and catch up on any missed work.

Intervention and follow up

- Progress Leaders (truancy across different subjects/Subject Leaders (truancy in one subject) will investigate the reasons for the truancy using truancy reflection sheet and resolve any issues. •Parents/carers are contacted to inform them of the truancy, the consequence and any actions to resolve the issues and prevent further truancy.
- Pupils will be placed on punctuality report for a minimum of two weeks to monitor their punctuality and identify any further incidents of truancy.
- Persistent truancy could lead to further sanctions including suspension, respite, Offsite Direction or Managed Move.

Out of Class Behaviour

- Pupils should always walk sensibly in corridors and stairwells and follow the one-way system around school.
- During break times and lunch times, pupils are expected to be either outside or in the dining room. However, pupils visiting the Library, Halls, Extra Curricular Clubs or members of staff by prior arrangement may be inside the building during these times. Pupils will be asked to leave the building if these exceptions do not apply and pupils that are persistently inside the building without consent will be issued with a Step 2 same day 45-minute detention.
- Pupils should always respect others personal space and apply the expectation of 'no hands on' by not making inappropriate contact with other pupils (e.g. play fighting, pushing, shoving or taking another student's tie). Pupils that do not apply the 'no hands on' expectation will receive an R2- same day 30-minute detention.
- Pupils have two options of where to be based at lunchtime: they can stay on site and have school lunch or sandwiches, or go home. If they go home, parents/carers must apply for a lunch pass and, in doing so, take responsibility for their child whilst they are offsite. Pupils who go home are not allowed to visit friends' houses or wander around the local area. They must go home directly and return to school 5 minutes before the afternoon session. Pupils who stay on site are expected to follow the school lunchtime rules.
- Sanctions for poor behaviour at lunchtime may include verbal warnings, loss of social time and after school detentions and for more serious offences, Reflection, Internal Exclusion and suspensions. Pupils who regularly misbehave at lunchtime will be banned from the canteen at lunchtime and be required to bring a packed lunch.
- Mobile phones cannot be used by pupils and if they are seen or heard, they will be confiscated and a 30-minute same day detention will be issued in line with this Praise and Behaviour Policy.
- There should be no need to visit the toilets during lesson times except for occasional emergencies. For medical conditions, pupils can be issued with an out of lesson card, which they keep and use when needed. These are issued by the Progress Leaders in consultation with parents or carer and are regularly reviewed.

- All forms of bullying, discrimination and intimidation will not be tolerated. Any incidents will be dealt with according to the schools Anti-Bullying Policy, including support for the victim and the perpetrator. (For full details of Anti Bullying strategy please refer to the Anti Bullying Policy).

Arriving to and Leaving the school site

- Pupils are allowed on school site from 8:15am onwards where there is supervision in the Morning Club. Outside spaces are not supervised and therefore pupils arriving before 8:30am must go directly to the Morning Club which takes place in the Library. Pupils should be on school site by 8:35am, ready for line up with their form tutor on the playground at 8:40am. The main school gate on Upper Farm Drive will close at 8:40am and pupils arriving at 8.40am or after, need to report to Reception. In line with this Praise and Behaviour Policy, any late pupils will be issued with a Step 1 Late and will serve a 20-minute detention on the same day during break/lunchtime, at the discretion of SLT.
- Mobile phones cannot be used by pupils whilst they are on school site, this includes before school and leaving school site at the end of the school day, if they are seen or heard whilst on school site, they will be confiscated and a Step 2 (30 mins same day detention) will be issued in line with Appendix 1- Praise and Behaviour Flowchart.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

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

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

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

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

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team or Pastoral lead will make the report.

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

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

Malicious allegations

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

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

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

12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Child on Child Abuse and Harmful Sexual Behaviour (HSB)

Higham Lane North Academy understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or nonconsensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, up skirting, and initiation/hazing ceremonies. Higham Lane North Academy takes a zero-tolerance approach to child on child abuse, sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

- The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children (for the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school).
- Higham Lane North Academy will avoid not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as this can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- In the event of an incident of HSB, Higham Lane North Academy will investigate, taking the advice of external agencies where appropriate, and sanction in accordance with Appendix 1- Praise and Behaviour Flowchart.
- Higham Lane North Academy will adhere to guidance set out in Keeping Children Safe in Education (2023) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of child-on-child abuse
- If a report is shown to be deliberately invented or malicious, Higham Lane North Academy will consider whether any disciplinary action is appropriate against the individual who made it

Discriminatory Language/Behaviour

- Higham Lane North Academy will not tolerate discriminatory behaviour/language of any sort. The school maintains a zero-tolerance policy relating to this issue.
- Any incident involving the use of language/behaviour which is considered to be discriminatory towards any person with a protected characteristic will be investigated and sanctioned in accordance with Appendix 1- Praise and Behaviour Flowchart.
- This policy addresses discriminatory language and behaviour which occurs both on and off the school site, as well as face to face and/or online. Role of pupils outside School The school has a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff. This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school, and behaviour when wearing school uniform in a public forum, such as on public transport. We therefore have outlined our expectations to make it clear how our pupils should conduct themselves:
- Pupils will respect the community and other people's property at all times
- Pupils should recognise that during their journeys to and from school they are still part of the Higham Lane North Academy community and hence, their actions are seen by others as a reflection on all members of the school. Therefore, the school will, if appropriate, issue sanctions relating to incidents of inappropriate behaviour, either to or from school which may relate to times outside of the school day. This includes all forms of public transport where the pupils can be visibly seen as a representative of Higham Lane North Academy.

- Pupils are prohibited from travelling to or from school by e-scooter. Pupils are also not allowed to store an e-scooter on our school site as we cannot facilitate the storage of an item that has potentially been used in an illegal act (riding on a pavement or public highway). If a student was to bring an e-scooter onto the school site, the school reserves the right to confiscate the e-scooter. Under these circumstances, we will not return the e-scooter to the respective student and school will keep the item in our possession until a parent/carer collects the item.
- Pupils will not smoke/vape on the way to and from school.
- Pupils will respect each other and the community on all forms of public transport and will behave sensibly and safely.
- Members of the school are expected to accept that the Anti-Bullying Policy applies during their journeys to and from school, on trips and visits and at all school related events.
- Pupils using a bicycle to travel to and from school will ensure that it is kept in a roadworthy condition and that on arrival at school, it is placed in the bicycle storage area and secured with an appropriate lock. Care should be taken to ride bicycles sensibly and to always follow the Highway Code, and a cycle helmet should be worn when cycling to and from school. Pupils that do not apply these rules will have their permit removed and will no longer be allowed to bring their bike onto school site.
 - The school will also consider the pastoral needs of staff and pupils accused of misconduct.
 - Please refer to our **child protection and safeguarding policy** for more information on responding to allegations of abuse against staff or other pupils.
 - Please refer to our **anti-bullying policy** for more details about how we will deal with instances of bullying.

13. Pupil Transition

Inducting incoming pupils

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

14. Training

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

- How to use strategies effectively within the classroom as part of a relational approach
- How a trauma-informed approach benefits some pupils
- The use of emotional coaching
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)
- The data will be analysed every weekly by the senior leadership team and pastoral leaders

- The data will be analysed from a variety of perspectives including:
- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1 Higham Lane North Academy Way

I am conscientious because.... I will always try my hardest with all tasks and activities, even if things are difficult. Trying my hardest shows that I am ambitious and resilient, and I can therefore be proud of my efforts.

I am compassionate because... I will always show compassion so that others feel the benefit of my kindness. I treat others how I would wish to be treated because we never know what someone is truly going through and thinking about life.

I am confident because... I will show confidence so that I am ready for learning and life. I know that when I am confident, I am more likely to succeed. Being confident helps to give me a positive mindset and to show resilience when things are tough.

I am proud because I do what is right... I can feel proud of myself to do the right thing because I have learnt the ways of role models and successful people and know that if I demonstrate our STAR values of Service, Teamwork, Ambition and Resilience that inhibit wisdom, gratitude, integrity, hard work, compassion and confidence, then I can feel proud of myself, and make others proud of me, because I do what is right.

‘We are proud because we always do what is right. We are conscientious. We are compassionate. We are confident.’

These are the values that we will explicitly teach pupils throughout each year. We will show them how to demonstrate that they are proud because they do what is right.

HLNA values	How we will show that we are proud because we do what is right
We are conscientious	<ul style="list-style-type: none"> • I will check my timetable and pack my bag the night before school • I will be organised and come to school fully equipped, wearing my uniform with pride • I will come to school on time, every day • I will follow teachers' instructions first time, every time • I will always try my hardest, I will always give 100%, even when things are difficult • I will always complete all tasks and activities to the best of my ability • I will always complete my home learning on time • I will be fully prepared for assessments • I will respond positively to feedback from teachers to improve my work and learning • I know that mistakes are learning opportunities to be even better • I will never give up on my learning
We are compassionate	<ul style="list-style-type: none"> • I will help to keep everyone at school safe through my words and actions, I will treat everyone with respect and compassion • I will ensure that the school is a happy place for everyone to be through my words and actions • I will use my conversation voice in and around school

	<ul style="list-style-type: none"> • I will always walk and never run in and around school, unless being supervised in school games/PE • I will always use my manners to show how polite and respectful I am such as holding doors open, using 'please' and 'thank you' and addressing all staff as 'sir' or 'miss' • I will look for ways to help and support others • I will respect staff by always following instructions quickly and after the first time of asking • I will show gratitude by thanking those who help and support me • I will be compassionate to those who are struggling or suffering, or facing a challenge in life
<p>We are confident</p>	<ul style="list-style-type: none"> • I will wear my uniform with pride and be fully equipped every day • I will take responsibility for my choices • I will give 100% commitment and dedication to everything that I do • I will never give up on developing as a good and successful person. I can turn any mistakes into opportunities to be even better. • I will never give up on learning. I can turn any mistakes into opportunities to be even better at learning. • I will take every opportunity to take part in the North Stars Guarantee so that I can demonstrate values of service, teamwork, ambition and resilience • I will take pride when representing the school • I will accept rewards with confidence and pride • I will keep the school clean and tidy • I will accept any sanctions without argument • I will be a positive role model to others, and to younger pupils • I will be a positive ambassador for Higham Lane North Academy on my way to and from school and when in the local community

Appendix 2 Higham Lane North Academy Praise and Behaviour flow chart

Merits will be issued for a variety of behaviours and actions where pupils are actively demonstrating our values of being proud because they do the right thing and because they are hardworking, compassionate and confident. The Merit total can be monitored and tracked on Class Charts and achieving a certain number of merits will lead to further rewards for pupils, such as badges and certificates.

A de-merit can be issued, but is not limited to the following behaviours: Disrupting or interrupting others in lessons (talking or whispering over explanations or instructions), not following instructions, unnecessary comments, deliberately wasting time, poor presentation of work, poor attitude to learning, first time in a week of being late to a line up in between moving to lessons, incorrect uniform/equipment for the first day in a week without a valid reason, misuse of time out pass or asking to go to the toilet during lessons. This will be deducted from the merit total. Pupils and families will be able to monitor this via Classcharts.



R1s (30 minute same-day reflection) can be issued for, but are not limited to, the following behaviour types: 2 De-merits in a lesson/form time/out of lesson activity, not following/complying with instructions from a member of staff, incorrect uniform/equipment for the second day running without a valid reason, being late to school, swearing, using a mobile phone/other electronic device, breaking corridor/movement rules, breaking dining hall rules, eating/drinking banned items (including chewing gum), play-fighting or unsafe behaviour in classrooms, corridors and outdoor spaces, missed work deadline without a valid reason



R2s including a withdrawal from lesson(s) where the teacher deems it necessary (or we call these 3 demerits?) (45 minute same-day reflection) can be issued for, but are not limited to, the following behaviour types: Continued failure to follow classroom teacher instructions after final warning at R2, internal truancy/failure to attend lesson, failure to attend an R1 detention without a valid reason, defying a member of staff, persistent disruptive behaviour, bringing in any banned items



R3 – withdrawal from lesson(s) at the discretion of SLT can be used alongside an R3 60-minute detention dependent upon incident. R3s can be issued for, but are not limited to, the following behaviour types: Failure to attend an R2 detention on two occasions, serious misconduct, major corridor misbehaviour, use of any language that causes offence or discrimination towards any pupil or member of staff, disrespectful behaviour towards a member of staff, receiving multiple demerits and R1s/R2s during the day, possession of prohibited items, receiving multi reflections during the day, fighting, poor behaviour outside of school that damages HLNA's reputation in the community



R4s are immediate withdrawal from lessons for the remainder of the day whilst the incident is investigated. Parents/carers will be contacted and upon completion of investigation, internal exclusion or suspension could be issued. R4 can be issued for, but are not limited to: Dangerous/Violent /Sexual/ Discriminatory behaviour/Verbal abuse towards staff and theft and possession of prohibited item

Appendix 3 Stages of intervention

10 De-merits/Five R1s/Three R2s/Two R3s/1 R4 per half term Communication with House Champion (House Champion Report Initiated)

No Improvement whilst on I CAN Tutor Report Communication with Progress or Subject Leader (PL/SL Report Initiated)

No Improvement whilst on PL/SL Report Communication with Leadership Link/Behaviour Manager Report SLT Link Report Initiated Potential loss of privileges including trips/representation of school for fixtures etc.

No Improvement whilst on Leadership Link/ Behaviour Manager Report Meeting with SLT Behaviour Lead and SLT Behaviour Lead Report Initiated Year 11 Only: Place at Year 11 Prom in jeopardy. Possibility of Respite placement.

No Improvement whilst on SLT Behaviour Lead Report/Respite Meeting with Deputy Headteacher and Deputy Headteacher Report Initiated. Possibility of Respite/OSD placement.

No Improvement whilst on Deputy Headteacher Report/Respite/OSD School Disciplinary Meeting with Headteacher and Headteacher Report initiated. Possibility of Respite/OSD/MM placement.

No Improvement following School Disciplinary Meeting/Respite/OSD Governors Behaviour Panel Meeting. Possibility of Respite/OSD/MM placement

No Improvement following School Disciplinary Meeting/Failed Managed Move/OSD Final warning issued by school governor.

Continued Poor Behaviour / Significant Event Permanent Exclusion

Higham Lane North Academy reserves the right to escalate the behaviour policy based on staff professional judgement or due to any significant incident, including bringing dangerous/banned items onto school site. This includes any type of bladed article, weapon or modified weapon or drugs/drug related paraphernalia of any kind. This is not an exhaustive list. Higham Lane North Academy reserves the right to utilise Respite, Offsite Direction, Managed Move or Permanent Exclusion at any point if considered appropriate to the student's behaviour.

Appendix 4 Governors' Statement of Principles

The purpose of this statement is to give guidance to the Headteacher when drawing up the school's Praise and Behaviour Policy by stating the principles which the Governors expect to be followed. The purpose of such a policy is to promote outstanding teaching and learning and high standards of attainment; preserve the reputation of the school and fulfil the Governors' duty of care to pupils and employees at Higham Lane North Academy.

This statement is for the attention of parents, pupils and staff.

The Governors' statement:

1. Higham Lane North Academy has a duty to keep all pupils safe, happy, able to learn, and to enable staff to teach and promote learning without interruption, bullying or harassment.
2. The aim of our school is to engender an atmosphere in which a young person feels safe and valued. In that environment everyone needs to be committed to learning, to study and to achieving their potential.
3. We are committed to creating a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared, consistent and reflect current Government legislation.
4. Sanctions are issued fairly and consistently and pupils are made aware of what these are and the behaviour that leads to them.
5. All sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.
6. The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other pupils from similar behaviour.
7. The school utilises exclusion from school as a significant sanction. Exclusions are overseen by the Advocates'. The authority to exclude is held by the Headteacher.

All exclusions are carried out in accordance with published DFE guidance.

8. The school also operates a policy of praises, to ensure that pupils are recognised for the good they do and the contributions they make to the school.
9. The school has the following powers:
 - a. The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.
 - b. The ability to detain pupils during a breaktime, lunchtime or afterschool detention on the same day, Parental consent is not required.
 - c. The ability for a member of staff, authorised by the Head, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.
 - d. The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
 - e. The ability to search a student for offensive weapons, where there are reasonable suspicions that a weapon is concealed. Reasonable force may be used if necessary.
 - f. The ability to search a student with their consent for any item which is banned by the school rules.
 - g. The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.
10. The school has the right to issue Parenting Contracts and Penalty Notices. This guidance came into force in September 2007 alongside revised exclusion guidance. The new law allows:

- a. schools to issue Parenting Contracts;
 - b. schools to apply for behaviour related Parenting Orders;
 - c. schools to issue penalty notices; to apply when pupils are found in a public place during the first 5 days of all exclusions; for poor punctuality and attendance; for behaviour infringements.
11. Teachers can discipline pupils at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline pupils for misbehaving outside school.
12. Teachers may discipline pupils for any behaviour when the child is:
 - a. taking part in any school-organised or school-related activity;
 - b. travelling to or from school;
 - c. wearing school uniform;
 - d. in some other way identifiable as a student at the school.
13. Teachers may discipline pupils for: misbehaving at any time, whether or not the conditions in the previous section apply, that:
 - a. could have repercussions for the orderly running of the school;
 - b. poses a threat to other pupils or members of the public;
 - c. could adversely affect the reputation of the school.
14. The school has a clearly displayed complaints procedure that seeks to ensure quick resolution to any valid concern raised. This relates to both staff and pupils.
15. The school works corroboratively with the Police. It is now obligatory for schools to give the Police any evidence of a criminal act discovered. This might include drugs, weapons and telecommunication bullying.

Appendix 5 Higham Lane North Academy Home School Partnership Agreement

Higham Lane North Academy will:	Families, Parents and Carers will:	Pupils will:
<ul style="list-style-type: none"> • Create a safe and welcoming school where your child feels a sense of belonging and inclusion • Treat your child with the dignity and respect that they deserve • Provide consistently high standards of teaching at all times • Demand excellent behaviour from pupils at all times • Set challenging targets for your child to achieve • Have high expectations for your child's future • Provide you with timely information about your child's progress and provide you with opportunities to talk to your child's teachers • Keep you informed about school policies • Notify you if your child receives a same-day reflection (up to 3pm of the same day) • Contact you if there is a problem with your child's attendance or punctuality • Inform you of any concerns regarding your child's behaviour, work, or health 	<ul style="list-style-type: none"> • Ensure my child attends school every day and on time, fully equipped in correct uniform • Ensure that holidays are taken outside of term time • Avoid medical appointments in school time • Inform the school of any concerns regarding my child's learning or welfare • Ensure that my child upholds school values • Support the school's policies and guidelines on behaviour, uniform, reflections, and school uniform • Check Class Charts daily to monitor my child's rewards and behaviour • Attend all parents evenings and meetings about my child • Support my child in participating in the North Star guarantee • Return all reply slips within 72 hours • Ensure that mobile phones/electronic devices are checked and monitored regularly and that my child has a healthy balance between using devices and other ways of relaxing • Ensure my child reads for 20 minutes per day and completes all home learning on time • Ensure that my child goes to bed at an appropriate time for a child and has breakfast before coming to school. • Pay for the replacement of any books, equipment or school property my child loses or damages within 48 hours 	<ul style="list-style-type: none"> • Attend the school every day and on time, arriving at school by 0835 latest • Wear the school uniform with pride and be fully equipped with all equipment • Follow all school rules and treat everyone with compassion and respect • Try my hardest in all lessons, show compassion to all and be confident because you are fully prepared • Complete all homework on time and to the best of your ability • Say that you are proud because you know when and how to do the right thing and why this is important • Tell a member of staff if you feel unsafe, unwell or are worried about something • Accept all demerits and reflections without defiance/argument and attend all reflection times • Respect our school building and environment • Take care of all school equipment • Share feelings honestly and politely with respect and compassion for everyone • Think independently and take responsibility for actions • Think actively about future careers • Be a positive role model and ambassador for Higham Lane North Academy when in the community

Signed: Mrs Robinson Headteacher

Family:

Pupil:

Date:

Appendix 6 Expectations for school uniform

4.1 Our school's uniform

A. Uniform

Please help to ensure that any potentially lost items can be returned more easily to the right student by **MARKING EVERY ITEM OF UNIFORM** with your **CHILD'S FULL NAME**. Thank you.

- **Blazers** All pupils must wear the official branded school blazer in school and on their way to and from school. Sleeves must be worn at the full length; they must not be rolled up or pulled up.
- **Coats** A plain, full-length black or navy/dark blue coat or anorak, covering the top of trousers/skirts. Unacceptable items include: Coats of any other colours, including a light/sky blue colour; leather or leather-look jackets or coats; hoodies; tracksuit tops; fleeces; sweatshirts; jackets; denim jackets; coats containing large wording; camouflaged, patterned coats; markings, symbols or stripes; coats with excessive, unnecessary zips; coats from sports teams, any other leisurewear. Please note that a jacket is an item that fits mid-stomach and tends to be lighter and less insulating than a coat.
- **Shirts** Plain white shirt tucked in (not a polo shirt)
- **Tie** HLNA branded clip-on tie with the top button done up on shirt.
- **Jumper** (optional): Official branded HLNA plain, navy blue, V-necked sweatshirt or sweater with embroidered HLNA logo. Unacceptable items include: any other sweater, sweatshirt, jumper or cardigan.
- **Trousers and Skirts** Plain navy blue, polyester trousers in good condition, not fraying. Trousers and skirts should be a loose-fit tailored style and be suitable for a professional school environment. The trouser length should meet the school shoe.

Unacceptable trousers include: cords, cotton, skin-tight or denim or flares.

- **Skirt:** Either the official branded plain navy blue pleated HLNA skirt with school logo. Or: a plain, navy blue, pleated skirt with no logo that is of an appropriate length - that sits just on or above the knee and is not rolled up or worn high above the knee. Unacceptable school skirts include the skater style skirt.
- **Acceptable Belts** Plain black/navy blue belt only. Unacceptable items include: belts of other colours; large buckles and patterned belts.
- **Socks/Tights** Plain black/navy blue/grey socks only should be worn with trousers. Plain black/navy blue opaque or flesh coloured tights or plain black/navy blue ankle socks should be worn with the skirt. No socks with lace trims or frills are allowed.
- **Shoes** Flat-heeled, plain, smart black leather or leather-look formal shoes. Shoes should be worn with trousers covering ankles and have only black laces.

Unacceptable items include: trainers - this includes plain black training shoes that look like shoes. Training shoes tend to have a sports logo and/or brand on them such as Adidas, Nike, Puma, Lonsdale, Umbro etc. They also have a rubber sports sole. These types of shoes are not acceptable. Leisure trainers and/or casual shoes such as Vans and Converse are also not acceptable. High-heels, shoes with coloured sections. Suede shoes or boots. Pumps. Canvas shoes or boots. Boots above ankle-height, particularly military-style, construction worker-type, Dr Martens etc. Coloured or multi-coloured laces. Please see School website for further information.

- **Hats** Hats should not be worn on the school site unless we have very cold or very sunny weather. No hats should be worn inside the school buildings.
- **Scarves** Scarves should not be worn inside the school buildings. Pupils who attend school in incorrect uniform, including unacceptable footwear, will be lent the correct item from Student Services.

Refusal to wear these items will result in a suitable sanction, such as not being able to take part in activities within the classroom and being placed in the Reset room, with any repeated refusal to cooperate with our expectations potentially resulting in a furthermore serious sanction. Please note: it is not acceptable for pupils to be excused from wearing the correct uniform because they are waiting for a repair or for items to be delivered. Alternative footwear for medical reasons may be considered but this is at the School's discretion.

B. Personal appearance

- **Make-up** Years 7 and 8 are not allowed to wear make-up. Years 9, 10 and 11 can wear a discrete amount, but may be asked to remove excessive amounts. Eyeliner flicks are not allowed. Pupils refusing to remove make-up will be placed in the Inclusion Room and parents/carers will be contacted. False eye lashes, coloured nail varnish and/or false nails are also not allowed.
- **Jewellery** No jewellery other than a watch, school badges and one, small, plain ear stud per ear may be worn. Other piercings such as spacers, lobes, forward helix and industrial piercings are not allowed. The School decision on this is final. If a student is unsure about the suitability of a piercing, they should check with their Progress Leader before having it done. The wearing of jewellery in PE is not allowed for health and safety reasons. PLEASE NOTE: necklaces and jewellery should not be worn. PLEASE NOTE: it is not an acceptable excuse for a student to ask to wear unapproved jewellery to prevent a pierced ear or nose from closing up. Covering piercings with a plaster or other item is not acceptable. In these circumstances, a student refusing to remove an item of jewellery will be placed in the Inclusion Room and parents/carers will be contacted.
- **Hairstyles** Long hair should be tidy, should not cover the eyes and should be tied up for health and safety reasons during certain lessons such as PE, Science and Technology. Hair slides/bands/scrunchies should be plain in colour and design. No other hair accessories such as bandanas, flower garlands or flowers are allowed. Parents/carers should not allow their children to have hairstyles that break the rules during term time. If these instructions are not followed, pupils will be placed in the Inclusion Room and parents/carers contacted. Please bear in mind that hair dyes take several days to wash out and tramlines take several days to grow back. Please save experimentation to the summer holiday. Not acceptable: Colouring that stands out and is obviously different from the student's natural hair colour (e.g. pink, blue, green, red etc.); tramlines; shaved areas that leave hair at different lengths; hair shaped into patterns. Please be aware of recent trends where the sides and back of the head is cut short leaving a distinct line/edge between that area and the rest of the hair (sometimes known as an 'undercut' or 'disconnection'). This type of haircut is not allowed.
- **Nails:** Nail varnish, acrylic nails and nail extensions are not allowed. Please leave any nail art or similar treatments to holidays only.
- **Tattoos** Pupils are not allowed to have tattoos.

C. PE Kit the PE kit available from our two current uniform suppliers- The Schoolwear Centre and Matchfit Kit. The kit can also be viewed on the school website.

Compulsory:

- Training shoes, clean and appropriate for indoor use
- Navy blue leggings/shorts with HLNA logo or without HLNA logo
- Navy blue/gold HLNA polo shirt with HLNA logo
- Navy blue/gold hoodie with HLNA logo
- Navy blue/gold polo shirt with HLNA logo
- Navy blue/gold shorts with HLNA logo or without HLNA logo
- Navy blue/gold sports socks with HLNA lettering or plain navy blue sports socks
- Football boots (boys PE)

Optional: Plain, black/navy blue track suit bottoms • Plain white/black/blue base-layer

Acceptable Coats	Unacceptable Coats/Jackets
 	 

Acceptable Skirt	Not Acceptable Skirts	Acceptable Trousers	Not Acceptable Trousers
			

Acceptable Shoes	Not Acceptable Shoes	Acceptable Boots	Not Acceptable Boots
			

Acceptable type of PE trainers – training shoe that provides sufficient ankle support. Here is an example:



Unacceptable footwear for PE – any footwear that is not a training shoe as this provides insufficient support which is a health and safety risk – here are some examples:

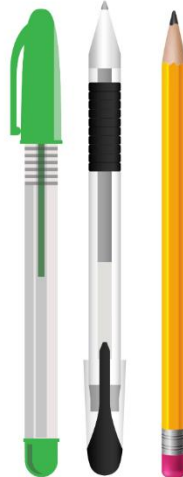
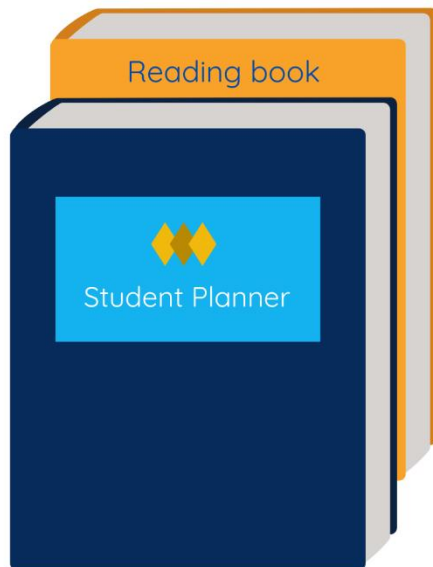
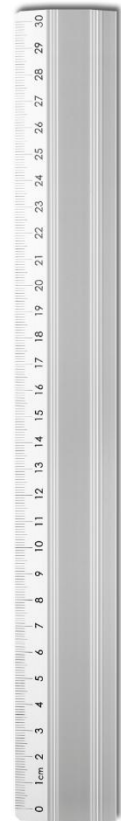
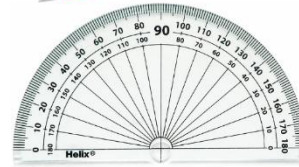
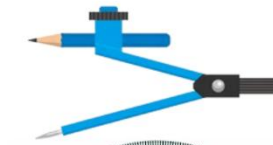


Appendix 7 Equipment required for school

Are you fully equipped and ready to learn?



Reusable water bottle



Appendix 8 Mobile phone and devices policy

Mobile devices are not permitted to be seen or heard on school site, this includes before, during or after the school day, in accordance with the DfE Guidance 2023 on Mobile Phones. This includes inappropriate use of Smart watches e.g. sending messages via Smart Watch.

Any device seen, heard or used on the school site will be confiscated. This is in accordance with DfE Guidance 2011 on the confiscation of student property. A student will be issued with a Step 2 (S2) 45-minute same day detention, however, if they refuse to have their mobile phone confiscated this will result in a Step 3 (S3)- 1-day Inclusion + 45-minute Detention.

During PE lessons, the changing rooms are locked, mobile phones are collected at the start of lessons any other valuables should be left in bags during the lessons. The school takes no responsibility for the damage or loss of valuables whilst on school site.

- Mobile phone is confiscated by member of staff and kept in reception
- Student receives a R2 - Same day detention for 30 minutes (3:15-3.45pm)

1st incident in term

- Mobile Phone is returned to the student at the end of the detention at 345pm
- Mobile phone is confiscated by member of staff and kept in reception
- Student receives a S2- Same day detention for 45 minutes (3:15-3.45pm)
- Mobile Phone must be collected by a parent/carer, if parent unable to collect before 4:00pm the mobile phone will be kept in safe until parent/carer is able to collect.

2nd incident in term

- Letter sent home to advise parents/carers on persistent issue with mobile phone and asking the parents/carers to restrict the mobile device being brought to school.
- Mobile phone is confiscated by member of staff and kept in reception
- Student receives a R3- Internal Exclusion next day or same day if appropriate and 45- minute detention.
- Mobile Phone must be collected by a parent, if parent unable to collect before 4:00pm the mobile phone will be kept in safe until parent is able to collect.

3rd incident in

- Parental contact made to discuss persistent issues with mobile phone term
- Mobile phone must be handed over by the student to Reception at the start of every school day by 8:40am and collected at the end of the school day for the remainder of term