

Behaviour for Learning Policy

Policy document provenance

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V1.1 *(Insert date of any in year amendment)*

Summary of key changes made since last review: Reformatted into MET policy style
Addition of MET behaviour principles and expected behaviours
Aligned where possible with MET behaviour policy

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed on an annual basis. Should no substantive changes be required at this point, the policy will move to the next review cycle.

Related policies and documents: MARK Education Trust Parent Code of Conduct
MARK Education Trust Staff Code of Conduct
MARK Education Trust SEND policy
MARK Education Trust Child Protection and Safeguarding Policy
MARK Education Trust Attendance policy
The school's Uniform Policy
The school's Student Anti-bullying policy
The school's Equalities policy, statement and action plan

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Behaviour for Learning Policy – What parent’s need to know

Pre-School Phase

- **What we expect:**
 - Be kind, share, and take turns.
 - Listen to adults and follow simple rules.
- **How we encourage good behaviour:**
 - Stickers, praise, certificates.
 - Staff model kindness and talk about feelings.
 - Calm area and visual aids (e.g., Makaton) for self-regulation.
- **If behaviour is challenging:**
 - Gentle reminders and support to calm down.
 - Parents informed and outside help if needed.
- **Our aim:**
 - Build confidence, respect, and social skills through play.

Primary Phase

- **What we expect:**
 - Follow school rules, show respect, and try your best.
 - Positive behaviour taught in lessons and assemblies.
- **Rewards:**
 - DoJo points, stickers, certificates, Star of the Day.
 - Class rewards – 20 points = class treat.
- **If behaviour is challenging:**
 - Reminders → Warning → Decision Time → Logical consequence.
 - Restorative conversation and parents informed.
- **Extra support:**
 - Report cards (yellow/red) for persistent issues.
 - Parent meetings and emotion coaching used.

Secondary Phase

- **What we expect:**
 - Follow “Make your MARK” values: Manners, Acceptance, Respect, Kindness.
 - Arrive on time, correct uniform, ready to learn.
- **Rewards:**
 - Value points for effort and behaviour.
 - Bronze (250 pts), Silver (500), Gold (1000), Platinum awards.
 - Trips, assemblies, Honours Evening.
- **Unacceptable behaviours:**
 - Bullying, abuse, vandalism, dangerous items, repeated disruption.
- **Support:**
 - Individual plans, parent engagement, outside agencies if needed.

Parents’ Role:

- Encourage good behaviour at home.
- Support school rules and routines.
- Check ClassCharts for rewards and sanctions.
- Talk to staff if you have concerns.

PART ONE

Behaviour Principles

1. The trust's mission

MARK Education Trust's aim is to provide the best possible education for our students, preparing them for life in the 21st century, so they can stand alongside their peers, locally, nationally and globally. This is underpinned by the trust's ambitious vision and clearly stated values. Please see [MARK Education Trust website](#).

2. The purpose of these principles

The trust's principles underpin each school's behaviour policy for students and are designed to ensure that expectations are clear.

3. Guiding principles

The trust expects everyone within its community to make their MARK by having great:

M – Manners

A – Acceptance

R – Respect

K – Kindness

And expects students to demonstrate being:

M – Motivated

A – Articulate

R – Resilient

K – Knowledgeable

This means the trust expects:

1. All staff, students, trustees, local governors, parents and carers to work together in order to ensure high standards of behaviour both in and around our schools.
2. Our schools to provide a stable and high quality, inclusive and stimulating environment to promote and support our students to develop responsibility for their own behaviour.
3. Our schools to pro-actively engage with the wider community and outside agencies to promote consistent support for students who need it.
4. Stakeholders to be involved in developing, reviewing and upholding our behaviour expectations.
5. Decisions to be considered, consistent and fair.
6. Suspension to be used proportionately and permanent exclusion to be used as a very last resort.

The trust recognises that student behaviour cannot be seen in isolation from the behaviour of staff, parents and carers and the wider community and so has summarised the expected behaviours of all members of the trust community in the table below. Behaviours for staff and parents and carers reflect those detailed in the Staff Code of Conduct and the Code of Conduct for Parents and Carers ([See website here](#))

How will you make your **MARK**?

Make Your MARK : Manners	
What does this mean?	What we do at Hailsham Academy
<p>We behave in ways that are polite, welcoming and considerate of other people's feelings.</p>	<ul style="list-style-type: none"> • We greet others politely. • We are punctual and ready to listen and learn. • We say <i>please, thank you and excuse me</i>. • We listen to others, and don't interrupt. • We ask about other people's wellbeing. • We apologise if we are in the wrong. • We use a polite tone of voice. • We smile and have a welcoming and responsive attitude. • We make eye contact if we can. • We hold doors open for others to walk through. • We respect each other's personal space and property.

Make Your MARK : Acceptance	
What does this mean?	What we do at Hailsham Academy
<p>We create a safe, inclusive space where everyone feels they belong, is valued without judgement, and can confidently express their identity - celebrating diversity, empathy, and community.</p> <p>We demonstrate an understanding and respect of the diverse cultures, beliefs, and protected characteristics that make up our world.</p>	<p>Make everyone feel valued and part of a supportive school community:</p> <ul style="list-style-type: none"> • We understand and celebrate diversity through learning. • We embrace all backgrounds, abilities, identities and beliefs without judgement. <p>Be supportive and understanding:</p> <ul style="list-style-type: none"> • We recognise and accept others' learning differences, needs, emotions and skills. • We create a safe space where everyone can be happy in their own identity and feel safe to express themselves. • We welcome new people. • We invite others to express themselves, ask questions, work with others and share ideas. • We call out prejudiced behaviours and explain why these behaviours, when they happen, are harmful to others.

Make Your MARK : Respect	
What does this mean?	What we do at Hailsham Academy
<p>We treat ourselves and others kindly. To do this, we must look after our environment, and encourage others to do the same.</p> <p>We make positive choices that help to ensure we have a safe and inclusive community.</p>	<ul style="list-style-type: none"> • We speak politely, even in disagreement • We follow instructions first time. • We listen actively and respond quickly. • We use positive, respectful language at all times. • We accept and value others' opinions, identities and rights – including the right to learn and be safe. • We make decisions that keep ourselves and others safe physically and emotionally • We give everyone the time and space to participate and be heard.

Make Your MARK : Kindness	
What does this mean?	What we do at Hailsham Academy
<p>We are friendly, generous, and considerate to all staff, students and visitors.</p> <p>We contribute positively to the environment.</p>	<ul style="list-style-type: none"> • We make people feel welcome through our actions. Smiling, being courteous and offering our help when it might be needed. • We know that our words and actions impact on others, so we only comment on something if the words we choose to use are helpful, inspiring, necessary or kind. • We support each other by listening when someone shares their ideas with the class. • We include others and help them to take part in lessons and social time. • We encourage others to be kind, and we speak up if we notice that this is not the case.

PART TWO

Behaviour for Learning Policy – Hailsham Academy

At Hailsham Academy, we believe that kindness should inform all our interactions, behaviours, and relationships. Making your MARK, embodying our trust values, and the principle of kindness are integral to our Behaviour for Learning policy and the [Student Code of Conduct](#). It requires our learners to respect and value each other and their learning; similarly, it is for the adults to model kindness and to teach it through modelling, interactions, and behaviours.

The aim of this policy is to create and secure a learning environment where learners and staff are safe, develop strong working relationships and can excel. In order that we achieve this, Hailsham Academy expects all learners to adhere to the policy so that:

- All learners feel safe and supported in their learning and development
- Learning is the most important consideration.
- Staff can teach to the best of their abilities.
- Learners can learn, progress and achieve to their maximum potential.
- Every teacher can teach without interruption in a calm and focused environment.
- Lessons, corridors and learning spaces are calm and orderly.
- All stakeholders can enjoy and be proud of their association with Hailsham Academy.
- Every parent/carer is clear about our school's expectations and support the progress of their child and our school.

We want all our learners to enjoy school and develop enthusiasm for learning alongside an understanding of their future role in society. Effective management and clear consistent routines ensure that we maximise the time for learning and learners are taught to be self-disciplined and self-regulating. We believe in high aspirations, motivation and achievement for all, in a school community where all members are equally valued.

To enable effective learning and teaching to take place, it is expected that all staff, students, trustees, governors and parents work together to ensure the highest standards of behaviour in all aspects of academy life. As individuals, we all have a choice regarding how we conduct ourselves. It is important that we all recognise that for every choice or action within our academy, there is a consequence. Positive behaviours will be recognised through our tiered rewards programme, whereas learners who do not meet college expectations will be supported through our behaviour systems.

We aim to develop a culture of praise where the MARK Trust values, particularly kindness, are celebrated alongside each other. We must all look to recognise and praise in order that we create an effective and conducive learning environment and culture where staff and learners can be happy, enjoy their learning and excel. Our rewards programme makes clear how we will recognise and celebrate this positive behaviour.

1. Pre-School Phase

1.1 Pre-School Phase specific behaviour for learning

Positive behaviour is rewarded by:

- Stickers awarded by members of staff
- Verbal praise
- Visual aids
- Certificates for major achievements
- Head of school stickers and sending child to Head of School or senior member of staff for praise
- We will encourage sharing and taking turns
- Staff will act as good role models
- Discuss with children about the rules and boundaries
- Help children to understand the effects of their behaviour
- Value all children as individuals

The aims of the pre-school behaviour management procedures are to help children to:

- Develop a sense of caring and respect for one another and their environment.
- Build caring and co-operative relationships with other children and adults.
- Develop a range of social skills and help children learn what constitutes acceptable behaviour.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.
- Recognise and praise good behaviour, good manners, being kind and thoughtful, for being a good friend etc.
- Understand their emotions and learn to self-regulate.

The pre-school aims to provide a stimulating range of experiences and activities for children to make sense of the world through play. We recognise that busy children are less likely to behave in an unacceptable or antisocial way. We also recognise that we need to set reasonable rules and boundaries, which all adults will maintain in the management of children.

We will:

- Support children to use co-regulation techniques.
- Use the zones of regulation as a way to discuss children's emotions with them.
- Have an area for the child/ren to sit and calm, using books, drawing or an egg timer to give children a visual understanding of the time
- Distract the child's attention
- Use stories as a tool to discuss behaviour
- Use Makaton to support visually

Parents and carers will be informed of this, and we will continue to work together to promote positive behaviour.

As a pre-school we will work with outside agencies if needed to help the individual child.

2. Primary Phase

2.1 Primary phase specific behaviour for learning

The primary phase of Hailsham Academy follows the same expectations for children's behaviour. The focus of the children's behaviour is that it creates an atmosphere for learning, and all staff promote this. Pro-social behaviours are those which are positive, helpful and promote social acceptance and these are conveyed through our school rules as well as being taught explicitly within RSE, PSHE, assemblies and being modelled by all staff.

We have a system that is consistent across the whole primary phase and that is fundamentally the same across key stages one and two. We will reward all the children who make the right choices on a daily basis so when we have children who need extra support with their behaviour and they then need more than we already have in place, we will know we are rewarding those consistently following our rules. We aim to ensure everyone has a positive day and, therefore, need to build every opportunity for the children to 'turn things around'. To support this, in the primary phase, the day is divided up to morning and afternoon, so everyone has a fresh start after lunch.

Recognition is given for good behaviour, good manners, being kind and thoughtful, for being a good friend etc.

Children are given helpful reminders. These are to help the child to refocus and regulate their behaviour. This should interfere with the focus of the lesson as little as possible. The number of reminders a child receives may depend on the need of the child in question and the behaviour displayed.

Following the reminders, if the behaviour continues and impacts on learning, a warning is given.

Following the warning if the behaviour does not change, or escalates, a child will be asked to take themselves to decision time in the classroom. This needs to be a different area of the room. The decision time. This is an opportunity for a child to make the decision to change their behaviour. If the child makes a positive decision, successfully regulates their behaviour and re-joins the class, they will be welcomed warmly and praised. If the child refuses to complete decision time or continues the undesired behaviours, then the child will receive a logical consequence. If the child is unable to regulate and, therefore, unable to complete decision time, they will be given extra time and support in order to ensure they can be welcomed back to class. This may necessitate the calling of a member of SLT or a member of the pastoral team to help support the child. Wherever possible, staff will use de-escalation techniques and scripts from Emotion Coaching.

Logical consequences are completed with a member of staff. If a child receives a logical consequence, it must be recorded on the consequence log and parents will be informed by a member of staff.

Following the decision that a child receives a logical consequence; the staff member needs to complete a restorative conversation. This conversation will include discussing what went wrong, why it went wrong, what could the child have done differently. This must be recorded as an action on the consequence log.

Positive behaviour will be managed and rewarded through Class DoJo. At the end of the week the child with the most DoJo's will be rewarded with a certificate. There will also be a class reward system, where staff are able to reward whole classes for positive behaviour. Collecting twenty class rewards will result in a class 'treat', which will be organised by the class teacher.

All classes will also reward a daily 'Star of the Day'.

Teachers are free to add their own daily rewards, for example stickers, certificates, table points, table 'cups', small toys to add as a mascot and given to the individual or table working hardest/quietest/best work etc.

For those who regularly display challenging behaviour:

A yellow 1,2,3, sheet with 3 targets will be issued and they will be removed from having an impact on the class system (parents informed) – If this has a positive impact, after 2 weeks they will be returned to the class system. This will contain a maximum of three targets at the end of each day children need to go to a member of the SLT for discussion about how the day has gone.

If there is still no improvement in behaviour, then the child will move to a red report card (teachers/TAs/parents to comment/sign – similar to yellow report card). Parents will then be asked to attend a meeting. If this has a positive impact, after one or two weeks they will be returned to the yellow report card

2.2 Consequence time

Our focus is always to analyse and understand behaviour, rather than suppressing and personalising it. When a child shows behaviour that does not meet expectations, logical and supportive consequences are put in place for the child. The staff member who has decided on the consequence must consider what the child needs to learn, how they will be taught, how long the consequence will last and how we know they have learnt what they need to.

An online register will be kept of all the children attending and again this will be monitored to look at individuals, clusters of children, which classes they are from and reasons for being sent.

Children who continue with un-social or anti-social behaviour whilst completing consequences will be supported to regulate until they are able to complete the consequence. If they do not regulate then an internal exclusion for the next period of learning may be put in place.

This system is followed by all (class teachers, TAs, INAs, office staff, cleaners, dinner supervisors, parent helpers, governors etc.)

2.3 Promoting positive behaviour and positive relationships

A reward system exists to promote self-esteem in our learners and to encourage them to be hard working and contributing members of the community. Whilst recognising the importance of consistency, the academy also acknowledges that at different stages within a child's life at school, different ways of rewarding positive behaviour and academic achievement may be appropriate.

Individual class teachers have developed their own reward systems in discussion with their class.

Positive behaviour is rewarded by:

- DoJo points
- Stickers awarded by members of staff
- Verbal praise
- Certificates for major achievements in assemblies
- Headteacher stickers
- Sending child to senior members of staff for praise
- Class rewards

Academic achievement is rewarded by:

- Verbal praise
- Headteacher stickers
- Sending child to senior members of staff for praise

3. Secondary Phase

Secondary Phase specific behaviour for learning

3.1 Rewarding positive conduct

At Hailsham Academy, we strongly believe in promoting both positive academic and social behaviours by encouraging our students to “Make their MARK”. The images below show the areas we are promoting academically (left) and socially (right) whilst also expecting our students to be ambitious for excellence in all they do, regardless of their starting points.



3.2. Value points

Students earn value points for demonstrating our core academic and social values as part of our “Make your MARK” programme. Our staff can allocate these points via ClassCharts and they are visible to both students and parents to access whenever they need. Points can be awarded for:

- academic effort within the classroom or learning environment
- positive behaviour around our academy
- homework completion or independent study
- contributions to the wider academy community

3.3. Make Your MARK Award

This has replaced the Hailsham Way award and recognizes one student each lesson who exemplifies our values. Each award is worth 3 value points and is allocated at the end of every lesson.

3.4. Tiered awards pyramid

Students are allocated value points and make their way through our tiered awards program (detailed below). Students who reach each threshold of value points will receive bronze, silver, and gold awards respectively. A Platinum award will be hand-selected by year teams, taking into account attendance, behaviour ratios, and overall contribution to our academy.



3.5 Our tiered rewards programme

To receive a BRONZE Certificate of Achievement, a student must:

- Receive 250 value points through “Making your MARK”.
- Their certificate will be signed by their mentor and presented to them during mentor time.

To receive a SILVER Certificate of Achievement, a student must:

- Receive 500 value points through “Making your MARK”.
- Their certificate will be signed by their Head of Year and presented to them during their year group assembly.

To receive a GOLD Certificate of Achievement, a student must:

- Receive 1000 value points through “Making your MARK”.
- Their certificate will be signed by a member of the Senior Leadership Team and presented to them during an organised presentation.

To receive a PLATINUM AWARD, a student must:

- Embody ‘Our MARK Values’ in all they do.

3.6 Rewards trips

Eligibility for rewards trips for each threshold detailed above will be based on a combination of value points, behaviour ratios, and good attendance. We work closely with the attendance team to ensure our students are recognised appropriately based on their attendance journey. All of this data is available via ClassCharts and in student’s planners so they can track their own progress and parents can monitor this too.

3.7 Celebration assemblies and certificates

Weekly assemblies highlight year group data linked to rewards, and termly celebration assemblies include awards for 100% attendance, best mentor group, and students who have “Made their MARK”. All students will receive certificates and recognition in assemblies, even if they do not qualify for trips.

3.8 Honours Evening

This annual event at the end of term 6 celebrates subject-specific excellence, with a focus on students being nominated by departments who want to recognise dedication and contribution within their subject. Year teams will also nominate students for a Headteacher award and a “Make your MARK” award based on students conduct throughout the academic year.

3.9 Behaviour protocols

When a learner has displayed inappropriate behaviour, we want them to recognise the impact they are having on the learning and wellbeing of others as well as themselves. We encourage learners to address their conduct by recognising their choices and reflecting on the impact that this has caused. We will guide learners to make the ‘right’ choices and we will provide further supportive interventions where necessary.

4. Hailsham Academy expectations for students

4.1 Arrival to school

- Conduct yourself appropriately in line with our MARK values.
- Turn mobile phone off and ensure it is placed out of sight for the duration of the school day as per the Mobile Phone policy.

4.2 Assembly and mentor time

- Attend line-up, assembly, and mentor time as per our guidance.

4.3 Lessons

- Learners are ready to learn, arriving on time, with the correct equipment and immediately engage with the “Do Now” activity.
- Learners are respectful of the learning environment and the lesson being delivered.
- Learners are working to the best of their ability in all lessons
- Learners are safe, following instructions and show care and consideration for all in their lesson.

4.4 Corridors / stairways and during social times

- Not eating food or drink in the corridor.
- Move quietly and calmly - no running, pushing or shouting.
- Move swiftly to get to your lesson on time.
- No lingering or stalling.
- Remove hoods and hats.
- Never disrupt the learning of other students.
- Be kind and help other learners and adults, e.g., hold the door open.
- No learner should be in the corridor during lesson time unless they have permission from an adult.
- All learners should remain within the duty zones during social times.

4.5 The following behaviours are not acceptable and will be challenged / referred to this policy guidelines

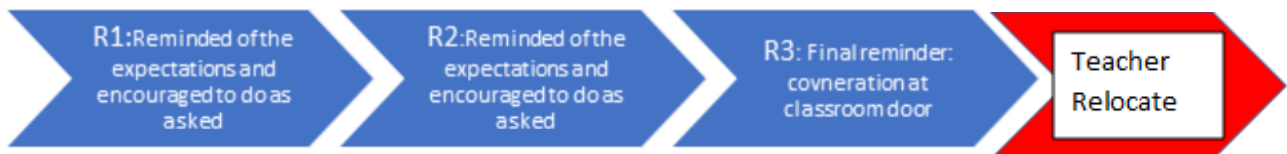
- Refusal to follow the instructions of any adult
- Disrupting the learning of others.
- Name calling.
- Verbal abuse.
- Threatening language or behaviour.
- Intimidation.
- Physical abuse.
- Play fighting.
- Bullying and harassment, including racist, homophobic, disability, religious or gender-based abuse
- The sharing of views or opinions that could be extreme in nature, designed to cause alarm / distress, or spread hate within our school or community as a whole
- Possession of items that are illegal or likely to cause injury or offence to themselves or others.
- Vandalism or deliberate damage to property.

In addition to the behaviours listed above, there are other behaviours that can immediately result in a fixed term suspension from Hailsham Academy. For example, but not limited to:

- verbal and/or physical abuse towards any stakeholder
- high-level Child-on-Child incidents
- bringing Hailsham Academy into reputational risk.

4.6 Disrupting learning within the classroom and the Relocate Process

At Hailsham Academy, we will address any disruption to learning, given the impact it has on the progress of all students, and the ability of the teachers being able to teach. We have clear expectations and processes to ensure that we protect the learning of all students in the classroom:



When the teacher issues an R1, they should write ‘R1’ in the student’s planner. Similarly, if an R2 takes place. This should be done discreetly to avoid any disruption to the rest of the class. R3 will trigger a conversation with the student outside the classroom door that focuses on asking the learner how the teacher can support them with their learning.

The teacher is then expected to provide the necessary support and remind the learner of our expectations and our consequences if they do not change their conduct. Our aim is to re-engage the learner and address any learning barriers so that learners can re-enter the classroom and continue with their learning.

Please also refer to [Appendix 2](#) which outlines the Relocate flowchart that is followed.

4.7 Behaviour points thresholds

Below details the system for the allocation of behaviour points throughout the school day:

Negative points accumulated in one (1) school day	Sanction – to be completed the after college 24hrs later
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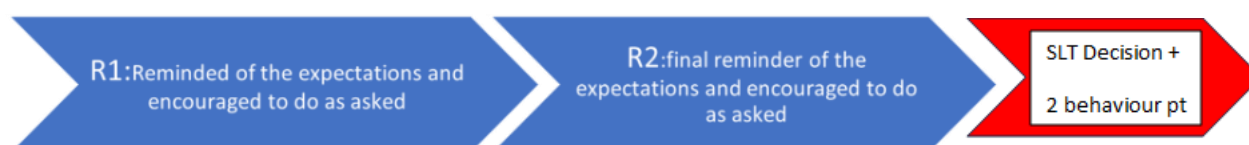
2 –3 negative points	15 min detention
4-6 negative points	30 min detention
7-9 negative points	45 min detention
SLT Detention	60 min detention
10+ points	Internal suspension can be set as a sanction - to be completed in Reflect (on the next available school day)

Teachers, at the conclusion of period 5, will escort those learners in their class with a detention to their sanction in the after-school detention area. If a learner does not attend / refuses the detention, this is then escalated to a pre-determined longer detention the following day.

Failure to then attend this is deemed to be defiance of the academy’s behaviour policy, ethos, and culture. The Head of Year will communicate directly with the parents / carers to address the issue and inform them that the child will be internally suspended in Reflect the next day.

4.8 Disruption to school climate and culture (outside the classroom)

When a learner does not follow instructions the first time of asking, they will be given opportunities to correct their behaviour:



Our aim is to give learners the opportunity to change their behaviours via R1 and R2, (understanding that young people often need time to process the requests being made), so that they avoid any escalation and potential conflict. Heads of Year will analyse their year group data on a regular basis to identify patterns in learner conduct where support or intervention may be needed.

4.9 Conduct outside of the classroom

Hailsham Academy aims to create a calm, orderly and safe environment for learners and all adults. In order that we achieve this, we expect all learners to adhere to our behaviour policy

Incident	Sanction (to be completed the following day)
Internal Truancy	15 min after college detention and contact with parent. Non-attendance will trigger escalation to 30 min after college detention
Relocate: 1 off incident (per day)	30 min after college detention. Non-attendance triggers 60 min after school detention, non-attendance triggers internal suspension in Reflect
Relocate: 2 incidents in a day	Internal suspension in Reflect

Use of a mobile phone / ear buds during school day	Handed over without defiance: confiscated and returned at the end of the day – no further sanction if compliant.
Refusal to hand over the mobile phone / ear buds (any member of staff)	Pastoral team response and 15 min detention. Refusal to hand phone to pastoral team results in 30 min detention. 3 rd refusal to On Call Lead, in a day, triggers external suspension.
Anti-social behaviour: swearing, playfighting, inappropriate language	Either: negative points, 15-minute detention or 30-minute detention depending on the severity in line with the trust’s Safeguarding Policy
Child on Child: physical assault, discriminatory behaviour, causing harm, persistent defiance	Negative points, or internal exclusion or external exclusion depending on the severity in line with our Safeguarding Policy
Physical or verbal abuse to a member of staff	External suspension
Damage to property - vandalism	SLT Detention - Repair or payment for the damage, internal suspension, or external suspension
Possession of items likely to cause injury or offence to themselves or others	Police involvement, internal or external suspensions
Extremely serious one-off incidents , or cumulative serious breaches despite high level interventions	All available sanctions including but not exclusive to Permanent Exclusion and School to School placements.

Before issuing the sanction, it may be necessary to carry out an investigation to ascertain clarity and to collate witness accounts. The investigation will inform the sanction. Not all incidents will require an investigation, and a sanction will be issued immediately. There are other behaviours that will warrant negative behaviour points, and we will apply thresholds that trigger clear sanctions.

4.10 Detention outside of academy hours

Parental consent is not required for detentions. We will inform parents via ClassCharts of the detention which in most cases will be set for the next day unless it is a short after school detention.

Please note it is the parent’s responsibility to arrange suitable travel arrangements, and Hailsham Academy does not have to have due regard to any inconvenience this may cause. However, consideration will always be given to a learner’s safety. If it were considered that to impose the detention would put the learner at risk, or that the circumstances deemed the detention to be unreasonable then an alternative date and time for the detention could be imposed.

4.11 Support and early intervention

Hailsham Academy monitors student behaviour and puts in place strategies to support students who present challenging behaviours. This includes individual students who may be at risk of disaffection or exclusion and who may require additional behaviour support because of a medical condition and / or safeguarding issues.

The intervention may include:

- Regular parent engagement
- Revised curriculum provision
- Adapted teaching strategies
- The use of outside agencies
- Alternative curriculum provision
- Alterations to timetables (for a limited period)
- Support from our HUB centre

Whilst we will do all we can to support the students in modifying their behaviour, we will not accept or tolerate any poor behaviour. We believe that all students know right from wrong, but some may need strategies to develop self-regulation.

Where a student displays repeated poor behaviours, the Mentors, Heads of Year and Pastoral Support Team will work with the learner to encourage him/her to modify his/her behaviour. Other students or staff will be involved depending on the behaviour that has been displayed. An Additional Needs Plan (ANP) may be created to formally document any support and intervention required and to evaluate the effectiveness of the interventions.

Close contact and partnership with parents are essential if we are to enable the student to develop self-regulation and improved behaviour.

We will provide appropriate training for all staff to promote positive and consistent behaviour standards within the academy.

4.12 Investigations into incidents of a severe nature

Any incidents of a severe nature will be investigated thoroughly so that the victim and the perpetrator both know that they have been fairly dealt with. Written accounts from both victim and perpetrator are important. Witness accounts are especially useful to confirm versions given by either party. Although these investigations take up a huge amount of time, it helps to clarify the circumstances of the incident and then helps to ensure that the evidence is acted upon fairly.

Referrals to external support may be made including liaison with the Police Schools Prevention Officers.

4.12 Importance of immediate action

It is vitally important if an incident of a severe nature occurs that the perpetrator is not left in circulation around the academy site. By removing a learner from circulation, immediately:

- The victims of any violent or bullying behaviour will feel supported and taken seriously.
- A member of staff who was sworn at or grossly defied will feel supported and that the situation was taken seriously.
- The learner who has behaved in a severe manner will realise that the incident will be investigated and there will be a consequence to what she/he has done.
- There is a clear message given to other students that the behaviour of that learner has been deemed as severe and the incident will be fully investigated, with appropriate action taken as necessary.

4.13 Informing parents

If a severe incident has occurred, parents will be informed promptly. Even if a situation is not clear because staff have not been able to investigate it fully, it is important that parents of victims **and** perpetrators are informed as quickly as possible. Staff will assure parents that the incident will be investigated, and parents will be kept informed.

4.14 Monitoring of behaviour across the academy

Monitoring is an essential element in our approach to improving behaviour. Our monitoring of behaviour and attendance ensures that we praise students who are demonstrating excellence or, who are making excellent progress. Similarly, the monitoring will inform us about learners whose behaviour is unacceptable across our trust. We will use the data to identify pattern and to track progress. The data available on ClassCharts and Arbor includes:

- Teacher's ongoing records of student behaviour in lessons recorded on class charts
- Individual behaviour logs
- The use of Class charts
- A record of disrupting lessons
- Rewards and incentives
- Exclusions
- Incidents of a discriminatory nature: e.g., racist, homophobia.

Systems are in place via the use of Arbor and ClassCharts to ensure that hate incidents, e.g. racist, homophobic, transphobic gender, or disability-based bullying/cyberbullying, are reported, recorded, and considered under safeguarding arrangements by the DSL.

4.15 Removal from trips/visits/events

The academy and wider trust reserves the right to remove students from attending a visit or event, or representing Hailsham Academy in any activity, if their behaviour is causing an ongoing concern. This is not limited to a one-off serious incident and may therefore be because of cumulative events that have led to a significant amount of behaviour points, health and safety concerns, or concerns regarding a student's ability to be a positive ambassador for the Hailsham Academy.

Students who are persistently absent due to unauthorised absences may also be prevented attending such visits, events, or representations. Hailsham Academy will always endeavour to support students through interventions prior to removing them from an activity.

4.16 Truancy policy

No student should be out of lesson without permission and a note from their teacher. Students should only be authorised to leave the class if it is an emergency or essential.

Teachers must write a note in the student's planner stating the reason, time, date and adding their signature. If a student is seen out of lesson and they do not have permission, any staff member returns the student to the lesson and check with the teacher. If the teacher has not given permission or has not seen the student during the lesson, they will record the incident as truancy. The On Call, SLT or Walkabout staff, will press the truancy button in ClassCharts if the student is not in lessons or if they refuse to be taken to lesson.

If any other member of staff finds a student truanting, the aim is to escort them to their lesson. Should they refuse, the member of staff should use the call out process to seek support and to ensure the truancy is recorded. Similarly, if any teacher notices that a student is regularly missing their lesson, they should inform the Head of Year.

Any parent queries related to an error in registering the student by the classroom teacher, will be directly referred to the same classroom teacher or the Head of Department so that they can address the issue with the parent.

4.17 Mentor / Head of Year's role in addressing truancy

Mentors will also be included in the communication that has been sent to the parents. The mentor should have a firm conversation with the student reminding them of the expectations and reminding them about the detention.

Heads of Year will, as part of the daily monitoring, look for any patterns or repeat incidents of truancy. They should then take direct action by meeting the student and the parent when necessary, so that any truancy is addressed as quickly as possible to prevent it becoming habitual. The Head of Year should inform the teacher of any strategies or actions that have or should take place to support the student attending all lessons. When a student becomes a persistent truant, the Head of Year should maximise Tier 1 to Tier 3 to address the issue accordingly.

4.18 Access and use of the toilets

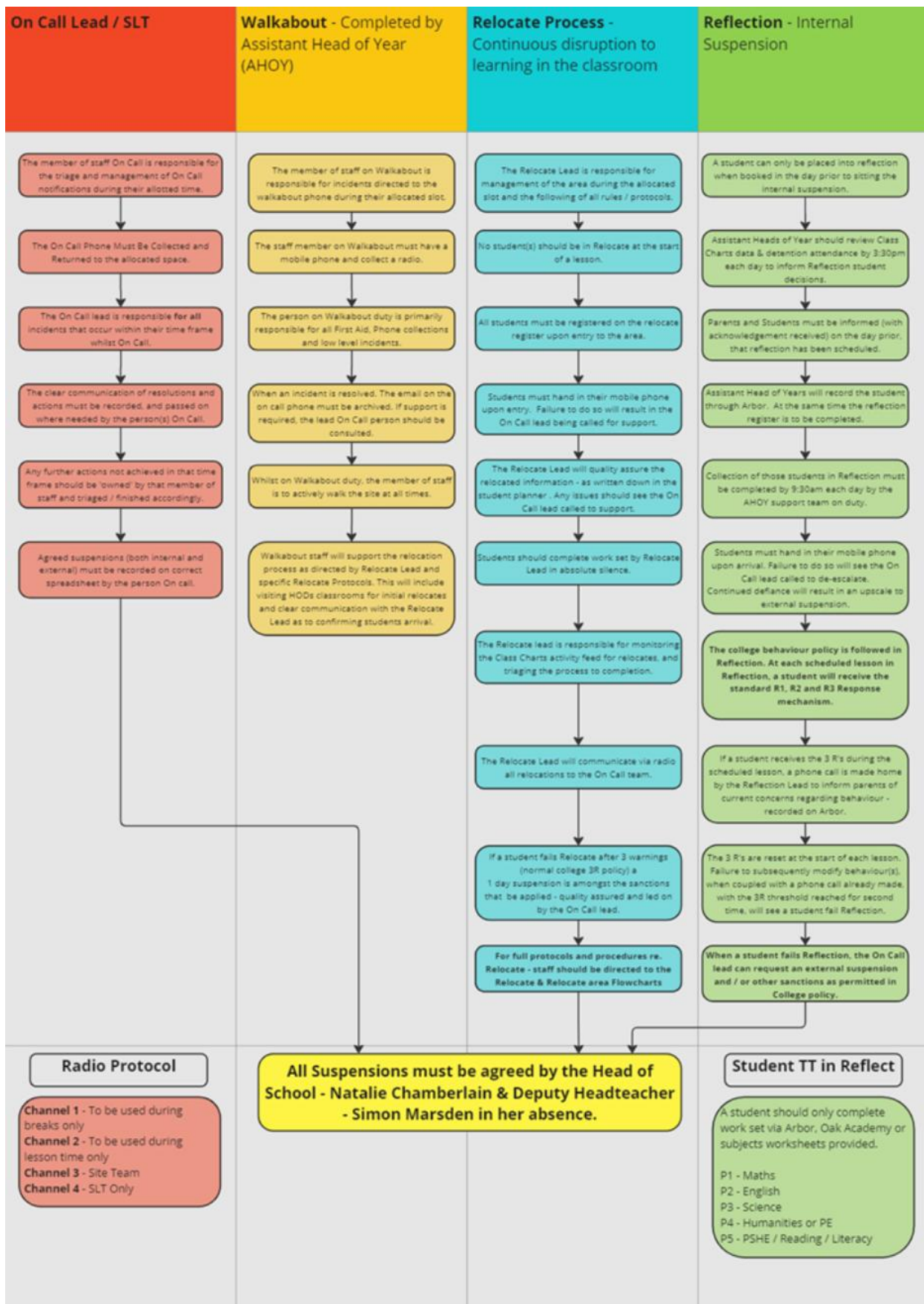
Toilets are opened throughout the day upon request. This is to ensure that correct data is recorded to reduce impact on missed learning during lesson time. Students can access the toilets during the day at the following times:

- 8.15am to 8.40am during breakfast club in the main canteen
- Travel times throughout the day
- Breaks 1 and 2

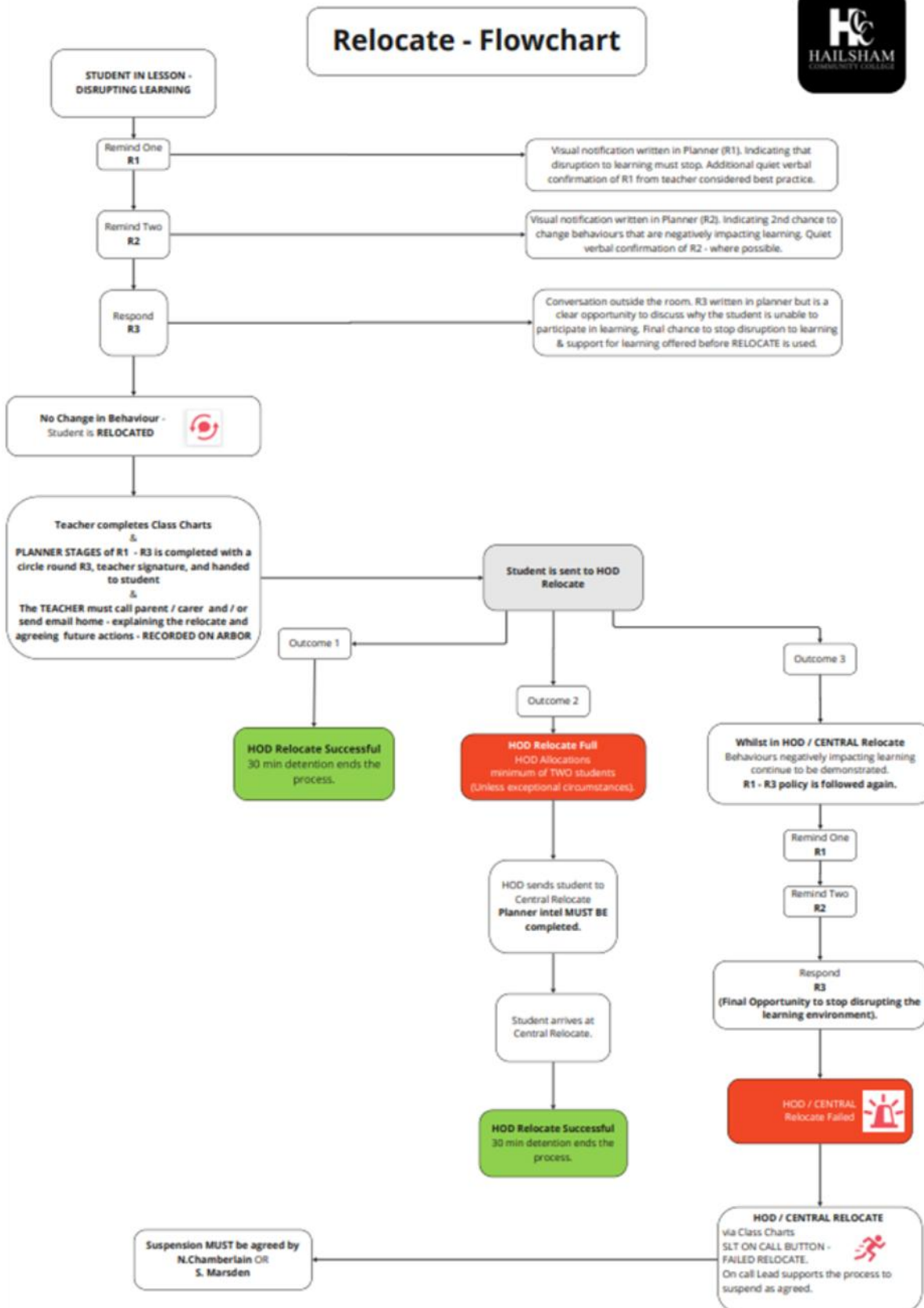
If your child has a medical reason to visit the toilets more frequently, medical evidence must be provided to the relevant Head of Year. Temporary medical passes can also be requested for time limited periods. Any student using their medical pass will access the medical room toilet during lessons, otherwise they will be able to access the main toilets when they are opened throughout the day. Staff can use their professional judgement if a student is needing to access the toilets during a lesson, however this will be in exceptional or emergency circumstances only and details will be logged on our ClassCharts system.

If leaving a lesson to use our facilities, students will be expected to leave their mobile phone, or another personal item, with the member of staff and be provided with a lanyard to leave lesson. Students will be required to access the medical room toilets during lesson time. It is expected that during the first 10 minutes of a lesson, students will not be able to access the toilets - this is due to toilets being opened at various times of the day including during travel time. This is essential as the class register is completed within the first 10 minutes of a lesson and "Do Now" is to be completed in silence with no disruption.

Appendix 1 – On Call, Walkabout, Relocate & Reflection Protocols



Appendix 2 - Relocate Flow chart



Appendix 3 - Student Code of Conduct

All members of our community have the right to work and learn in a safe environment. The Student Code of Conduct makes clear the behaviours we expect every learner to consistently display.

As a student at Hailsham Academy, I must:

- Aim to achieve 100% attendance.
- Be punctual to school and arrive at all lessons on time, with correct equipment and in full school uniform.
- Walk calmly in the corridors - without running or causing a disturbance.
- Listen to staff and follow instructions the first time of asking.
- Not interrupt the teacher or a student when they are talking to the class.
- Ask questions about the work if I am unsure.
- Never disrupt the learning of other students.
- Work effectively with other students and help each other to be even better
- Be motivated to give my very best - especially when the work is difficult.
- Show resilience when setback happens, working hard to improve.
- Complete all homework set within the time allowed.
- Be polite and show basic good manners to other students and adults.
- Remain polite and courteous even when facing adversity.
- Be considerate and thoughtful of others: in lessons & in and around our academy.
- Respect the school environment and look after our learning spaces.
- Never cause offense or harm to another person through physical or verbal acts.
- Be accepting of all in our community, showing respect for those different to me, and never discriminate against them.
- Own and accept my mistakes, and correct my behaviour as needed.
- Conduct myself in a way that shows the best of our community and academy.
- Report any unkind behaviours from other students.

Appendix 4

Searching students

1. The right to search

- a. Headteachers and staff authorised by them have the right to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
- b. The headteacher or authorised members of staff are permitted to use reasonable force when conducting a search without consent when there is suspicion that there may be a prohibited item as listed below:
 - Knives or weapons
 - Illegal drugs (including prescription drugs if not prescribed for them)
 - Alcohol
 - Stolen items
 - Pornographic images
 - Fireworks
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person including the student. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- c. The headteacher or authorised members of staff are not permitted to use reasonable force when conducting a search without consent when there is suspicion that there may be a prohibited item as listed below:
 - Vapes
 - Lighters
 - Aerosols
 - Tobacco and cigarette papers
 - Legal highs/psychoactive substances
 - Energy / caffeinated drinks
 - Mobile phones and other similar electronic devices when there is a suspicion that they may contain evidence of misuse/misconduct

Note: This list is not exhaustive and can include any item the school deems as prohibited.
- d. Staff members will have the power to search a student or their possessions where they have reasonable grounds to suspect a student is in possession of a prohibited item.

2. In carrying out the search:

- a. The authorised member of staff must have reasonable grounds for suspecting that a student is in possession of a prohibited item as listed above.
- b. The authorised member of staff carrying out the search must be the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they too should be the same sex as the student being searched. Wherever possible, searches should not take place in public places e.g. an occupied classroom.
- c. There is a limited exception to this rule: authorised staff can carry out a search of a student of the opposite sex including without a witness present, but only where it is reasonable to believe that

there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

3. Extent of the search

- a. The person conducting the search may not require the student to remove any clothing other than outer clothing (outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (outer clothing includes hats; shoes; boots; coat; blazer; jumper, jacket; ties; gloves and scarves).
- b. 'Possessions' means any goods over which the student has or appears to have control – this includes lockers and bags.
- c. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- d. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can undertake.