

HAMMERSMITH ACADEMY

BEHAVIOUR FOR LEARNING POLICY WITH BEHAVIOUR PRINCIPLES WRITTEN STATEMENT

Policy Date	June 2022
Next Review Date	June 2024
Approved by	FGB
Approved date	24 June 2022
Responsible Party	KS4 Assistant Head

KEY PRINCIPLES

At Hammersmith Academy we aim to provide a broad, challenging, and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of Academy life is necessary.

KEY REQUIREMENTS/LEGAL DUTIES

This policy responds to the requirements of the Education Act 2011, the Education and Inspections Act 2006 and Independent Schools Standards Regulations 2010. This includes the requirement that all schools, academies and free schools must have a Behaviour for Learning Policy which must be available to all parents and prospective parents.

The Academy acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEN.

1. INTRODUCTION

1.1. This policy aims to provide staff and parent/carers with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices. We do however recognise the need for a degree of flexibility when faced with behavioural diversity in the classroom and accept that a 'one size fits all' approach will not be sufficient. Good behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. This policy promotes an approach that as well as describing some absolute rules and guidelines, also allows for the different styles that teachers will use in the classroom along with recognising the complexity of the situations they have to handle. It also recognises the diversity of behaviour management styles used by teachers and the differences of behaviour challenges that can be presented by students. Behaviour is never somebody else's responsibility.

2. AIMS

2.1. The key aims of this policy are:

- To have the highest expectations of student behaviour to ensure that all students make outstanding progress.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the Academy.
- To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.
- To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated

3. OUR RIGHTS

3.1. Within the Hammersmith Academy Community, we all have rights. These can be summarised as:

- The right to learn
- The right to teach
- The right to feel safe (physically and emotionally)
- The right to respect and dignity

4. TO ACHIEVE OUR AIMS, STAFF AT HAMMERSMITH ACADEMY WILL:

- Place the emphasis on learning and teaching
- Recognise, praise and reward appropriate behaviour
- Ensure early intervention
- Ensure students follow the Academy expectations during sessions, on corridors and in free time
- Take responsibility for behaviour initially – seeking support/advice when required
- Ensure sanctions are in proportion to the nature of the incident and the circumstances/ needs of the student
- Work in partnership with parents and carers
- Provide a safe, welcoming environment
- Downplay secondary behaviour
- Set clear limits/ boundaries to inappropriate behaviour
- Provide additional support where students have difficulties managing their behaviour
- Involve students via Academy Council to promote student ownership
- Re-establish relationships with students once the behaviour has been addressed.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Academy aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The Academy aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the Academy proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The Academy's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

5. ROLES AND RESPONSIBILITIES

The Governing Body	<ul style="list-style-type: none"> • Establish a Behaviour for Learning policy • Monitor and review the effectiveness of the Behaviour for Learning Policy • Convene disciplinary panels where necessary • Support rewards and rewards events
Head Teacher	<ul style="list-style-type: none"> • Implement the Behaviour for Learning policy • Implement and manage the Exclusions policy
Senior Leaders	<ul style="list-style-type: none"> • Support and advise Subject Leaders and Student Achievement Managers in upholding the Behaviour for Learning policy • Monitor and analyse policy data and prepare relevant reports
Subject Leaders	<ul style="list-style-type: none"> • Support classroom staff in managing behaviour, administering rewards and sanctions. • Support classroom staff in meetings with students, parents and carers • Liaise with Senior Leaders and Student Achievement Managers as appropriate
Student Achievement Managers	<ul style="list-style-type: none"> • Support students and staff on a day to day basis ensuring the highest possible standards of behaviour • Provide students with strategies to enable them to take responsibility for their own behaviour • Manage reconciliations with students
All staff within the classroom situation	<ul style="list-style-type: none"> • Principal responsibility for the management of student behaviour and associated follow up actions as appropriate • Ensure that the policy and procedures are followed and applied consistently and fairly • Create a high-quality learning environment
Tutors	<ul style="list-style-type: none"> • Work to create a cohesive group and a positive ethos • Reward positive behaviour and take action to improve poor behaviour • Monitor and give feedback through the referral & reporting systems • Communicate regularly with parents/carers • Communicate with subject staff and others as appropriate • Implement intervention strategies
Inclusion Staff	<ul style="list-style-type: none"> • Provide input for students who need intensive support and withdrawal from class for specialist intervention.
Mental Health Lead	<ul style="list-style-type: none"> • Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the Academy engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties. • [New] Supporting behaviour management in line with the Positive Mental Health and Wellbeing Policy.
Parents/ Carers	<ul style="list-style-type: none"> • Support the Academy with behaviour concerns inside the Academy and to and from the Academy • Work in partnership with the Academy to maintain high standards of behaviour

Students	<ul style="list-style-type: none"> • Take responsibility for their own behaviour choices • Follow instructions from all adults at the Academy • Work positively with staff and students • Follow the Academy Code of Conduct
----------	--

6. POSITIVE REINFORCEMENT AND REWARDS

6.1. The Academy recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued.

7. THE HAMMERSMITH ACADEMY WAY (HA WAY)

7.1. The HA Way is a way of regulating and reinforcing behavioural expectations in all students. There are five values that need to be forged in all learners which are summed up in the HA WAY:

- Pride and Commitment
- Professionalism and Leadership
- Active citizenship
- Honesty and Reliability
- Respect and Integrity

7.2. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order. The Academy uses a range of rewards and positive reinforcement strategies. As appropriate to student age these include:

- Verbal praise
- Written comment on work/in book/Planner
- Certificates
- Star of the Week
- Telephone call to parents
- Subject Reward token
- SLT Reward token
- Academy Postcard
- Positive letter home
- Display of work
- Mention in assembly
- Motivational rewards/prizes
- Special awards at Achievement Assemblies
- Reward trips

7.3. By these means the Academy seeks to motivate students, create a positive learning environment, raise student self-esteem, provide systems which can be used by all staff and contribute to raising levels of achievement.

8. UNIFORM, BEHAVIOUR AROUND THE BUILDING AND OUT OF SESSIONS

8.1. We have 3 very clear expectations that encompass the way we expect our students to behave.

HA expectations

- Ready
 - Respectful
 - Responsible
- 8.2. Students are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which they act and behave and to the way they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow students and staff.
- 8.3. High standards of presentation are always required when wearing the Academy uniform. Whenever the Academy uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from the Academy, at which times the uniform must be worn.
- 8.4. Positive behaviours are expected including setting high standards in terms of appearance and moving in a manner which is orderly and respects the health and safety of others. Quiet transitions are expected to sessions and at the change of sessions.
- 8.5. Expectations on uniform and orderly conduct are reinforced in assemblies. The Academy reserves the right to correct inappropriate or incorrect items of uniform by contacting parents or by sending students home with notice to change.

9. BEHAVIOUR IN SESSIONS

- 9.1. All students are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for sessions on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the Academy's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with the Academy's range of disciplinary sanctions. Additional to the types of behaviours which place a student at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

10. DISCIPLINARY SANCTIONS

- 10.1. Dependent on student age, the nature of the offence and the severity of the behaviour, the Academy will use a range of strategies to correct student behaviour. The range of sanctions will include:
- Verbal correction through reminders and warning
 - Written warning on the board
 - Short and longer length detentions
 - Making good the missed work
 - Loss of free time
 - Removal from the session to work under supervision elsewhere
 - Restorative conversations
 - Disciplinary and positive reports
 - Disciplinary letters to parents
 - Parent interviews
 - Pastoral Support Plans
 - Behavioural contracts

- Use of off-site intervention provision
- Governor Disciplinary Panels
- Internal Exclusion
- Fixed Term exclusion *
- Permanent Exclusion *

(* In line with the Academy Exclusion Policy)

10.2. This list is not intended to be exhaustive but serves as an illustration of the sanctions used.

10.3. Managed moves

It may be in the best interests of a student to have a chance of a fresh start by moving to another school. This will only occur with consent of parents, the Head Teacher, and the Academy's governing body. Parents will be appraised of all the reasons why this option is the best for their child after other strategies have been exhausted. The Academy will do everything it can to ensure that the transition is as smooth as possible.

10.4. Short term placement at a quality assured alternative provision

If a student has a high number of exclusions and/or they are at risk of permanent exclusion, it may be necessary for the Academy to arrange a short-term alternative provision placement to improve the student's behaviour. The placement will provide the student with specialist support to amend and improve their behaviour. Progress will be monitored and reviewed. A full reintegration meeting will take place to ensure a smooth return with a clear set of expected standards to be met.

10.5. Informal Governors' panel

A student who has accrued a high number of incidents of poor behaviour or a high number of times in the SLT inclusion room may be required to appear before an informal panel of governors before a decision is made to permanently exclude, or to recommend a managed move.

10.6. Student and Parent contracts

Where a student's behaviour has not improved despite interventions, the Academy may require students and parents/carers to engage with a behaviour contract. The conditions of the contract requires the student to avoid exceeding the stated behaviour points cap and meet the expectations outlined in the contract regarding their behaviour and conduct. Failure to meet the terms of this contract may result in an informal governors' panel or a fixed term exclusion.

10.7. Detentions (Referred to as 'Reflections' at HA)

Parents and carers should be advised that in line with changes resulting from the Education Act 2011, the Academy is no longer required to give 24 hours' notice of longer length detentions. In exercising its right to take same day action as required, the Academy will make every reasonable attempt to inform parents by a variety of means including email, text or phone call. Ultimately, however, it is the student's responsibility not to misbehave, not the Academy's responsibility to make contact.

10.8. Monitoring, Support and Intervention

Through the pastoral and guidance systems, the Academy has staff whose role is to support student welfare and well-being. This includes helping to make explicit the Academy's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The Academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these

students the Academy will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a personal support programme and use of external expertise and short term placements. Identification of need and progress will be monitored via the Academy Inclusion Panels, with the active involvement of parents.

10.9.Exclusion

While the Academy will take all reasonable steps to meet individual needs and help individuals improve, the Academy will not:

- Tolerate behaviour which does not show due regard for the well-being or learning of others, or
- Where despite support and intervention there is minimal or no improvement.

In line with the Academy's exclusion policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Persistent disruptive behaviour
- Taking or posting pictures of others, without permission
- Sexting
- Sexual abuse and/or sexual misconduct
- Posting or passing on pornographic images of self or others
- Malicious accusations against staff or students
- Racist, sexist, homophobic and other discriminatory abuse
- Inappropriate use of social media
- Drug and alcohol related incidents
- Deliberate damage
- Theft
- Weapons related incidents
- Threats to Health and Safety
- Arson
- Acting outside the care and control of the Academy
- Bringing the Academy into disrepute

Also in line with the Exclusion policy, the Academy will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the Academy, thus placing the student at high risk of permanent exclusion.

(See Academy Exclusion Policy)

11. FREEDOM FROM BULLYING AND INTIMIDATION

11.1.The Academy recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The Academy also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children's Act 1989. These place a

duty on all schools and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst students. In respect of anti-bullying the Academy seeks to:

- Actively involve and inform parents
- Take any concerns seriously and resolve the issue in a way that protects the child
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of Academy concerns including cyber bullying.
- Ensure that students are protected online especially from abuse through online practices like social media and other online services. This includes bullying and intimidation by fellow students, families and members of the public either in school or via out of school computing devices.
- Update policy and practice including new technologies, for instance updating 'acceptable use' policies for computers.
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through the Tutorial programmes.
- Work with the wider community such as the police and Children's Services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

(See Academy Safeguarding Policy)

12. BEHAVIOUR OUTSIDE THE ACADEMY

12.1. Students who breach the Academy's Behaviour for Learning Policy whilst on Academy business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the Academy.

12.2. For incidents that take place outside the Academy and not on Academy business, **this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.** This includes behaviour in the immediate vicinity of the Academy, abuse/inappropriate use of social media or on a journey to and from the Academy. Other relevant factors include whether the student is wearing Academy uniform or is in some other way identifiable as a student at the Academy and whether the behaviours could adversely affect the reputation of the Academy.

12.3. For acts of aggression or which threaten the health and safety of others, the Academy reserves the right to involve the police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

13. SCREENING, SEARCHING AND CONFISCATION

13.1. The Academy acknowledges its duties and responsibilities under the Education Acts of 1996 and 2012, Education and Inspections Act 2006 and Health and Safety at Work 1974, in respect of screening and searching students.

13.1.1. Academy staff can search a student for any item banned under the Academy rules.

13.1.2. **Head Teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items.** Prohibited items may include:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco, cigarette papers, vapes and shisha pens
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or to damage the property of any person (including the student).

13.1.3. Academy staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. This search can include personal phones and digital equipment for inappropriate images and data that has been made or shared.

13.1.4. Senior staff have the right to make a search where they have a suspicion of wrong doing and as such a search will support quick and effective resolution for all parties.

13.1.5. Failure to comply with the Policy is failing to support the Academy safeguarding processes. This undermines the principle of keeping children safe. Therefore, this breakdown in trust may lead to exclusion and possible permanent exclusion.

13.2. As above, the Academy may give due regard to police involvement or initiating safeguarding processes.

See Appendix 1 for further guidance.

14. THE USE OF REASONABLE FORCE

14.1. The Academy acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all Academy staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

14.2. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

See Appendix 2 for further guidance.

15. MALICIOUS ACCUSATIONS AGAINST ACADEMY STAFF

15.1. The Academy recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the Academy will give due regard to the most appropriate disciplinary sanction, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

15.2. Staff have the right to work in a safe and happy environment. The Academy will also take seriously, inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff. If proven, this may lead to permanent exclusion.

16. MOBILE TELEPHONES/ELECTRONIC EQUIPMENT

16.1. The Academy recommends that students do not bring mobile telephones or electronic equipment to the Academy on the following grounds:

- The individual safety of students
- The health and safety of the whole Academy community

16.2. If such items are brought to the Academy, students do this at their own risk. The Academy will not waste valuable time and resources investigating lost or stolen equipment. Mobile telephones should not be used or seen on the Academy site. If they are, they will be confiscated and will only be returned to a parent at the end of the Academy day.

16.3. There are occasions when students will be able to access their mobile telephones during learning sessions; this will only be at the direction of the teacher for the purpose of learning.

16.4. In the event of an emergency and parents need to contact a student, they must telephone the Academy reception.

16.5. In accordance with the Education Act 2011, and in order to prevent instances of cyber-bullying or the use of technology to cause any kind of harm to students or staff, the deputy or assistant head, may request to examine the data or files on a device if there good reason to suspect that the material on the device has been, or could be used to cause harm, break the Academy rules or disrupt teaching. If inappropriate material is found, the deputy head or assistant head will decide whether to delete the material (for example, if the material could be used to humiliate another student) or may retain it as evidence. In such cases, the deputy or assistant head will inform the students' parents

See appendix 3 for further guidance.

17. USE OF SOCIAL MEDIA

17.1. Any student of Hammersmith Academy who is identified as being involved in negative behaviours through any form of social media (including but not exclusive to; TEXT, Email, Instagram, Facebook, Twitter, ASK FM, XBOX messages, Snapchat) will be subject to Academy disciplinary action.

17.2. In line with the values and expectations we are an inclusive community. Inclusion means including everyone, regardless of differences. Any student who deliberately victimises another student or a member of the public through such means is therefore contravening our policy of inclusion and as such is excluding themselves from our community.

17.3. Equally any student who endorses the negative actions of others through actions such as 'like/thumbs up' or adding comments which support and endorse the negative behaviour of others will be at risk of disciplinary action. Whether comments are made through public forums or sent through direct messages, those found guilty of sending such messages will face disciplinary action.

17.4. The Academy is operating a zero-tolerance approach to online negativity, social media misuse and online bullying and therefore the recommended outcome for any such behaviour will be an exclusion and possibly a permanent exclusion from the Academy.

17.5. Examples of behaviours that the Academy deems unacceptable include but are not exclusive to the following:

- Sending negative/derogatory messages directly to someone
- Posting negative/derogatory messages about someone
- Sending messages that could be interpreted as an inappropriate proposal
- Posting photographs or videos of someone without permission
- Endorsing the negative or inappropriate actions of others
- Using an alias to anonymously contact others with the intention of causing distress or harm
- Mimicking the identity of another individual (stolen identity)
- Engaging in rumours or gossip
- Posting or passing on pornographic or sexualised images or videos

17.6. Please note that it is against the law in the UK to use the phone system/internet to cause alarm or distress and all instances will be reported to the police. Equally, such behaviour could be contravening the 1997 Harassment act and as such all instances will again be reported to the police and may lead to criminal prosecution.

17.7. If a student feels that they are the victim of any of the above mentioned behaviours then they should always report it to a member of staff and where possible maintain evidence such as screenshots / printouts as appropriate.

17.8. It is also worth noting that virtually all common social media platforms indicate a minimum age use of 13 years. Therefore, our younger students should not have access to any such platforms/apps.

18. ACTIVE INVOLVEMENT OF PARENTS

18.1. The Academy believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The Academy will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Telephone calls
- Meetings
- Early involvement
- Letters
- Supporting students on reports

- Home Academy agreement
- Request to attend re-integration meetings
- Student Planners which allow for two way communication
- Invitations to agency meetings
- Follow up and routine communication

18.2. Parents/carers are welcome to approach the Academy for informal or formal discussions about their child's education.

19. MONITORING, EVALUATION AND REVIEW

19.1. Relevant staff will monitor the implementation and effectiveness of this policy; review it annually and submit a report to the Governing Body. The policy will be promoted and implemented throughout the Academy.

June 2021

OPERATIONAL INFORMATION

PROMOTING POSITIVE BEHAVIOUR - STRATEGIES FOR ALL STAFF

Some important values need to underpin all of our interactions with students. Behaviour issues should be considered as challenges and are normal where young people are learning and testing the boundaries of acceptable behaviour. It is very important not to overact in any situation with a student and consistency is the key when managing behaviour.

The following should underpin all of our interactions with students and each other:

- Respect each other
- Listen to each other
- Treat everyone as an individual.
- Separate the problem from the person – never criticise the person, only the inappropriate behaviour.
- Take the initiative:
 - Greet and acknowledge
 - Speak and be spoken to
 - Smile and respond.
 - Communicate
 - Be proactive in raising the self-esteem of others
- De-escalate incidents and seek to reconcile

Our success is tested not by the absence of challenges but in the way we address them.

- Do not overreact; address the problem calmly and confidently challenging low-level behaviour in a way which least interferes with the flow of the session
- Never talk loudly or aggressively, calmly repeat instructions
- Avoid humiliating students
- Listen to the student's point of view
- Clearly establish the facts
- Judge only when certain
- Do not be afraid to apologise if you are wrong
- Use punishments sparingly
- Never threaten anything you cannot follow through
- Follow up on issues that continue to arise – maintain a flow of action
- Make sure students understand the boundaries, 'when you do this ... then this will happen'.
- Use take up time. Ask a student to do something and then give them time to do it – don't stand over them.
- Establish and explain your routines and stick to them
- Use non-verbal cues to remind students of agreed conduct eg. nods and gestures.
- Keep the focus on work and learning
- Where possible tactically ignore low-level attention seeking behaviour and follow up at the end of the session
- Use praise and rewards to motivate students in a ratio of 5:1

In the classroom, create and sustain a positive, supportive and secure environment. Well prepared, stimulating sessions generate good behaviour. Expect to:

- Arrive before the class and begin on time, don't allow latecomers to delay the start of the session
- Be prepared for every session
- Keep everyone occupied and interested

- Extend and motivate all students
- Mark work promptly and constructively
- Reward what has been achieved and celebrate achievement
- Encourage a creative dialogue
- Speak positively to students and show an interest in them as individuals, both build student confidence and self esteem
- Keep an attractive clean and tidy room with up to date display of student work

Do all you can to avoid:

Humiliating or embarrassing	→	it breeds resentment
Shouting	→	it diminishes you
Over-reacting	→	the problems will grow
Blanket punishments	→	the innocent will resent them
Punishment without facts	→	resentment will grow
Sarcasm	→	it damages you and is unkind
Threats	→	only threaten what you can deliver
Reprimanding in front of others	→	students will play to the audience
Threatening to call other staff	→	it will undermine you

Do all you can to:

Use humour	→	it builds bridges
Keep calm	→	it reduces tension
Listen	→	it earns respect

Be positive and build relationships
 Be consistent and fair
 Know your students as individuals, learn their names
 Apply rules and routines positively
 Work positively with parents and carers

REWARDS

At Hammersmith Academy we recognise achievement in its broadest sense and reward academic attainment, progress, behaviour, effort and personal & social development.

Our emphasis at Hammersmith Academy is to recognise good work and good behaviour by actively seeking to praise and reward students wherever possible. Rewarding students and therefore positively reinforcing “wanted” behaviours is our most powerful tool. Classrooms will be positive and rich in praise. When a student is displaying the HA Way they should receive verbal praise, subject tokens, praise postcards and positive parental calls.

A consistent whole-academy approach to rewarding students is in place and follows the following system. The aim for all students is to accumulate as many achievement points as they can throughout the academic year.

Achievement Type	Description
Merit	Worth 1 achievement point
Subject Token	Worth 3 achievement points Given directly to student
Praise Postcard	Worth 5 achievement points Sent via post directly to Parent/Guardian
Star of the Week	Worth 6 achievement points Advertised in Pastoral Pop-Up (sent internally to staff)
Positive Call Home	Worth 7 achievement points Call made directly to Parent/Guardian

Reward Shop

Students can select prizes from the Hammersmith Academy Rewards Shop at six intervals throughout the academic year, as recognition for their achievements. The prize that a student can select will be based on their 'Overall Conduct Points' which is calculated by subtracting any 'Behaviour Points' away from their total number of 'Achievement Points'. This calculation will take place once every half term.

Students can select a prize if they meet the target number of points by the given deadline. Students can select up to six prizes across the academic year, which reflects the six prize categories available. The prizes in each category increase in value, hence the number of points required to reach each category also increases.

In addition, we celebrate positive behaviour and achievement through:

- Verbal praise and positive feedback by class teachers
- Written praise in books and planners
- Mentioning tutor group, class and individual achievements publicly through newsletters and assemblies
- Classroom display showing students' work
- Achievement notice boards throughout the Academy
- Plasma screen displays
- Certificates awarded by subject areas for outstanding achievement and contribution
- Pastoral certificates for individual attendance, contribution to tutor group and house awards
- Telephone calls home
- Merits
- Praise postcards
- Subject tokens
- Academic achievement awards
- Subject progress awards
- Sports achievement awards
- Outstanding contribution to the Academy community
- End of term trips/visits for students who consistently meet the Academy expectations in attendance, punctuality and overall conduct.
- Jack Petchey Achievement Award
- Achievement assemblies take place within houses at the end of every half term, and in year groups at the end of every full term.
- Annual Achievement Evening to reward students with certificates, badges, cups and shields to highlight their achievements in a variety of categories

GUIDELINES FOR DEALING WITH CONFRONTATIONAL AND AGGRESSIVE BEHAVIOUR

In all circumstances when dealing with difficult inappropriate behaviour:

- Remain calm and unemotional; never lose control or appear to lose control
- Never shout

Physical contact with a student or restraint of a student should never take place when the purpose is to enforce discipline. Staff may only contact/restrain a student to prevent the student from:

- Injuring themselves or others
- Causing damage to property
- Committing a criminal offence

In these situations, only reasonable force should be applied.

(See Appendix 2 for further guidance)

The following are examples of actions which must not be used with a student. All are likely to inflame and escalate a situation and will undermine your authority.

- Using the body, or putting out an arm to prevent a student from leaving the room
- Physically pulling, pushing, or moving a student in order to make a student obey an instruction
- Physically removing a hat or other items when a student refuses to hand them to you
- Invading the personal space of a student by standing very close and talking/shouting
- loudly in the face of the student
- Pushing a student with an object e.g a classroom door, ruler
- Making personal criticisms, sarcastic comments, swearing, using offensive names,
- making inappropriate threats, shouting angrily or aggressively

When faced with a situation where a student disobeys an instruction, walks off/pushes past you. The appropriate action which puts you in control of the situation is to:

- Remain calm and let the student go
- Make a calm announcement to students in the vicinity that you will not tolerate such inappropriate behaviour and will follow up the incident later
- Follow up the incident using the appropriate channels

QUIET TRANSITIONS

At 8.25 students are expected to line up in in the appropriate playground. They will be collected by their teacher and escorted to their session. Students are expected to move in an orderly, calm, and quiet fashion, using the Academy's one-way system.

At the end of each day students line up in the playground before being dismissed.

There will be occasions when students move around the Academy without the supervision of staff. During these times students will be expected to independently move in an orderly, calm, and quiet fashion.

LUNCH AND BREAK TIME EXPECTATIONS

Breaks and lunchtimes are staggered to enable students to eat without delay and enjoy recreational activity.

Teachers escort their group to the cafeteria where they supervise an orderly queue. Students can sit to eat or drink or chose a 'grab and go' option, which can be taken outside to eat; once they have finished, they are expected to clear their tray and ensure they leave their place ready for another student. Food should not be consumed in any other areas around the Academy site.

CLASSROOM PROCEDURES FOR STAFF

Coats, scarfs, gloves and hats should not be worn inside the Academy

Meet and greet

Students are welcomed to the session at the door, uniforms are checked and the teacher's ownership of classroom space is established.

Seating Plan

Students arrive at the session and should know where they are sitting. The seating plan can be used to support differentiation and classroom management

Equipment routine

Students should get out their 'Power of 3' and seat themselves quickly and quietly.

Starter activity

A 'Do Now' activity should be provided enabling students to settle quickly to work

Register

The register should be completed whilst students are engaged in the 'Do Now' activity. Register must be completed during the first 10 minutes of the session

Dismissal

Students return any learning materials back to where they belong; they pack away their own learning equipment and stand behind their chairs in silence.

Praise

Praise should be used in a structured way to provide support to all students. Students must understand what they can do to receive praise

Rules and expectations

Rules and expectations in your classroom must be made explicitly clear and constantly reinforced. The teacher is responsible for managing behaviour in the classroom.

Off task behaviour – interventions should escalate but de-escalation is the aim.

- Non-verbal cue
- Quiet word alongside the student
- Verbal reminder of the expected behaviour is reinforced
- Written reminder - student name is written on the board (this cannot be 'worked off')
- The expected behaviour is again reinforced
- L1 Behaviour for Learning Point; this should be entered on SIMS
- Student is required to move seats. The expected behaviour is again reinforced
- Issuing of an L2 behaviour which will result in an automatic 1-hour reflection after school
- Removal from the class to work with another teacher

In the event of an emergency in the classroom, the teacher should seek the support of their Subject Leader or ring the Academy office and who will arrange for a senior member of staff to support in the classroom.

ESCALATION LADDERS

Behaviour concerns in the classroom should be escalated as below:

Teacher
Subject Leader
Head of Faculty
Key Stage Manager
Deputy or Assistant Head Teacher

Behaviour concerns outside the classroom should be escalated as below:

Tutor
Student Achievement Manager (SAM)
Key Stage Manager
Deputy or Assistant Head Teacher

Disciplinary matters relating to a subject area must be managed within that subject area. When a student is presenting concerns across three or more subjects, the Student Achievement Manager will manage support and interventions.

All members of staff should address incidents and offer support where needed.

Always try to isolate the student concerned, speak quietly and calmly. Shouting in front of other students is unlikely to be effective.

If the incident is minor and can be resolved with a conversation, this should happen at the time. If the incident is more serious the matter should be referred to the Tutor who will investigate and take appropriate action. The adult original involved in the incident should write a report outlining the incident and their involvement in it.

If a student fails to do as you request, ignores you, answers back disrespectfully or runs away:

- attempt to establish his/her name from the student or other students
- seek the student out in his/her class
- describe the student to the Student Achievement Manager (SAM) or any other member of staff
- look at student pictures on SIMS

INVESTIGATING INCIDENTS

Reports on the behaviour of the student or descriptions of incidents may ultimately have an audience wider than the Academy. Parents, Governors, outside agencies or appeals panels, may read them. It is therefore very important that the reports are written in an objective and professional way.

- Make notes at the time of the incident but write a Student Incident Report once any personal feelings have subsided. Use initials when referring to other students involved.
- Avoid stating any personal expressions or opinions that may be misinterpreted by a reader. Keep what you say objective and professional. Do not make supposition or draw conclusion based on personal opinion.
- Place the incident in the context of a wide spectrum of behaviours.
- Ensure you demonstrate your professional handling of the situation.
- Keep the information precise and to the point.
- Sign and date the report
- Enter the incident on SIMS and attach the Student Incident Report
- If the incident requires escalation, alert the relevant member of staff in the escalation ladder

When investigating incidents of a serious nature, in particular where there is a question over what happened, students must be isolated from others involved to write their statements. They must not be allowed to communicate with each other. Students must be kept in isolation until they have been interviewed. Where necessary other staff should be involved to facilitate this process.

Any incident involving bullying, racism, sexism, homophobia should in addition, be recorded in the appropriate log.

REFLECTIONS: THE DETENTION AND DETENTION ESCALATION SYSTEM

At Hammersmith Academy, at different times of the day, students are given the time to reflect on their behaviour. We use a system of Restorative Justice in order to ensure students modify their behaviour which will lead to more successful outcomes in learning both in class and around the academy.

Reflections must be entered on SIMS so students can be detained and collected from the line up at the end of the day. Daily detentions are centralised and held in the Academy Theatre with a member of the leadership team. Where applicable, a restorative conversation must be part of the detention between the member of staff who set the detention and the student.

Level	Sanction	With whom?
L1	Two L1 points in an academic day will be upgraded to an L2.	Middle Leadership Team
L2	60-minute reflection after school	Middle Leadership Team
L3	120-minute SLT reflection after school	Senior Leadership Team
L4	Internal Exclusion	Academy Focus Room

The Academy will place students onto an automatic 60-refelction if one of the following L2 behaviours occurs:

- Late to school
- Not having the appropriate equipment for the day
- Independent learning not being completed
- Poor punctuality to class
- Truancy from Lesson
- L2: Inappropriate behaviour to staff/student
- Removal from Lesson
- Refusal to cooperate

Students who fail to attend their reflection without a valid reason, communicated via the parent/carer, will spend following day in the Academy Focus Room and serve the original reflection after school.

During L2 reflections, the member of staff may ask the student to complete a Reflection Form, they should then be provided with work to complete.

If it be necessary to detain a member of the 6th Form in detention, the student should be directed to the 6th Form Study Area where they will be supervised completing study.

REPORTS

Positive reports

Any member of staff can place a student on a positive report for a period of up to two weeks. The aim of the report is for the student to achieve positive comments from staff. Negative remarks cannot be written, the box should remain blank if a positive comment cannot be written. Students should report to the member of staff managing the report at the end of each day; parents are expected to sign the report each evening.

Behaviour reports

Behaviour reports are useful for daily monitoring of work, behaviour, homework or attendance. Satisfactory progress on behaviour reports should lead to praise; unsatisfactory progress should lead to further sanctions. A student should not remain on report for more than two weeks. Reports should be placed on the teacher's desk as the student enters the room and collected at the end of the session. Students will not be perfect on report but the idea is to support improvement.

Report escalation

Teacher/Tutor/Support Staff	➔	Yellow report
Subject Leader/Student Achievement Manager	➔	Amber Report
Key Stage Manager	➔	Red Report
Deputy Head Teacher	➔	Blue Report

Parents/Carers must be informed before a student is placed on report and they should be asked to check and sign the report each evening.

The student should give the report to the teacher at the beginning of the session and collect it at the end.

The adult placing the student on report should decide the expected daily number of ticks and agree an appropriate daily reward if this is achieved.

If the student fails their report, they will be placed on to an SLT detention and escalated up the colours. A failed red report will also result in a one-day internal exclusion.

Lost reports, failure to report at the end of the day should automatically result in a 60-minute detention.

INTERNAL, FIXED TERM AND PERMANENT EXCLUSIONS

Any exclusion should be viewed as a failure as the Academy has not succeeded in managing the needs of the student. However, there will be exceptional one off incidents which require fixed term exclusion. The Academy will be judged by the number of fixed term exclusions it issues and wherever possible, students should be internally excluded rather than externally excluded.

Internal exclusions

Only the Mr. Wilson; Assistant Headteacher and the Headteacher can agree an internal exclusion. Key Stage Managers, Subject Leaders and Student Achievement Managers can request an internal exclusion by completing a Request for Exclusion Form

Staff should not threaten a student with an internal exclusion as they have no authority to carry out the threat.

Once the decision to internally exclude the student has been made, the parent should be telephoned, and the details of the concern shared. The internal exclusion will take place on the following day.

The parent should escort their child to the Academy for a meeting specified on the letter or agreed via a telephone conversation. The concerns should be discussed with the student and their parent and actions should be recorded on the Parental Interview sheet. The record of the meeting should be entered in SIMS and the Parental Interview sheet linked to SIMS. The student will then serve the internal exclusion in the Focus Room, working until 5pm. The student will be provided with time to use the toilet and to eat lunch. Lunch will not be taken at the same time as other students.

Hard and fast rules about the type of incident and the number of day's exclusion are generally not advisable because each situation and student requires a personal approach.

However, the following can be considered as a guide:

- Removal from a class by a senior member of staff three times in one week
- Failure on SLT report
- Verbal abuse/threatening behaviour towards a student
- Verbal abuse/threatening behaviour towards an adult
- Abuse/inappropriate use of social media
- Bullying
- Smoking
- Fighting
- Contravention of the Academy ICT Policy
- Anti-social behaviour outside the Academy, bringing the Academy into disrepute
- Swearing
- Persistent disruptive behaviour
- Theft

Fixed term external suspensions

Suspensions are an extremely serious sanction and should be a final sanction when all other sanctions have been exhausted. Long external exclusions are rarely effective and simply removing the student from the Academy will not solve the behaviour problem. As with all

behaviour issues it is important to unlock the problem and seek strategies with the student to solve the problem.

Only the Head Teacher can agree an external exclusion or the Associate Head Teacher in their absence. Key Stage Managers, Subject Leaders and Student Achievement Managers can request an internal exclusion by completing a Request for Exclusion Form.

The full details of the incident should be shared with the parent on the telephone and an exclusion letter should, if at all possible be sent home by hand with the student on the same day. A copy should also be posted and a copy placed on the student file.

Before the student returns to the Academy a re-integration interview should be conducted with the parent/carer and student.

Removing a student from the Academy site for disciplinary reasons without following formal exclusions procedures is illegal even with the consent of the parent. If whilst investigating an incident a student needs to be isolated from others they should remain with a senior member of staff.

Exclusions will normally be issued on an escalating scale day scale of one, three, five and ten days. However, in certain circumstances it may be necessary to issue a one off longer exclusion. Hard and fast rules about the type of incident and the number of day's exclusion are generally not advisable because each situation and student requires a personal approach.

However, the following can be considered as a guide:

- Physical assault against an adult
- Physical assault against a student
- Contravention of the Academy Equal Opportunities Policy
- Sexual misconduct
- Deliberate Vandalism
- Drug and alcohol related incidents
- Weapon related incidents

(see Appendix 4 for further information)

EQUIPMENT LIST – ‘The Power of 3’

Students will be expected to carry three essential items which increase their learning power. The ‘Power of 3’ are:

- Student Planner
- Reading Book
- Clear pencil case containing:
 - 2 black pens
 - 1 green pen
 - 2 Pencils
 - Ruler
 - Highlighter
 - Protractor
 - Sharpener
 - Rubber
 - Scientific Calculator
 - Assessment for Learning Pack

ACADEMY AGREEMENT

READY

You will positively contribute to our learning environment by believing that you can achieve your full potential.

You will look after the Chromebook issued to you by the Academy and utilise it to support your learning wherever possible.

You will use an active means to travel to school - i.e. on foot or by bicycle – as much as possible, and only use public transport, rather than private car journeys, as an alternative.

You actively participate in student leadership opportunities in order to support and give back to the Academy, the local and global community.

You work well as an individual and in groups and inspire other to achieve.

You take a full and active part in the Academy's session 3 programme.

You are positive and professional at all times with all members of the HA community (on and offline).

You arrive on time at the Academy, every day.

You wear the correct uniform to, at and on your way home from the Academy.

You bring the correct learning equipment every day, including PE kit where necessary.

You do not bring any food, gum or drink into the Academy.

You do not bring in anything dangerous or illegal into the Academy.

You follow all Academy rules.

You do not use mobile/electronic devices on the Academy premises, unless directed to do so by a member of staff.

RESPONSIBLE

You are positive and professional at all times with all members of the HA community.

You will fully participate and engage in your own learning in all lessons every day. You will strive to be outstanding inside and outside the classroom, as well as online.

You know all of your targets and how to achieve them.

You discuss your reports with your parents.

You read for at least 20 minutes every day.

You complete all homework tasks to the best of your abilities and by the deadline.

You take responsibility for the 'PERFECT' presentation of all your work.

You complete 100% of the work set by the teacher and ask for help if you are unsure.

RESPECTFUL

You will always follow the directions from all members of staff in any educational context, whether on the Academy site or on an external activity.

You use appropriate language and a respectful tone at all times.

You do not shout.

You follow the academy expectations to line up, and be absolutely silent after a countdown by the teacher. I will raise my hand to indicate this.

You greet and open doors for all HA members.

You will treat all members of the Academy community with tolerance, understanding and respect to make our Academy a safe and supportive learning environment for all.

You must respect each other's race, culture, gender and sexual orientation.

You respect all Academy buildings and equipment.

APPENDIX 1

STUDENT SEARCHES

In accordance with the DfE document 'searching, screening and confiscation' (2018), any member of staff can search a student for any item with his/her consent. The staff member does not need to obtain written consent. It is enough to ask the student to hand over an item, or to ask whether the staff member can look in the student's bag or locker, and for the student to agree.

It explains that if the student refuses the request, the staff member can apply a suitable punishment in line with the Academy's Behaviour for Learning Policy.

Only a Head Teacher or a member of staff authorised by the Head Teacher can conduct a search without a student's consent. The person conducting the search must be the same sex as the student being searched, and another staff member must be present.

With the limited exception that any member of staff can carry out a search if he or she reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and another member of staff cannot be summoned.

Authorised staff members can search for certain items without a student's consent, including:

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for
- Searches without consent can only be carried out on the Academy premises or where the member of staff has lawful control or charge of a student, for example on school trips.

Retaining, returning and disposing of items

- Staff may retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items should not be returned to the student.
- Pornographic images may be disposed of/deleted unless an image constitutes a specified offence (i.e. it is extreme or child pornography). In these cases, it is necessary to pass images to the police
- Weapons or items that are evidence of an offence must be passed to the police as soon as possible
- Controlled drugs should be passed to the police unless the member of staff believes there is good reason to dispose of them
- It would not be reasonable to involve the police in dealing with stolen low-value items such as pencil cases. However, Academy staff may judge it appropriate to contact the police if stolen items are valuable (for example, iPods or laptops) or illegal (for example, alcohol and fireworks)
- The Academy will inform the student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found.

APPENDIX 2

USE OF REASONABLE FORCE

In accordance to the DfE guidance 'Use of Reasonable Force – Advice for Head Teachers, staff and governing bodies 2013', members of staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- restrain a student at risk of harming themselves through physical outbursts.

Members of staff are acting within the guidelines when they use “reasonable force in order to prevent injury, damage to property or disorder”.

Examples of cases in which restraint might be used:

- When the safety of another student, member of staff or visitor is threatened
- When self-injury is being, or is likely to be, caused
- When a child or young person is exposing themselves to potential danger by seeking to leave the premises or a vehicle (in the case of a school trip) or an action to cause damage to themselves or others
- When there is a risk of serious damage to property

Acceptable forms of restraint NB: In all cases there should be only the use of minimum force:

- A safe holding tactic by which a student is restrained as far as possible without injury to any parties until he/she calms down
- Physical contact with a student designed to limit his/her movements if these are posing a danger or involving serious disruption
- The physical removal of a student from one place to another 12
- The use of minimum physical force to remove a weapon or dangerous object from a student's grasp, when he/she is in the act of assaulting another person or evidently about to do so

All such incidents must be reported as soon as possible to the Head Teacher and recorded in the restraint record.

Staff should comply with the following procedures when applying constraint:

- Warn the student, wherever possible, of the possible consequences of failure to comply (e.g. “If you carry on doing that, I will have to stop you”). Whatever warning is used must NOT contain any threat of physical assault
- If at all possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provide a witness in case a complaint is subsequently received
- Physical restraint should not normally be attempted until an assessment has been made by the staff concerned that the restraint can be undertaken successfully
- Make it clear that there is an intention to use reasonable force

During the exercise of physical restraint staff must:

- Use only minimum force
- Use such force only for the minimum period necessary
- Keep talking to the student to try to calm the situation
- Keep their own temper under control
- Seek to avoid any injury to the student
- Cease the use of restraint as soon as safety is re-established

APPENDIX 3

USE OF MOBILE PHONES

Mobile phones are not permitted to be used on the Academy site unless for educational purposes as specifically directed by the teacher.

- All phones should be turned off, they should not be on silent
- Phones should not be visible at any point during the Academy day that includes break and lunch times (both inside and outside of the building including toilets) For Sixth form they are only able to use phones in the sixth form centre
- Students should not be using their phones to take photos of each other or accessing any form of social media on site
- Phones should not be used to listen to music, headphones should not be seen within the Academy gates.
- Students should not charge their phones anywhere in the Academy
- Phones should not be visible on the desk

The following procedures will be followed if a student does not meet these expectations:

- The phone will be confiscated and taken to reception where the student's name and year group will be recorded.
- Reception will contact the parents to notify them that they will have to collect the phone – there are no exceptions to this rule
- Reception will keep a log of all phones confiscated

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the Academy rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

APPENDIX 4

DEALING WITH KNIVES AND OFFENSIVE WEAPONS

It is illegal to carry knives or other offensive weapons on and around school premises. The Governing Body at Hammersmith Academy recognises that the presence of weapons, or items which could potentially be offensive weapons, in school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy. It is our priority to ensure that students, staff and visitors are in a safe and secure environment.

Accordingly, it is school policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around, the Academy premises and during school activities. These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at school or is required for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a “weapon” is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun
- Knives, including all variations of bladed objects ie: pocket knives, craft knives, scissors etc.
- Explosives, including fireworks, aerosol sprays, lighters, matches
- Laser pens, compasses or other objects, even if manufactured for a non-violent purpose but which has a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any student found to be in breach of the policy shall be subject to action under the Academy’s Behaviour for Learning Policy. This could mean fixed or permanent exclusion. In some circumstances the police might also be contacted.

Procedure for dealing with Knives and Offensive Weapons

Under most circumstances, both the Police and the Safer School’s Police Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are wholly innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police and the Safer School’s Police Officer, the Academy should give their evaluation of the seriousness of the incident to help the police to make their own judgement on the nature and immediacy of the response required.

There may also be some exceptional circumstances where members of staff, who have been made aware that a weapon may be on Academy premises, decide that they need to take action before the Police arrive. If this is the case:

- Designated staff (SLT or in their absence SAMS) should always be called to assess and manage any situation where an offensive weapon is suspected;
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Head Teacher, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student’s consent;
- In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation;

- Such a search may only be carried out where the member of staff and student are on Academy premises or are elsewhere and the member of staff has lawful control or charge of the student.

A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing, ie.any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
- Must be of the same sex as the student;
- May carry out the search only in the presence of another member of staff who is also of the same sex as the student;
- A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff;
- If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it

Weapons or knives confiscated in school

- Members of staff may, on occasion, take possession of a knife or other weapon brought to the Academy in circumstances which contravene the Offensive Weapons Act 1996.
- Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and pass immediately to the Head Teacher or in the Head Teacher's absence to the Deputy Head and arrange without delay to surrender it to the Police or Safer School's Police or where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken. However, some weapons are by their very nature offensive (e.g. flick knives and knuckle dusters) should, under no circumstances, be returned.

Behaviour principles written statement

Hammersmith Academy is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the Headteacher and the Governing Board, believing it accurately reflects the Academy's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the Headteacher, who will view each case considering these principles and any relevant policies.

Principles

The Academy's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The Academy will create a calm and orderly environment to enable pupils to learn effectively.

The Academy prioritises inclusion and will ensure that all members of the Academy community are able to enjoy the activities of the Academy free from any discrimination. The Academy will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the Academy community in everyday practice. The Academy aims to foster a collective ethos amongst all members of the Academy community, and promote values of respect, responsibility and readiness.

The Academy endeavours to ensure that all pupils, staff and visitors feel safe in the Academy environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the Academy community, and should be free from bullying, discrimination, and distracting peer behaviour.

The Academy ensures that rules are consistently applied across the Academy and where sanctions are exercised, they are in line with the Academy's [Behaviour for Learning Policy](#) and are taken seriously. Good behaviour at Academy is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The Academy offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the Academy community towards the Academy's staff, will not be tolerated. If a parent does not conduct themselves properly, the Academy reserves the right to ban them from the Academy premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the [Headteacher](#) and [Governing Board](#), and clearly set out within the Academy's [Behaviour for Learning Policy](#).

The Academy upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General expectations

The Academy has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The Academy sets clear routines and expectations for the behaviour of pupils across all aspects of Academy life, not just in the classroom.

The Academy makes behavioural expectations and the related policies clear and accessible to members of the Academy community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the Academy. The Academy's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The Academy creates a positive and respectful culture in which staff know and care about pupils.

The Academy does not tolerate offensive or insulting language in any circumstances, and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently, and effectively.

The Academy supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The Academy will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the Academy's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.