



HALL MEAD
SCHOOL

Student Rewards, Behaviour and Support

HALL MEAD SCHOOL

‘A Family for Life: Disciplining with Dignity’

Agreed by Headteacher: July 2024

Next Review Date: July 2026

Hall Mead School adheres to the ‘Behaviour in schools: Advice for headteachers and school staff’ January 2022 published by the Department for Education and to the Behaviour and Attendance Policy promoted by Empower Learning Academy Trust.

This local policy relates to the application of the aims and objectives set out in that document to the context of Hall Mead.

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1. Policy Statement on Behaviour for Learning

Statement of Purpose: The purpose of this policy is to ensure that all stakeholders share clear, high expectations and communicate these to students so that outstanding behaviour is achieved which enables students to learn in the most effective manner, through the consistent delivery of this policy.

Rationale: That high expectations of positive, excellent behaviour for learning and that good relations, respect and kindness to each other are at the core of a successful school. We expect students to uphold the school values at all times.

Expected Outcomes: Outstanding behaviour will enable all students to: build knowledge, learn in the most effective manner, treat others with kindness and build inspiring futures. Students will exemplify the four Hall Mead values: Burning brightly, Beating your best, Be Kind and Value difference.

2. Guiding Principles

To develop and encourage well-behaved, self-disciplined, kind, respectful and motivated students so that they become well-rounded citizens who contribute to the life of the Academy and make a positive contribution to wider society once they leave education.

To modify the behaviour of those who do not conform to the requirements of the Academy in regard to matters such as school work, effort, equipment, uniform, rules and attitude to staff and peers.

3. Discipline with Dignity – Hall Mead School’s Approach to Behaviour Management

The Academy needs to have a series of values and practices that are commonly shared which enable staff to use their discretion and reflect their skills, personality and qualities, but within a consistent framework.

Our Academy conduct values and practices are underpinned by the behaviour philosophy ‘Discipline with Dignity’, for which the guidelines are as follows:

- 1.** There is no quick fix to establishing outstanding behaviour
- 2.** Do things which are effective/impactive
- 3.** Be fair and consistent, but consider an individual student’s needs - do not treat every student the same
- 4.** Rules must make sense
- 5.** Model what you expect
- 6.** Give the opportunity for students to take responsibility
- 7.** Confront misbehaviour with dignity and authority
- 8.** Be persistent when setting sanctions
- 9.** Be willing to discuss issues surrounding misbehaviour with colleagues
- 10.** Strive to get the decisions about student discipline and behaviour correct

4. Home – School – Parent / Carer / Student Agreements

a. Parent/Carer:

As a parent/carer of a child at Hall Mead School, I will abide by the Academy’s “Working in Partnership with Parents and Carers” Parent and Carer Code of Conduct. I will support the Academy’s work with my young person, including:

- Ensure that my child goes to school regularly, on time and properly equipped
- Telephone or email the absence line before 9.00 a.m. if my child is absent and provide evidence of medical appointments
- Make the Academy aware of any concerns or problems that might affect my child’s work or behaviour
- Support the Academy’s policies and guidelines for behaviour
- Support the Academy’s policies for uniform and appearance
- Support my child in homework and other opportunities for home learning
- Attend parents’ evenings, meetings and reply to communications about my child’s progress
- Get to know about my child’s life at school
- Support the school in conflict resolution, understanding that all children can make mistakes
- Regularly read information on the website, the weekly Headteacher’s newsletter and check the Edulink app so that I am kept up-to-date with important details of relevant policies, meetings, events and information about my child

- Appreciate the impact my child and their behaviour has on the efficient education and wellbeing of other children
- Help my child be safe online, including monitoring their use of social media and messaging apps, not allowing them access to services which are not available for their age group
- Respect the confidentiality of each child

b. Students:

Students are expected to uphold and demonstrate our values and can expect to receive positive feedback through verbal praise, Achievement Points and a range of certificates and rewards.

As a student at Hall Mead School, I will ensure that I:

- Attend the Academy regularly and on time
- Bring all the books and equipment I need every day
- Follow the Academy rules on behaviour, uniform and appearance
- Complete all classwork and homework to the best of my ability and on time
- Ask for guidance and help from my parents/carers and teachers to complete tasks to the best of my ability
- Work co-operatively with all staff and students
- Be a responsible citizen as I travel to and from the Academy, use local shops and whenever I take part in off-site activities.
- Show independence in, and develop control over, my own behaviour and learning
- Treat others with dignity, respect and kindness
- Accept responsibility for my own behaviour and learning
- Be engaged with learning and the life of the Academy
- Tell a member of staff if I am worried or unhappy
- Respect the school building, equipment and school grounds
- Follow any additional codes of conduct introduced by the Academy
- Take responsibility for the impact my behaviours have on the learning of others

c. Hall Mead School will:

- Care for your child's safety, wellbeing and happiness using the 'Discipline with Dignity' guiding principles and promoting a culture of safeguarding
- Treat your child with dignity, respect and kindness and model this
- Ensure that your child achieves their full potential as a valued member of the school community, to enable them to progress successfully beyond Hall Mead School
- Provide a balanced curriculum, appropriate teaching and strategies to meet the needs of your child
- Set, mark and monitor classwork and homework and provide useful feedback that moves learning along
- Establish high standards of work and behaviour through building good relationships, developing a sense of responsibility, promoting tolerance and implementing rewards and responses fairly

- Provide a range of extracurricular activities
- Keep you informed about general school matters and about your child's progress, in particular through reports and parental meetings
- Contact parents/carers if there is a concern relating to attendance, punctuality, progress, behaviour, uniform/appearance
- Respect the confidentiality of each child
- Teach students the principles of personal safety, in particular, e-safety and support them in the appropriate use of social sites

5. Classroom Management

a. Classroom Management – Guiding Principles

- Use the school's values and the principles of 'Discipline with Dignity' to provide clear and consistent expectations of behaviour, understanding that positive relationships are at the heart of successful learning
- Follow the Hall Mead 'Lesson Principles' in planning lessons and sequences of lessons
- Check attendance by completing the class register near the beginning of a lesson. This should be completed using SIMS or Edulink. If this fails, then send written details to staff in the pastoral office
- Meet and Greet students at the start of every lesson, ensuring that students enter and leave the classroom with correct uniform and in an orderly fashion
- Check that students are properly equipped for learning
- Check that class work has been completed to a good standard relative to the ability of the student. Ensure that written work is neat and accurate and that each piece of work is dated with headings underlined
- Monitor homework
- Mark and return work promptly and regularly, providing useful feedback that moves learning along
- Offer the opportunity for individual guidance and counselling to students to develop, monitor and review behaviour and achievement

b. Classroom Management – Useful Strategies for Staff

- To be on time for lessons and run 'Meet and Greet' at your door for every lesson
- Ensure students know your classroom expectations and routines
- Use well-considered seating plans to aid learning and promote good behaviour, taking into account individual needs. Copies of these should be available for cover staff
- Allow students to take responsibility and act maturely
- Praise students for both effort and achievement, linking praise explicitly to skills and knowledge
- Involve students actively in their learning following the principles of Discipline with Dignity
- Ensure that the relationship between teacher and student is friendly yet respectful. Over-familiarity may lead to a loss of respect and control

- Reward students for good work, positive behaviour and any other appropriate, positive reason
- Listen to students before making judgements
- Be fair and consistent when dealing with students but don't treat all students the same
- Take corrective action where necessary – refocus/redirect then apply a consequence if needed and record this, sharing with colleagues and/or parents and carers as appropriate
- Be courteous and polite to students, referring to them by their forenames
- Model and encourage students to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, Ms) and open doors for them etc
- Model the values you expect to see in students
- Speak assertively to students and demonstrate control of the classroom and situation
- Use de-escalation techniques when conflict arises, accepting that sometimes the best course of action is to follow up on unacceptable behaviour later rather than in the moment
- Ensure that students show respect for the buildings, furniture, etc
- Deal with individuals rather than groups or entire classes. Never detain a whole class for the behaviour of a few students
- Only restrain a student if it is essential to prevent injury to yourself or a third party (see appendix)

c. The Role of the Form Tutor

- Be on time and ready to meet and greet the form at the door and check uniform
- Remain calm and behave in a professional manner at all times
- Demand and model high standards of behaviour from all students
- Implement and follow a suitable seating plan
- Address issues of poor behaviour
- Mark students absent / late
- Contact home where appropriate to discuss concerns
- Monitor behaviour, achievement, attendance and punctuality of students in their form
- Record incidents of behaviour and positive achievements on SIMS
- Place student on Tutor Report where necessary
- Refer significant issues that need to be dealt with immediately to Head of Year / SLT

d. The Role of the Head of Year

- To set the highest expectations of standards of achievement and behaviour across the assigned student group, establishing and maintaining managerial systems to maximise student safety, well-being and educational and personal development.
- To act as the key point of contact with parents and carers, maximising effective and timely communication and common purpose in the interests of the student.
- To have overall responsibility for the monitoring of and improvement in student performance in relation to their targets.
- To organise responses and arrange restoration and run reintegration meetings as required
- Line management of the assigned year tutor team and operational leadership of students in terms of behaviour management, welfare, educational progress and personal development.

- To be responsible for the attitude to learning of the year group
- To be responsible for the attendance of the year group.
- Maintaining the high standard of appearance of pupils including adherence to Academy uniform and other policies.
- To promote purposeful competition across the student groups of the Academy, actively pursuing ways of celebrating student successes at every level.
- To pursue ways of celebrating student successes at every level, including leadership of incentive reward schemes and maintenance of the year noticeboards and published material.

6. Celebrating Successes

The Academy has always insisted on the highest standards of behaviour and discipline and our parents have high expectations of the school in these matters. It is essential that staff and students continue to work together to ensure that a learning and social environment are maintained where concern for others, positive behaviour, responsibility, kindness and respect are valued and achieved.

The Academy recognises that a key part of developing the potential of our young people is giving encouragement and praise and we always commend and recognise effort, not ability or output.

Praise is a key component of discipline with dignity, good teaching and good staff/student relationships.

Staff are encouraged to actively look for opportunities to praise students both within and beyond lessons. The school encourages our students to strive for excellence which we take to mean being the best that they can be, regardless of ability.

Our system of rewards allows us to celebrate achievement, excellence and student contribution in all aspects of school life.

a. Achievement Point System

The school will take opportunities throughout the year to celebrate the progress of students and will ensure that all parents/carers are kept informed of their child's rewards. The most common recognition is through the awarding of Achievement Points via SIMS/Edulink. These will be awarded when a student has displayed one of our four school values: Burning Brightly, Beating your Best, Be Kind, Value Difference or for reading.

We welcome feedback from students, parents/carers, teachers and governors in order to improve our system. Certificates and communications home help keep parents/carers further informed of progress.

Tutors and Heads of Year will regularly monitor the number of achievement points and draw attention to the data provided.

b. How do we reward and celebrate students? This list will be developed as new ideas evolve.

- Verbal praise
- Comment in student planner

- Achievement Points via the Edulink App (parents/carers will receive a notification that their child has received an Achievement Point)
- Marking – stamps, stickers, written comment
- Phone calls / email home
- Featuring in the weekly Headteacher’s Newsletter
- Postcards from subject teachers, heads of department or heads of house
- Letters of commendation
- Award assemblies showcasing effort, achievement and improvement, celebrating success with peers and staff
- Formal awards evenings, attended by parents, carers and staff to celebrate their achievements
- Meeting with their Head of Year, member of SLT or a Head of Department for congratulations or to show their work
- Displaying charts and winners of achievement points by individuals, years, houses in our weekly SMSC form time programme and around the school buildings
- Use of our ‘Golden Rewards’ programme: individuals can receive Golden Tickets from staff members, ‘Golden Wristband’ and accompanying privileges from the Pastoral lead, and classes can receive ‘Golden Time’ privileges for the class to share
- Headteacher Purple Pin
- Displaying work on the walls or online
- Jack Petchey Awards
- Reward trips with criteria-based selection
- Whole cohort or year group trips

7. Unacceptable Behaviour and Responses

It is important that school staff are able to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means a student who misbehaves, breaks a school rule or fails to follow a reasonable instruction can expect a response to their actions. These are recorded as behaviour points on the SIMS/Edulink system so that parents and carers are immediately aware. Tutors, Heads of Year and pastoral staff will monitor these at an individual level to allow for intervention where needed and also at a year group and whole school level to track behaviour patterns and trends.

A member of staff may impose a response on a student whose conduct does not meet the school’s expectations and standards. A response can serve a range of functions:

- To reinforce school expectations
- To allow an opportunity for educational input
- To provide an opportunity for reflection and ownership of own conduct
- As a deterrent / discouragement (personal and whole school community)
- As a platform for restorative work between different parties

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Incidents are fully investigated using a range of approaches and methods. If it appears during an investigation that a serious disciplinary offence is a matter for Social Care or the Police, pastoral staff may stop an internal investigation immediately and refer the matter to the Deputy Headteacher in charge of Behaviour for Learning and/or the Safeguarding Lead as appropriate. It may be necessary during an investigation to isolate a student. Notes should be kept by the member of staff interviewing the student(s) and retained for future reference. Individual written statements should be taken wherever possible and they must be dated and signed by the student concerned; a member of staff can write the statement on behalf of the student. Any amendments made to statements by a member of staff should be signed by the member of staff. CCTV may be viewed and saved however, due to General Data Protection Regulation, this will not be shared with parents/carers. If requested, the school can provide a transcript of what the CCTV includes. This transcript will be prepared by a member of the Middle (e.g. a Head of Year) or Senior Leadership Team, who is independent from the incident.

a. Examples of the Causes of Behaviour Issues by students

- Incorrect Uniform and Appearance
- Incorrect or missing items of Equipment for Learning
- Misuse of items brought in to school
- Issues surrounding Student Planner
- Classwork e.g. failure to complete a set task to the standard required
- Homework e.g. not submitting work within the set deadline
- Disrespect or rudeness to staff
- Behaviour that breaches our school values
- Unkind, inappropriate or discriminatory language
- Failure / refusal to follow a reasonable instruction
- Disruption to lessons and the learning of other students
- Verbal or Physical threats to others
- Misuse of ICT (including cyber bullying)
- Child on child conflict
- Punctuality to school and/or to lessons

The Deputy Headteacher (Behaviour for Learning) is overall in charge of responses at the school (with the exception of exclusions which only the Headteacher can sanction).

- Within the teaching classroom (Periods 1-5) (which includes the period of time immediately before lessons, in lessons and the time during dismissal), it is the responsibility of the class teacher and the Faculty to manage behaviour and maintaining discipline, including the follow up and imposition of appropriate rewards and responses.
- Within form time/assembly (this is taken to include the period of time when students are lining up to enter a tutor room/assembly hall, in the form period/assembly and the time during dismissal), it is the responsibility of the form tutor and the pastoral team to manage behaviour and maintain discipline, including the follow up and imposition of appropriate responses.

- Before school, at break time, lunchtime and after school, it is the responsibility of those who are on duty, the duty team leader and the pastoral team to manage behaviour, follow up and impose appropriate rewards and responses.
- Teachers can also discipline students when a student's misbehaviour occurs outside of school where the student is in uniform and/or their conduct brings the school into disrepute.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

b. Types and examples of Responses

Behavioural issues should be dealt with according to the Discipline with Dignity framework. The school makes use of a range of responses depending on the behaviour: this is not intended to be exhaustive.

These include:

- Verbal reprimands/individual counsel
- Time Out
- Loss of privileges e.g. not being able to play football at lunchtime
- School based community service or imposition of a task
- Regular reporting and monitoring
- Break time, lunchtime and after school detentions (note: parental / carer consent is not required for detentions)
- Repeating work or completing additional work
- Contact with parents – phone calls, letters and email
- Report Card (Faculty/Pastoral)
- Class teacher detention
- Department detention
- Faculty Detention
- Head of Year Detention
- Lesson Relocation
- Internal Reflection Time (period of time to reflect on choices and nature of behaviour)
- Direction off-site
- Alternative Provision Placement
- External Exclusion (Fixed Term) - this can only be sanctioned by the Headteacher (or in their absence a Deputy Headteacher)
- Permanent Exclusion - this can only be sanctioned by the Headteacher

All responses from Direction off-site and higher will require all parties to attend a planned reintegration meeting. This is essential to resolve the issue or behaviour that led to the response, plan next steps and any restoration needed, offer support through our pastoral programmes and agree on targets and time periods moving forward. A student will not be able to return to school/normal classes until this reintegration meeting has taken place.

c. Examples of Responses in relation to offences:

(NB: We reserve the right to be flexible in our approach to responses, linked to the Discipline with Dignity principle that responses should be fair, not necessarily the same)

Offence	Possible responses
Arriving late to school	20-minute lunch detention on the day of late arrival
Persistent lateness to school and/or lessons	Conversation with tutor or subject teacher Monitoring / report card Parent / Carer and School meeting Tutor / class teacher detention Head of Year detention
Missing homework	Conversation with student Contact parent / carer Class teacher detention
Missing a detention	Rescheduling of initial detention Detention at the next layer of management (eg, HoD after class teacher, HoF or HoY etc)
Disruption to lesson/learning of other students	Conversation with class teacher Time out Class teacher detention Lesson relocation Refer to Head of Dept/Head of Year Head of Dept/Faculty detention Reflection Day
Uniform infringement	Reminder of expectations Recording of behaviour point Isolation during break and lunch

	Removal of privileges Tutor/Head of Year detention
Truancy	Reflection Day
Misuse or damage of school network or equipment	Conversation with HoY /DSL / SLT Head of Year detention Reflection Day Direction off-site
Unkind or inappropriate language or behaviour	Reminder of our values and expectations Educational input Restorative work between the parties Head of Faculty or Head of Year detention Reflection Day Direction off-site
Discriminatory language or behaviour	Reflection Day Direction off-site

d. Possible reasons for an External Fixed Term Exclusion / Direction off Site / Alternative Provision Placement:

Some undesirable and unacceptable behaviours are ‘non-negotiable’ under the Discipline with Dignity policy and will typically result in an External fixed-term exclusion / Direction off-site / Alternative Provision Placement. These are:

- Swearing at, or in front of, an adult
- Failure to follow a reasonable instruction from any member of staff
- Smoking or vaping, in or out of school
- Fighting, in or out of school
- Walking away from a member of staff

Further to these, other serious breaches of our code of conduct and other relevant policies will also incur one of the above responses:

- Theft
- Bringing the school into disrepute

- Bringing in inappropriate materials such as fireworks, alcohol, drugs, stolen items, vapes, cigarettes or pornography
- Any article that has been or is likely to be used to commit a breach of the school rules, cause personal injury or damage to property
- Serious examples of bullying and/or threatening behaviour
- Persistent breaking of minor school rules
- Any other offence as deemed appropriate by the headteacher

External Exclusion (Permanent) will only be used as a last resort and will be in accordance with the latest guidance from the DFE on exclusions. The latest guidance can be found at:

<https://www.gov.uk/government/publications/school-exclusion> and a guide for parents and carers is also available: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

e. Lesson Relocation

- A lesson relocation can be used to relocate a student to another lesson or area due to a persistent breach of the school behaviour expectations
- Students who are relocated will automatically receive a 1-hour detention with the Head of Faculty / Head of Department for the subject concerned

It is the expectation that: All departments will have a 'relocation' timetable which is published to their subject area's teaching staff and SLT link

- The class teacher will inform the parent/carer of the relocation

f. Report Cards

These are used to monitor student's behaviour, punctuality and effort. These are in the form of subject, form tutor or Head of Year reports cards and may happen via physical report cards or online ones accessed via SIMS/Edulink. These will contain targets relevant to the area(s) in need of improvement and will be set in conjunction with students and/or parents and carers.

To be effective, parents should support the use of reports to check on how each day and/or week has gone and use any marks or comments as the basis of conversations with their child. The member of staff running the report will expect the child to see them every day to show how they are progressing against its targets.

8. Student Support Systems:

It is important that students at the Academy feel supported so a range of services can be accessed where need has been identified. Examples of school support services include:

- Meetings
- Monitoring
- Staff Case Conferences
- Pupil Profiles
- Mentoring
- Form Tutor programme
- Prefects for peer support
- Restorative Justice mediation
- SENDCO advice / support / signposting
- School counsellor
- School Nurse
- Mental Health First-Aider
- Police workshops
- Special Educational Needs assessments
- Referral to outside agencies such as bereavement counsellor, mentoring programmes, anxiety programmes, CAMHS, Social Care etc
- Signposting to services which specialise in self-harm, substance misuse, anxiety, sexuality, resilience work etc

9. Appendices:

1	Searching Students
2	Confiscation
3	Use of reasonable force
4	Abuse or intimidation of staff outside school
5	Racist / homophobic / Sexist incidents
6	Student Code of Conduct
7	ELAT Parent/Carer Code of Conduct

1. Searching Students

The Headteacher and authorised staff have the right to search pupils or their bags and lockers, without consent if there are reasonable grounds to suspect that the pupil has any of the following items:

- Personal electronic devices such as mobile phones and cameras
- Weapons
- Legal highs
- Illegal substances
- Pornography
- Cigarettes (including vapes/e-cigarettes)
- Fireworks
- Stolen items

The Headteacher and authorised staff also have the right to search electronic devices and do so following statutory guidance for dealing with electronic devices as published by the Department for Education in July 2022: 'Searching, screening and confiscation'.

A copy of this departmental advice can be found at:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Authorised staff are: Headteacher / Senior Leadership Team / Pastoral Team

A record will be kept of the search, including when nil items found, and parents and carers will be informed of the search and its outcome.

2. Confiscation

The Education and Inspection Act (2006) allows school staff to seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties or may pass items to the Police.

3. Use of Reasonable Force

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

All members of school staff have a legal power to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the School among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

4. Abuse or intimidation of staff outside school

The school will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the school site or outside of school hours when not under the charge of a member of staff of the school. Students involved in any such activity can expect to be:

- Instructed to behave in an acceptable manner by school staff and to be disciplined on their return to school
- Referred to a Senior Member of Staff
- Parents contacted
- Issued with an appropriate response (police may be contacted and the academy will support staff in doing so)

5. Racist / Homophobic / Sexist Incidents

The school will not tolerate any form of discrimination including racist / homophobic / sexist behaviour, and all incidents should be formally reported to a member of SLT for further action. All racist / homophobic /sexist incidents must be logged on My Concern, our Safeguarding Software. Outside agencies will be informed or contacted for advice as appropriate, this includes the Police, Social Care, PREVENT etc.

6. Student Code of Conduct – September 2022

School Uniform and Equipment

- I will be dressed in full school uniform including wearing appropriate footwear.
- I will speak to my form tutor, or Head of Year, if I experience any difficulties with wearing full school uniform.
- I will be fully equipped for my time in school with my own stationery and drinking water.
- If needed, I will ensure that I have in my possession a footwear or uniform pass to show staff.

Punctuality and Attendance

- I will attend school on time.
- I will attend my lessons on time.
- I understand that attendance to school is compulsory.

My Attitude to Learning

- I will complete all classwork and homework and on time.
- I will ask for guidance and help if I need it.
- I will work co-operatively with all staff and students.
- I will follow instructions and rules, the first time, and every time.

Travelling to and from the Academy

- I will be a responsible citizen as I travel to and from the Academy and whenever I take part in off-site activities.

How I treat others / if I need help

- I will treat everyone with dignity, respect and kindness.
- I will accept responsibility for my own behaviour and learning.
- I will respect our school environment.
- I will tell a member of staff if I am worried or unhappy.
- I will follow any additional codes of conduct introduced by the Academy such as a COVID-19

Code of Conduct.

Health and Safety

- I will not attempt to make physical contact with any person.
- I will inform a member of staff immediately if I feel unwell.

I confirm that I fully understand the above Code of Conduct and will conform to the rules outlined.

Name:

Form:

Date:

Signature:

7. ELAT Parent and Carer Code of Conduct

1. Purpose and scope

At Empower Learning Academy Trust, we believe it is important to:

- Work in partnership with parents to support their child's learning
- Create a safe, respectful and inclusive environment for pupils, staff and parents
- Model appropriate behaviour for our pupils at all times

These beliefs align with 2 of our core values: respect and inclusion.

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and pupils (through our behaviour policy).

This code of conduct aims to help our academies work together with their parents by setting guidelines on appropriate behaviour.

We use the term 'parents' to refer to:

- Anyone with parental responsibility for a pupil
- Anyone caring for a child (such as grandparents or child-minders)

This code of conduct will be shared with parents by the academy at the start of each academic year and will form part of new parents' induction information and welcome presentation and/or meeting.

2. Our expectations of parents and carers

We expect parents, carers and other visitors to:

- Respect the ethos, vision and values of our academies
- Work together with staff in the best interests of our pupils
- Treat all members of the academy community with respect – setting a good example with speech and behaviour
- Seek a peaceful solution to all issues
- Correct their own child's behaviour (or those in their care), particularly in public, where it could

lead to conflict, aggression or unsafe conduct

- Approach the right member of academy staff to help resolve any issues of concern

3. Behaviour that will not be tolerated

- Disrupting, or threatening to disrupt, academy operations (including events on academy grounds and sports team matches)
- Swearing, or using offensive language
- Displaying a temper, or shouting at members of staff, pupils or other parents
- Threatening another member of the academy community
- Sending abusive messages to another member of the academy community, including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the academy, its staff or any member of its community, on social media platforms
- Behaving in a way that is not conducive to fostering an inclusive environment where everyone's unique perspectives are valued, and where we actively promote respect for diverse backgrounds, cultures, and identities
- Use of physical punishment against your child while on academy premises
- Any aggressive behaviour (including verbally or in writing) towards another child or adult
- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- Smoking or drinking alcohol on the academy premises
- Possessing or taking drugs (including legal highs)
- Bringing dogs onto academy premises (other than guide dogs)

4. Breaching the code of conduct

If the academy suspects, or becomes aware, that a parent has breached the code of conduct, the academy will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the academy may then:

- Send a warning letter to the parent
- Invite the parent into the academy to meet with a senior member of staff or the Headteacher
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the trust's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent from the academy site

The academy will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the headteacher.

The Headteacher/Principal will consult the CEO before banning a parent from the school site and will inform the Chair of the Local Governance Committee of any such decision. Variations such as restricting access to staff or receiving alternative forms of communication for events such as Parent/Teacher Consultations will be advised on a case-by-case basis if a ban has to be enforced. Any ban will be reviewed after a fixed period time and on an ongoing basis if extended.

5. Equality Impact Assessment for Code of Conduct

The purpose of this Equality Impact Assessment (EIA) is to evaluate the potential impact of the proposed code of conduct on different groups within the academy community. We aim to ensure that our policies and practices promote fairness, inclusion, and respect for diverse backgrounds and identities.

Equality Considerations

We particularly focus on the following protected characteristics:

- age
- gender reassignment
- being married or in a civil partnership

- being pregnant or on maternity leave
- disability
- race (including colour, nationality, ethnic or national origin)
- religion or belief
- sex
- sexual orientation

Other Relevant Factors

In addition to the protected characteristics, we consider other factors such as full-time/part-time working, geographical location, language, and dependent care arrangements.

Whilst investigating any perceived breaches and as part of the decision-making process in determine the outcome of any investigation, academy staff will always consider the following:

- How application of the code of conduct might impact different groups based on protected characteristics
- What measures can be taken to advance equality of opportunity and foster inclusion in formulating and applying the code of conduct
- How we can mitigate any negative impact on specific groups
- How we will monitor and evaluate the actual impact of the code of conduct, including identifying trends or patterns that might imply a disproportionate use with or effect on different groups.

By conducting this EIA, we demonstrate our commitment to promoting equality, diversity, and inclusion within our academy community.