



**Hartshill Academy**

The best in everyone™

Part of United Learning

# Behaviour Policy

**REVIEWED BY:** United Learning

**DATE REVIEWED:** Autumn 2023

**DATE OF NEXT REVIEW:** Autumn 2024

## UNITED LEARNING BEHAVIOUR POLICY

Date of last central office review:	December 2023	Review Period:	1 year (minimum)
Date of next central office review:	Autumn Term 2024	Owner:	Mr Richard Christon
Date of next school level review:	Autumn Term 2024		
Type of policy:	United Learning Policy	Local Governing Body	Approves academy policy adheres to United Learning Policy

### REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	Hartshill Academy
School policy ratified by Local Governing Bodies	December 2023
Implementation of Group Policy	December 2023



## 1. Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the behaviour system and follow it to bring about consistency of practice throughout Hartshill Academy.

It also ensures that all pupils understand what constitutes acceptable and unacceptable behaviour and that every pupil understands their choices and the consequences of their decisions. The policy also outlines the rewards that helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our pupils. In order to ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships and refocus on learning. Poor conduct has consequences for learning and achievement and the safety, wellbeing and life chances of all those who access or engage with our community. High expectations of staff and students make a positive contribution in our aim of achieving the 'Best in Everyone' through being kind, working hard and achieving and proudly demonstrating our HART Values.

Our policy is built around our core HART values of Heart, Ambition, Respect and Tenacity and is aimed at supporting our pupils to exhibit the values we look to develop in them, and to reflect when they have not lived up to these values.

In applying this policy, the academy takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of pupils with special educational needs in line with the SEND Code of Practice 2015. The academy also has significant regard to its safeguarding policy, where appropriate.



## 2. Policy Implementation

Everyone at Hartshill Academy has the right to feel safe and to be treated with respect, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, that Hartshill Academy is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities (see Appendix A for further guidance on this).

### **The role of staff in implementing this policy:**

**All staff** are required to implement the academy policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviour.<sup>1</sup>

**All staff** will be provided with a copy of this policy and the Senior Leadership Team of the academy will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of instances of behaviour that breaches our expectations.

**The senior leadership** team of the academy are required to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The academy follows the DfE Behaviour Guidance which stresses that senior leaders should be highly visible and engage with all stakeholders in setting and maintaining a behaviour culture<sup>2</sup>

**Pupils** are responsible for:

In order to create an atmosphere of mutual respect and tolerance in which all members of our academy community can flourish and achieve their potential, all pupils are responsible for certain expectations in classrooms and in corridors. This includes the time spent journeying to and from Hartshill Academy.

All pupils are also responsible for demonstrating excellent daily practices, kindness, gratitude and our HART values.

### **Heart:**

- We are motivated and promptly arrive to school and lessons
- We do not make excuses and rather, reflect on our actions
- We make the best-possible choices for our future
- We attend school every day
- We are polite and courteous at all times, regardless of circumstances
- We repeat good behaviours so that they become our habits

### **Ambition:**

- We have high expectations of ourselves
- We work hard for our future in all lessons
- We know what we want to achieve
- We are determined to be the best version of ourselves

---

<sup>1</sup> Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance

<sup>2</sup> Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance



**Respect:**

- We take ownership of our learning and behaviour
- We are masters of our fate and captains of our soul
- We love our school
- We are kind
- We show gratitude
- We are responsible for the success of everyone in the school community

**Tenacity:**

- We are positive and do what it takes to complete our work
- We are determined and never give up
- We know that success comes from failure
- We learn from our mistakes
- We celebrate effort
- We have grit

**Examples of behavioural norms associated with our HART Values:**

- Treating others with respect, including the right of others to personal space
- Being attentive and engaged to the learning which is going on
- Looking after possessions and not mistreating the possessions of others
- Following staff instructions at the first time of asking, regardless of who that staff member is
- Respecting our environment and ensuring that all litter is disposed of thoughtfully
- Listening to others and giving our full attention
- Dress smartly in academy uniform and be proud to represent the academy

**Moving around the academy**

Calm and sensible movement around the academy and safe, polite behaviour is always essential. Our motto is “walk with purpose, on the left, in single file”. This allows us to clearly state our expectations to ensure that our corridors and stairways remain calm, quiet and orderly.

Pupils and staff are reminded to keep to the left when moving along corridors and stairways and pupils are encouraged to challenge others when this is not observed. No food should be eaten when moving around the academy building. Special care should be taken when ascending and descending stairs.

Pupils have designated stairs to ascend in order to access lessons and at lunch, but may descend their nearest flight of stairs in order to go for break and at the end of the day.

In the case of a fire alarm sounding, all pupils must make their way in a calm and sensible manner to the fire assembly point before lining up in their HART group and adopting silence.

**The Atrium**

It is expected that all pupils behave in a polite and respectful manner in the Atrium. This includes the adoption of polite behaviour when eating and drinking.

All pupils are expected to engage in the routines and process of daily ‘Family Lunch’.



## Toilets

Pupils have access to toilets before school, at break, at lunch and after school. Staff are able to use their discretion regarding polite requests to visit the toilets during lesson time but leaving a class for this purpose should always be viewed as an exception rather than a rule unless the pupil in question has a note confirming a medical condition or other individual need on Class Charts.

Pupils who are found to have damaged the toilets may be charged and will be sanctioned as they have not shown respect to our environment.

## Access Lift

The primary purpose of the lift is for the movement of goods between floors. Pupils with injuries or illnesses may be given a lift pass for their use if they provide medical evidence. In these cases a single additional person may escort them in the interests of health and safety.

**Parents** are responsible for:

The role of parents is crucial in helping the academy develop and maintain good behaviour. To support the academy, parents are encouraged to get to know the academy's behaviour policy and where possible, take part in the life of the academy and its culture.<sup>3</sup>

We place enormous value in a close relationship with parents and encourage parents to work in partnership with the academy to assist in maintaining high standards of behaviour both inside and outside of academy. In particular, the academy expects parents to support the academy's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, the academy liaises closely with parents where practical and, if relevant, other local or national support agencies. The academy also uses a wide range of strategies to support pupils including:

- Behaviour Reports
- Truancy Reports
- Safety Plans
- IBPs and PSPs
- EHCPs
- Pupil Passports
- Individualised arrangements and initiatives

---

<sup>3</sup> Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance



### 3. Rewards

The academy uses rewards to recognise, enthuse and motivate pupils to fulfil their potential. Our aim is for all lessons to be rewards-led to develop a positive ethos in the classroom and around the building. Praise and rewards are linked to our HART values and are given when effort is:

- Above the standard for that class
- Above the standard for that pupil
- Consistently good

All academy staff are able to use rewards such as merits, verbal praise, telephone calls to parents, the Celebration Assemblies and the academy's social media accounts.

#### Specific rewards for pupils include:

##### Merits

All pupils are able to achieve Merits. Merits can be allocated by staff for reasons including;

- Excellent Subject knowledge
- Excellent behaviour in lesson
- Excellent work in a lesson
- Super Learner!
- Star of the Lesson
- Outstanding verbal contributions
- Excellent homework
- Participation in an extra-curricular activity
- Acts of kindness / demonstration of HART Values

##### House Points

All merits awarded at Hartshill Academy contribute towards a larger tally for the four Houses: Barber Bears, Drayton Dears, Evans Eagles and Newton Nighthawks. Merits also contribute towards the tallies for Year 11 Fantastic 5 groups and Prom Points.

##### House Championship

Each year, pupils in all year groups compete in a range of competitions for the Hartshill Academy House Championship. Activities and competitions are regular and include a range of fun and exciting activities which are celebrated by the entire academy.

##### Attendance Rewards

Pupils whose attendance meets or exceeds expectations relating to attendance are able to access a range of rewards including:

- Letters or postcards home
- Chocolate Raffle

Regular opportunities to win bumper prizes (Termly)



## **Rewards Store**

All pupils are able to use the merits they earn and these are automatically converted to 'spendable points' which can be used in our Hartshill Academy Rewards Store on Class Charts. From here, pupils may purchase a wide range of items using their spendable points.

## **Prom Points and Year 11 Rewards (Fantastic 5)**

Pupils in Year 11 are able to accrue points towards their end-of-year Prom. Pupils must reach a certain threshold of points in order to be able to attend this prestigious event. Pupils are regularly given reminders of if they are on-track to achieve the required points.

Pupils also are a part of Fantastic 5. In this, they, as a group of 5, are able to accumulate points and earn termly reward trips for the top groups on the leaderboard.



**United Learning**  
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination



## 4. Behaviour expectations

**Hartshill Academy expects all pupils to be kind, work hard, achieve and demonstrate the HART values every day.**

**There are of course instances where pupil behaviour falls short of these expectations and examples of this in lessons may include:**

- Being disengaged from learning
- Being disruptive to the class or other learners
- Being defiant in the face of reasonable instructions from staff

**Outside of lessons, pupil behaviour which may fall short of our expectations may include:**

- Truancy/leaving lessons/not arriving to lessons punctually
- Actively defying staff when provided with reasonable instructions
- Engaging in serious incidents outside of lessons (e.g. fighting, graffiti, bullying)
- Swearing at staff
- Engaging in behaviour which puts themselves or others at risk
- Engaging in language/behaviour/conduct which is discriminatory in nature

The academy uses a robust behaviour curriculum to “teach” good behaviour to pupils and believes wholly in the concept of “consistency of process”. This means that systems and processes are consistent across the academy and pupils know what to expect in every lesson, corridor and stairway in our academy.

**For pupils who display continual disruptive behaviour, the academy is able to use:**

- Lesson Removals
- Bespoke Interventions
- Reflection Room
- Off-Site Directions
- Managed Moves
- Cluster suspensions
- Individual Behaviour Support Plans (IBSPs)
- Suspensions

### **Managing classroom behaviour:**

Within classrooms, staff are empowered to use a simple three-tier process of Warn – Move – Remove to help manage behaviour for learning.

For any pupil demonstrating disengagement, disruption or defiance, staff are able to give reminders, resets and finally remove a pupil in order to prevent the learning of others being disrupted.

The academy places great emphasis on having restorative conversations with pupils and this happens following a lesson removal.

Using an experienced pastoral team, the academy also attempts to intervene before a pupil is removed from any lesson via scripted reset conversations with Pastoral Leaders.



## **Warn**

If a pupil is disengaged/disruptive/defiant, the teacher will issue a warning and reminder of expectations.

## **Move**

If a pupil's behaviour continues, the teacher will move the pupil to another assigned seat within the room. A member of the pastoral team may also visit the lesson to help have a reset conversation.

## **Remove**

If a pupil's behaviour does not improve, the teacher will remove the pupil from the lesson. A member of the Pastoral Team will arrive at the classroom and escort the pupil to the Removal Room.

## **Removal Room**

In the Removal Room, pupils continue their learning but are also required to complete a Reset Form which will subsequently be discussed as part of a restorative conversation.

Pupils remain in the Removal Room for the remainder of that lesson and then return to lessons as normal.

As a result of their lesson removal, pupils will have their mobile phone confiscated before entering the removal room, the removal will be logged on Class Charts to inform parents and a 40-min detention will be issued.

If pupil's behaviour continues to fall below the academy's expectations in the Removal Room, the duty member of staff may use the Warn, Move, Remove process to manage this.

## **Reflection Room**

Pupils may be required to attend the Reflection Room if they are:

- Removed from the Removal Room
- Are persistently defiant
- Are involved in persistent truancy
- Are involved in a serious incident outside of lesson
- Are on a cluster suspension

In the Reflection Room, pupils work silently, on laptops, under the supervision of a member of the Senior Leadership Team. Continuation of learning is ensured through a carefully-designed and sequenced curriculum which matches that which is delivered in classrooms.

Pupils complete 5 lessons per day and their normal HART time, including a breaktime and lunchtime.

In the Reflection Room, if pupils continue to fall below the academy's expectations, pupils may receive the following sanctions:

- Warn
- Move (including reset conversation with home)
- Remove (warranting a fixed-term suspension)

The Reflection Room is a well-lit, open room with both heating and air conditioning in place to ensure that the physical conditions are conducive to maintaining levels of comfort. The Reflection Room is supervised throughout the day and any concerns about pupil behaviour whilst in Reflection Room are referred to the senior member of staff on duty.



## **Pastoral Team Meetings**

We recognise that some pupils require additional support and the implementation of sanctions alone is not appropriate. The academy convenes Pastoral Team Meetings in cases where it is felt that a pupil is not responding in the required manner to the implementation of the academy's Behaviour Policy.

Pastoral Team Meetings may include the following staff:

Vice Principal (Behaviour and Culture)

Vice Principal (Attendance)

Assistant Principal (Behaviour)

Assistant Principal (Safeguarding)

Relevant SLT Link (Assistant Principal)

Pastoral Leader – Head of Year

## **Alternative provision**

To re-focus pupils and meet their educational needs they may be directed to attend an alternative provision setting. In this case they will be educated off-site for a period that will be reviewed at regular intervals. Alternative Provision will only be put in place if it is agreed that this is in the best interest of the child. The provider that the academy uses will always be DfE registered if the pupil is to attend for a greater time than 16 hours per week.

## **Deliberate behaviour**

The academy recognises that there is a clear distinction between behaviour which intentionally breaches the academy's policy and rules, and that which arises from a pupil's support needs. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all academy interventions are designed to teach the expected behaviour.

## **When the behaviour policy applies**

The academy rules and policies concerning behaviour and discipline apply at all times when a pupil is at the academy, representing the academy, travelling to and from the academy, and associated with the academy at any time. This includes conduct online, such as in any written or electronic communication concerning the academy or United Learning.

## **New pupils**

All new pupils to the Academy are briefed thoroughly on the academy's expected standards of behaviour, and how the academy supports pupils as they transition through the academy, from the day they start at the academy to the day they leave.



## 5. Prohibited items and searches

### Mobile Phones

Mobile phones are not to be used by pupils at any point on the academy's site, whether indoors or outdoors.

Mobile phones are not just distracting, but when misused or overused, they can have a damaging effect on a pupil's mental health and wellbeing.

Mobile phones will be confiscated by staff if they are seen or heard on the academy's premises.

- This restriction is in place at all times while pupils are on the premises of the academy
- Phones should be turned off (not on aeroplane or silent mode) and put away
- We recognise that some parents/carers, in the interests of their child's personal safety, may wish their child to have a mobile phone with them, but must stress the importance of all communication during the academy day being only via the academy office
- Mobile phones which are seen or heard will be confiscated and stored in a secure place until the end of the academy day
- If a pupil repeatedly has their mobile phone confiscated, the device may be kept until parents/carers make an appointment for it to be collected
- In the event of an emergency, and only at the discretion of staff, pupils may be allowed to make calls or texts under close supervision
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception. However, please be aware that this facility should only be used for emergencies
- Pupils who refuse to hand over their mobile phone will be placed in the Reflection Room for the remainder of the day. In these instances, parents/carers will be contacted by the relevant Pastoral Lead. Refusal to attend the Reflection Room may result in a Fixed-Term Suspension.
- Please note that a member of staff may still confiscate a phone even if this has not been physically seen or heard (e.g. another child reports they have been shown an image on a mobile phone).

### The law relating to searches

Schools, including academies, have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or prohibited substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies. This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for."

### Prohibited items at Hartshill Academy:

- Mobile phones
- Cigarette lighters, matches or any other means of starting a fire
- Water pistols or any toy that resembles a weapon
- Chemical substances (including 'legal highs')
- Chewing gum
- Energy drinks (e.g. Red Bull, Monster, Relentless)
- Laser pens/pointers



- Aerosol cans
- Correction fluid
- Vapes or cigarettes
- Drugs
- Weapons

Hartshill Academy also reserves the right to confiscate any item which is harmful or detrimental to academy discipline.

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Principal or a member of academy staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). At Hartshill Academy, the Principal gives authorisation to any members of the Pastoral team to carry out searches. The person carrying out the search should be the same sex as the pupil being searched as, ideally, should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the academy's Safeguarding policy and United Learning staff-pupil relations guidance. There may be rare instances where a pupil with a specific SEND diagnosis requires a different approach. For example, the academy may refrain from searching, unless in an emergency, if a pupil is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the pupil.

Any such searches will always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### **Searches without Consent**

The following items are banned in the academy and pupils may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 'Legal highs' drugs including those which are edible, regardless of whether they are technically legal or illegal and anything pertaining to be a drug.
- Any article that the member of staff reasonably suspects has been, or is likely to commit an offence, cause personal injury or damage the property of any person.



Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items that a academy has decided to ban under its behaviour policy.

Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, the academy will act in line with statutory guidance issued by the Department for Education.

The academy will notify parents when a search has taken place regardless of whether items are found or not.

Where an item prohibited by this behaviour policy is seized as a result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it if they believe there is a good reason to do so. For this purpose, the member of staff has good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching to break the academy rules. The academy also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The academy is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the academy rules.

Any decision to search a pupil's device will be based on the professional judgement of the DSL and will always comply with the Safeguarding Policy for the academy.

The academy may erase any data or files from the device if the academy considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a break of the academy's behaviour policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (e.g. certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files will not be deleted and the device will be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the academy may decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the Academy policy, and may then sanction the pupil in accordance with this policy.

### **Searches with consent**

The academy may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### **Extent of search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and



desks. Any formal complaints about searches should be made in accordance with the academy's Complaints Policy.

### **Confiscation of articles**

Academy staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### **Disposal or retention of articles confiscated from pupils**

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation – advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider to be harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, the academy will act in-line with statutory guidance issued by the Department for Education.



**United Learning**  
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination



## 6. Drugs

The academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The academy policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances, so called 'legal highs' and any other substance pertaining to be a drug.

The academy takes into account guidance issued by the Department for Education. The academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the academy will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy. The sanction is likely to be, except in exceptional circumstances, permanent exclusion from academy.

- Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.
- Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The academy will discuss this and take advice as necessary.

### Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The academy may carry out searches for drugs in accordance with this policy.

### Parental involvement

Usually the academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.





## 7. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at Hartshill Academy.

We have a zero-tolerance ethos, where every allegation of bullying will be investigated. We do not accept name-calling or inappropriate language as 'banter'. Please see our Anti-bullying and Harmful Peer Relations Policy for full details.

As per the academy Safeguarding Policy and Anti-Bullying Strategy, the academy takes all reports of bullying extremely seriously and proactively sets out to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. In rare occasions where instances do occur, appropriate sanctions are put in place in addition to intervention and restorative work in order to allow both perpetrator and victim to move forwards.



## 8. Accusations against staff

### Accusations against staff

The academy takes its responsibilities for safeguarding extremely seriously, and all members of the academy community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Safeguarding Policy.

Where appropriate any person may submit a yellow form to the Principal, outlining any accusation of unprofessional conduct or poor practice by a member of staff.

Hartshill Academy has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. This may include restorative conversations, interventions, detention, reflection, suspension or permanent exclusion.



## 9. Use of social media

All of the provisions set out in this Policy apply to all activity online including all forms of social media and they apply to online activity for both academy purposes and personal use that may affect the academy, pupils or staff in any way.

Examples of prohibited use may include (but are not limited to):

- damage to the academy or its reputation, even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the academy's behalf
- using academy or trust logos or trademarks.

Even where a pupil commits inappropriate online behaviour whilst not at the academy, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the academy when the pupil is identifiable as a member of the academy or if the behaviour could adversely affect the reputation of the academy.

All instances of social media misuse must be reported directly to the Principal.

Social media must be used legally and responsibly and any breach of the policy on the use of social media will result in disciplinary sanctions.

In-line with government guidance relating to the Prevent Duty, pupils must be kept safe from terrorist and extremist material and suitable filtering within academy is in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.



## 10. Serious incidents that require investigation

If there is an incident that requires an investigation, this will – where possible - be overseen by the Vice Principal (Behaviour and Culture) who may appoint another member of staff to act as the lead in relation to the investigation.

- Pupil involved will be given the opportunity to write an initial statement. It will be made clear to them to state where it happened, when it happened, which individual were there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- Phones will be taken from the pupil and they will to be supervised whilst completing the statement.
- Any members of staff who were witness should email the member of staff overseeing the investigation with a full statement as soon as possible.
- Any pupils who were witnesses should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the pupils regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with the Principal the most appropriate sanctions to apply.
- Parents will then be contacted to inform them of incident/outcome where appropriate.



## 11. Contextual Safeguarding

The academy will always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. When and where staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of academy, they will follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

The academy will also refer to consideration of whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

## 12. Graduated Approach<sup>4</sup>

The academy uses a graduated response to behaviour issues, including the use of behaviour plans for children with persistent and/or chronic issues. Please see Appendix A.

An example could look like this:

**Tier 1:** Academy and classroom-wide systems for all pupils and adults (e.g. Warn-Move-Remove)

**Tier 2:** Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.

**Tier 3:** Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

**Tier 4:** Tailored strategies and approaches to support the child and their ongoing success in school, e.g. Safety Plan, Individual Behaviour Support Plan, meetings with parents.

---

<sup>4</sup> Further detail is contained at paragraphs 41-44 in the DfE Behaviour Guidance



## 13. Sanctions<sup>5</sup>

The academy may utilise the following sanctions, as appropriate:

- Demerits
- Reset Conversations
- Lesson Removal
- Removal Room
- Reflection Room
- Detentions (lunchtime and after school)
- Interventions
- Individual Behaviour Support Plans
- Cluster Suspensions
- Off Site Direction/Managed Move
- Suspensions
- Permanent Exclusion

In applying sanctions, especially those with serious consequences, the academy undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

For the behaviour of pupils with SEND, the academy provide additional and appropriate support to ensure pupils can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have (see Appendix A).

### Detentions

24 hours' notice of a detention is no longer a statutory requirement: 'Schools don't have to give parents notice of after school detentions or tell them why a detention has been given' (<https://www.gov.uk/academy/disciplineexclusions>). Parental permission is also not required provided that staff have considered:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention
- Appropriate travel arrangements (inconvenience to parents does not matter provided that the school provides a means to get home safely)

The permitted times for detentions are:

- any day when the pupil does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days.

---

<sup>5</sup> Further detail is contained at paragraphs 45-60 in the DfE Behaviour Guidance



All staff may issue detentions.

All lunch-time detentions will allow a reasonable time for the child to eat, drink and use the toilet.

To ensure consistency and fairness in their use, the process for detentions is as follows:

1. Detention issued via Class Charts
2. Pupil completes Reset Form
3. Pupil attends detention the following evening
4. The member of staff issuing the detention visits the pupil in detention to have a restorative conversation
5. Pupils not attending their set detention(s) will have this 'upscaled'.

### **Supporting pupils following a sanction**

Hartshill Academy uses a range of strategies to support and help pupils to improve their behaviour and meet the behaviour expectations of the school, as set out in paragraphs 61-62 of the DfE Exclusions Guidance. These may include, but are not limited to:

- Reintegration meetings
- Other parent meetings
- Behavioural reports
- Specific interventions
- Reflection Room (including associated restorative work)
- Specific support from staff in the form of mentoring/check-ins
- Reasonable adjustments (e.g. time out passes)
- IBSPs



## 14. Use of reasonable force

The academy follows the the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Teachers and members of staff authorised by the Principal have the power to use reasonable force and may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. Where reasonable force is required, members of staff will always dynamically risk-assess the situation before engaging in any interaction with the pupil.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents will always be told when it has been necessary to use physical restraint on their child and will be informed of the incident on the same day or as soon as is reasonably practicable.

Any member of staff will inform the Principal immediately after they have needed to restrain a pupil physically.





## 15. Suspensions and Permanent Exclusions

Please also see DfE guidelines - <https://www.gov.uk/government/publications/school-exclusion>

### 1. *Executive Summary*

In order to ensure good order and behaviour for learning it may be necessary to suspend pupils from attending the academy or to permanently exclude them. Any form of exclusion is the ultimate sanction. The decision to exclude is the Principal's alone or in their absence, the designated teacher in charge.

### 2. *Legislation and Guidance*

In applying this policy, the academy will adhere to current legislation, including the Equality Act 2010. The academy is obliged to have regard to the DfE Exclusions Guidance; Section 1 of this makes specific reference to the Equalities Act.

Sanctions will always be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care is taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, and the academy pays particular regard to the school's duties under the Equality Act 2010. These duties are to be complied with when deciding whether to suspend or exclude a pupil. The academy's policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

This relates to behaviour not only in the academy but also to behaviour out of the academy: for example travelling to and from the academy; on trips; work experience placements; over the telephone or online (such as on social media).

### 3. *Types of Exclusion*

#### ***Suspension***

A suspension (fixed-term), may apply:

- for a single occurrence of serious misconduct, or;
- for persistent misbehaviour.

Any lunchtime suspension is equivalent to a half-day suspension

Where there is a risk of repeated suspensions for a pupils with an EHCP or those with SEND support, the academy ensures that the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.



## ***Permanent exclusion***

Permanent exclusion is only used as a last resort in response to a serious breach or persistent breaches of the academy's behaviour policy and where allowing the pupil to remain in the academy would seriously harm the learning or welfare of the pupil or others in the academy. This may also apply to a serious one-off offence.

Examples of this may include:

- Physical assault of a child or staff member
- Criminal damage to property
- Persistent disruptive behaviour
- Possession or use of illegal substance(s)

*This is not an exhaustive list.*

### *The Investigation*

Any investigation will be conducted in accordance with DfE guidance to be lawful<sup>6</sup>, reasonable, fair and proportionate. Principles that will be applied will be:

- To be thorough: witnesses to be questioned and statements taken;
- The accused to be given the opportunity to have their say.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the pupil's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The academy behaviour policy, special educational needs policy and equality law obligations.

### *Principal's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the academy's behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

### *Notification*

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge.

---

<sup>6</sup> with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties



### *Role of the Local Governing Body*

The role and responsibilities of the Governing Body in the exclusion process include:

- the duty to facilitate and consider the representations of the parents;
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

### *Additional Requirements for Permanent Exclusion*

Where the Governing Body has upheld the decision of the Principal to exclude, they will write to parents/carers including:

- the statutory timeframe for applying to an independent review panel;
- to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

### *Independent Review Panel Procedure*

The set up and process of the IRP is set out in the DfE Exclusions Guidance and contained therein are the important aspects in terms of timeframe, constitution, and the powers of the IRP. This cannot compel reinstatement.

### *Monitoring and Review*

The academy regularly monitors behavioural issues to evaluate the effectiveness of the behaviour policy. This helps the academy consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the academy which may be enabling inappropriate behaviour to occur. When patterns are identified, the academy takes appropriate courses of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.



## 16. Off-Site Directions and Managed Moves<sup>7</sup>

Off-site Directions and Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Off-site directions will last for an initial period of 10 weeks and it will then be determined – in the best interests of the pupil – what will happen next.

Managed moves will only be offered as part of a planned intervention.

## 17. Behaviour outside of school premises

The behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

- taking part in any academy organised or academy-related activity;
- travelling to or from the academy;
- wearing school uniform;
- in some other way identifiable as a pupil at the academy;
- that could have repercussions for the orderly running of the academy;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the academy.

## 18. Preventing recurrence of misbehaviour

### *Initial intervention following behavioural incidents<sup>8</sup>*

The academy uses a wide range of intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The academy employs a system that allows relevant members of leadership and pastoral staff to be fully aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour.

### *Reintegration*

The academy operates a clear process for reintegration following removal from lesson, time spent in the Reflection Room, another setting following an off-site direction or a suspension. These reintegration meetings will always be designed to support the pupil in moving forwards and achieving the expected standards of behaviour.

---

<sup>7</sup> Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 47-51 in the DfE's Suspension and Permanent Exclusion Guidance

<sup>8</sup> Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance



## *Monitoring and evaluating school behaviour<sup>9</sup>*

Hartshill Academy captures all behavioural data via Class Charts (linked to SIMs).

All teachers and wider school staff use Class Charts to log all behaviours (positive and negative) and then data is analysed by relevant staff, including:

- SLT
- Vice Principal for Behaviour and Culture
- Assistant Principal for Behaviour
- SLT Link staff
- Pastoral Leaders (Head of Years)
- Middle Leaders (in relevant subject areas)
- HART Coaches
- Class teachers
- SENDCo

Data on behaviour is regularly analysed and discussed in order to spot trends and identify possible factors contributing towards the behaviour. The data collected is also used to identify issues with systems and processes and in order to inform discussions and subsequent decisions shaping our approach to provide appropriate support.

The data collected may also be used as a means of collating evidence to support certain types of application and/or discussion regarding decisions, meetings or outcomes designed to benefit the pupil.

## **19. Specific behaviour issues**

### *Child-on-child sexual violence and sexual harassment<sup>10</sup>*

In every aspect of the academy's culture sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned appropriately. All staff recognise the importance of challenging all inappropriate language and behaviour between pupils and know that it is everyone's responsibility to stand up to this type of unacceptable behaviour.

### *Suspected Criminal Behaviour*

In instances of suspected criminal behaviour, there may be a requirement to report this to the police and preserve evidence. On occasion, a tandem report to children's social care may be required. The DSL will take the lead following Keeping Children Safe in Education (KCSIE); with specific regard to Part 5 (concerning child-on-child sexual violence).

*The school follows paragraphs 125-127 of the DfE Behaviour Guidance on suspected criminal behaviour.*

---

<sup>9</sup> Further detail is contained at paragraphs 109-111 in the DfE Behaviour Guidance

<sup>10</sup> Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance



Owner	Hartshill Academy
United Learning Independent /Academies/Both	Academies
Reviewed	17 December 2023
Date Authorised	
Review Date	01 September 2024



**United Learning**  
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

## Appendix A

### Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

#### Rationale:

Hartshill Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all pupils to have the best possible chance to reach their potential in our school. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every pupil with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

#### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the pupil, Pastoral Lead (Head of Year) and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the pupil, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Vice Principal for Behaviour and Culture may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and Pastoral Lead (Head of Year) will create a specific Learning Plan for the pupil. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the pupil to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the pupil's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Pastoral Lead (Head of Year) may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a pupil's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the pupil is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the pupil. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Pupil's Learning Plan and shared with key staff.

#### Examples of specific supportive learning strategies

Increased use of praise  
Time out card

Attendance to homework club

Seating Plan adjustment  
Short and repeated instructions

#### Examples of adjustments to the Behaviour Policy

Pre-warning given  
Shorter length for homework detention (45 minutes rather than 60 minutes)  
Access to keyworker support in the Reflection room, when required  
Time out card in the reflection room  
Shorter time spent in the reflection room



Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
Use of a fidget toy	Access to a laptop in the reflection room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a pupil is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**



**United Learning**  
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination



## Appendix B – Home-Academy Agreement

### The Pupil:

I will:

- Show heart by attending Hartshill Academy every day and being punctual at the start of the day and my lessons
- Show ambition by arriving to Hartshill Academy and my lessons equipped to learn
- Wear the correct uniform, showing respect for myself and my school
- Ensure I am organised and know my timetable
- Show ambition for my future by ensuring I meet the high behaviour expectations
- Adhere to Hartshill Academy's policies and guidelines for behavior including detentions
- Show tenacity when things go wrong or the work is challenging
- Complete my classwork and homework on time
- Make the most of the opportunities available to me through home learning and extra-curricular clubs
- Demonstrate the HART values in everything I say and do
- Speak to an adult if I have concerns about anything
- Be respectful, kind and show gratitude to staff, parents, pupils and visitors
- Treat academy property and the property of others with respect
- Adhere to the Hartshill Academy policy on mobile phones and earphones

### The Parents/Guardian:

**In sending my child to Hartshill Academy, I/we agree to abide by all the academy policies, procedures and systems.**

I/we will:

- Work collaboratively with Hartshill Academy to address any concerns or solve any problems
- Communicate with staff in a kind and respectful way
- Ensure my child attends Hartshill Academy every day, and avoid holidays in term time
- Ensure my child arrives at Hartshill Academy on time, in the correct uniform and equipped to learn
- Keep Hartshill Academy informed of any concerns or problems which might affect my child's work or behaviour
- Support Hartshill Academy's policies and guidelines for behaviour including detentions
- Ensure my child completes their homework on time
- Support my child to show tenacity when they face challenges with their work
- Celebrate my child's successes
- Support opportunities for engagement in home learning beyond the set homework and extra-curricular clubs
- Engage in the platforms used by the academy, such as Class Charts, to support my child's education
- Attend parents' evening and meetings about my child to work with the school to ensure they progress
- Support and agree to abide by the Hartshill Academy policy on mobile phones



## The Academy:

Hartshill Academy will:

- Work hard to ensure that its aims and aspirations become a day to day reality
- Support all pupils to Be Kind, Work Hard and Achieve
- Develop the HART values of Heart, Ambition, Respect and Tenacity
- Teach pupils the value of kindness and gratitude
- Ensure all pupils know who they can speak to if they have any concerns
- Provide an ambitious, broad and balanced curriculum and meet the individual needs every child
- Keep you regularly informed and consulted about Hartshill Academy and about your child's progress
- Offer a wide range of extracurricular opportunities
- Work with you to solve any problems, which could affect the pupil's progress at school
- Celebrate the achievements of the pupil



**United Learning**  
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

## Appendix C – Bike Permits

We wish to support our parents and carers to ensure that our pupils who cycle to and from Hartshill Academy are doing so safely. Despite the health benefits, cycling on roads is potentially a very dangerous activity and every year, a number of pupils are killed or injured on roads in England. For this reason the wearing of safety helmets is mandatory for pupils who wish to cycle to and from Hartshill Academy. In addition, pupils who cycle have a duty to cycle safely for the benefits of pedestrians, other roads users and members of the public.

The expectations are very clear in the *Agreement for pupils cycling to and from Hartshill Academy* below.

There is an annual link sent to all parents to complete to submit an application for a bike permit. Once the agreement has been completed by both parent/carer and the pupil, to say that they accept the terms of the agreement, we will provide a bike permit.

Any pupil who is not following the expectations or is found to be riding dangerously or arrives not wearing a helmet will lose their bike permit. This means that the pupil will not be allowed to bring their bike onto the Hartshill Academy site. They will therefore have to make alternative arrangements to travel to and from the academy. If pupils store their bike anywhere on site outside the designated bike shed the bike will be confiscated and parents/carer will be asked to collect the bike.

We do not permit electric scooters on site.

### Agreement for pupils cycling to and from Hartshill Academy

I agree to take full responsibility for the following:

- My bike will be road worthy, this includes reflective gear and lights
- I will cycle to and from school safely
- I will not carry passengers on my bike
- I will cycle on the road and not the pavement
- I will wear a helmet when cycling to and from school
- I will enter and leave the academy site safely
- I will walk with my bike whilst on the academy site
- I will have a lock for securing my bike in the bike shed during the day
- I will not tamper with or use any other pupil's bike in the bike shed
- I have read the highway code rules for cyclists which can be found at <https://www.gov.uk/rules-for-cyclists-59-to-82>
- I fully understand that failure to comply with these expectations will result in permission being withdrawn

