Oasis Academy Hadley
Behaviour for Learning Policy

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Introduction

Oasis Academy Hadley, as part of Oasis Community Learning committed to providing exceptional education at the heart of the community. Our practices are rooted in our mission of the Oasis Nine Habits our special and unique ethos. The Behaviour for learning policy at Oasis Academy Hadley clearly outlines our practices to ensure that

- The policy if fully understood and is consistently implemented throughout the school.
- The policy is relevant to an all through school approach.
- This is achieved through appropriate expectations of work and behaviour with praise, rewards, explicit and consistent consequences.

The policy also aims to ensure the consistent approach and application of Academy behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including: self-direction, resilience and self-control
- Self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century
- Develop their ethical approaches and values in their lives

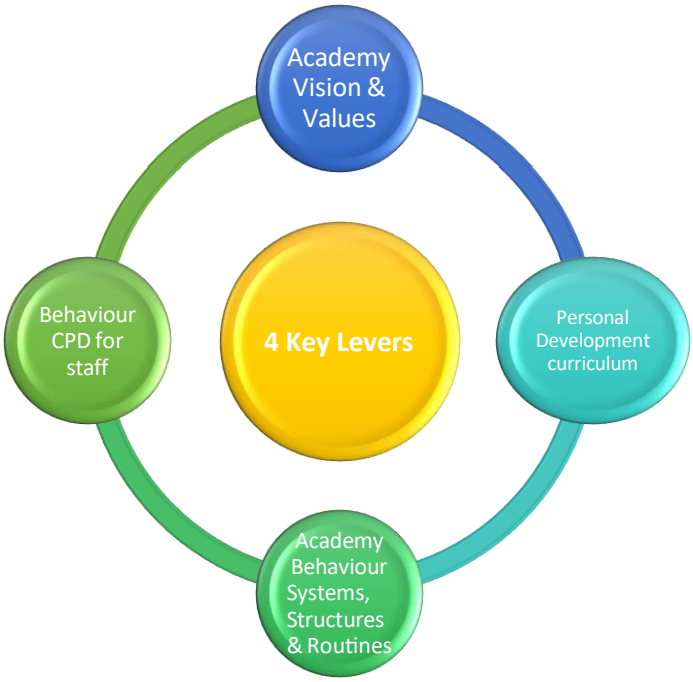
The Oasis Education Charter

The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every student and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do.

The Oasis Behaviour Policy is underpinned by 4 key levers

The Oasis 4 levers are the fundamental pillars that support and promote positive behaviour within the Academy.



Lever 1 – Academy Vision and Values

Vision of the Academy

The vision of the Academy is to create both an outstanding school and also a community Hub.

The aim is for the local community to be able to access a range of services, adult learning programmes, healthy living advice and activities, sports facilities and out-of-hours youth activities. This is an Academy that serves the community, and the community is increasingly proud of us. Oasis believes that it has a duty to respect the environment through a commitment to sustainability and bio-diversity.

We expect all staff at Oasis Academy Hadley to support the vision in every way they can in order to help our students achieve excellence and leave the Academy equipped to be successful and happy in life.

Oasis Hadley Ethos

Everything within Oasis Community Learning is framed by our ethos.

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and academy community.

Oasis 9 Habits

The Oasis Ethos is aspirational, inspirational and something that we have to constantly work at. To help us in this process of personal growth and development we have the Oasis 9 Habits. It is our bespoke and unique approach to character development. We know that by living the way of the habits, the Oasis Ethos will become second nature to us.

Staff and students discuss these 9 Habits during life days, assemblies, learning guide and daily Academy life:

The Hadley Way

At Oasis Hadley we interpret the Oasis Ethos through the Hadley way. There are six key Principles to this which are:

- **Responsibility**
- **Independence**
- **Courageous**
- **Resilience**
- **Achievement**
- **Cooperation**

Lever 2 – Personal Development and Character Education

The character curriculum enriches our students and consists of topics that are outside of the academic curriculum:

1. **Careers, Advice and Guidance**

At Hadley we have a dedicated careers and enrichment coordinator who oversees a program of careers information and advice. At Hadley we work closely with organisations such as The Access Project, Future Frontiers and Safety Box to provide additional and specialist support, advice, mentoring and training to help the students negotiate the path from GCSE all the way through to Higher Education.

2. **Life days**

A unique aspect of learning at Hadley is Life Day. Students at Hadley can expect a wide range of varied activities over the course of the year. The students' learning experience on Life Day is broad, holistic and exciting involving theme days, trips, external visitors and external visitors and interactive student led activities.

3. **University Group or class**

Every class is named after one of the best universities in the world and everyone has a university guide or class teacher who is the main point of contact overseeing their school life and wellbeing. Time in the university or class group is also a space to celebrate rewards, good behaviour and attendance and Hadley character.

4. **Enrichment Activities**

At Hadley we offer a range of enriching activities such as visiting speaker programme, trips and visits, workshops, Duke of Edinburgh and many more exciting opportunities.

All children in phase 2 have an enrichment lesson each week.

5. **Extra-curricular programme**

Oasis Academy Hadley offers a wide range of clubs that take place before, during and after school. (Football, basketball, netball, chess, debating, etc.)

Lever 3 – Academy Behaviour Systems, Structures and Routines

The Academy introduced a revised behaviour system in September 2020 aimed at ensuring all students have the best access to outstanding learning and personal development. We are committed to ensuring that all our students leave the Academy with strong academic achievements in addition to being well-rounded young people able to live successfully and happily in a demanding world.

Rewards

Students are able to receive rewards for numerous demonstration positive actions in lessons or around the academy community. Students receive Hadley points as rewards for things such as outstanding work, independent learning and great attendance.

Students can save their points and spend them on items found within the Hadley shop.

No. of H Points	Reward
X number	Money off end of year rewards trip or prom
20	Stationary x 1 (rubber, sharpener, pen, pencil or ruler)
40	Lanyards
50	5 minutes extra play (phase 1 only)
50	Cookie
70	Waffle/can of drink SUSO/Hot chocolate
80	Queue jump pass + 1 friend / be the first all day
100	£1 book voucher
100	Tennis ball
100	Student ID card
150	Stationary set
200	Skipping rope
200	Scientific calculator
250	Movie and popcorn at lunch plus invite up to 3 friends
300	Stationary set - Maths
350	Colouring pens / pencils
400	Sondico football / netball
450	Movie and popcorn at lunch plus invite up to 3 friends

No. of H Points	Reward
X number	Money off end of year rewards trip or prom
500	£5 PS4 vouchers
500	£5 Book voucher
500	£5 love to shop voucher
600	Use of the sports hall after school for 90 min with up to 9 friends
700	Pizza pass (whole pizza for you and 2 friends)
800	Handball
1000	Nike football / netball
1000	Lunch with the Principal
1000	£10 love to shop voucher
1500	£15 love to shop voucher
2000	£20 Love to shop voucher
2000	£20 PS4 Voucher
4000	Prom pass

In Phase 1, we have created the 'Hadley Heroes'. Each hero represents a learning behaviour that children need, to be successful in their learning. These learning behaviours will be a central part of your children's curriculum. Children receiving the most RIC-RAC points will be celebrated in Assembly every week. Each half term, students in Phase 1 are able to exchange their RICRAC points for prizes.

Resilient Ruya

Never gives up. Even when a challenge may seem tricky she endeavours to succeed and tries her best. Ruya will always attempt every task on her own first. She may ask her teacher to help her, but knows that the task and activity is achievable and she will succeed if she keeps trying!

Independent Idris

Is an independent learner and he takes responsibility for his learning. He is always quick to start tasks in the classroom and he makes sure he completes them to his best ability. At home, Idris reads every day and always completes his homework on time

Cooperative Christopher

Knows the importance of teamwork. He works with his friends and adults to achieve.
Christopher is a good listener – he always listens to his teacher and classmates and never calls out.

Responsive Rebecca

Is very responsive. She always responds with green pen to the feedback in her books as she knows this will help her learning.

Aspirational Asya

Is aspirational and has high expectations. She is always prepared for the Academy day with her book bag, P.E kit and reading book. She always wears the correct uniform with pride

Courageous Cihan

Challenges himself and he takes appropriate risks. Cihan never shy's away from a challenge and never chooses the simplest task to complete in lessons as he knows this will not help his learning. He knows that if he finds it difficult, he can use his RICRAC superhero's to help him succeed.

Hadley Character Rewards

A unique aspect of learning at Hadley is our Character rewards. These are encouraged by teachers and are imbedded into our pastoral programme. The students are awarded with rewards, when they demonstrate these behaviours.

Oasis Academy Student Leadership

Principal Students and Student Ambassadors and Leaders form a significant part of the element of Student Leadership within the Academy – providing Students with frequent opportunities to demonstrate leadership skills and take responsibility to add to the strengths of the Academy – most notably the Hadley way.

Student Ambassadors are elected from both phases 1 and 2

The role of Student Ambassador and Student Leader is one of the highest student positions in the Academy, and as a result is only awarded to students who demonstrate the highest standards.

All our student ambassadors are expected to demonstrate the following:

Qualities:

- Demonstrate positive relationships with staff and students
- Show care for students in need of support
- Set a positive example to students
- Make a positive contribution to the academy, both in and out of lessons.

The Hadley Expectations for Students

The Hadley 10 is a set of guidelines that students are expected to follow throughout the Academy. These guidelines have been implemented to ensure students follow a clearly defined set of routines each day – aimed at ensuring they are safe, well prepared and able to focus on their learning free from distractions.

Expectations - In Class

- Have high expectations of yourself
- Be on time and ready to learn
- Begin the first learning activity straight away
- Work to the best of your ability
- Equipment on the desk, bag off and out of the way
- Follow teachers instructions
- Support each other to learn
- Sit in place assigned to teacher
- Toilets to be used during break and lunch
- Be better than yesterday

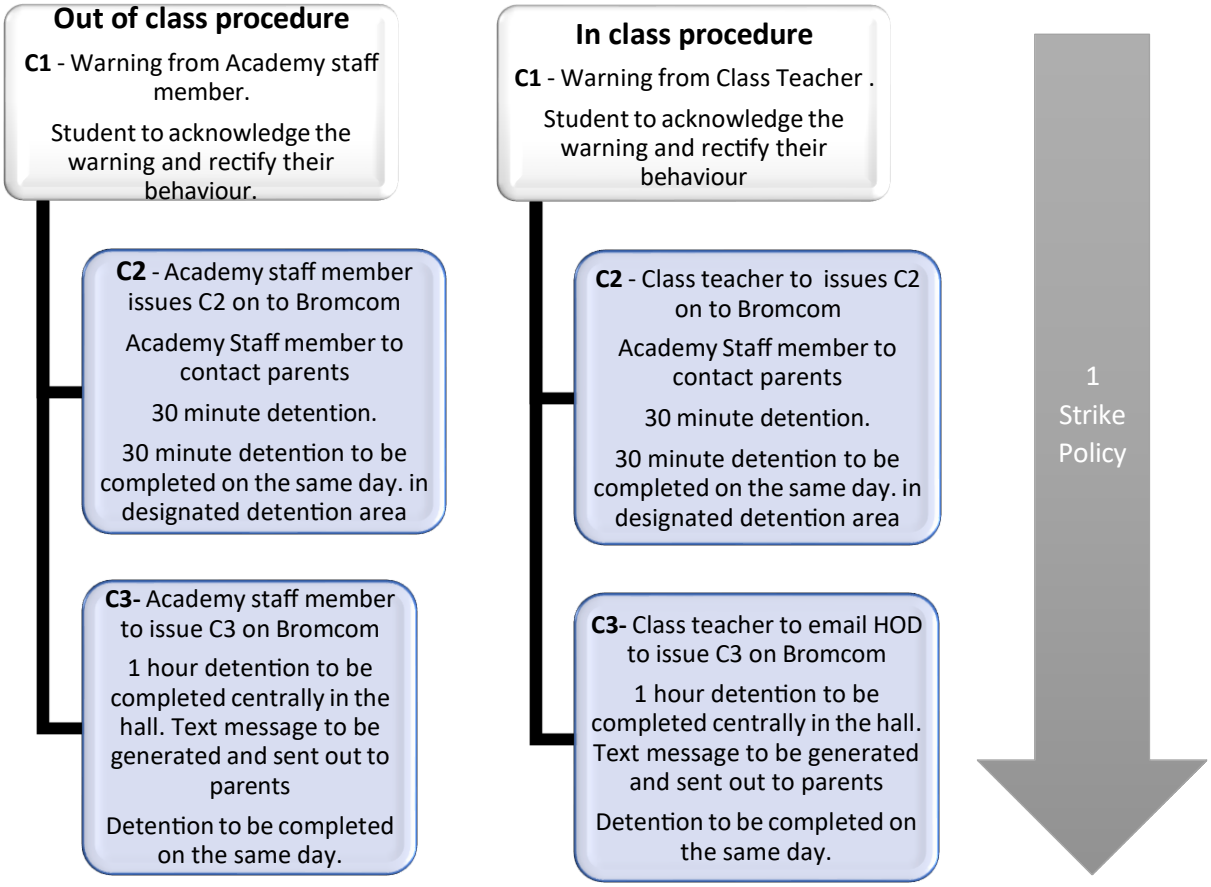
Expectations - Out of Class

- Wear your academy uniform with pride
- Respect our academy and keep it clean
- Walk calmly and with purpose
- Mobile phones and coats outside only
- Be courteous to others
- Food should be eaten inside
- Use appropriate language
- Sit on chairs and stools only
- Keep hands and feet to yourself
- Keep to the left on stairs

Detention Procedure

We are committed to ensuring that students are able to take full responsibilities for their actions and have provided a simplified revised framework for our detentions at Oasis Academy Hadley. If a student chooses to display poor behaviour through the Academy, the member of staff will issue them with a C-Point. There are five different stages to our C-Point escalation, which begins at C1 and can escalate to a C5.

C-Points can also be given without warning for certain reasons. For example these could include: breaches of uniform, lateness to school/lessons, unruly behaviour in lessons or corridors, lack of homework, chewing and eating in prohibited areas.



If a student refuses to complete the sanction at C3, this will be escalated to a C4 sanction.

Persistent behaviour in class may lead to will warrant a parental meeting with the Head of Department and Community leader. Within this meeting interventions and further strategies will be explored to support that student.

Consequences for not following Hadley Expectations

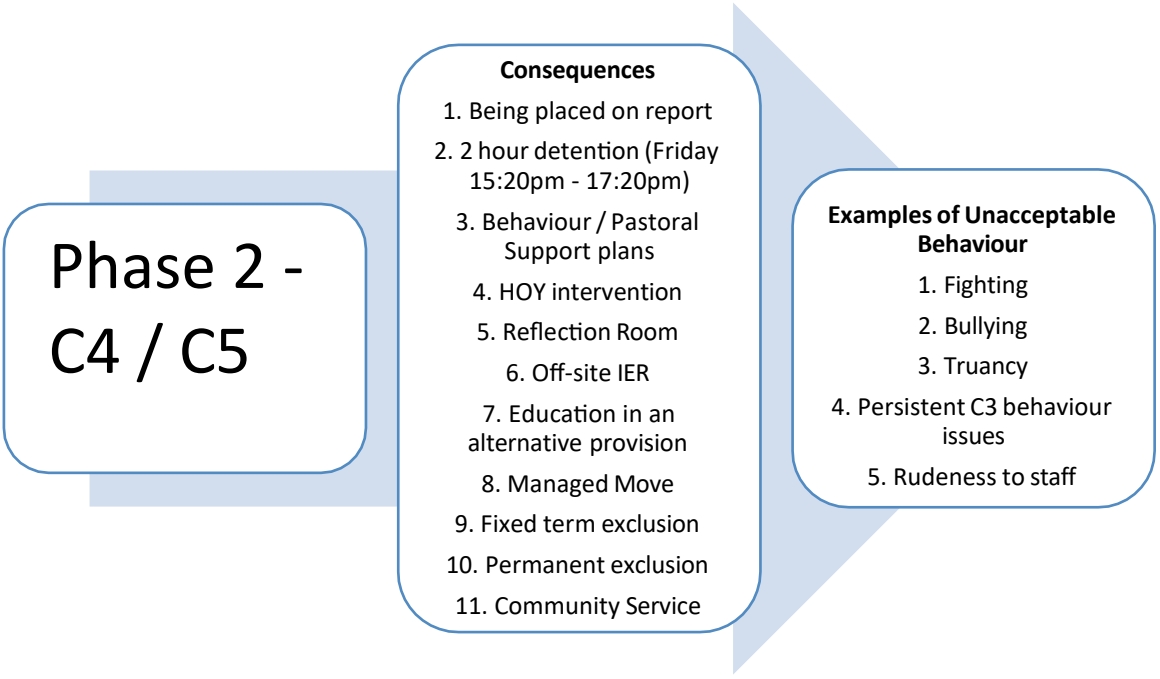
Behaviour can be deemed unacceptable at different stages of the C-Point escalation, each C-Point will warrant a different and a more severe sanction. Serious behaviours at Oasis Academy Hadley comes under the bracket of C4 and C5 which can result in exclusion.

Phase 1 - Years 1, 2, 3 & 4 - CPoints

Warning	This is your warning that your behaviour is not acceptable	• Talking instead of learning • Not following instructions • Getting out of your seat without permission •
C1	You will miss 5 minutes of your break/lunch time with the class teacher	• Not changing your behaviour after receiving a warning • Disrupting learning • Chewing in class
C2	You will miss 10 minutes of your break/lunch time with the class teacher	• Not changing your behaviour after a C1 • Swearing • No home learning • Hurtful behaviour (insulting another child) • Travelling around the academy inappropriately
C3	You will miss 30 minutes of your next lunch break.	• Not changing your behaviour after a C2 • Walking away from an adult when being spoken to about your behaviour.
C4	You will attend a break and lunchtime detention the next day.	• Physically hurting another child or adult • Speaking inappropriately to a member of staff • Walking out of class without permission from an adult • Fighting

Phase 1 - Years 5 & 6 - CPoints

Warning	This is your warning that your behaviour is not acceptable	• Talking instead of learning • Not following instructions • Getting out of your seat without permission
C1	You will miss 10 minutes of your break/lunch time with the class teacher	• Not changing your behaviour after receiving a warning • Disrupting learning • Chewing in class • Being unkind to another child
C2	You will miss 20 minutes of your break/lunch time with the class teacher	• Not changing your behaviour after a C1 • Swearing • No home learning • Hurtful behaviour • Travelling around the academy inappropriately
C3	You will attend a break and lunchtime detention the next day.	• Not changing your behaviour after a C2 • Walking out of class without permission from an adult.
C4	You will attend an after-school detention until 4pm.	• Physically hurting another child or adult • Speaking inappropriately to a member of staff • If you receive more than 2 C2's in a week
C5	You will attend an after-school detention until 4:30pm.	• If you receive 2 C4s in a week • Fighting



The list of unacceptable behaviour is not exhaustive and more serious consequences are subject to the decision of Community and Senior leaders.

C-Point Meetings

As an Academy we are expected to address and discuss the C-Points students accumulate throughout the Academic year. The table below shows the intervention and the bracket of C-Points that it is assigned to. Students will be placed on the coloured report to correspond with each stage of table.

Academy Staff members will take meeting notes on carbon copy forms, these forms will outline information discussed in the meeting and the targets agreed. One copy will be given to the parents and another copy will be scan into the school system for further reference.

Responsibility	C Points	Action/Intervention	Report Colour
University guide	0-20	* 0-10 C-points - LG conversation with student * 11-20 c-points - Phone call to parent/carer informing them of the increase, and when they reach 25+ a meeting will be set up	
University guide	25-100	* 25-49 c-point (Initial meeting) meeting to be held and recorded * Student to be placed on report * Follow up meeting to be set * Follow up meeting to assess how the rise in C-Points is impacting upon the student's learning	**Green**
Head of year	200-300	* Meeting with student and parent to discuss targets * Placed on report * Placed on an intervention programme * BSP to be established within this time scale and reviewed every 3-6 weeks until improvement or escalation to PSP	**Orange**

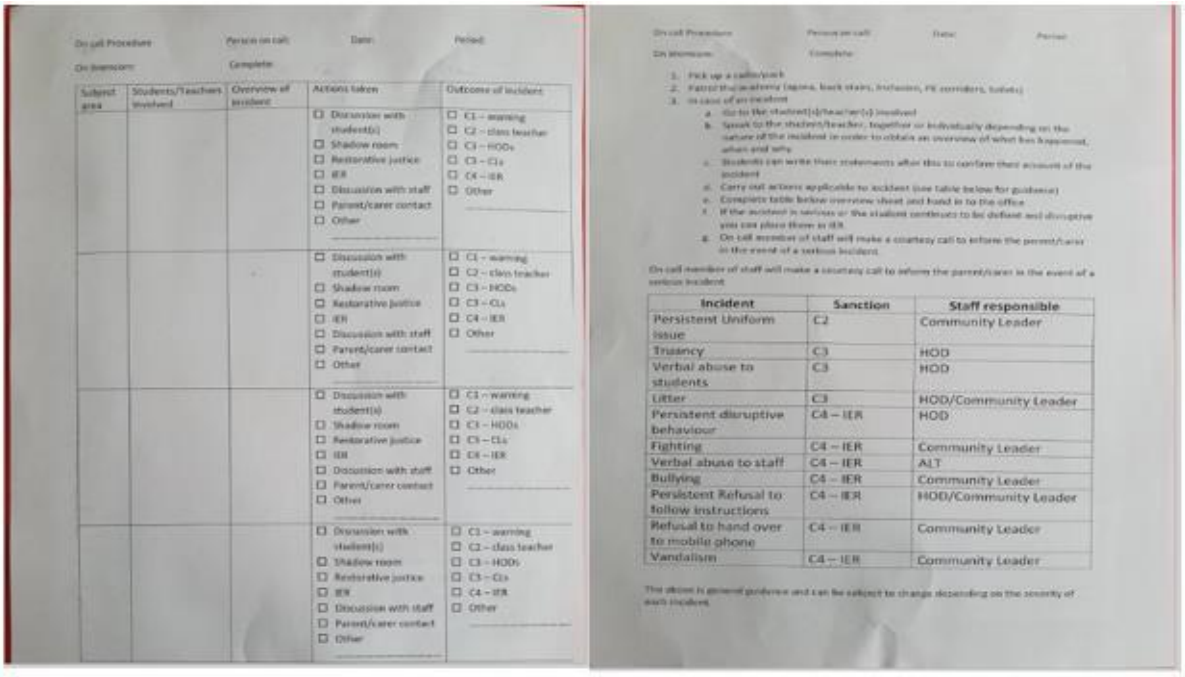
Behaviour Lead & Head of year	200-300	Meeting discuss targets * Referral to behaviour support service * Possible mentoring * PSP to be established * Review of PSP.	**Red**
Deputy Principal for Phase	300+	* Deputy Principal meets with student and parent/carer and discuss targets * Behaviour Lead to be invited * Placed on report to DP * Follow up meeting before escalation	

On call Procedure

On call is a system that has been established by Oasis Academy Hadley. Within this system there is a designated team each day that helps to deal with issues that arise within classrooms and around the academy.

The procedure for on call is as follows:

- The person or team who are on call firstly will need to collect a radio and on call folder, if they do not already have one.
- If they are no incidents, they will need to sweep the academy building ensuring that they check in on the reflection room.
- If there is an incident, all statements must be taken. Students need to complete statements individually and in separate areas.
- Once statements have been written, the designated member of staff will read all information to check if it is correct and sign the statement form.
- The designate member of staff will complete the on call cover sheet (Imagine below) with all relevant information about the incident.
- The designated member of staff will contact parents when necessary depending on the severity of the incident and to inform them of the necessary information.
- The designated member of staff will inform parents that a member of the leadership team will be in contact with them later through the day to explain in further detail and to outline the appropriate consequence.
- The behaviour administrator will communicate with each Head of Year after every period on a case to case basis.



Incident	Sanction	Staff responsible
Persistent Uniform issue	C2	Community Leader
Truancy	C3	HOD
Verbal abuse to students	C3	HOD
Litter	C3	HOD/Community Leader
Persistent disruptive behaviour	C4 – IER	HOD
Fighting	C4 – IER	Community Leader
Verbal abuse to staff	C4 – IER	ALT
Bullying	C4 – IER	Community Leader
Persistent Refusal to follow instructions	C4 – IER	HOD/Community Leader
Refusal to hand over to mobile phone	C4 – IER	Community Leader
Vandalism	C4 – IER	Community Leader

Reflection Room Structure and Procedure

The reflection room is an internal process within Oasis Academy Hadley and is used when the objective is to remove the pupil from classes, but not from the academy site, for disciplinary reasons. The reflection room is a room that accommodates those students who exhibit serious behaviour around the Academy.

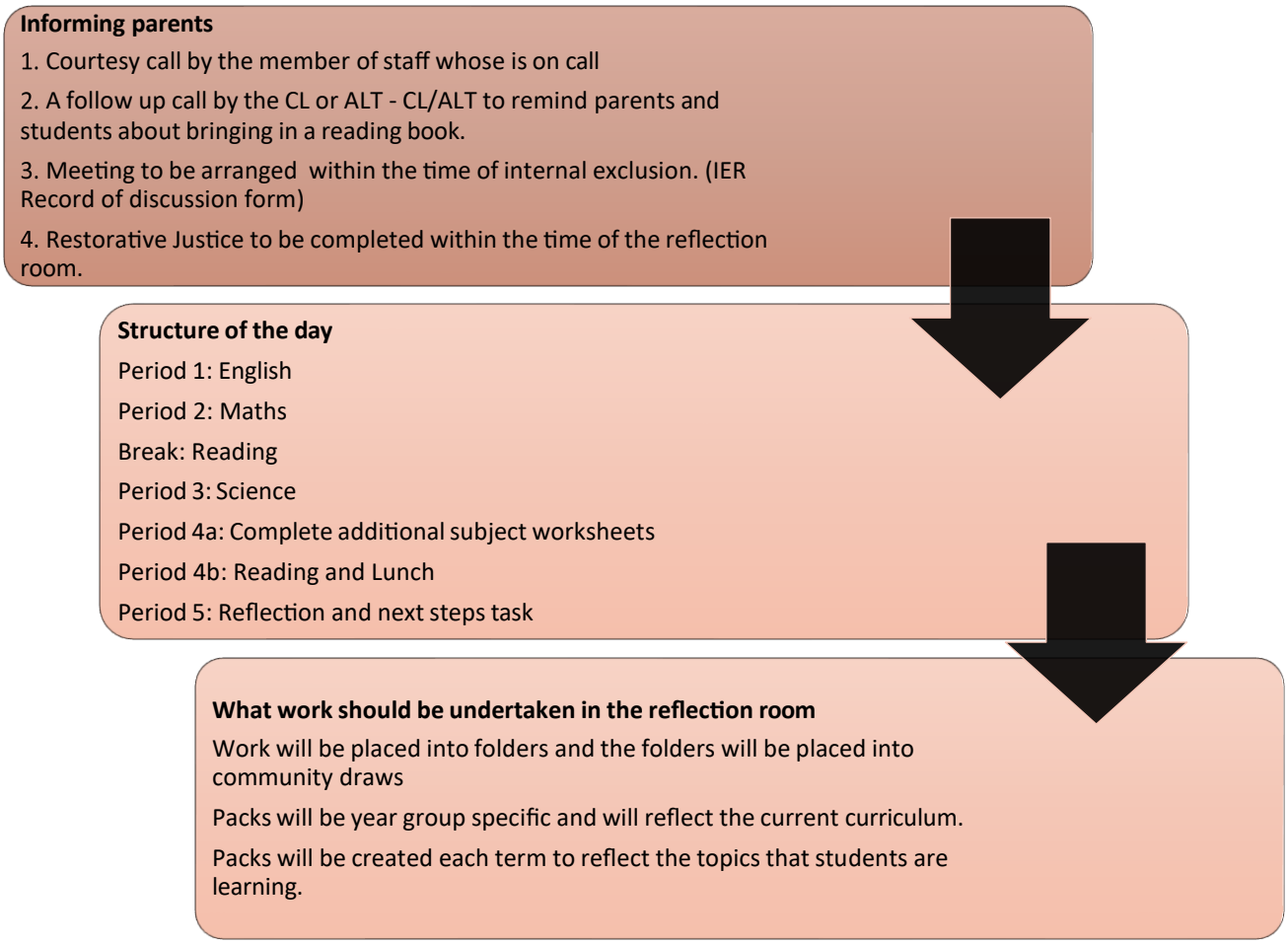
Where a student has breached the Academy's behaviour expectations, they will earn a period of time in the Academy's reflection room which will be supervised by a member of the Pastoral Team.

Students will complete silent knowledge-based work for all of their core subjects. There will also be the opportunity for students to reflect on the behaviour that has led to the sanction and to complete a Reflection session led by the Head of Year.

Parents will be informed of the behaviour that has led to the sanction, will be invited to a meeting to discuss this.

Examples of behaviour which would earn time in the Reflection room are:

- Refusing to hand over Mobile Phone
- Inappropriate physical contact
- Disrupting learning
- Disrespectful to a member of staff
- Smoking
- Vandalism
- Violence or aggression
- Disruptive behaviour
- Bringing the Academy into disrepute



- The reflection room start time will be 8:45am and finish at 15:00pm.
- Students to arrive before 9:00am and will be escorted to the designated area.
- The reflection room has a maximum capacity of 10 students due to the facility being a last resort as other sanctions would have been explored previously. However some consequences may result in immediate sanction to the reflection room or a more serious consequence.
- Data of incidents in the reflection room will be analysed on a monthly basis by the Pastoral team and Heads of Departments (HOD's), to allow the school to make inform decision regarding interventions and strategies.
- The report will be discussed in HOD/Pastoral Team line management meetings. The purpose of the date is to identify trends and to implement interventions for students, staff and departments.

Assistant Principal for Behaviour

- The role of the assistant principal will be to monitor the usage of the reflection room and to ensure that it is being used in accordance with the reflection room policy.
- This position will be held by one person who will agree or disagree with placing students in the reflection room.

- The assistant principal will sign off the front cover sheet with all necessary attached information from an investigation.
- Only agreed students would be allowed into reflection room and any others would have to be agreed by the assistant principal.
- Contact with parents and students about reflection room sanction will take place in line with the reflection room policy.

Restorative Justice

Restorative justice enables a wider view of Academy discipline. For restorative justice we think beyond students breaking our rules but also the wider impact of it causing harm to students, classroom/school culture and the community. Therefore, from a restorative justice perspective, a just response must address not only the wrongdoing, but also all the interested parties are willing. The practice of restorative justice is a way to help students understand and discuss the incident. Through meetings student learn how to repair relationships between other students and members of staff. The aim is to lead to transformational changes in students' lives as well as their schools and communities.

Examples of restorative justice may include: a meeting between a student and a teacher if they have been rude to or staff supervising a discussion between students who have had a falling out.

Restorative Justice emphasises restoration by working with all parties in the conflict involved in working out how to repair that harm. It pays attention to community and victim's needs in addition to the accountability of the person who caused harm. By practising Restorative Justice there is a commitment to strengthening Academy relationships and the sense of rebuilding a sense of justice.

The main aspects of Restorative Justice are:

1. Inclusion of all parties

2. Encountering the other side

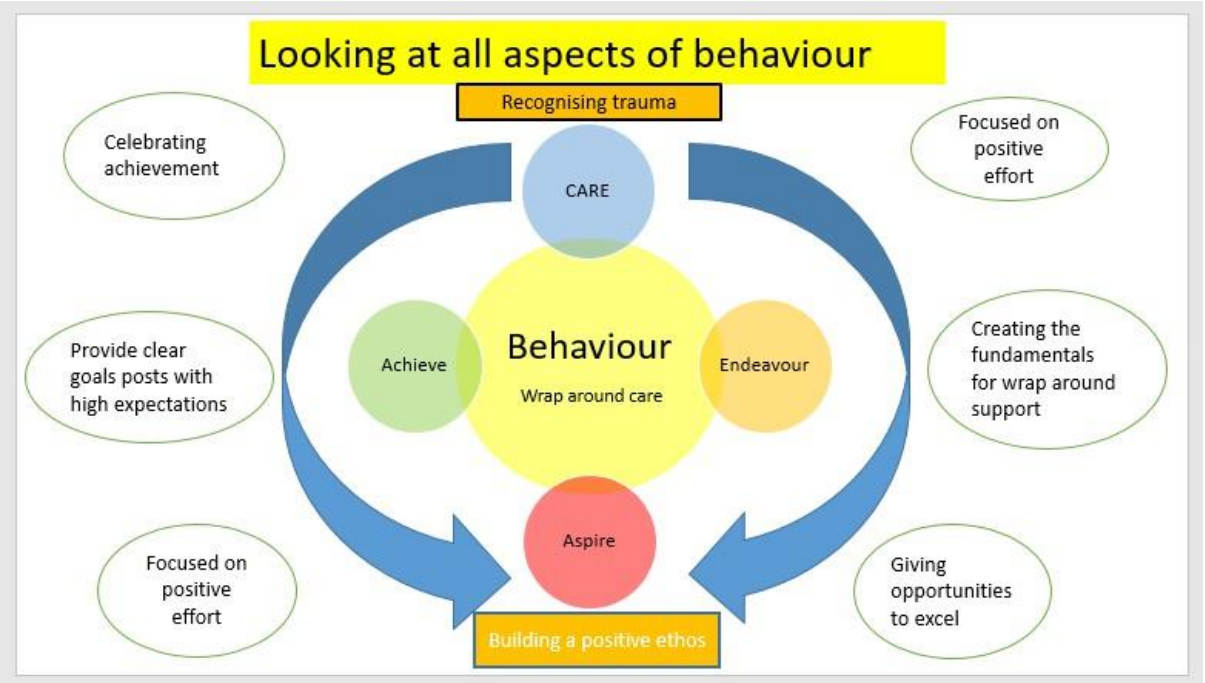
3. Making amends for the harm

4. Reintegration of the parties into their lessons

4 Fundamentals for SEND

Oasis Hadley is invested as a whole academy to provide support to all students with moderate or severe learning difficulties. The 4 key fundamentals interlink with the Hadley way to provide SEND students with a sense of security and to ensure the academy provides wrap around care while they are on site, our rationale behind this is:

- To invest in the whole Academy and target training for staff to ensure quality first teaching.
- Ensure that teaching is inclusive and support practices are embedded throughout the Academy.
- Ensure that all information is clearly available for all staff
- To be a clear support mechanism to provide wrap around care between Inclusion, Pastoral or Safeguarding.
- Ensure that interventions and provisions are in place to support students with need.



Responsibilities of staff to manager behaviour

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as Learning Support Assistants (LSAs).
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of the Academy.
- Teachers have a power to impose detention outside Academy hours. It is good practice to take all practicable steps to inform parents that this is taking place.
- Teachers can confiscate students' property.
- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a consequence on that student.
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
    - The decision to give a student a consequence must be made by a paid member of Academy staff or a member of staff authorised by the Principal.
    - The decision to reprimand the student and the consequence itself must be made on the Academy premises or while the student is under the charge of the member of staff or is a breach of the Academy Behaviour Policy.

- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Physical Intervention

See DfE guidance: Use of reasonable force in schools

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

In some circumstances, staff may use reasonable force to intervene with a student to prevent them:

- Causing disorder that disrupts learning
- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Absconding – leaving the site without permission

We have a duty of care to take all reasonable steps to ensure that students and staff are kept safe whilst in the Academy's care. At OAH we ensure that to reduce the potential for absconding the following is in place:

- The site is secure
- Supervision levels are appropriate
- Academy rules are clear to students and parents
- Individual risk assessments in place where absconding is a possibility for a student
- Visits to venues for Academy trips in advance of an educational visit to undertake a risk assessment

If a student absconds the following will happen:

- Informing the Community leader and member of the Leadership Team immediately
- Informing the parent/carer – if contact to parents is unsuccessful, contact made to the police should be imminent.
- Do not leave students unattended to locate absconding student – if this occurs on a trip, the staff member should contact parents and the Academy immediately.
- Follow up meeting with the student and their parents
- Consequence issued

Exclusions

The removal of a student from the Academy should be used only as a last resort in response to 'serious breaches' or repeated breaches of a school's behaviour policy or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious step taken in an Academy's own disciplinary process. It may follow several fixed period exclusions (these cannot total more than 45 days in a school year) and other in-school measures, including regular consultation with parents, behaviour contracts or a "managed move" to another school.

A fixed-term exclusions will result in a student being excluded from the academy grounds for a set number of days, there will be a return to exclusion meeting arranged by the Community leader or a senior leader for the first day back for the student and the parents to attend. If parents are unable to attend the student will be placed into reflection room for the meantime until a return to exclusion meeting can take place.

Mobile Phone Procedure

We acknowledge that many parents want their children to have phones for the journey to and from school each day.

Mobile phones are an integral part of communication and information for many people, and it is for this reason we believe it is important that children know how and when to use phones appropriately and safely. However, if used inappropriately phones can disrupt learning and the smooth running of the academy.

At Hadley we expect mobile phones to be turned off and placed safely away in a bag or jacket between 8:30am and 3:00pm. They should not be seen or heard during lessons, assemblies, and other structured learning times. With permission, they can be used during break or lunch times in a sensible and appropriate way.

In the event that a mobile phone is seen or heard outside the permitted times within the Academy building it will be confiscated by a member of staff. The phone will be placed into an envelope, with the student's name and class and taken to the reception to be stored in a safe place.

Any student whose phone is confiscated will complete a 30-minute detention at the end of the Academy day. Once the detention is completed, the student will receive their mobile phone. Students who repeat this behaviour or fail to give over their phone to the member of staff when asked, will receive a more serious sanction such as time in the reflecting room or even a suspension.

We are also well aware that, phones can also be used to invite negative influences and also present a safeguarding risk through inappropriate use of social media. This can also present a potential risk to the safety and wellbeing of those involved. If it is suspected that a student has used their phone in this way or be in possession of inappropriate media on their phones which present a safeguarding risk the phone will be immediately confiscated. An investigation will follow, and the phone may also be handed over to the police.

Uniform Procedure

See Oasis Academy Hadley website for additional guidance for uniforms

https://www.oasisacademyhadley.org/academy-life/uniform

- Students are expected to take pride in their appearance and the Academy Uniform.
- A Uniform ensures that all students can be identified as belonging to the Oasis family.
- Inside the building, students are not allowed to wear coats, hats, gloves or scarves. From the moment the students step inside, their priority is to remove these items.
- School shoes should be black, leather and polishable.
- Trainers are not allowed (unless they have a trainer pass).
- If students do not have the correct ones, replacement ones are available at reception.
- After break/lunch trainers must be taken off, and school shoes worn.
- The top button on shirts must be done up.
- Three loops must be visible on the tie.
- Hair bands should be black or white, students are not permitted to wear durag's in the academy.
- If students are not wearing the correct uniform, they must be given a uniform slip (issued at the start of the day in the student reception, or issued by the LG/CL during LG time)
- If students do not have a uniform slip, incorrect items can be confiscated by the member of staff.
- Persistent issues with uniform will warrant a 30 minute detention and a parental meeting will be arranged.

All parents receive a uniform list when their child joins the academy. To recap:

Year 7 – 11 Uniform	Sixth Form Uniform	Sport Kit
• Black blazer with Academy badge • White school shirt • Academy tie • Black polishable shoes • Black, grey or white socks or plain black or black tights • Academy book bag • Black trousers • Black pleated kilt or tailored trousers • Academy black jumper or cardigan (not sweatshirt) • Optional plain black or white religious head covering	• Formal shirt with a collar • Formal shirt or blouse (suitable for office wear) with; • Smart trousers, skirt or smart dress • Formal polishable shoes (with appropriate heels) • Community lanyard and I.D. card • Suits, jackets and blazers are optional	• Black Academy sports shirt • Black Academy shorts, track pants or leggings • Academy sports socks (Phase 2 only) • Trainers **Optional:** • Academy sweatshirt • Plain black jogging bottoms

Roles and Responsibilities

The National Directors

The Monitoring and Standards Team (MST) evaluate the impact of the Academy behaviour strategy on learning. The MST give feedback and identify next steps for the Principal and Regional Director.

The Regional Director

The Regional Director is responsible for monitoring the effectiveness of each Academy's behaviour protocol and holding the Principal to account for its implementation

The Principal

The Principal is responsible for reviewing and approving this behaviour policy. The Principal will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Assistant Principal (AP) for Behaviour and Attendance

The AP for behaviour and Attendance will support staff in implementing this policy, monitoring the behaviour across the Academy and monitoring the behaviour of individuals on Behaviour Support Plans. The senior leadership team will support staff in ensuring that they take ownership in responding to behaviour incidents.

Heads of Year

Head of Year have oversight of the behaviour and attendance of students in their year groups. They and the university guides are the first port of call for parents. They work alongside the leader for behaviour and attendance and focus on key areas personal development of the students in the Academy.

University guides and class teachers

University guides and class teachers are the go to adults in school They are the link between, parents, staff and other members of our community. It is the University guide and class teacher who will communicate expectations, address issues with behaviour and feedback positive actions. These adults are the key to building a solid, honest, trust worthy relationship that will help enhance and create the learning experience.

Teaching Staff and mentors

Staff are responsible for:

- Being role models of positive behaviour
- Reminding students of key unacceptable behaviours and the rules
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and reporting behaviour incidents.

Parents

Parents should be informed about examples of good student behaviour and/or a positive or negative change in behaviour. Partnership between family and Academy is vital for the promotion of an effective behaviour protocol. Parents will be notified when an aspect of the Academy's behaviour protocol changes and they will have the opportunity to feed back.

Parents are expected to:

- Support their child in adhering to the behaviour for learning policy and The Hadley 10.
- Attend parents' evenings and information evenings
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the community leader or Senior leadership promptly

Students

Students should be fully aware of rewards and consequences for behaviour. They should be encouraged to take ownership of their own behaviour to enable them to become effective members of their community.

Lever 4: Behaviour Training and Professional Development

Leaders

- Leaders are trained on using Academy systems to ensure behaviour monitoring is robust and effective.
- Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.
- Leaders are committed to on-going pastoral professional learning for all.
- Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.
- Leader's role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.
- Leaders create an environment where great pastoral practice is used to improve pastoral quality within their own schools.
- Leaders make effective use of a range of Trust expertise:
    - Monitoring Standards Team
    - Directory of Best Practice
    - National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning.

- Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.

Staff

To ensure that we are 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.

Consistent and fair application of all Academy behaviour systems.

Engage with expert/specialist training where necessary on the following areas:

- First Aid for pastoral leaders
- Managing an investigation of an incident
- Restorative justice/mediation
- Physical restraint training
- Attendance systems/structures
- Reintegration following fixed term exclusions
- Effectively issuing a report
- Impactful parent meetings
- Preventing and dealing with bullying
- Sexual orientation, gender identity LGBTQ empowerment

Appendix

This policy should be read alongside the following polices which are available on our website

Safeguarding Policy

Inclusion and SEND policy