Behaviour & Ethos Policy Appendix

Havelock Academy 2026-2027

This document should be read in conjunction with the David Ross Education Trust Behaviour and Ethos Policy.

Havelock Academy Behaviour Policy

This appendix sits alongside the DRET Behaviour and Ethos Policy and sets out the specific details for Havelock Academy. In addition, "The Havelock Way" is a guidance document for all staff, with a student summary version of our expectations in our Student Guide, updated annually and available to students and parents on our website.

Introduction (Purpose)

We have high expectations for all our students and believe that traditional standards of uniform, presentation and respect should be of an exceptionally high standard with no excuses. This ensures we create a positive environment and setting for learning in which every student can reach their full potential through promoting their personal best. Our ethos is to create and provide a calm, orderly and purposeful environment where students enjoy their learning, make good progress and feel safe. We aim to support students in becoming responsible, independent and resilient individuals who have a range of skills which will serve them well in their future lives.

Havelock Academy always expects the highest standard of student conduct, both in and out of lessons.

Expectations of school

- Ensure our behaviour policy creates a safe environment.
- Treat everyone with respect and teach fundamental British values.
- Make sure all staff, students and parents know our expectations for behaviour.
- Consistently implement the behaviour policy, including rewards and sanctions.
- Provide bespoke supportive measures to ensure students can follow 'The Havelock Way'.

Expectations of students

Follow 'The Havelock Way', including:

- Listen to members of staff and follow instructions politely, the first time they are issued.
- Value learning time, walk with purpose to lessons and be there on time, attending all lessons.
- Walk quietly and calmly around the academy site.
- Respect other people's personal space and property.
- Dress smartly in full uniform and carry all the equipment needed for the academy day.
- Be an ambassador in our community, including when travelling to and from the academy.
- Always be an ambassador for the academy whilst in uniform, including on educational visits.
- Have respect for the academy's neighbours and community.
- Treat all people respectfully and uphold British values.
- Understand the importance of learning from mistakes and building up intellectual and emotional resilience.
- Take pride in their school environment (no littering).

On arrival at the academy each day students will:

- Ensure that uniform is complete and smart and all equipment is present every day.
- Ensure chewing gum, fizzy drinks or other banned items are in the bin.
- Be on site 5 minutes before the bell.
- Be kind to other members of the Havelock community.

Expectations of parents/carers

- Communicate and support school sanctions and strategies to help your child follow 'The Havelock Way'.
- Give praise at home for a positive attitude at school and for starting each school day ready to learn.
- Work with the school to find the best solutions in cases of unacceptable behaviour.
- Support the school's disciplinary decisions.
- Support the school's teaching of British values.

Pastoral Leadership Team 2025-26

Name	Role	Contact details
Mr S West	Regional Director	swest@dret.co.uk
Miss E Marshall	Principal	emarshall@havelockacademy.co.uk
Miss R Laurie	Vice Principal for Welfare	rlaurie@havelockacademy.co.uk
Mrs S Thundercliffe	Vice Principal for Student Experience	sthundercliffe@havelockacademy.co.uk
Miss K Duffield	Assistant Principal SENDCO	kduffield@havelockacademy.co.uk
Mrs L Johnson	Assistant Principal for Aspirations	ljohnson1@havelockacademy.co.uk

Heads of Year

Name	Role	Contact details
Mr M Lamming	Head of Year 7	mlamming@havelockacademy.co.uk
Mr J Lear	Head of Year 8	jlear@havelockacademy.co.uk
Miss S Hurst	Head of Year 9	shurst@havelockacademy.co.uk
Mr A Hodson-Smith	Head of Year 10	ahodson-smith@havelockacademy.co.uk
Mr H Brady	Head of Year 11	hbrady@havelockacademy.co.uk

Pastoral Staff

Mrs T Thornton	Pastoral Manager	tthornton@havelockacademy.co.uk
Mr M Samkoe	Assistant Head of Year 7	msamkoe@havelockacademy.co.uk
Miss C Whyte	Assistant Head of Year 8	cwhyte@havelockacademy.co.uk
Miss C Gibson	Assistant Head of Year 9	cgibson@havelockacademy.co.uk
Mrs S Bowman	Assistant Head of Key Stage 4	sbowman@havelockacademy.co.uk
Miss M Whitehouse	Operational DSL & Safeguarding Officer	safeguarding@havelockacademy.co.uk
Mrs K Desborough	School Counsellor	kdesborough@havelockacademy.co.uk
Miss B Wilkinson	Safeguarding Officer	bwilkinson2@havelockacademy.co.uk
Ms J Larsen	Isolation Manager	jlarsen@havelockacademy.co.uk
Ms K Edwards Miss D Critchley Miss P Cobley	Attendance Welfare Team	ewo@havelockacademy.co.uk

On-Site Alternative Provision (HIVE)

Name	Role	Contact details
Mr S Atkinson	Head of Centre: The Hive	satkinson@havelockacademy.co.uk
Mrs K Warburton	HIVE Student Guidance Manager	kwarburton@havelockacademy.co.uk
Miss C Gresham	HIVE Assistant	cgresham@havelockacademy.co.uk

Attendance Team

Year Group	Attendance Lead	Assistant Head of Year	Head of Year
7	Miss P Cobley	Mr M Samkoe	Mr M Lamming
8	Ms P Cobley	Miss C Whyte	Mr J Lear
9	Ms K Edwards	Miss C Gibson	Miss S Hurst
10	Ms K Edwards	Mrs S Bowman	Mr A Hodson-Smith
11	Ms K Edwards	Mrs S Bowman	Mr H Brady

Uniform

All students are expected to be in full uniform and have the correct equipment needed for their learning. A full uniform list is available on our website: https://www.havelockacademy.co.uk/Uniform/

Compulsory uniform:

- Black, polishable shoes (see website for examples)
- Black tailored straight leg or bootcut trousers. *Note: trousers must not be of a tight fitted style or drainpipe style, made from lycra materials, have 'gold zips'/ fancy belts*
- White formal school shirt or blouse
- Socks – plain black only
- Academy blazer - blazers must be worn at all times (unless 'blazer off' day directed by the Principal)
- Academy tie
- Academy bag

PE kit:

- Academy navy blue polo shirt or plain navy t-shirt
- Navy blue or black shorts/ tracksuit bottoms
- Navy blue or black socks
- Trainers

Tutors will check uniform and equipment daily during morning Line Up and registration. Students will be expected to remove any incorrect items immediately. Refusal is to be treated as defiance and a consequence (C3 detention) will be issued.

Where a student is missing an item (e.g. tie or shoes), they are to be loaned the correct item and tutors will contact home to ensure that this is rectified by parents/carers for the following day. Persistent lack of uniform will result in the issuing of a C3 for each day that students aren't adhering to the academy expectations.

The academy will support families where they are struggling to purchase items of equipment or uniform.

Refusal to correct uniform or to wear items provided by the academy will lead to a sanction. Parents/carers will be informed and requested to attend a meeting with a member of the pastoral team.

Hair should be a suitable style. No patterns should be cut into hair.

Jewellery and make-up

- One pair of plain stud earrings is permitted in the lower ear lobe; no other jewellery is permitted.
- A wristwatch may be worn (no smart watches) but should be removed for public examinations.
- Retainers and ear stretchers are not permitted.
- No nail varnish or false/acrylic nails are permitted at the academy.
- Minimal make-up is permitted, provided it is subtle, natural looking and discreet. Students will be asked to remove if it is felt that it is not discreet. This is at staff discretion.

Student Equipment

Students should have their equipment, otherwise known as 'Havelock Desk', with them every day and out on their desk for every lesson, including tutor periods. This includes: pen, pencil, ruler, calculator, Knowledge Organiser and Rewards Card. If they do not have the right equipment, a C1 warning will be issued and recorded on the board. Staff will lend equipment to enable learning and inform the students' form tutor to follow up accordingly.

Tutors check all equipment every morning and afternoon registration, with contact to home being made if students do not have the right equipment. Tutors will loan equipment out of their High Expectations Box. Consequences will be issued by the pastoral team for students who regularly fail to bring the required equipment.

Lates
All students are expected to be punctual to school and to lessons. All students are expected to be on site before 8.20am when the gates are locked.

Lateness to school (after 8.20am) is monitored. Students who are late to school (morning registration) will receive a C3 (30-minute after school detention). Failing to attend the C3 detention will result in the consequence escalating to an extended detention (60-minute after school detention) the next day. Further failure to attend the detention period will result in an increased detention of 90 minutes and subsequently a period in isolation if further failure to attend occurs. No detention will be issued if there is a valid reason for lateness. This reason must be communicated by the parent or carer of the student to reception. A lateness after 30 minutes will be recorded as a "U" code which counts as an unauthorised absence.

Students are deemed late to a lesson if they arrive after the sounding of the tannoy warning. Students will receive a C3 (30-minute afterschool detention) however, they will remain in the lesson.

Cycling to school
It is the parent/carer and students' responsibility to ensure that if students cycle to the academy, it is done so in a safe manner. The school cannot take any responsibility for any injuries, damage or thefts. Students must use the cycle path (not Holyoake Road) and dismount before entering the site. Students are encouraged to wear helmets and ensure proper maintenance of their bicycles.

Mobile Phones/Electronic Devices
Mobile phones and electronic devices are not to be used in the academy at any time by students and **must be kept out of sight and silent during the academy day including breaks and lunchtimes**. We encourage students to leave devices at home, but if they do choose to bring them to school, they should be in bags at all times and not used on the academy site.

Mobile phones/electronic devices will be confiscated if used, seen, heard or considered to have been used/seen/heard by a member of staff and students will be sanctioned with a C3 (30-minute afterschool detention).

Smart watches (for example an apple watch) are considered an electronic device and are not permitted.

Where a student has had numerous detentions around mobile phone/electronic device use, further sanctions may be put in place and parents/carers will be required to come into the academy to collect the confiscated device.

Refusal to hand over a mobile phone or electronic device to a member of staff is treated as defiance and will result in further consequences which may include isolation or suspension.

<u>Academy Routines</u>

Entrance into the building and house bases

- Tutors and teachers' welcome groups at key points in the day at outdoor "Line Up", where key messages are shared by teachers and Heads of Year, and students prepare for a calm, structured entry to the building. Once the whistle is blown the following LINE acronym is followed:
  L - Listening with our hands up
  I - In a silent, single file line
  N – Non uniform off
  E - Everyone ready to learn
- Teachers and tutors should go up and down the line, checking uniform and praising accordingly, whilst challenging any infringements. If any student is talking, they should be sent to the front of the line and a C1 issued. If students receive a C3 in 'Line Up' they should remain in the lesson.
- Teachers and tutors lead their groups in when directed to do so, with students entering the building in silence, in single file, walking on the left.
- When students independently go to lessons they should move quickly and quietly on the left.

Entrance to lessons

- The teacher will be standing at the doorway to greet students, ensuring they approach and enter the classroom quickly and quietly, in the correct uniform, and are ready to learn. Students do not line up outside classrooms but promptly enter ready to begin their lesson.
- Students stand behind their chairs in silence once they have entered the classroom and sit in the correct seat as allocated by the teacher on the seating plan. Bags are to be placed under the desk or in a designated space if directed by the teacher.
- Students wait in silence to be seated until directed by the teacher and then immediately start the knowledge recall task. This should also be done in silence. If there are any questions or concerns, students should wait until after the class register has been completed (any urgent concerns should be raised with the teacher on entering the classroom without causing any disruption to other students and the lesson).
- The class register is completed in silence, and all students are to respond to the register with 'Yes Sir/Miss' without deviation (except in MFL, answering in target language). Any students arriving after the second bell will be issued with a consequence (C3) but remain in the lesson.

Exit from lessons

- Students are to stand behind chairs once requested by the teacher, ready to leave the lesson.
- Students are dismissed in an orderly fashion (row/table at a time) and in silence and follow the correct exit from the house base or classroom. Staff will re-enforce the use of 'quickly and quietly' to address how students should move around the academy. Students must keep to the left of all corridors to prevent any reduction in the flow of traffic and must use the correct stairways for moving between floors.
- Teachers should address any uniform infringements before a student leaves their room.
- Staff should dismiss students from the doorway of their classroom and ensure they monitor movement around the corridor around their classroom/house base.

Movement around the Academy

- Students are to move quickly and quietly around the academy keeping to the left of the corridors.
- Students are to use the correct staircase to move up and down floors.
- Students must use the one-way systems around the academy and for entering and exiting house bases. Staff must reinforce and model this.

Rewards

Rationale

At Havelock Academy, we believe that students should be rewarded for exhibiting positive attitudes to learning and that both achievement and progress should be celebrated. Students should always be commended for good behaviour and those who follow the 'Havelock Way' should be recognised. Staff should also recognise students' special achievements and share such information with colleagues, other students and their parents. Praise should be given for progress and effort but must be proportionate. Praise should not be given for students being compliant. For example, a student completing all work and requesting further extension practice is worthy of praise. A student giving a correct answer to a question they have struggled with previously is worthy of praise. Praise should not be given to a student for writing the date, title or completing the first questions in a fairly simple task. This is compliance, not effort. Teachers should aim to praise and recognise student achievement as often as possible (ratio of 10 positive rewards for every 1 consequence issued).

All students are expected to carry a Reward Card (as part of their Havelock Desk) with them at all times. House points are issued for achievements and for following the 'Havelock Way' and staff award these by signing and putting their subject onto the Reward Card. When the Reward Card is full, students show their tutor who will upload points onto Bromcom and the card is signed off. The student should save their cards as these can be exchanged for a number of reward incentives at certain key points in the academic year. In addition, house points recorded on Bromcom can be

exchanged for a range of rewards at any time by the student at the Havelock house points exchange shop (Mrs Thornton's Treasure Trove).

Types of Rewards

Daily

- Public praise
- Blue line ticket
- House points
- Post cards
- Positive phone calls/emails home

Weekly

- Raffle ticket for 100% attendance for the week (guarantees entry to weekly assembly draw)
- Raffle ticket for no C3
- Word of the Week WOW prize
- 5 house points for a positive week with no negative points
- 5 house points for 100% attendance for the week
- Early break and lunch for whole year group (based on previous week's behaviour and attitude to learning)
- Early break and lunch for individuals based on home learning on Sparx and Seneca
- Tuck shop vouchers
- Tutor student of the week

Termly

- House honours (half and full house colours)
- Attendance certificates for 100% attendance
- House point certificates
- Subject awards for progress
- Subject awards for attainment
- Public praise and recognition (celebration assemblies)
- Rewards events including raffles with a variety of prizes including activities
- Tuck shop vouchers
- Tutor student of the term

Annually

- House honours (half and full house colours)
- House competitions
- Subject awards for progress
- Subject awards for attainment
- Rewards events
- Attendance honours - certificates and ties for 100% attendance
- House point certificates
- Public praise and recognition (celebration assemblies)
- Awards Evening
- Trophies
- Qualifications

Consequence Systems

The consequence pathway at Havelock Academy uses the following terms:

In lessons, staff follow the C1, C2, C3 system, where C1 and C2 are opportunities for the student to 'own their mistakes and learn'. **There are no prior warnings given** to the C1, C2 and C3 system. Warnings will be recorded visually (on the LEARN board) by teachers and students must be made clear of the reason for receiving a consequence. All staff must use the consequence pathway and a direct C3 will only be issued as a result of dangerous or extreme behaviours.

C1 is a verbal warning with the student's name written on the board. This will not be logged on Bromcom.

C2 is the second stage of the system and will be logged on Bromcom. This is a final warning to students to rectify their behaviour before they are removed from the lesson. A C2 may be accompanied by another action such as asking the student to have a period of reflection outside the classroom or moving them to a different seat. This offers the student an opportunity to re-regulate within the lesson.

C3 is the removal of the student from the classroom with an automatic same day detention (30-minute). The student must attend the reflection room and complete the remainder of the lesson in this room. The staff member issuing the C3 should attend the detention at the end of the day for a restorative conversation with the student, as well as ensuring the student has any work missed to complete in the detention. Where a teacher is not available after school due to period 6 commitments (enrichment, intervention, meeting) they should liaise with the pastoral team to support with the restorative conversation.

Staff must log the C3 on Bromcom using the desktop method to ensure that the member of staff on duty at the removal room desk expects the student to arrive. (Staff must ensure that they add to the C3 log the reasons for the C3 removal. This can be done at an appropriate time but must be completed before the end of that Academy day. This allows for a meaningful restorative conversation to take place between the student, teacher and parents/carers.) If there are any issues with the student leaving the classroom, the member of staff should send an email for leadership support to collect the student. Where specific details of a C3 need recording for further follow up, the teacher should record this on Bromcom "for info" and ensure the relevant Head of Year is aware via email.

During their time in the reflection room, students will work from their Knowledge Organiser and will be asked to commence the process of reflecting on the reasons for their removal. If a student receives a C3 in the reflection room they will be taken to the isolation unit for the remainder of the day (until 4:20pm) unless the Head of Year decides differently.

Students that receive three C3 removals (from lessons) within one academic day will be taken to our isolation unit where they will spend time on the lessons they are missing as well as restorative tasks to reflect and amend behaviour in the future. They will spend the rest of the day in the isolation unit (until 4:20pm) unless the Head of Year decides differently.

Consequences within lessons can be administered for any of the following (list not exhaustive):

- Failure to enter a classroom in silence or taking an unassigned seat
- Failure to remain in designated seat during a lesson
- Not following staff instructions
- Talking over any member of staff
- Failure to complete all work as instructed.

Detentions

C3 detentions run daily from 2.50 – 4.20pm in the refectory and are overseen by the pastoral team. These detentions can be for 30, 60 or 90 minutes. Parents will be notified by MCAS of their child's detention. If students do not attend their detention, parents will be contacted, and consequence will escalate (see flow chart below). Any students who receive a C3 after 2.30pm will complete their detention the following academy day to ensure that parents/carers are

provided with reasonable notice. If a student receives three C3's in the same day, they will be placed in the isolation unit until 4.20pm that day unless the Head of Year decides differently.

Afterschool Detentions (2:50-4:20pm) - Daily

- One C3 in a day = 30minute detention (2:50 – 3:20pm)
- Failing to attend 30 minute detention = doubled to 1 hour the next day
- Two C3's in a day = 1hour detention (2:50 – 3:50pm)
- Failing to attend 1 hour detention = 90 minute detention the next day
- Dangerous or inappropriate behaviour (as deemed by a Head of Year or a member of SLT) = 90 minute detention, known as "SLT detention"

Isolation/Internal Suspensions (to be read in conjunction with the DRET Exclusion Policy)
Isolation (including Internal Suspension) is used to carry out any restorative work or as a sanction for students that have not followed the Havelock Way. The number of days spent in Isolation is at the Principal's discretion. Timings for isolation run from 8.20am to 4.20pm. The time a student spends in isolation is determined by the Head of Year.

Internal Suspension will be administered in response to (list not exhaustive):

- Failure to attend an SLT detention
- Receiving a C3 in the Removal Room
- Three C3's (during lessons) in one day
- Dangerous or inappropriate behaviour
- Any incident which is undergoing investigation
- Breach of uniform policy where the issue cannot be rectified
- Persistent defiance including internal truancy
- Any other incident that the Assistant Principal, Vice Principal or Principal deem worthy.

Re-Educate
Re-Educate is a bespoke pastoral service that supports students who need 1-2-1 or small group intervention and/or support as identified after a significant event such as a suspension. Re-Educate is also utilised by students returning to the Academy (or those who are in-year transfers) who have experienced significant absence. This service allows for a staggered transition to Academy life to improve chances of success. It is not a long term provision.

Suspensions
All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusions are used as a last resort in response to a serious incident or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Suspensions and permanent exclusions may be issued for the reasons stated in the table below. However, to provide clarity to all stakeholders the following 'Red Lines' are non-negotiable and will result in a suspension being authorised by the Principal:

- Swearing directly at a member of staff
- Serious physical assault
- Seriously disrupting the learning of a full group
- Repeated refusal to follow instructions, including when escalated to a member of the SLT – this includes persistent defiance through internal truancy
- Making a false allegation about a member of staff.

If a student is suspended, it means that they must be supervised at home for the period of time determined by the Principal. Only the Principal has the power to suspend a child (or Vice Principal in their absence) and this decision must be made following a full investigation. The suspension will be communicated to parents by a member of the

pastoral team after consultation with the Principal (or Vice Principal in their absence), with a letter to follow, usually sent via email.

Reintegration Process
When a student is returning after a fixed-term suspension, there must be a meeting with parents/carers of the student. During this meeting the reintegration form must be completed with actions/ interventions from the school, student and parent/carer being agreed to ensure the student returns to mainstream education and has no repeat behaviours.

Academy Resource Team (ART) (School Around the Child SATC)
Havelock Academy provides a range of pastoral support strategies for students who are at risk of suspension or permanent exclusion due to persistently failing to adhere to the academy rules and expectations. With collaboration from the student, parents/carers and the academy, the student will have agreed targets that may take the form of a personal behaviour support plan. The student will have agreed sanctions and rewards in school and at home and will be monitored closely with clear communication between the academy and parents/carers.

School Nurse / School Counsellor
Havelock Academy has a school counsellor and a trained first aider to support our students as and when necessary. The Safeguarding and wider pastoral team can also make external referrals to local agencies for further bespoke support where necessary.

The Hive Alternative Provision
The academy has an onsite alternate provision that can provide specialised and tailored support for a small group of students on a medium- or longer-term basis according to need and availability.

Attendance & Safeguarding Team
Havelock Academy has an attendance and safeguarding team who complete home visits on a regular basis to support students' attendance. The attendance team conducts School Attendance Panels and organises Local Authority Attendance Panels accordingly.

Off-Site Direction and Managed Moves
Off-site directions (sometimes referred to as "Step Outs") require students to attend an alternative educational establishment for a short period of time to reflect upon and improve their behaviour. Havelock Academy works closely with a range of secondary schools within the local area to be able to provide this intervention strategy for some students where it is deemed appropriate, prior to a Permanent Exclusion being considered. A managed move may be considered following an off-site direction, where a longer term placement that aims to result in a permanent move to another school is agreed by all parties. If parents/carers wish to move their child to another school permanently, they are able to do so through the in year admissions process.

Banned items
Items in addition to those prohibited by law and those listed in the full DRET policy that are banned from the academy site include chewing gum and fizzy drinks (including energy drinks). For a full list, see also section 13.1 in the full DRET policy.

Searching, screening and confiscation
Where there is evidence to suggest banned items have been brought onto site and/or students and staff may be at risk of harm, a search may be carried out. Refer to section 15 in the full DRET policy and the Havelock Contextual Safeguarding Appendices (also on our website).

Staff Development

At Havelock Academy, staff receive regular training throughout the academic year which includes training on pastoral care and the latest guidance from the government. Staff with identified pastoral responsibilities receive additional training.

Internal Truancy

If a student truants from a lesson and refuses to return they are likely to be in breach of the behaviour policy as their behaviour is putting themselves at risk for being unaccounted for, as well as the risk of causing disruption to other students and potentially encouraging other students to misbehave with them. This can be classed as a type of defiance, and in some cases, disruption. Sanctions will be applied accordingly. Refer to section 16 in the full DRET policy.

Types of unacceptable behaviours (list not exhaustive)

Behaviour	**Action(s)**
Direct **inappropriate language** including swearing, inappropriate language or gestures	● Immediate removal ● Internal Isolation or Fixed Term Suspension will be considered ● Parental meeting
Racist/homophobic/sexist or **discriminatory language** or actions including inciting others to engage in such behaviours	● Immediate removal & student may be isolated whilst investigation conducted ● Fixed Term Suspension will be considered ● Severe or persistent cases could result in a Permanent Exclusion
Smoking or vaping	● Placed in removal room until search conducted ● SLT detention / Internal suspension ● Repeated offences may result in Fixed Term Suspension
Dangerous behaviour – anything that can be deemed to place others at risk of harm	● Immediate removal & student isolated whilst investigation conducted ● Fixed Term Suspension will be considered ● Severe or persistent cases could result in a Permanent Exclusion
Persistent disruptive behaviour This may include **internal truancy** and associated behaviours	● Internal Isolation or Fixed Term Suspension will be considered ● Parental meeting ● Repeated cases over a sustained period of time could result in a Permanent Exclusion
Bullying (including verbal, physical or cyber). Also including inciting others to engage in such behaviours. This can include actions that take place outside of school that impact on the academy when impacting on academy life and reputation.	● Immediate removal & student may be isolated whilst investigation conducted ● Fixed Term Suspension will be considered ● Severe or persistent cases could result in a Permanent Exclusion
Peer on peer abuse (**online, sexual, verbal, physical**). Also including inciting others to engage in such behaviours. This can include actions that take place outside of school that impact on the academy when impacting on academy life and reputation.	● Immediate removal & student may be isolated whilst investigation conducted ● Fixed Term Suspension will be considered ● Severe or persistent cases could result in a Permanent Exclusion
Assault on a student or member of staff	● Internal Isolation ● Fixed Term Suspension ● Permanent Exclusion
Bringing **contraband** into the academy (this includes knives, blades of any variety, alcohol, drugs, legal highs, fireworks, tobacco, lighters – **any item that could be used to commit an offence or cause personal injury or damage to property**)	● Immediate removal of student and search conducted ● Investigation conducted ● Fixed Term Suspension will be considered ● Severe or persistent cases could result in a Permanent Exclusion
Bringing the academy into disrepute	● Investigation conducted ● Fixed Term Suspension will be considered ● Severe or persistent cases could result in a Permanent Exclusion

Behaviour Support, Consequence and Interventions

Tutor & Class Teacher Support

- Parental calls
- Parental meetings
- Restorative meetings following removal from lessons
- Tutor Daily Reports (Punctuality/Behaviour/Uniform & Equipment)
- Issue C3s (30minute afterschool detention) for failing to adhere to 'The Havelock Way'

Head of Year & Pastoral Manager Support with support from Assistant Head of Year as appropriate
All supportive actions stated above plus:

- Restorative justice meetings
- Voice of the Child (VOC)
- Round robins (gathering information from all relevant staff)
- HoY Daily Reports (Punctuality/Behaviour/Uniform & Equipment)
- Changes to student's timetable/ classes
- Behaviour Support Plans
- Referral to school counsellor
- Re-Educate sessions
- SPOT testing
- SEND referral
- Academic Resource Team referral
- Loss of social times (break and lunchtime)
- Removal of trips/after school activities/rewards
- Issue C3's (30minute afterschool detention) for failing to adhere to Academy standards and expectations
- SLT Detentions
- Isolation – HoY (C3 related) & referral to Pastoral Manager for other reasons

Vice Principal Student Experience (SLT Support)
All supportive actions stated above plus:

- SLT Daily Reports (Punctuality/Behaviour/Uniform & Equipment)
- Isolation – serious breaches of behaviour policy
- Fixed Term Suspension (FTS) to be presented to Principal by pastoral team for decision
- Off-Site Direction (OSD) - Vice Principal Student Experience
- Managed Moves – Vice Principal
- Phased return/personalised timetable – Vice Principal Student Experience to discuss with Vice Principal Welfare for decision
- Step-out to the Hive or an alternative provision – Vice Principal Student Experience to discuss with Vice Principal Welfare for decision
- Permanent Exclusion (PEx) – Principal

Further policies, including DRET policies and the full DRET Behaviour & Ethos Policy can be found on our website:
Havelock Academy - Policies

Behaviour and Ethos policy appendix updated September 2026 by Mrs S Thundercliffe (Vice Principal Student Experience)

Next review date: September 2027