

# School Behaviour Policy

## Heathcote School and Science College



**Approved by the Governing Board:**

Autumn 2023

**To be reviewed:**

Every 2 years

**Next review due:**

Autumn 2025

## Other Documentation

This Policy should be used in reference with the following documents;

- The Peer on Peer Abuse Policy.
- The Attendance Policy.
- The Drugs Policy.
- The Equality Policy.
- Educational Visits Policy.
- Safeguarding Policy.
- Learning and Teaching Policy.
- Prevent Policy.
- British Values.
- SEND policy.

The School Behaviour Policy is written in line with the following areas of legislation and guidance.  
Education Act 2002 and Education Act 2011

Education and Inspections Act 2006

Equality Act 2010

Behaviour and Discipline in Schools – DfE Guidance 2012

1. A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

2. The Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

3. Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

4. Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

5. Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

6. Exclusion from maintained schools, academies and pupil referral units in England:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

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## Heathcote School Vision and Values

At Heathcote School, we aim to ensure that every pupil is well educated, are able to attend university or access ambitious work choices and lead a happy and fulfilled life. We believe in order to achieve this, pupils have to work hard and act with integrity at all times. Our Behaviour Policy aims to help pupils to change any behaviours that do not lead to success so that positive behaviours become good habits which in time, become part of their character.

## Behaviour Attendance and Personal Development Priorities

In line with our school priorities this Behaviour Policy aims to help us meet the following priorities:

1. To ensure that staff and pupils recognise that mental health and well being is cared for.
2. To improve outcomes and lifelong opportunities and experiences for all especially the disadvantaged
3. To improve pupil attendance
4. To create a safe, calm, inclusive, equitable and positive environment built on relationships and high expectations and supported by pupil leadership

## Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To help learners take control over their behaviour and be responsible for the consequences of it and celebrate those who do so.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure that all stakeholders are treated fairly, shown respect and to promote good relationships.
- To build a community that values kindness, respect and empathy for others.
- To enable all pupils including those with SEN and disabilities to thrive in an inclusive ethos and firm and fair approach.

## Code of Conduct

To help all members of our community understand our vision, values and this policy we have encompassed the expectations for pupils to be **READY**, **RESPECTFUL** and **RESPONSIBLE** below, these are displayed on posters around the school and on the school website.

**Ready:** Pupils are expected to have excellent attendance, Be on time, Wear correct uniform at all times, Have correct equipment at all times, sit in their allocated seat and have no banned items in school.

**Respectful:** Pupils are expected to Show good manners, Follow all instructions, Not disrupt learning, Have no physical contact and Respect the school site and resources.

**Responsible:** Pupils are expected to Act and speak positively, Act safely, Keep our community tidy, Engage in learning and complete all classwork and homework.

## Our WHY

We expect pupils to be **Ready** in order to maximise every opportunity in school so that they can reach their full potential.

We expect pupils to be **Respectful** to ensure every member of our community feels happy, safe and we have the best learning environment possible.

We expect pupils to be **Responsible** to ensure we contribute positively to our school and because we all have a part to play in our education.

## **Who Does the Policy Apply to?**

This policy applies to all pupils. However, it is only by modelling good behaviour, that teachers, other staff, parents/carers, and visitors can expect good standards of behaviour from those whose education is entrusted to us. The success of the policy depends on the full support of parents. To this end the Home School Agreement outlines clearly the responsibility of pupils, parents and school staff. Parents need to read the Behaviour Policy and Home School Agreement carefully and signing the latter means we expect parents/ carers to support and trust the school.

All staff have a responsibility to manage behaviour while the pupil is in school or elsewhere under the charge of school staff, including on school visits and outside school. School staff have a statutory power to discipline pupils for misbehaving outside of the school premises. This includes misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school
- displaying negative activity on social media

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- or poses a threat to another pupil or member of the public
- or could adversely affect the reputation of the school

The power to discipline applies to all school staff. These staff have a statutory responsibility to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

In all of these circumstances, the Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

To support staff in holding our pupils to the highest standards regarding behaviour, staff will have regular behaviour CPD, The Behaviour Toolkit through briefings, whole staff training and bespoke training if required, following the school's quality assurance process. These will focus on the creation of a calm and safe environment through the use of routines, consistent application of this policy and the systems/processes and approach that staff should follow when improving behaviours.

At Heathcote School all staff are responsible for upholding the standards of behaviour outlined in this policy. The structure below shows key staff that may be involved in ensuring high standards of behaviour.

- Headteacher
- Deputy Headteacher - Behaviour, Attitudes and Personal Development
- Assistant Headteachers - as link SLT members for each year.
- Middle Leaders
- Pastoral Support Assistants
- All staff - including support staff that are not pupil facing.

## **Pupil Expectations**

We expect all pupils to be **Ready, Respectful and Responsible**.

Pupils show they are **READY PUPILS** by:

Having excellent attendance.  
Being on time to lessons and school.  
Having the correct uniform.  
Having the correct equipment.  
Sitting in their allocated seat.  
Having no banned items on show.

## **Excellent attendance and punctuality to school and lessons**

### **Attendance**

Pupils who fail to attend school and whose attendance drops below 95% will be subject to attendance procedures. Please see attendance policy. Pupils who struggle to attend school due to mental health issues will be discussed at the referral meetings and appropriate internal and external support will be deployed.

Persistent absence without medical evidence can lead to parents / carers receiving a fine. (Receiving 12 "O" codes)

### **Punctuality**

Pupils who arrive to school later than 30 minutes after the registers have closed, will be allocated a U code (showing the pupil is present but counts as an unauthorised absence for the morning session) and given a 20 minute detention. Parents of pupils who receive 12 U codes could face a fine. Pupils who arrive late to school but less than 30 minutes will receive a 20 minute detention. Persistently late pupil's parents will be contacted and monitored by the school and the Educational Welfare Officer. School sanctions may escalate if the lateness is deemed as intentional. Once support is in place, if the issue persists a referral to Early Help will be made. If a pupil is more than 10 minutes late to a lesson they will receive a truancy mark. Persistent truancy will also result in escalation of sanctions.

Pupils are expected to arrive on time to lessons. If they have been with a member of staff or have a genuine reason, then they must provide a note from an adult. Failure to do so will result in a sanction being issued. Pupils are considered to be late to the lesson if they arrive after the bell. Teachers will record the number of minutes late onto the management information system Arbor. Lateness of more than 10 minutes after the bell should be recorded as truancy. This will count in the centralised detention system. This detention will take place the next day and will be 20 minutes in length. Pupils who are persistently late will be placed on to punctuality report by the Year Lead and will be monitored by tutors.

Pupils with 100% attendance and punctuality for the whole half term will be entered for the ACE award. Every half term a winner will be randomly drawn from the eligible cohort.

### **Truancy**

Truancy lessons is not acceptable behaviour, it is detrimental to the progress and learning of pupils and also a safety concern.

- First episode of truancy in the day will result in a 20 minute detention.
- Second episode of truancy on the same day will result in a referral to the IEU for the remainder of the day, a 90 minute detention and parents will be notified to collect their child and have a meeting regarding their persistent truancy.

The time in the IEU will be used to establish any issues with lessons or concerns that the pupil is

having. Heads of Department will be asked to support with any class changes, seat moves or other issues.

Pupils who persistently truant lessons (10 truancy marks in a half term) will be placed in isolation and a meeting will be held with parents/carers to discuss this. A written warning will be issued to parents and pupils, in which the pupil will be placed on truancy report.

Continued truancy after this or failure to complete the truancy report will result in a second referral to isolation and the issue of the second truancy letter.

Failure to improve attendance to lessons after this, will be considered as defiance and behaviour that is beyond the care and control of the school.

This will then trigger the Monitoring Period of the behaviour process outlined in this behaviour policy. Continued truancy after this will then result in escalation to the Partnership Stage, First Written Warning, Restorative Conference and then Fair Access Panel / Permanent Exclusion.

Leaving school without permission is unacceptable behaviour. In these cases, parents will be contacted and the child will be marked as having an unauthorised absence and on the child's return to school will be referred to IEU. To safeguard the pupil, we may also contact the police.

## **Have correct equipment for each lesson**

### **Equipment**

To ensure pupils are prepared for lessons, they will require everything on the school equipment list. When pupils arrive at the class, they will be expected to put the equipment onto desks. Missing equipment will be addressed in tutor time and pupils will be given a "missing equipment" negative point on Arbor resulting in a 20 minute detention. Pupils who are struggling to buy equipment will be supported through the schools Hardship Fund.

Having full equipment enables pupils to fully participate in their learning and enables them to produce work of the highest quality and presentation.

Pupils must be fully equipped for the lessons they have that day. We would expect all pupils to have an appropriate sized bag which holds the following equipment everyday:

2 pens

1 pencil

Ruler

Rubber

Calculator (scientific)

Reading book

Books for the lessons

Pupils will require their PE kits and drama socks on certain days of the week.

Pupils who do not bring equipment to lessons and do not have an appropriate note explaining the reason for this will be allocated a 20 minute detention. Pupils will be lent equipment where this is possible in exchange for a valuable item.

When pupils persistently do not have equipment they may be placed in the IEU and parents will be contacted and asked to support with checking their child's bag on a regular basis.

- For pupils who regularly fail to bring equipment, parents will be contacted and a detention will be given.
- Pupils who are fully equipped can be given praise points by their teachers.

## **Wear the uniform correctly and appropriately**

## Uniform

At Heathcote School we believe that school uniform plays a crucial role in creating an inclusive community, providing a school identity and demonstrating equality amongst pupils.

Pupils are expected to wear school uniform at all times and a high standard of dress is required both within the school and when representing the school in the community. Choosing this school means that you support our uniform code and we will ensure pupils are dressed properly every day. This may mean confiscating items and/or lending clean school uniform which will need to be worn. We will not engage in conversations about 'what has uniform got to do with learning?'; it has everything to do with the ethos and high expectations of the school and we expect pupils to wear it with pride.

Whilst this list below is not definitive or exhaustive, pupils are expected to be appropriately and respectfully dressed for school. The emphasis is on formal dress. Final decisions regarding the appropriate nature of uniform choice will rest with the Headteacher.

Having respect for yourself is often displayed in the way pupils wear their uniform. The school believe that uniform plays a valuable role in contributing to the ethos, tone and instilling pride in the school by:

- Encouraging identity with and in support for the school ethos.
- Creating a strong cohesive school identity amongst peers which promotes equality and cohesion.
- Prepare pupils for working life.

Staff will address uniform at the start of the day, the start of every lesson and throughout the day. All adults in the building have a responsibility to address pupils whose uniform does not meet the required standard. As pupils enter the classroom or school, staff will check uniform is in good order and ensure that this is addressed before entering the room.

Pupils with missing or incorrect uniform should request a Yellow Uniform Slip from their Year Lead or Pastoral Support Assistant. This will prevent them receiving numerous detentions for the same issue. However, this slip will have a set expiration date by which time the pupil should resolve the uniform issue.

### All pupils must wear at all times:

- A black blazer with a Heathcote badge (sewn or ironed on if bought separately)
- Plain white shirt with collar, tucked in (any clothing worn under shirts must be white)
- School tie \* (with year group colours), with a minimum of 6 bars of the stripe showing
- Black school style trousers (not tight fitting), knee length skirt or full length skirt. These must be school-style ie. pleated, a-line or kilt and not any type of stretchy or pencil skirt.
- Black leather or leather-look school shoes with a shoe sole (no canvas or labels). For clarity the following shoes **are** acceptable but this is not a school recommendation
  - Leather Nike Air Forces (not high tops)
  - Leather Kickers
- White or black, ankle / knee length socks or tights.

### Year group tie / lanyard colours (2023/2024)

Pupils to keep ties for their time at Heathcote. Sixth form pupils must wear their lanyards at all times.

Year	7	8	9	10	11	12	13
Colour	Red Tie	Green Tie	Black Tie	White Tie	Yellow Tie	Green Lanyard	Orange Lanyard



## . Optional

- School style black V-necked jumper (not round)
- Muslim girls may wear a plain black hijab. For other pupils, all hair accessories should be plain white or black
- Sikh boys may wear traditional turbans.

## Please Note

- Belts, hair bands and other accessories (including hair accessories) must be plain and in school colours (blue, black or white)
- Boots may be worn to school in bad weather but must be changed for school shoes on arrival at school.
- Waterproof coats and hats should be worn to and from school during colder and wetter months and should be plain coloured and sensible. Pupils should have an umbrella. Hoodies are a banned item and not suitable as a coat – these will be confiscated
- On the rare occasions that pupils may come to school in PE kit, they must wear a blazer over this
- Hairstyles should be suitably formal. Fluorescent / bright hair colouring (not school colours) or shaving of hair (including patterns) is not permitted. We have adopted the Halo Code, please find further details below
- Light make-up is permitted. Nail polish, acrylic nails and false eyelashes are not permitted
- One discrete item of jewellery per pupil may be worn i.e. one small pair of plain gold, silver or diamante stud earrings, with a single earring in each lobe. Earring must only be worn in the ear lobe.
- **No other piercing is permitted**
- Watches are encouraged
- A large formal style school bag is compulsory (big enough to carry A4 books)



## **School Uniform Supplier**

Our school uniform suppliers are Speedstitch (Address: Speedstitch, Unit 32, Walthamstow Business Centre, Clifford Road, Walthamstow, E17 4SX, 020 8531 4446 – Opening times 9am – 5pm Monday to Friday). All information regarding prices and stock can be found on the website. You are able to purchase all of the school uniform from Speedstitch, but you may prefer to buy some items from other suppliers (such as supermarkets or school suppliers of your choice). Items with an \* must be purchased from Speedstitch. If pupils in any year lose their ties or need a replacement, these can be obtained from the school office or Speedstitch. Badges can be purchased from school or ready-sewn onto the blazer if you purchase this item from Speedstitch.

### **The Halo Code at Heathcote School**

Our school champions the right of staff and pupils to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of Black staff and pupils' racial, ethnic, cultural and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application heat or chemicals, weaves, wigs and headscarves, as long as they are in line with the school colours and hair colour guidance.

Hair that is dyed should only be done so in naturally occurring hair colours. Braided hair should be braided in school colours (white, black and dark blue) or dark colours, no fluorescent coloured braids are acceptable. Beads and bands used in hair should also be in school colours (white, black and dark blue) or dark colours.

After consultation with parents we have also agreed that pupils cannot wear do'rags or bonnets to school as these are not formal wear.

At Heathcote School, we recognise and celebrate our staff and pupils' identities. We are a community built on an ethos of equality and respect where hair texture has no bearing on anyone's ability to succeed or look professional.

## **Incorrect uniform**

Pupils who do not have the correct uniform will be stopped at the gate before starting the school day where they will be loaned the uniform in exchange for a valuable item or given a uniform pass. Pupils who refuse to wear this uniform will be placed in the IEU. Pupils will be given a 20-minute detention the following day, for not having the right uniform.

Persistent incorrect uniform will result in an escalation of the school sanctions and parents / carers will be required to attend a meeting to work with the school to resolve the issue.

If pupils have the wrong uniform or a missing piece of uniform then they should bring an alternative in along with a note from their parents. This will prevent the child from being given a detention. It is expected that the issue is resolved by an agreed date otherwise detention will then be issued. At this point parents will be involved. We have a Hardship Fund to support families with financial difficulties.

Persistent failure to comply with uniform and jewellery rules will result in detentions, refusal to follow instructions, hand banned items over will result in escalation of the sanction to time in the IEU. Parents / carers will also be contacted regarding this.

Pupils who are wearing the correct uniform appropriately will be given a praise points to recognise and reward this.

### **PE kit**

The Heathcote School PE kit ensures all pupils look smart and are dressed appropriately for their PE lessons, extra-curricular clubs and sporting fixtures.

Pupils who do not have their PE kit will be issued a 20 minute detention the following day and will be expected to wear spare kit where possible. Pupils without kit will also be expected to participate in lesson where this can be done safely.

If pupils have misplaced an item of PE kit then they should bring an alternative in along with a note from their parent/carer. This will prevent the child from being given a detention. It is expected that the issue is resolved by an agreed date otherwise detention will then be issued. At this point parents will be involved.

The **compulsory** PE kit is:

- Navy blue sports socks
- Heathcote PE shorts
- Heathcote PE shirt
- Heathcote PE tracksuit top or Heathcote PE Jumper - **Please note these are not to be worn as uniform items outside PE lessons.**
- PE bag
- Sports Trainers

**Optional** items:

- Heathcote PE tracksuit bottoms
- Navy blue leggings
- Navy blue base layers (strongly recommended for winter months)
- Studded boots should be worn when playing football or rugby on the school's grass areas to stop pupils from slipping.

### **Drama kit**

- Drama socks with a gripped sole.

### **Remove outdoor wear before entering class, place on the back of the chair**

Before entering the classroom or dining halls pupils should remove any outdoor wear (coats, hats, gloves). This outdoor wear should be placed on the back of their chair or into their bags. Pupils will be refused entry into the room unless these items have been removed. Refusal to remove the item will be classed as defiance and will warrant a referral to the IEU.

Once equipment has been removed from the bag then the bag should be placed under the table or designated areas. This helps to keep the learning space clear and walk ways safe. In the event of a fire pupils would be expected to leave bags and coats in the classroom, as these items can hinder the safe exit from the building.

### **Sit in allocated seat, up straight, tracking the teacher.**

Once pupils arrive in the classroom they are expected to sit in the allocated seat, according to the seating plan. All staff have the right to change these plans if they feel that the seat allocated is not supporting all pupils with their learning.

Pupils should show that they are ready to learn by sitting up straight and tracking the teacher. When pupils are tracking the teacher, their head will be facing the teachers and their eye will be following the teachers movements.

During lessons, pupils will be expected to conduct themselves in a manner which enables maximum learning for all to occur. One key aspect of this is the '**How we Learn**' prompt. Pupils in lessons will be expected to maintain good order whilst working individually or in groups. Staff should think carefully about pairs and groupings and should plan transitions and seating plans.

Pupils should not question groupings or seating plans. Pupils who do not follow the 'how we learn', seating plans or groupings will be issued with a detention or warning.

### **Ensure that banned items are not brought to school**

In the table below it is possible to see all the items that are classed as banned items. With the exception of phones, none of these items should be brought onto the school premises and if they are seen or found as part of a school search then they will be confiscated.

Each of the items carries different sanctions from a centralised detention for 20 minutes or 90 minute detention or the more serious sanction of time in the IEU or Isolation room.

The school has the right to confiscate these item and dispose of them. Items will only be returned to pupils at the end of the day if this is not a persistent issue and if it is safe to do so. Where a pupil continually brings in a banned item then they will be confiscated and only returned to the pupils parents.

Where pupils are wearing make-up or nail polish pupils will be given appropriate wipes in order to remove this. Where pupils are wearing false lashes / nails we will ask them to remove where possible. If they are not able to remove them then parents will be contacted to sort the issue by the start of the next week. After the agreed time if this has not been rectified pupils will be placed in the IEU.

Where pupils have a banned item that warrants a detention, staff will confiscate the item. Where it warrants an IEU or an isolation, if staff feel comfortable to confiscate they should do so, if not they should report this to the Year Leader, Pastoral Support Assistant or school leader as soon as possible. Refusal to hand over a banned item will result in escalation of the sanction and staff will contact parents for their support in resolving the issue.

<b>Banned item</b>	<b>Sanction type</b>	<b>Next steps</b>
Sugary / junk foods Sweets / Crisps Fizzy / Sugary drinks / Energy drinks / Large juice cartons. <hr/> Chewing gum Aerosols / Sprays	Confiscation of item.  Removal of item.	<b>Disposed of</b>
Mobile phone Headphones / Airpods <hr/> Hoodies / sports jackets Hats / Bandanas / <u>Do'rags</u> <hr/> Nail polish / <u>Make up</u> that does not apply to the uniform policy/ <u>fake lashes</u> / <u>fake nails</u> * <hr/> Piercings that do not apply to the uniform policy.	<b>+ centralised detention.</b>  <b>Failure / Refusal to handover or remove = IEU</b>	Returned at end of the day
Food for selling Metal combs Tobacco and Papers Vapes / E Cigarettes/ Lighters / Matches / Gas canisters Stink / Water bombs / Balloons / water pistols Compasses / firecrackers / laser pens / Pellet or BB guns	<b>Confiscation + Centralised detention            IEU / Isolation</b>	<b>Disposed of .</b>

\*these can be very long and sharp and present a health and safety concern for the pupil and others. This list is not exhaustive and can be added to as required without notice.

The list of banned items above is generated by the school and not exhaustive. These items are banned to ensure a safe and calm environment for all. Any and all items in the banned list can be considered dangerous items if they are used in a **manner**

that falls under points 2A and 2B below.

Below is the Department for Education dangerous items list. Possession of a dangerous item can result in a pupil being permanently excluded.

1 The list of dangerous items issued by the Department of Education is shown below:

- Knives or weapons (including Swiss Army knives).
- Replica weapons or pointed articles or any object that could be used with intention of harming or intimidating another person.
- Alcohol.
- Illegal drugs and drugs paraphernalia, including balloons and gas canisters.
- Stolen items.
- Fireworks or Flares.
- Pornographic images.
- Images of self with weapons or drugs.

2 Any article can be considered a dangerous item if staff reasonably suspect it has been, or is likely to be used:

- A. To commit an offence, or
- B. To cause personal injury to, or damage to property of; any person (including the pupil).

Pupils found with these items (unless there are unique and exceptional circumstances) may be permanently excluded from the school as the school operates a zero tolerance approach.

Any staff member who hears, sees or has it reported to them that a pupil has a dangerous item should log this onto safeguard and report this to a senior member of staff immediately.

These items if not handed over will be searched for without consent if needed.

These items may be handed to the Safer Schools Officer (SSO) and pupils may be spoken to by the SSO or the police as part of the schools process.

## **Smoking / Vaping**

Smoking and/or vaping is not allowed in school or anywhere on school site. The possession or use of Cigarettes, Vapes, E cigarettes and other smoking paraphernalia (lighters, matches, rizla/rolling papers) are all banned items and pupils should not have these in school.

If found with any of these banned items in school they will be confiscated and disposed of. Pupils will be referred to the IEU or Isolation, taking into account any prior incidents of a similar nature.

Parents / carers will always be informed if their child is found in possession of or using any of these items.

If a pupil is found to be smoking or vaping inside or outside of school while in uniform, they will still receive a sanction up to and including suspension, and their parents/carers will be made aware.

If a pupil is seen outside of school not in uniform but is identified as a Heathcote School pupil as part of the schools safeguarding duty they will still make parents aware of what was witnessed.

If parents or carers have concerns regarding their child smoking or vaping they should contact the school who will provide support through external agencies where possible.

The main source of supply to children of cigarettes and vapes is shops. Pupils under 18 will be asked where they got their vape/cigarette (or smoking paraphernalia) from. Any reports of local shops selling these items to pupils will be passed to our Safer Schools Officer.

## **Searching**

To maintain good order and safety of the community, certain items are banned from the school premises, and when representing the School. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or a banned item listed above in this policy.

Under common law, all school staff have the power to search a pupil for any item **if the pupil agrees**. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. This is normally undertaken by Senior or Pastoral member of staff and by at least two staff members; at least one of the staff members where possible, will be the same sex as the pupil.

The teacher carrying out the search, will decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item, or they might notice a pupil behaving in a way that causes them to be suspicious.

- The powers allow school staff to search regardless of whether the pupil is found after the search to have had that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen
- A statement from a pupil or adult could initiate a search
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is.

Reasons might include that they:

- Are in possession of a prohibited item;
- Do not understand the instruction;
- Are unaware of what a search may involve; or
- Have had a previous distressing experience of being searched.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- Where possible pupils may be asked to empty their own bag or pockets so staff do not have to.

Being in possession of a dangerous item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services

However, the Head Teacher and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may be in possession of any dangerous/ unlawful item on their person or in their locker as outlined in the Department of Education dangerous items. (statement under banned items above).

The following staff have been authorised to search pupils following the guidance set out in this policy:

- Pastoral Support Assistants
- Safeguarding team members
- Year Leads
- Middle Leaders
- Senior Leaders
- Higher Level Teaching Assistants

### **How to search:**

A search can be considered if the member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item or banned item for which a search can be made, or if the pupil has agreed to a search being carried out.

The authorised member of staff should make an assessment of how appropriate the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search will find an appropriate space and explain to the pupil why they are being searched, how and where the search is going to take place and give the pupil the opportunity to ask any questions.

When exercising their powers, schools will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

### **Refused search**

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil.

During this time the pupil will be supervised and kept away from other pupils. If the pupil still refuses to co-operate, the member of staff will assess whether it is appropriate to use reasonable force to conduct the search.

A member of staff can use such force as is reasonable to search for any dangerous items identified in the statements above, but not to search for items which are only identified as banned in the school rules (reasonable force can be used to search for banned items that have been used in such a way that they then fall under the statement of dangerous item). The decision to use reasonable force should be made on a case-by-case basis. The member of staff will consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Active refusal to be searched, especially where suspicions of a prohibited item may be concerned could result in an isolation, fixed term or permanent exclusion depending on the item of concern. If a pupil refuses to be searched on 3 occasions this will warrant escalated sanction each time (up to and including permanent exclusion) and risk assessment being put in place for the pupil.

### **The extent of a search**

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

- '*Outer clothing*' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- '*Possessions*' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

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.

- The member of staff may use a metal detector to assist with the search.
- The member of staff's power to search outlined above does not enable them to conduct a strip search.

### **After a search**

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

### **Recording searches**

Any search by a member of staff for a prohibited item listed or banned item list as outlined in this policy, along with all searches conducted by police officers will be recorded on Arbor, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

The school will keep a record of each search using Arbor to store and create a log of searches carried out. The recording of searches will include:

- The date, time and location of the search;
- Which pupil was searched;
- Who conducted the search and any other adults or pupils present;
- What was being searched for;
- The reason for searching;
- What items, if any, were found; and
- What follow-up action was taken as a consequence of the search

Parents will always be informed of any search for prohibited items or banned items outlined in this policy, that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

The headteacher remains the authority on searching pupils on school site. When working with the Metropolitan Police the headteacher still holds this authority. If the police are required to carry out a search of any kind they will be required to do so off school site, at a police station and with an appropriate adult present.

The exception to this is when it is believed that a pupil may be in possession of a harmful object/weapon.

### **Strip searching**

- Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.
- While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. With this in mind Heathcote school have taken the decision to ensure strip searches will not take place on school site and that they will always ensure the pupil has chosen their responsible adult (preferably a parent or carer) and that they have been requested to attend the police station where the search will be conducted.

- Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

## **Screening**

The School's statutory powers to make rules on pupil behaviour, and their duty to manage the safety of pupils, staff and visitors enables them to impose the following requirement:

- The school can require pupils to undergo screening by a walk-through search arch or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. Search arches will normally be planned in advance but pupils/parents will not be informed of specific dates
- Search arches will be conducted in line with guidance from the Metropolitan Police as we work in partnership with them
- School statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.
- All pupils are expected to comply with a request for screening which involves no physical contact.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

If a pupil refuses to be screened or searched, they may not be allowed to remain on the school site. Parents will be contacted and pupils will be placed in the IEU whilst parents support us with the search or screen. A pupil refusing to cooperate, falls under the rule of not following instructions, and the school will apply an appropriate sanction.

For items that warrant an IEU or isolation, this will be decided after an investigation has occurred. The sanction will be decided in relation to how the item was being used or how it was identified. If any prohibited items were being used as a weapon or to cause harm to another person then these items will be considered as dangerous items and the sanction system for these deployed.

## **Use of reasonable force / physical intervention**

There are some circumstances when it is appropriate for staff in schools to use reasonable force or physical intervention to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Following the use of reasonable force/physical intervention, staff members will complete a physical intervention report form and log the use of physical intervention on Arbor.

## **Confiscation**

- School staff can seize any banned / prohibited or unlawful item found as a result of a search.
- The school can seize any item, however found, which they consider harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police.
- depending on the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.
- confiscated weapons, knives or blade items, items believed to be stolen and illegal drugs (or suspected of being illegal drugs) will be passed onto the police

## **Confiscation as a disciplinary penalty**

- Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## **Mobile Phones**

The school does not allow the use of mobile phones on the school site. Mobile devices should not be seen or heard whilst on the school site. Mobile phones will be confiscated if seen or heard during the school day or while the pupil is on the school premises. Phones will be handed in to reception at the next available opportunity. The confiscation logged on the Arbor system and a detention allocated under banned item. The same will apply to Smart watches. The confiscated item will be handed to reception and the pupil may collect it at the end of the school day from the main hall. The pupil will complete their detention the following day.

Following DfE guidance, the law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Any pupil who refuses to hand over their mobile phone will be referred to the IEU for not following staff instructions. When pupils arrive at the IEU they will be asked to hand their phone in. This will be placed in a safe place till the end of the day and returned once they are dismissed. Failure to do this will lead to an isolation. Failing their time in isolation will not result in pupils having their phone returned. Their phone will still be kept until the end of the school day.

Persistent breach of this rule will lead to the school making arrangements whereby the phone will be handed in before they can enter the building, on a daily basis, this will be agreed with the pupil and parent and be in place for an agreed amount of time. If a pupil is persistently found with their phone or refuses to hand it over, we may decide that the parent or carer has to collect the phone.

Sixth form pupils can only use mobile phones in the sixth form building designated areas. No mobile phones should be seen or heard in the main school or in lessons. Sometimes sixth form pupils will be able use their phones in lessons to set reminders or log information. Where this is the case, pupils must follow the ICT Acceptable Use Policy and their teachers instructions regarding this.

No pupil should use their phone to photograph, film or record themselves, another person or any incident at any point during the school day, on the school premises, or while they are representing the school in the community. This is a serious breach of GDPR, can bring the school into disrepute and will result in a sanction up to a suspension.

We request that parents do not contact pupils directly via their mobile phones during the school day. If parents need to contact their child they can do so through the main school reception and staff will get any message to the pupil. We also ask that parents encourage their children to speak to staff before contacting their parents. If pupils report issues to staff the school can take appropriate and timely action which will include contacting parents. This will allow us to carry out any investigation needed or

speak to staff and pupils so when we contact parents we have up to date information available.

When conducting a search if a member of staff finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device. In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school’s response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education.

The inappropriate use of mobile phones, other technologies, social media inside or outside of the school which impact on the wellbeing of pupils, the orderly running of the school or its reputation will be reported to the Police via the Safer Schools Officer or to the appropriate authority. Once investigated, we will decide on sanctions and could be anything up to a permanent exclusion, especially if there is a repeat in behaviours.

### **Food / items for selling**

Pupils found to be bringing in excessive food / drink or items to sell will face the following sanction:

First offence - 1 day in the IEU

Second offence - 1st isolation

Third Offence - 2nd isolation

Fourth offence - 3-5 day suspension plus possible involvement from other agencies.

If the food has been stolen then pupils will receive a suspension.

Any food or drink that is found on a pupil used for selling will be removed and disposed of. Any money made will also be removed from the pupil and given to the Hardship Fund.

Selling of a banned / prohibited item can result in the pupil being sanctioned up to and including being permanently excluded from the school.

Pupils show they are **RESPECTFUL PUPILS** by:

Showing good manners.

Following all instructions.  
 Not disrupting learning.  
 Making no physical contact with others.  
 Respecting the school site and resources.

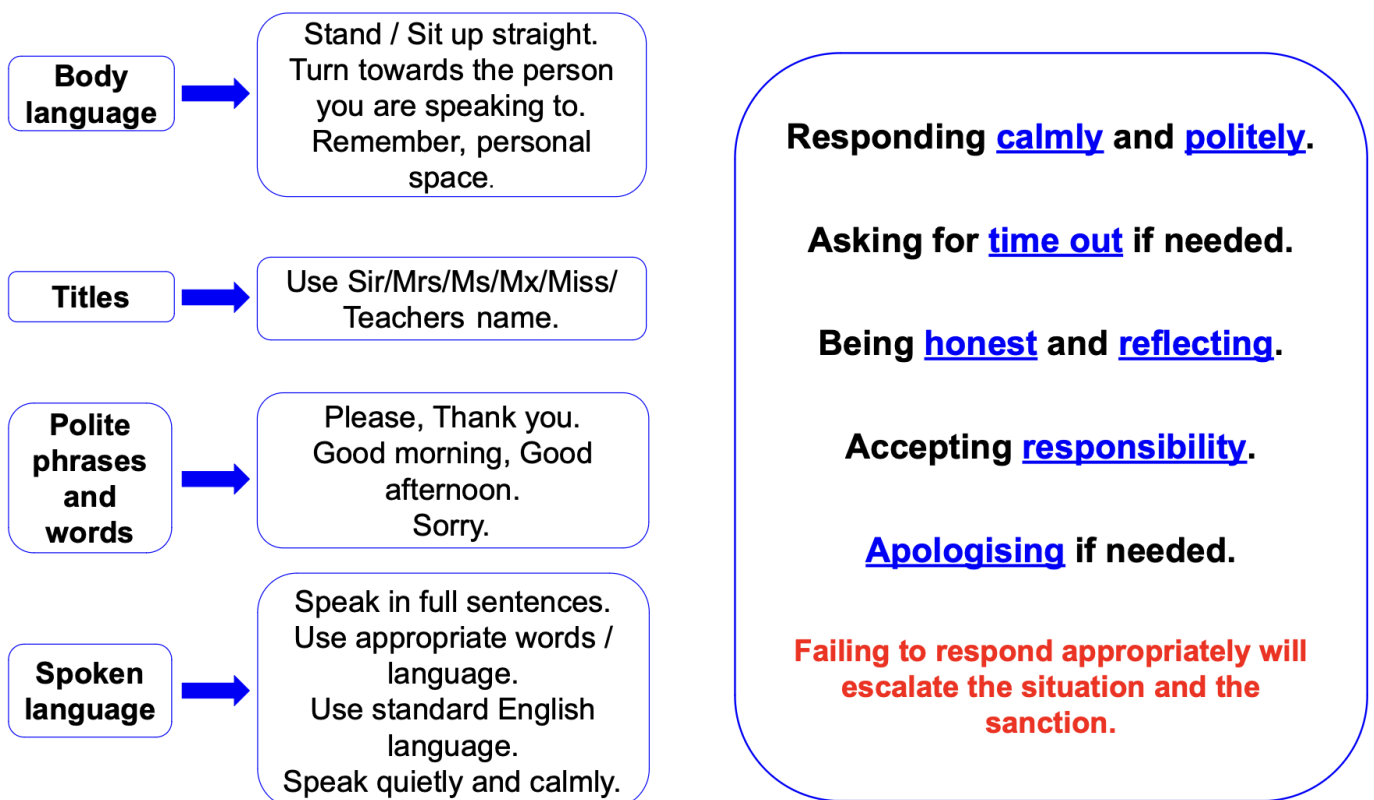
**Use good manners to all members of the community**

The way that pupils speak to each other and to staff denotes their character. We expect pupils to speak in full sentences and use standard English. The use of slang and inappropriate language will not be tolerated and pupils will be corrected by staff. We will encourage the pupils 'to leave the street at the gate' and model adult/ professional language.

We expect the highest standards from our staff and pupils in our community. When any stakeholders interact the expectations is that manners are used. This is important between staff as this is how we model to the pupils. We also expect staff to use manners with pupils even when giving them direct instructions. Moreover, we demand that pupils use manners when interacting with each other.

The table below are the expectations for all when interacting and how to respond appropriately. Staff will remind pupils when they are not meeting these standards by asking them to correct their behaviour and also by modelling the desired behaviour. The teaching of respectful behaviour will become a large part of our daily teachings through lessons, assemblies and form times, as well as interactions with pupils. Pupils who fail to correct their behaviour or whose behaviour becomes disrespectful then this could warrant a centralised detention or an IEU.

Pupils who display good manners will receive praise points for this.



**Are polite, kind and use positive language to all, in person and on social media**

Heathcote school is a caring community, whose values are built on mutual trust and respect for all. Every member of the school community should feel valued, respected, and each person should be

treated fairly. The Behaviour Policy will promote respect for pupils and staff, through high expectations of language and conduct. We expect every member of our community to behave in appropriate and socially acceptable way. We aim to ensure that everyone has equal rights, but also needs to exercise the responsibilities which go with them pupils appreciate the value of every member of the community including themselves.

- pupils are kind to each other.
- pupils participate fully in society.
- pupil's safety and wellbeing is managed.
- Child on Child abuse is prevented and managed well if it does occur.

Pupils are asked to consider what kind of person they want to be and part of the Heathcote journey will be to build pupils character. Pupils should want to display positive behaviours at all times because this is 'who they are' and not who they are being forced to be. The development of a pupil's character is very important to all staff at Heathcote as we believe we our role is to create young people that have the ability to contribute fully in society.

Pupils who display impolite, unkind or negative language in any medium will be referred to the IEU in the first instance and will remain there whilst we investigate. Further consequences maybe deployed and the Peer on Peer Abuse policy will be followed.

### **Follow all staff instructions without question or delay**

To ensure the school can run smoothly and safely it is important that pupils follow any instructions given by any member of staff. The expectation is that pupils respond to those instructions quickly and without delay.

During lessons, pupils will receive praise for their good behaviour and efforts and consequences for negative/ undesirable behaviours. Reasonable adjustment will be made to support pupils with their learning/ work but there will be no tolerance for defiance, or rudeness and or disruption.

Where pupils may have additional needs staff will ensure that they repeat the instruction. If the pupil is still not responding they will ask the pupil to speak to them and check why they have not followed the instructions. Once the instruction has been made clear, the expectation is that this is then followed. Refusal to do so will be classed as defiance and will result in warnings or a referral to the IEU. It is also essential that all aware have read and are aware of the pupil profiles for each child with SEND in their class. Staff should use the TAs in the classroom to support with pupils who have not followed instructions. TAs can remove the pupil from the classroom and give them some time out.

Pupils who respond well to staff instructions will be allocated praise points.

### **Track adults and listen to peers when speaking**

It is important to us that pupils show the teachers/ adults or their peers that they are listening to them when giving instructions, giving responses or communicating important information to them. Pupils can do this by tracking the teacher/ adult / peer. Tracking is looking towards the adult/ peer and following them with their eyes and body language. Pupils would also not talk whilst they are tracking the other person.

Pupils who do not track adults or listen to their peers will be considered to be acting disrespectfully or seen as trying to disrupt learning. Pupils will be given warnings and may be referred to the IEU.

Pupils who show good listening skills and positive interactions with adults will be given praise points.

### **Do not disrupt learning**

Every child has the right to disruption free learning and every teacher has the right to teach without being disrupted. Therefore, pupils who intentionally disrupt learning will be reminded of the

expectations by the teacher. If they continue to disrupt learning, then staff will give pupils a 1<sup>st</sup> warning. It is advised that warnings are given in private where possible. When pupils get a 2<sup>nd</sup> warning, it will be advised to give the pupils a few moments outside the class (where this can be done safely) so that a private conversation can be had and the teacher can remind the pupil of the expectations, a centralised detention will also be issued. If the pupil continues to disrupt the learning of others, then they will be removed to the IEU.

Pupils who are always doing the right thing and focusing on their learning will be allocated praise points.

See the diagram under Managing behaviour in the classroom.

### **No physical contact, keep hands, feet and objects to themselves**

Pupils are taught to respect and be kind one another at Heathcote and any pupil who doesn't do this will be addressed. This level of disrespect and conduct will not be tolerated at Heathcote.

There is no reason for pupils to touch another pupil or their property intentionally.

This is taught to pupils by reminding them to keep their hands, feet and objects to themselves.

Play fighting is a term used by pupils at Heathcote. We do not tolerate 'play fighting' and consider this to be inappropriate physical contact and an IEU will be issued. If a so called 'play fight' becomes highly disruptive, unsafe or causes injury this will result in IEU/ Isolation or a suspension for physical assault.

Where none of the above occurs, it will be considered poor behaviour and will result in an IEU.

### **Respect the school site and resources**

Pupils at Heathcote are taught to respect the school site and it's resources. Our pupils are taught to recognise that they are privileged to have access to the resources and education they have.

We expect pupils to respect the school site and resources, by;

- Not vandalising the school site - including drawing on walls/tables or displays and not breaking equipment or furniture.
- Not damaging school property or equipment.
- Not wasting resources such as paper or damaging equipment so that it cannot be used by others.
- Behaving appropriately around school - not kicking doors etc.

Pupils found to have intentionally damaged school property or equipment will be sanctioned and parents/carers may be asked to contribute to the cost of repairs or replacement.

Pupils show they are **RESPONSIBLE PUPILS** by:

Acting and speaking positively.

Acting safely.

Keeping our community tidy.

Engaging in learning.

Completing classwork and homework.

### **Act positively in the community**

We expect Heathcote pupils to be the best advertisement for Heathcote that they can be at all times.

We want all pupils at this school to have an outstanding reputation for the way that they behave and treat others. We will be working closely with local businesses and other establishments/groups to try and act in partnership to encourage good behaviour and prevent poor behaviour.

We have the following expectations in the local area, pupils must;

- **Walk sensibly and leave promptly:** use pavements at all times. Cross roads carefully. We expect all pupils dressed in uniform to leave the local area including Station Road by 3.45pm. If a pupil has a reason to be in the local area after this time, they must first return home and change out of their uniform.
- **Respect others:** we recommend that pupils do not gather in groups of more than 5, (as this can make it difficult for others to use the footpaths), do not use inappropriate language or physical contact and do not raise voices above talking volume.
- **Respect the property of others:** do not lean on cars or walls, enter private property, drop litter, spit or smoke/ Vape. Do not congregate outside residence homes, especially in the early morning.
- **Follow all instructions the first time:** whether these are given by an adult you know or don't know. Respect users and the drivers of all public transport.
- **Be outstanding ambassadors for Heathcote:** wear uniform correctly to and from school and be polite kind and courteous. Walking sensibly on the pavements and being mindful of members of the public.

Failure to comply with any of the above may result in a detention, community service, IEU or isolation in more serious cases. For persistent failure to comply, or a one-off serious incident, pupils will be required to be dropped off or collected from school by parents for at least 2 weeks in the first instance. We may also consider an altered start and finish time for pupils who persistently break this rule.

The responsible pupil is acknowledged and praised using the postcards. This praises pupils who are caught in the act of doing something good for:

- the school community.
- another person.
- the local community.
- their own or others learning.

All pupils will have an induction assembly and presentation at the start of the year to set out the behaviour expectations of the school, the sanctions and rewards process as well as reminders of what Ready, Respectful and Responsible pupil behaviour looks like.

These will be revisited throughout the academic year in further assemblies and tutor times.

### **Acting safely in the corridors and on the stairs**

We expect our pupils to be in the right place at the right time, doing the right thing. We have clear expectations of pupils in order to ensure that their conduct is orderly and safe at all times and that their actions do not disrupt learning.

The **corridor expectations** are designed to keep pupils safe and maximise learning time:

1. Move with pace and purpose when the bell rings to line up or lesson.
2. Walk on the left hand side of the stairs and the corridors (where appropriate).
3. Follow the direction arrows / one way systems around the building.
4. Walk calmly to lessons.
5. Keep hands and feet to yourself and avoid making physical contact with others.

Failure to meet the conduct stated in points 1-4 around the school will result in a 20 minute centralised detention. Failure to meet conduct stated in point 5 may result in anything from time in the IEU, Isolation or suspension.

### **Line up correctly**



At certain points in the day (before school, break and lunch) pupils will be expected to line up in form classes in alphabetical order. Pupils will then be dismissed once they are calm and silent to ensure a smooth and safe transition to lessons.

At break and lunch pupils will move to the toilets and then onto the canteen. At each of these points we expect pupils to line up in a single file along the wall and to be calm and sensible.

When entering the dining hall to buy food pupils must:

1. queue up in single file and not crowd the servery
2. enter calmly and take a tray
3. select and pay for food

Pupils who do not line up correctly will be given a 20 minute detention.

### **Keep the community tidy and being proud of our school**

To ensure that Heathcote school remains clean and tidy we expect pupils to do the following:

1. Eat all food in the dining hall only.
2. Place all litter in the bins
3. Clean up any mess that has been made
4. To ensure that water is drunk whilst seated in the classroom or the canteen.
5. Return all equipment to its allocated place

Pupils who fail to keep the school community tidy will be allocated a 20 minute detention where they may have to clean or tidy the area they affected. Pupils who refuse to clean or sort any area that they have affected can be referred to the IEU.

Pupils seen to act responsibly and help keep the community clean will be given praise points.

Pupils are expected to take pride in their school and treat all property with respect. Vandalism, graffiti and the misuse of property will not be tolerated.

### **Engage in learning**

Pupils must come ready to learn and engage in all parts of the lesson. We do not expect to see any pupils with heads on desks and outdoor wear on or without equipment out. Engaging in lessons includes answering questions when asked by the teacher, starting tasks promptly and completing each task set to the best of your ability.

Pupils who do all the of the above will be awarded praise points and also subject points from their teachers. During quality assurance visits pupils will be awarded praise postcards for any of the above reasons. Every half term pupil will also be nominated for subject certificates.

Pupils who do not engage in the lesson will be given a 20 minute department detention for lack of engagement.

Teachers should ensure that work is presented to the highest possible standard at all times.

- Teachers should not allow pupils to deface books, folders or Knowledge Organisers.
- All written work should have titles underlined, a date and an indication as to whether the work has been completed in class or at home.
- When completing ICT based work, presentation remains very important and should be carefully checked.

Pupils should at all times ensure the presentation of all their work is their very best and to their highest standards.

Pupils will not deface books or written work, folders or Knowledge Organisers and will apply pride to

everything they do, both in and out of the classroom as this can result in a department detention.

### **Work to the best of their ability**

Every lesson each pupil needs to try their hardest and complete all tasks set. We expect pupils to attempt the challenge tasks in order to challenge themselves.

We are encouraging all pupils to become independent learners and to ensure that they are resilient in their learning. To this end we want pupils to use the 3B's before asking for help. Brain, Books and Buddy. Pupils need to think hard (Brain) to solve questions. Look back through (Books) or knowledge organisers to find answers. Failing this they can ask their partner (Buddy) for help. If after all this they have not found the answer or still require help they can ask the teacher for support.

### **Submit homework on time**

Homework helps pupils to extend the learning from lessons or will prepare them for future learning. Most homework tasks are set on google classroom and will need to be submitted via this. Pupils should be informed of the homework that has been set at the start of the lesson to ensure pupils have a chance to ask questions if they do not understand or have any issues.

Pupils who do not complete the homework on time will be set a new deadline. Those pupils completing the homework will be awarded praise points in recognition of their efforts.

For pupils who persistently do not complete homework for a department or subject we will contact parents to ensure that they are supported from home and suggest times where the pupil can access school resources (library/computer room/support staff) in order to support them with their homework.

Pupils who submit good quality homework on time will be given praise points to recognise and reward this.

### **Recognition and Rewards**

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

There are many levels of praise to the policy which are outlined below.

In class, staff may give praise in a variety of ways such as verbal, written, round of applause, golden tickets and postcards. Staff will be able to give pupils a postcard or praise points as immediate written feedback that they can share with family.

Everyday pupils can achieve praise points for effort or achievement in and out of the classroom. It is recommended to all staff that praise should outweigh sanctions on a ratio of 4:1. Staff will let pupils know that they have given praise points and will add these to arbor.

School level

1. Letters home
2. Tutor group –prize weeks
3. Vouchers/ Badges/ Prizes
4. Trips

5. Head Teacher Awards
6. Resilient awards (linked to attendance)
7. Consistency awards (linked to attendance)
8. 100% awards (linked to attendance)

Year/ Department level

1. Subject points
2. Subject certificates
3. Praise points certificates
4. ACE and Superstars
5. Community awards
6. Department Stars

Classroom level

1. Praise points
2. Phone call home
3. Positive verbal/ written feedback
4. Postcards/ prizes

All staff can give praise points for showing they are Ready, Respectful, Responsible. Subject staff can give subject praise for good effort and achievement in lessons.

Every half term staff will be asked to nominate the pupils for subject awards. Where pupils will then receive a certificate in the awards assembly.

At the end of each term, those with the highest praise points in each form and the year group will be celebrated and given a certificate. They will also be rewarded with a voucher.

Each half term pupils can receive reward certificates depending on the number of praise points they have achieved. The table below shows the praise point brackets for each year group, for each level of award. These are counted for the current half term, each time the awards are given.

	Bronze	Silver	Gold
7	30+	35+	40+
8	25+	30+	35+
9	15+	20+	25+
10	15+	20+	25+
11	10+	15+	20+
12	10+	15+	20+
13	10+	15+	20+

### ACE Lottery

This award celebrates those who are in school every day and are on time.

Every fortnight, pupils who have achieved a 100% attendance and punctuality to school and lessons over the previous fortnight will be announced in assembly and a winner selected to receive a reward.

At the end of each term, pupils who have 100% attendance and punctuality to school for the term will be announced and one lucky winner in each year group will be selected and awarded a £10 voucher.

### **Superstars Lottery**

This award celebrates those who are doing the right thing all the time. It recognises pupils who have achieved at least 1 praise point and no negative points (isolations/ IEU or CD).

Every fortnight, pupils who have achieved no negative points and at least 1 praise point over the previous fortnight will be announced in assembly. Then one lucky pupil will be selected and receives a reward.

At the end of each term, pupils who have no negatives and at least one praise point for the term will be announced and one lucky winner in each year group will be selected and awarded a £10 voucher.

### **Achievement Assemblies**

Every half-term, there will be a celebration assembly in which the Year leaders and Department leaders will celebrate effort and achievement of pupils.

At the end of the school year there will also be award ceremonies for Key Stage 3, 4 and 5.

### **Consequences and sanctions**

If pupils do not meet the Ready, Respectful Responsible expectations or any behaviour expectations set out by the school then staff will need to use the sanctions set out below. In the code of conduct staff will find the toolkit for how to deploy all sanctions.

### **Detentions**

Detentions form an important part of most school's discipline system. Detentions can be set by any staff member in the school. The detention length ranges from 20 minutes to 90 minutes. Detentions will take place in registration rooms or the main hall.

#### **Detentions will be given for:**

1. Not being a **Ready** pupil
2. Not being a **Respectful** pupil
3. Not being a **Responsible** pupil

#### **Detention system:**

Detentions at Heathcote school will be set for the following day. Detentions will be for 20 minutes - however a pupil can receive multiple detentions in the same day. This will result in 20 minute increments per detention being added to the pupils detention. E.G. 3 detentions in one day will result in the pupil having a 1 hour detention the following day. (3 x 20 minutes)

Pupils will be required to complete their first 20 minutes of detention at break time, following tutor time on the day of their detention. These break time detentions will be held within their year groups and completed in a year group tutor room, with a tutor or year leader overseeing the detention. Any remaining detention time will be completed at the end of the day.

E.G. A pupil with 3 detentions on a Monday will have 60 minutes of detention to complete. They will complete 20 minutes at breaktime on Tuesday and then complete their remaining 40 minutes after

school on the same Tuesday.

Pupils failing to attend the break time detention will complete their detention after school in the main hall. Pupils failing to attend their after school detention will be placed in a 90 minute detention on a Wednesday or a Friday (whichever is next), held in the main hall.

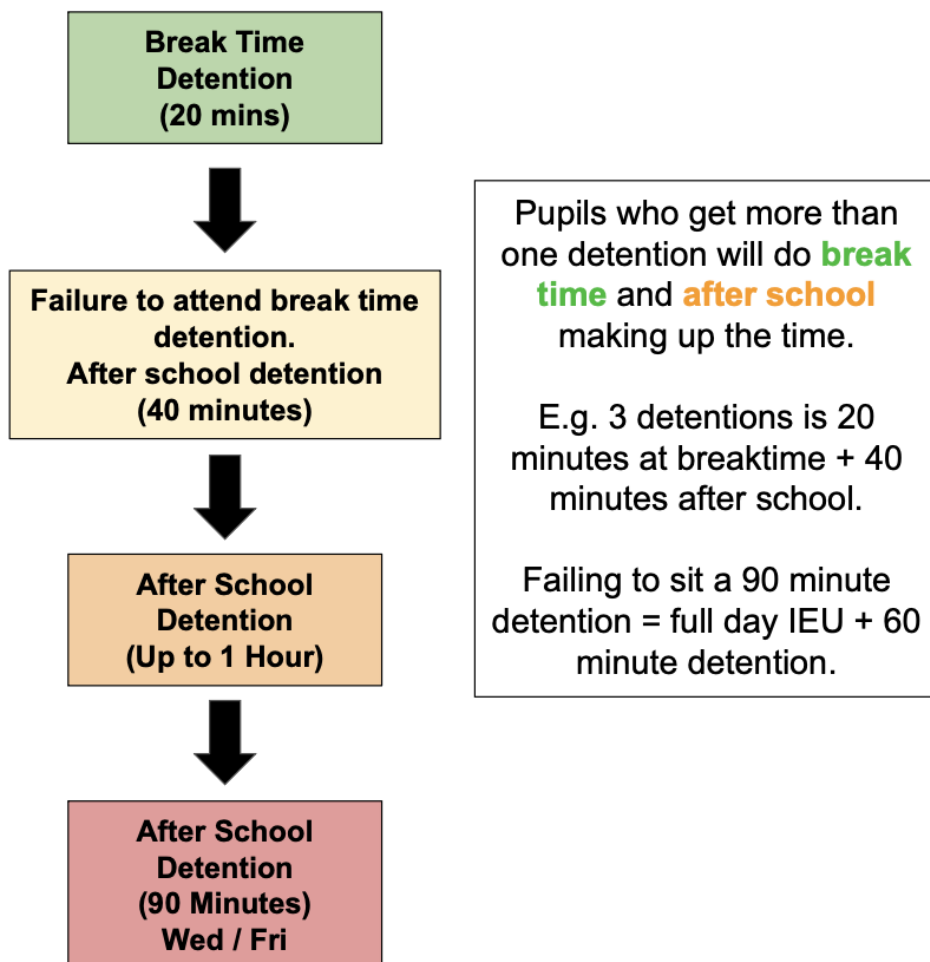
- Failing to attend a 90 minute detention for the first time will result in a full day in the IEU and complete a 1 hour detention.
- Failing to attend a 90 minute detention for the second time will result in a day in Isolation and a 90 minute detention.
- Failing to attend a 90 minute detention for the third time will result in a suspension for persistent failure to follow school rules.

Section 5 of the Education Act 2011, removed the requirement for parents to be given 24 hours notice of detentions under 1 hour. Heathcote School understands the importance of communicating with the parents and carers of its pupils, so will ensure all detentions are communicated to parents and carers through our Arbor notification system. Parents and carers will receive notifications as soon as detentions are set for their child. Notifying them they will have a detention the next day or that they will be completing a detention after school that day. Despite this, where necessary, a detention on the same day may be held e.g. following a pupil being referred to the IEU that day. For 90 minute detentions parents will be notified in advance of the detention date.

Any pupil that is not able to complete the detention must speak to their Year Lead, Pastoral Support Assistant or the Deputy Headteacher for Behaviour in advance and inform us of the issue, parents carers can also contact the school to let the school know if and why their child is unable to complete their detention.

If a pupil has intervention/ club then the detention comes first. They must attend the detention and then the lead may dismiss them to attend intervention/club at the request of a member of staff.

**Detention Flowchart:**



No pupils are exempt from detentions. Parents must contact the Deputy Headteacher for Behaviour if there are any issues or a detention needs to be rescheduled.

Those missing after school detentions will be placed in 90 minute detention on Wednesday or Friday.

- 1st failure to attend 90 minute detention = full day IEU + 60 minute detention.
- 2nd failure to attend 90 minute detention = Isolation + 90 minute detention.
- 3rd failure to attend 90 minute detention = suspension.

Parents will be informed of these via communication from the Arbor system.

Pupil expectations:

- Pupils need to arrive independently.
- Pupils need to be on time; any pupils who are more than 10 minutes late will be marked absent and sent away, unless they have a note.
- Pupils take a seat in silence, face the front and complete tasks given to them in the detention.
- There will be no discussion regarding the detention. Any issues must be resolved with the Year Lead, Pastoral Support Assistant or class teacher at an appropriate time.
- Pupils expectations of Ready, Respectful and Responsible apply during this time.

Staff expectations:

- Inform pupils that you have given them a detention.
- Ensure the detention is logged on the Arbor system in order to notify parents / carers.

## Managing Behaviour

- **Redirection:** Gentle encouragement, a 'nudge' in the right direction, small act of kindness
- **Reminder:** A reminder of the expectations **Ready, Respectful, Responsible** delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

### The school sanction system

Below is the school sanction system showing the length and escalation of the sanctions used at Heathcote school.

<b>Centralised Detention</b>
First 20 minutes completed at break time. Any additional time completed after school in 20 minute blocks.
<b>IEU</b>
2 Lessons + 1 break + 20 minutes after school. Full day + 60 minutes after school.
<b>ISOLATION</b>
Full day starting at 10:45 + 90 minutes after school.
<b>SUSPENSION</b>
Specific to details of incident.

### Managing Behaviour in the Classroom

#### First and second warning:

A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their previous good conduct to prove that they can make good choices.

When pupils have been disciplined, either in or out of the classroom, it is important that pupils respond to the discipline in a positive manner. No secondary behaviour will be tolerated as these can be disruptive to learning and shows disrespect. Pupils are encouraged to show a positive response to the adult who is implementing discipline by following the guidance below:



### To avoid removal:

1. Be **ready, respectful** and **responsible**.
2. Respond **calmly** and **politely**
3. Ask for **time out** if needed.
4. Be **honest**.
5. Accept **responsibility**
6. **Apologise** if needed.

**These behaviours may result in immediate referral to the IEU:**

- **Physical / Verbal abuse.**
- **Unsafe behaviour / Extreme defiance**
- **Behaviour that causes damage.**

If pupils do not respond appropriately to discipline, then pupils will find that the sanction will escalate as per the warnings systems.

### Time Out

Give the learner a chance to reflect away from others. Pupils may be asked to stand outside the classroom to allow the staff member to speak to the pupil privately and give them a final opportunity to engage. Use time out in between warnings 2 & 3. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. All time outs are at the discretion of the classroom teacher - this includes pupils with a time out card.

The aim of Time Out is to ensure:

- Boundaries are reset
- The pupil has a chance to reflect on their next step.
- To remind the pupil of their previous positive conduct/attitude/learning.
- Pupil is given a final opportunity to reengage with the learning / follow instructions
- To stop the pupil moving onto the next warning and to avoid the IEU.



## Internal Exclusion Unit (IEU)

The IEU is a classroom with 30 individual desks. This space allows for pupils to be removed from the school community for safety reasons or so that learning can continue. Pupils are sent to the IEU for the reasons identified below.

Internal exclusion unit will be given for:

1. Any behaviour that is not Respectful
2. Disrupts the learning of others
3. Disrupt the smooth running of the school
4. 3rd warning in a lesson
5. Any pupil who abuses (verbally or physically) pupils or staff in person or online
6. Refusal to hand over a banned item/ Possession of some banned items
7. Refusal to follow staff instructions
8. 2nd truancy mark given on the same day.
9. Disrupt the smooth running of the school
10. Holding space whilst an investigation occurs
11. Behaviour that affects the safety of others
12. Failure to attend detentions

The length of time a pupil is in the IEU for is determined by the behaviour displayed, these can include:

- 2 lessons, one break and 20 minutes after school
- Period 5 and 40 minutes after school
- Full day including all breaks and 1 hour after school

Pupil expectations

- Pupils are expected to make their own way to the IEU.
- Pupils arrive they will complete a reflection sheet
- Complete any work set
- Pupils must not talk to others or leave the room without permission.
- Complete a restorative conversation with the staff member who referred them.

Staff in the room must monitor behaviour and have the highest expectations of the pupils. Whilst in the IEU pupils will be given 2 warnings to improve behaviour and if they receive a 3<sup>rd</sup> warning they will be removed from the IEU. Where possible pupils and parents will be spoken to and a final chance given. If the pupil fails, the IEU after this they will then be placed in isolation.

Pupils must not sit in the IEU without completing work. Failure to complete work will result in a warning. Persistent failure to complete work will result in failing the IEU and escalation to an Isolation. Part of this work will be a reflection sheet which a member of staff in the IEU or key member of staff for that pupil, will talk through with the pupil. Pupils will also be given a workbook to complete work from each time they are referred to the IEU. Staff referring a pupil to the IEU are required to have a restorative conversation with the pupil to repair the working relationship and ensure a clear understanding of why the pupil was referred to the IEU, where their behaviour fell below the expectations and how they can avoid future sanctions. The member of staff should also contact parents/carers to share any concerns.

Staff will refer the pupil via Arbor to ensure that pupils who are referred make it safely to the IEU. If pupils do not arrive, then On Call must locate them and take the necessary action.

Parents and carers will be emailed on the day of the referral to inform them. The staff member who referred them will then make a call home to further explain the reasons for referral.

All internal referrals must be recorded on Arbor, if the issue is more serious than IEU, please ensure you also email the year leader or school leader with a statement from staff or pupils to support with the follow up.

- Staff will always deliver sanctions calmly and with care.

- Failure to go to the IEU immediately/ independently is likely to result in an extra time in the IEU.
- If a pupil refuses to leave the classroom or go to the IEU, staff can email for On Call the pupils will then be collected and may be isolated.
- Repeated refusal to attend the IEU will result in isolation.
- If the pupil arrives, and no referral has been put on then the pupil will be kept till the end of the following period.
- If no referral is received after this time the IEU lead will release the pupil.

## Restorative Conversation

These are an important part of the policy. The restorative meeting is an opportunity to rebuild the relationship with the pupil that has been sent to IEU. The conversation is not to be used as another telling off/ administration of punishment – that has been done sending the pupil to the IEU.

The conversation should:

- Should (where possible) take place the same day
- Serve as an opportunity to exchange perspectives about the incident.
- Help the pupil reflect on their behaviour.
- Prompt them to make an apology.
- Re-establish trust and help the relationship move forward in a positive way.

Restorative conversations at Heathcote school are a core part of repairing damage to trust between staff and learners. Our restorative conversations are structured in 5 steps:

- **Sit down together- side by side.**
- Each person shares what happened (in non-accusatory way)?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading restorative conversations, Department or Year Leaders will support when requested.

## Community Service

Community service will be used when:

Pupils will need to give back to the community if they bring the school into disrepute or damage the school/ community property. In these cases, we will expect pupils to do some or all of the below:

- Apologise
- Repair and restore the reputation
- Make payments for any damage to property.
- Spend break and lunch in the IEU for 1 week
- Have parent involvement in repairing the situation.
- Be collected or dropped off by parents for at least 2 weeks after the incident occurs
- Implement a part time table where pupils leave school earlier
- Pupils will have a detention after school for 1 hour for 1 week.

## Refusal to Attend School Events, Trips or Visits

Pupils who have poor behaviour records may be refused entry to school events, trips or visits. All enrichment activities have clear thresholds for entry and these are clearly explained to pupils. For this trip, pupils who have been isolated, excluded or have multiple IEUs may be ineligible. The Head Teacher reserves the right to refuse entry to any school, events, trip or activity without any notice and can delegate this power to other school leaders for certain trips. This is to ensure that school trips

can take place safely and for the school to ensure that pupils attending are capable of upholding the high standards of behaviour we expect to maintain Heathcote's reputation. Deposits or payments will not be refunded if this is the case.

## **Isolation**

Isolation is a small quiet room for a small number of pupils based in the Sixth Form building which is supervised by School staff. The purpose of this room is to provide pupils with time out from the main school and to act as a serious sanction in place of a suspension. This will support the aim of the school to reduce suspensions and also to have more impact on pupils to change poor behaviour habits.

After investigation if a serious breach has been deemed to have occurred pupils will be placed in isolation. The day starts at 10:30, pupils should report to the sixth form reception. The pupil will then be taken to the isolation room where they will remain until 4:30pm.

### **Isolations will be given for:**

1. Dangerous or violent behaviour
2. Highly disruptive behaviour.
3. Any pupil who seriously abuses or persistently (verbally or physically) pupils or staff in person or online
4. Presents a serious safety concern to the school community.
5. Some banned items
6. Failed full day in the IEU
7. 10 referrals to the IEU
8. Persistent truancy

Whilst in isolation pupils will be given access to Google Classroom where they will have access to class work. During the day the pupil will also take part in some restorative work, intervention and reflection on the incident. The aim is to ensure that pupils and parents understand the reason for the isolation and that there is dedicated time to reflect and improve the pupils behaviour. We hope that pupils engaging with this process will prevent additional incidents of a similar nature from happening.

The decision to isolate or to use the IEU remains the school's decision and is at the discretion of Heathcote school. No appeals of these decisions can be made and parents are expected to trust and support the school's decisions.

Pupils who do not follow the code of conduct whilst in isolation will be suspended or placed on respite.

### **Use of the Internal Exclusion Unit and Isolation - removal from the classroom**

Removal is where a pupil, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. The use of removal should allow for continuation of the pupil's education in a supervised setting. At Heathcote School we use the Internal Exclusion Room (IEU) when a pupil is removed from the classroom. This removal is a last resort and will take place as a result of a serious incident in the classroom that means the pupil cannot remain in the room. Or when a pupil has failed to improve their behaviour despite being given two warnings. The continuous education provided may differ to the mainstream curriculum but where practicable pupils will have access to their lessons/learning from the room which they were removed to. In the IEU pupils will have access to workbooks that are aimed at their particular level of learning, along with chromebooks to access work that their teachers have placed on Google classroom as well as to access other learning systems and revision materials. Their time in the IEU may also be used to carry out restorative or educational work around their behaviour, the reason they were referred and how they could avoid future referrals.

While in the IEU / Isolation pupils are expected to complete all work set for them. Refusal to complete work will result in failure of the IEU time and escalation to the next sanction.

The staff supervising the IEU are suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

Where it is deemed the time in the IEU is not required it may be the case that a pupil is removed from a classroom for a brief period of time to discuss their behaviour with a pastoral assistant, their Year Lead, their Key worker or member of SLT. This will involve a conversation with the pupil in order to help them improve their behaviour or make the necessary adjustments/decisions in order to remain in the classroom.

## **Support Systems for Pupils Displaying Persistent Poor Behaviour**

The behaviour system is focused on restorative and inclusive practice and at every opportunity we will look to provide support for pupils to be successful. Support will be instigated from feedback from staff and pupils. We may also identify a pupil through the number of referrals to the IEU or centralised detentions or other behaviour concerns that they may be displaying.

If pupils are being referred to the IEU persistently, the school may do the following:

1. RAG timetable
2. Make form or set changes
3. Support with a restorative conversation between pupils and staff / pupils.
4. Seat changes
5. Pupil profile created and shared again with staff
6. Lesson observations/ book look.
7. Parent meeting
8. Keyworker allocation (temporary)
9. LASS screen
10. Involve appropriate agencies

Any pupils who behaviour warrants an isolation and the pupils behaviour doesn't improve after the isolations then the following mechanisms will be deployed:

**A pupil who has had 2 isolations** will then undergo the monitoring phase

### **The monitoring phase**

This phase is designed to get pupils refocused and back on track.

- Monitored for 2 weeks by the (Pastoral Assistants/ YL/ HLTAs/ TAs)
- Phone discussion and letter to parents.
- Discussed at referral meeting and an action plan agreed
- Referred to early help/ our family journey where appropriate
- Given Regular keyworker sessions
- Any of the suggestions above that have not been tried
- Complete a pupil profile document (section one IEP)

If the monitoring phase does not have the desired impact on the pupil and further sanctions are deployed the next trigger is:

**A pupil who has had 4 isolations or 1 suspension** will then undergo –'The partnership stage'.

### **The partnership stage.**

A meeting will be held that discusses the consequences for the learner if they do not meet the required standard and the positive outcomes for everyone if conduct improves.

In this stage we will:

- Monitor and review and refer to support using the IEP after 4 weeks

- If a learner does not achieve the required change in conduct agreed within the IEP a written warning will be issued by the Deputy Head and 5 days of Respite deployed.
- Learners must be given a second chance to achieve the targets agreed on the IEP after the verbal warning
- Parents and learners can also request any additional support at this point.
- All of these matters will be confirmed in writing and recorded on the IEP

The YL will:

- Develop an appropriate IEP with the learner and parent.
- Set targets and identify support required to achieve goals.

Pupils at this stage may have adjustments made to their timetable and given some of the support listed below where resources will allow:

- Social skills groups
- Anger management sessions.
- Emotional literacy.
- Play therapy.
- Counselling / mentoring sessions.
- Team building activities.
- Restorative meetings with staff
- Literacy sessions.
- Numeracy session.
- Part timetable

Plus any support previously agreed.

Referrals to external agencies may be made at this stage:

- Educational welfare officer
- Educational psychologist
- Early help/ Social care
- CAMHS
- School nurse
- SENCO
- Police
- YFRS (youth and family resilience service)

**A pupil who has 6 Isolations / 2 suspensions** will then undergo the Restorative conference.

### **A restorative conference**

This is where a 360 degree view of the learner will be convened.

- This meeting will include the YL, Learners, Learner keyworker, SEN team (if appropriate) Parent/Guardian, and a member of the Senior Team. Where possible a Governor representative (for schools) and or a YFRS representative or the information will be shared with them post the meeting for contributions.
- The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- The current support will be reviewed and assessed. Any further support can be requested at this point. External agencies support should be considered.
- There may be an element of 'payback' in the action plan from this meeting.
- Actions and a safety plan will be agreed at the meeting
- The meeting will issue a final warning to the learner which remains in place until the end of the academic year.

If the learner does not complete the actions, then the procedure will move to the next stage. Every effort will be made to encourage and support a change in the learner's behaviour.

If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

### **The Final stage- Fair Access Panel or Permanent exclusion**

The final stage means the pupils will be removed from the school, through either a permanent exclusion or via the Fair Access Panel.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools requesting an early annual review or interim/emergency review instead of the restorative conference. If a child with an EHCP then progresses to the final stage the SEN team will then be asked to consult other provisions for an appropriate placement. During this process it may be appropriate to suspend or place the pupil on respite until a placement is found.

### **Preventative measures to school suspension / permanent exclusion**

As preventative measures to suspension, the school will consider the following;

- Respite (temporary measure)
- An off-site direction (temporary measure)
- A managed move (permanent measure)

### **Respite (attend another school)**

Pupils placed on respite will be expected to attend another school for a short period of time (up to 10 days). Our local schools (Higham's park, Holy Family, Chingford Foundation), and any other local schools are some examples of the schools we may use). The aim of this is to provide the pupils some time out to reflect on behaviour and time for the school to put in further support for the pupil. It is also a good opportunity for our pupils to see that all schools in the local authority have similar expectations and sanction systems. Work will be provided by the school for the pupils to complete whilst at respite.

Respite will be used when:

- A pupil does not achieve the required change in conduct agreed in the partnership stage within the IEP a written warning will be issued by the Deputy Head and 5 days of Respite deployed.
- A pupil does not achieve the required change in conduct agreed in the restorative conference, then 5 days of Respite will be deployed.
- A pupil has had repeated isolations
- When a pupil requires time away from the school to ensure the school community is safeguarded
- When a pupil has failed an isolation day, as an alternative to suspension.
- When a pupil requires day 6 provision as part of a suspension of longer than 5 days.

Pupils may attend respite provision for up to 2 weeks. The School will require parental agreement on this matter. Respite paperwork will be drawn up in agreement with the parents and the host school outlining the following:

- Location of respite
- Length of respite period
- Parental consent
- Support offered during this period and work provided.
- Reintegration plan and date.

The home school (Heathcote School) will complete paperwork that informs the host school of a pupil's parental contact details, medical information, behaviour information and safeguarding information along with other needs, to ensure the host school is able to provide suitable care, safeguarding and support for each pupil's needs.

Once the pupil arrives at the respite provision they will be in the schools Internal Exclusion Unit and will follow an altered length of day, normally 9.30-2.30. The home school will provide work for the pupil whilst on respite. Every day, the IEU lead will check that the pupil has attended respite on a daily basis. While attending respite the pupil will be marked as educated off site using a B code.

Parents will be made aware of the contact at the school that they need to report to. It is advisable that parents attend the first day of respite with their child to help establish expectations. Pupils in receipt of free school meals will need a packed lunch, which they collect from home school if required.

## **Off-site Direction**

When interventions or targeted support have not been successful in improving a pupil's behaviour, the school can use off-site direction. This is time-limited placements at an alternative provision or another mainstream school.

The pupil will be dual registered while directed off-site. The off-site direction can be full time at an alternative provision or part time of support in an alternative provision and continued mainstream education.

As part of the planning process of off-site direction the school will propose a maximum period of time for the direction to take place. At the end of this time the direction should be reviewed and alternative options considered.

In the case of an off-site direction parents will be notified in writing and provided with information about the placement, as soon as practicable. If a pupil has an EHCP (Education, Health and Care Plan) then the local authority will also be notified in writing of the placement. If a pupil is known and currently working with Childrens Social Care, then their allocated social worker will be notified of the off-site direction.

During an off-site direction the school will notify the parents no later than six days before the date of any review meeting, to invite parents to attend the review meeting, or notify parents of the schools views with regards to whether the off-site direction should continue and if so for how long. The school will aim to ensure where practicable that any review meeting is convened on a date, and at a time that is suitable for the parent.

These reviews will be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points and targets set  
Written notification of the decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it will be shared with the parent no later than six days after the date of the review meeting

The length of time a pupil spends in another mainstream school or Alternative Provision will depend on what best supports the pupil's needs and potential improvement in behaviour.

The decision to direct a pupil off-site will be carried out through Waltham Forest Fair Access Panel. This process takes into account the thoughts and feelings of the home school, the parent and the pupil. Through the Fair Access Panel it is possible a pupil can be directed to alternative provisions in the borough, including The Oak at Heathcote School, St Raphael Centre at Holy Family and Belmont Park School.

## **Managed Moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. The process of a managed move involves input from the pupil and parents and will only occur when it is in the pupil's best interests. A managed move agreement will take place between the two schools, the move is voluntary and requires the agreement of all parties involved.

If a managed move is not seen to be in the best interest of the pupil, the case may be referred to the Fair Access Panel.

Managed moves will be offered as part of a planned intervention, this involves a managed move period of 12 weeks. At the start of the process a representative of both schools, the pupil and parent will meet to discuss the circumstances around the managed move, ensure the best possible transition between the two schools including subject options (KS4) and to set out targets for the pupil.

Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending the pupil's EHC plan.

There will be a review at 6 weeks and then a final review at 12 weeks. Through the 12 weeks, both schools will work together with the parent and pupil to ensure the pupil has every chance of success. Failure of the managed move will result in the pupil returning to their original school. A successful 12 week period will see the pupil move permanently to the host school through notification and verification of the Fair Access Panel.

As a managed move is arranged in agreement with parents, if a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority.

## **Part Time Timetable**

An altered timetable may be necessary for pupils who are struggling with the demands of the school day. The altered timetable may run for a period of 6 weeks and will be agreed between the school and the family. This will then be sent to the local authority and monitored. In some cases, we may need to extend this, but this will be in consultation with all stakeholders.

## **Suspension**

Our school MIS system Arbor, is not updated to reflect DoE language with reference to suspensions. Therefore may use the term 'Exclusion' when reports and data are used from Arbor.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful; reasonable; fair; and proportionate.

A suspension is a fixed period of time where the pupil is not allowed to enter the school premises. Suspensions may vary in length depending on the outcome of the investigation and is at the discretion of the school. Most suspensions will be a minimum of 3 days. A pupil can be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

Any suspension of a pupil, even for short periods, must be formally recorded. Suspending a pupil for a short period of time, such as half a day, is permissible, however, the formal suspension process must be followed. Each disciplinary suspension must be confirmed to the parents in writing with notice of the reasons for the suspension.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of this



behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the school will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

A suspension cannot be extended past the given date stated on the notice to parents. If required a new suspension notice will be given following the suspension process, including notification to parents.

### **Suspensions will be given for:**

1. In response to a serious breach of the school's behaviour policy
2. Failing the targets in the Partnership stage and moving on to the Final stage
3. Pupils need to be separated from the school community for safeguarding reasons
4. Pupils fails the isolation room or refuses to attend isolation
5. Refuses to attend the respite provision.
6. Where the school requires time to investigate an incident further
7. Internal and external resources cannot support an alternative sanction

For each incident that occurs we will investigate, and the length of suspension will be based on all the evidence that we collate. Each suspension will be considered on case by case basis and, in some cases, incidents may lead to a permanent exclusion.

- Before a sanction is decided investigations will take place. This will include either gathering statements from pupils or witness, and any CCTV footage. In most cases, CCTV will not be shown to parents when this is used as evidence for the suspension, only a time line of the footage may be given. Showing CCTV will only be considered if it does not breach GDPR or data protection.
- When establishing the facts in relation to a suspension decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.
- The prior conduct of a pupil may be a relevant factor when deciding on a sanction, particularly if the conduct has been repeated and previous sanctions have not been effective.
- For vulnerable pupils or pupils with SEND, reasonable adjustments may be made to tariffs of suspensions.

During a suspension, pupils still receive their education. The school will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

For a fixed term suspension which lasts longer than 5 days, the school will ensure that provision is arranged for day 6. The pupils will be expected to attend day 6 provision. This will consist of pupils attending another educational provider or accessing an alternative service until the exclusion is completed. Parents are expected to use the allocated provision, if they choose not to then they are responsible for their child from day 6. (Please see day 6 information on page 51)

### **Reintegration following a suspension**

The school will support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction.

- They will offer the pupil a fresh start, that allows them to;
- Understand the impact of their behaviour on themselves and others.
- Teaches them how to meet the high expectations of behaviour in line with the school culture.

- Fosters a renewed sense of belonging within the school community, and;
- Builds engagement with learning.

This will be carried out through reintegration meetings before or on the morning of the pupil's return to school.

## **Fair Access Panel**

The Fair Access Panel meets every 3/4 weeks to discuss pupils and their situations. Parents will have the choice of provisions within the borough. The school will also make their recommendations for provision. The choice will be put forward to the FAP and a decision is made.

The possible outcomes are:

- The pupil is allocated another mainstream school/ provision.
- The pupil is allocated to an Outreach provision.
- The pupil is allocated to Pupil Referral Unit.
- The pupil is allocated to a SEMH / specialist provision
- The pupil is allocated to Alternative Provision.

The agreed provision will then contact the family so that they will start within 9 days of the FAP meeting.

If the parent refuses to follow the outcomes of FAP, the Governing Body has the power to direct the pupil to attend. If they still refuse to attend then the Headteacher has the power to permanently exclude, retrospectively, the reason for the referral to FAP.

Through the fair access panel Heathcote school can refer pupil's to the following alternative provisions within the Hawkswood Group:

- Burnside
- Belmont
- The Oak
- St Raphael's
- Hawkswood

Alternative provisions used by Heathcote School include:

- Waltham Forest College
- The Boxing Academy
- The College of Haringey, Enfield and North East London
- Big Creative Education

Each provision is considered taking into consideration the best interests, the needs and the behaviour of the pupil.

## **Permanent Exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

**A decision to exclude a pupil permanently will be made when:**

1. In response to a serious breach, or persistent breaches, of the school's behaviour policy

2. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. When the alternative of using the Fair Access Panel is refused by the family.

For any permanent exclusion, the school will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

When a pupil is permanently excluded the Local Authority will organise day 6 provision for the child. Details of this will be communicated with the parent/carer by the Local Authority.

Whilst a permanently excluded pupil's name remains on a school's admission register, the pupil should be marked using the appropriate attendance code. Where alternative provision has been made and the pupil attends it, an appropriate attendance code.

## **Reasons for Suspensions and Exclusions**

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

## **Cancelling Permanent Exclusions / Suspensions**

The headteacher may cancel any exclusion or suspension that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of suspensions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

## **Notice of Suspension or Permanent Exclusion**

When a pupil is suspended or permanently excluded the school will notify parents/carers without delay of the period of suspension or permanent exclusion and the reasons for it. In the case of a pupil with SEN, a pupil who is subject to a Child Protection plan or Child in Need plan, Looked after children and previously looked after children. The relevant agencies and support workers will also be notified.

## **Suspension or Permanent Exclusion of pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)**

The school will make reasonable adjustments for disabled pupils or those with Special Educational Needs. This can apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed.

Under the Children and Families Act 2014, The governing board will use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

The school will engage proactively with parents in supporting the behaviour of pupils with additional needs. Where the school has concerns about the behaviour of a pupil with SEN/disability or EHC plan, or a pupil with SEN/disability or EHC plan is at risk of suspension or permanent exclusion, the school will work in partnership with others (including where relevant, the local authority), and consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

The school will contact the local authority at an early stage regarding any behavioural concerns of a pupil with SEN, A disability or an EHC plan and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For pupils with SEN but without an EHC plan, the school will review whether the current support arrangements are appropriate and investigate what changes may be required. This may provide a point for the school to request an EHC assessment or a review of the pupil's current package of support.

## **Suspension or Permanent Exclusion of pupils who have a social worker, including looked-after children, and previously looked-after children**

Heathcote School understands that for its pupils who have a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. The school will balance this important reality with the need to ensure calm and safe environments for all its pupils and staff. The school will devise strategies that take both of these aspects into account.

The school will always inform the social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents, where a pupil is with a social worker is at risk of suspension or permanent exclusion. This will be with the aim to involve them all as early as possible in relevant conversations and decisions.

The school's Designated Teacher (DT) will contact the local authority's Virtual School Headteacher (VSH) as soon as possible where there are concerns regarding a Looked After Child (LAC) being at risk of suspension or permanent exclusion. The VSH, working with the DT and others, will consider what additional assessment and support needs to be put in place to help the school address the factors affecting the pupil's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school will also engage with a pupil's social worker, foster carers, or children's home workers. This preventative approach can also include any concerns regarding behaviour that could lead to suspension or permanent exclusion being added to the pupil's Personal Education Plan (PEP) which is reviewed each term.

Where a previously looked-after pupil is at risk of being suspended or permanently excluded, the school will engage with the pupil's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.

## **Day 6 provision**

For a suspension of more than five school days, the school will arrange suitable full-time education for any pupil of compulsory school age after the fifth day.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place. This will be the pupil's 'home authority' in cases where the school is in a different local authority area.

In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

The school will always aim to minimise the disruption that suspension or permanent exclusion causes to its pupil's education. Whilst the statutory duty is to arrange full-time education from the sixth day of a suspension or permanent exclusion, where possible the school will start this provision as soon as possible.

In the case of a looked-after child or child with a social worker, the school and the local authority will work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

The school will ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension.

### **Governing boards duty to consider an exclusion**

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors - these can be seen in the diagram below of '*governing board's duties to review the headteacher's exclusion decision*'.

The governing board may delegate its functions with respect to the consideration of a suspension or permanent exclusion to a designated sub-committee consisting of at least three governors.

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test.

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

The requirements are different for suspensions where a pupil would be suspended for more than five but less than 16 school days in a term. In this case, if the parents make representations, the governing board must consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

### **Independent Review Panels (IRP)**

IRPs contribute to a robust process of scrutiny to ensure that suspensions / exclusions are lawful, reasonable, and procedurally fair.

If applied for by parents within the legal time frame, the local authority arranges for an IRP hearing to review the decision of a governing board not to reinstate a permanently excluded pupil.

The legal time frame for an application is:

- Within 15 school days of notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil;
- Where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the permanent exclusion.

Parents may request an IRP even if they did not make representations to, or attend, the meeting at which the governing board considered reinstating the pupil.

The local authority/academy trust must take reasonable steps to identify a date for the review that all parties can attend. The venue must be reasonably accessible to all parties and where required IRP may be held virtually.

The panel must apply the civil standard of proof i.e., 'on the balance of probabilities' which means that it is more likely than not that a fact is true. This should be applied rather than the criminal standard of 'beyond reasonable doubt'.

Following its review, the panel can decide to:

- Uphold the governing board's decision not to reinstate;
- Recommend that the governing board reconsiders reinstatement; or
- Quash the governing board's decision and direct that the governing board reconsiders reinstatement.

The panel's decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied vote, the chair has the casting vote.

The IRP's decision is binding on the: pupil; parents; governing board; headteacher; and local authority.

Following the review, the panel must issue written notification to all parties without delay.

This notification must include:

- The panel's decision and the reasons for it;
- Where relevant, details of any financial readjustment/payment to be made if a governing board does not subsequently decide to offer to reinstate a pupil within ten school days; and
- Any information that the panel has directed the governing board to place on the pupil's educational record.

## **Summary of the governing board's duties to review the headteacher's exclusion decision**

Conditions of exclusion

Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 for a term
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test\*

↓ Yes

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.<sup>49</sup>

\*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.<sup>50</sup>

↓ No

Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

↓ No

The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

Yes

Have the pupil's parents requested a governing board meeting?

↓ Yes

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

↓ No

The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.