

Behaviour for Learning Policy

Heathcote School and Science College



Approved by the Governing Board:	Autumn 2025
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To be reviewed:	Every 2 years
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Next review date:	Autumn 2027
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This Policy should be used in reference with the following documents;

- The Child on Child 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.
- Supporting documentation for:
 - Behaviour Expectations
 - Confiscation, Searches and use of reasonable force.
 - External respite, Fixed term suspension, Fair Access Panel and Permanent Exclusion.

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

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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:

Objective: Promote a school culture that ensures safety, respect, readiness to learn, and inclusivity that celebrates diversity and individuality.

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
- Senior Assistant Headteacher - Behaviour, attendance and inclusion

- Assistant Headteachers - as link SLT members for each year.
- Middle Leaders
- Pastoral Support Assistants
- All staff - including support staff that are not pupil facing.

Home School Agreement 2025 - 2026

Heathcote School is a popular and well subscribed school. Parents/carers have confidence in our professionalism and the high standards we strive to maintain. We need our parents/carers to provide their full support to the school and for them to take an active role in their child's education. We believe our shared high expectations will lead to your child's success. Each party commits and agrees to the aims and values of the school outline below.

As a pupil, I commit to being:

Ready by....

- Having excellent attendance
- Attending every lesson on time.
- Wearing the correct uniform at all times.
- Having the correct equipment.
- Sitting in my allocated seat
- Having no banned items on display.

Respectful by....

- Using good manners to all members of the community
- Following all instructions without question or delay
- Not disrupting the learning of others
- Keeping my hands, feet and objects to myself.
- Treating our school site and resources with respect.

Responsible by....

- Acting and speaking positively around the school, in the community and online.
- Acting safely around the school, in the community and online.
- Keeping our community tidy.
- Engaging with my learning.
- Completing my homework.

As a family/parent/carer, we commit to:

- Caring passionately about my child's well-being
- Encourage my child to always do their best
- Work with, not against, all school staff.
- Communicate politely and respectfully to staff at all times.
- Respect the differences of all members of our community
- Ensure my child attends school every day and on time
- Ensure that family holidays are taken outside of term time.
- Ensure our child wears the correct school uniform and adheres to the rules around uniform and appearance.
- Make sure our child has all the correct learning equipment required for every lesson.
- Accept and support the school's behaviour expectations and the systems around these.
- Support our child in meeting school expectations

- Take an interest in our child's school work and provide a suitable environment for our child to work at home
- Ensure our child completes their home learning on time and to the highest standard
- Attend parents' evenings and any other parent meetings to discuss our child's progress and behaviour.
- Read all correspondence from the school and respond appropriately
- Encourage my child to take part in intervention and clubs offered by the school

As a school, we commit to:

- Care passionately about the well-being of all pupils.
- Value and respect each pupil as an individual.
- Provide a safe and nurturing environment for all pupils to enjoy learning and reach their full potential
- Ensure all pupils have access to the best learning experience through a varied curriculum and individual support.
- Provide a broad and balanced curriculum
- Make sure all lessons are consistent with Heathcote non-negotiables
- Narrow the gaps where pupils or groups are falling behind
- Give feedback on learning
- Stretch and challenge all pupils
- Provide regular reports of pupil progress to parents and carers
- Contact home to share praise and reward pupil success
- Contact home if there are concerns about a pupil's behaviour, effort or attendance
- Provide opportunities for parents/carers to discuss their child's progress
- Always strive for the best
- Respect the differences of all members of our community
- Keep you informed of events, meetings, activities and news

Our Behaviour Expectations

In reference to our Supporting documentation 'Behaviour Expectations 2024/25'

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.

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.

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

Acting and speaking positively.
Acting safely.
Keeping our community tidy.
Engaging in learning.
Completing classwork and homework.

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, where resources permit.

Persistent absence without medical evidence can lead to parents / carers receiving a fine. (Receiving 10 "O", "G" or "U" codes). The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence e.g. sessions of holiday taken in term time (G), arriving late after the register closes (U) and unauthorised absence (O). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

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 60-minute restoration. Parents of pupils who receive 10 U/G/O codes over a rolling 10-week period could face a fine. Pupils who arrive late to school but less than 30 minutes will receive a 20-minute restoration. 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.

Pupils are expected to arrive on time to both school and lessons. If a pupil is late to a lesson because 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 at the start of P1, 3 and 5 or more than 3 minutes after the bell at the start of P2 and P4. Teachers will record the number of minutes late onto the management information system Arbor. Lateness to lesson of more than 10 minutes after the bell should be recorded as truancy. This will count in the centralised restoration system. This restoration 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. Persistent truancy will result in escalation of sanctions.

Pupils with 100% attendance and punctuality for the whole term will be entered for the ACE award and join the 100 Club. Every half term a winner will be randomly drawn from the eligible cohort. All members of the 100 Club will receive a badge, certificate and rewards.

Truancy

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

- If a child is more than 10 minutes late to a lesson this will be classed as truancy and will be recorded on Arbor by the class teacher. A negative point will be issued and a next day 20-minute restoration will also be issued.
- If a child truant a full lesson (30+ minutes) this will be recorded on Arbor by the class teacher. Two negative points will be issued and a next day 60 minute after school restoration will be issued.
- If a child has more than one episode of truancy on the same day it will result in a referral to the regulation room for the remainder of the day, a 60-minute restoration and parents will be notified.

The time in the regulation room 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 (5 truancy marks in a half term) will be placed in the reflection room and a meeting will be held with parents/carers to discuss this. A meeting and letter 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 and punctuality report will result in a second meeting 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, Formal Written Warning, 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 regulation room. 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" 0 point log on Arbor. More than 3 logs over a fortnight will result in a 20 minute restoration and a negative point on Arbor. 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.

- If pupils fail to be correctly equipped a 0 point log will be issued on Arbor. Failure to be equipped 3 or more times in a fortnight will result in a 20 minute restoration being issued.
- Pupils who do not bring their PE equipment or drama socks to lessons and do not have an appropriate note explaining the reason for this will be allocated a 20 minute restoration. Repeated failure to not bring their PE kit will result in a referral to Regulation.
- 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 and Senior Leaders.

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 school uniform at the gate and line-up 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.

Returns:

To reduce low level sanctions and support all pupils, we have introduced the “Returns” system. Any pupil with missing Tie/Blazer/Skirt/Trousers will have this provided by the school in the morning. Pupils will need to provide a deposit of a mobile phone or equivalent value which will be returned to them at the end of the day. This will be logged as 0 points on the system as a “Returns”. If a pupil fails to return the item at the end of the day they will be logged for a next day Restoration of 20 minutes and the item will be billed to their Arbor account. If a pupil receives 3 logs of returns over a fortnight then they will receive a 20 minute restoration the next day and a negative point on Arbor.

Any pupil wearing a banned item will have this confiscated and a 20 minute restoration issued.

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), standard knee length skirt or full length skirt from Speedstitch. 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 (only one of).

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.

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 PE kit 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.

Year group tie / lanyard colours (2025/2026)

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	White Tie	Yellow Tie	Red Tie	Green Tie	Black Tie	Orange Lanyard	Green 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/Sports Jackets are a banned item and not suitable as a coat – these will be confiscated and returned to the pupil at the end of the day on Friday of that week. If the item is confiscated on a Friday, then it will be returned on the following Friday.
- 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. If a piercing cannot be removed it must remain covered at all times with a plaster they have brought from home or one that the school provides.
- Nose piercings – Nose piercings for religious/cultural reasons are allowed, provided that they are a small discrete stud and only in one nostril. Bars and rings are not permitted. Nose studs must be removed for PE and dance lessons.
- **No other piercing is permitted**
- Watches are encouraged
- A large formal style school bag is compulsory (big enough to carry A4 books)
- In exceptional circumstances the uniform requirements may be altered or relaxed. This can only be decided by the Head Teacher and a uniform card will be issued to this pupil.
- If there is a medical reason why a pupil cannot comply with uniform expectations then full proof must be provided. A Yellow Slip with a start and end date will then be issued to this pupil who must carry it at all times.



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 regulation room. Pupils will be logged as a 0 point when issued with a return. If they receive 3 logs for this in a fortnight then a next day 20 minute restoration will be issued and a negative point given.

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. We have a Hardship Fund to support families with financial difficulties.

Persistent failure to comply with uniform and jewellery rules will result in restorations, refusal to follow instructions, hand banned items over will result in escalation of the sanction to time in the

regulation room. Parents / carers will also be contacted regarding this.

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

Pupils who do not have their PE kit will be issued a 20 minute restoration 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 restoration. It is expected that the issue is resolved by an agreed date otherwise restoration will then be issued. At this point parents will be involved.

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 after a first and second reminder will be classed as defiance and will warrant a referral to the regulation room.

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 walkways 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. 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 do follow the seating plans or groupings will be issued with a reminder of our expectations before then being issued a restoration if they continue to refuse.

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. If it is safe/appropriate to do so, confiscated items will be returned to pupils at the end of the day.

This does not include mobile phones due to pupils using these to communicate with parents / carers to and from school. However, if mobile phones become a continual issue, they may be expected to hand in their phone on arrival to school or have it confiscated and only returned when a parent or carer collects it.

Each of the items carries different sanctions from a centralised restoration for 20 minutes or the more serious up to and including permanent exclusion.

The school has the right to confiscate these items and dispose of them. Items will only be returned to pupils at the end of the day. Where a pupil continually brings in a banned item, then they will be confiscated and only returned to the pupil's 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 regulation room.

Where pupils have a banned item that warrants a restoration, staff will confiscate the item. Where it warrants a referral to the regulation or reflection room, 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.

Banned item	Sanction type	Next steps
Sugary / junk foods Sweets / Crisps Fizzy / Sugary drinks / Energy drinks / Large juice cartons. ----- Chewing gum Aerosols / Sprays	Confiscation of item.	Disposed of.
Mobile phone Headphones / Airpods ----- Hoodies / sports jackets Hats / Bandanas / Durags ----- Nail polish / Make up that does not apply to the uniform policy/ *fake nails. -----	Removal of item. + Centralised restoration Failure / Refusal to handover or remove = Regulation referral	Returned at the end of the week. *Not Mobile Phones

Piercings that do not apply to the uniform policy.		
Food for selling Metal combs Tobacco and Papers E Cigarettes/ Lighters / Matches / Gas canisters Stink / Water bombs / Balloons / water pistols Compasses / firecrackers / laser pens	Confiscation + Centralised restoration Regulation Reflection	Disposed of.

*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 the 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.

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

These items, if not handed over will be searched for without consent if the safety of staff and pupils is deemed to be at risk.

The school may call the police to deal with the incident if it is deemed appropriate to do so. Confiscated items may be handed over to the Safer Schools Officer (SSO) and pupils may be spoken to by the SSO or the police as part of the school's process.

Please refer to supporting documents *Preventative measures to school suspension and permanent exclusion* and *Confiscation, Searches and use of reasonable force*. For more information around banned items, sanctions and school practices around searching and screening.

Smoking / Vaping

Smoking and/or vaping is not allowed in school, anywhere on school site or outside of school while in school uniform. 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 a pupil is found in possession of Cigarettes, Vapes, liquid canisters or E cigarettes then they may face permanent exclusion from the school.

If found with any of these banned items in school, they will be confiscated and disposed of. 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.

If a pupil is found to be smoking or vaping illegal drugs, then there will be a referral to CGL made and police informed accordingly. Any pupil in possession or using illegal drugs is subject to criminal

Mobile Phones

Pupils are allowed mobile phones in school for safety reasons while travelling to and from school. However, 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 restoration 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 restoration the following day. If a mobile phone is continually being confiscated from the same pupil, then the school may decide to confiscate the mobile phone and only return it to a parent or carer who comes to collect it.

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 regulation room for not following staff instructions. When pupils arrive at the regulation room 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 a referral to the reflection room. Failing their time in the reflection room 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 teacher's 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 - 2 periods + social in the regulation room

Second offence - 1 day in the regulation room

Third Offence - 1 day in the reflection room

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.

Being a RESPECTFUL PUPIL

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.

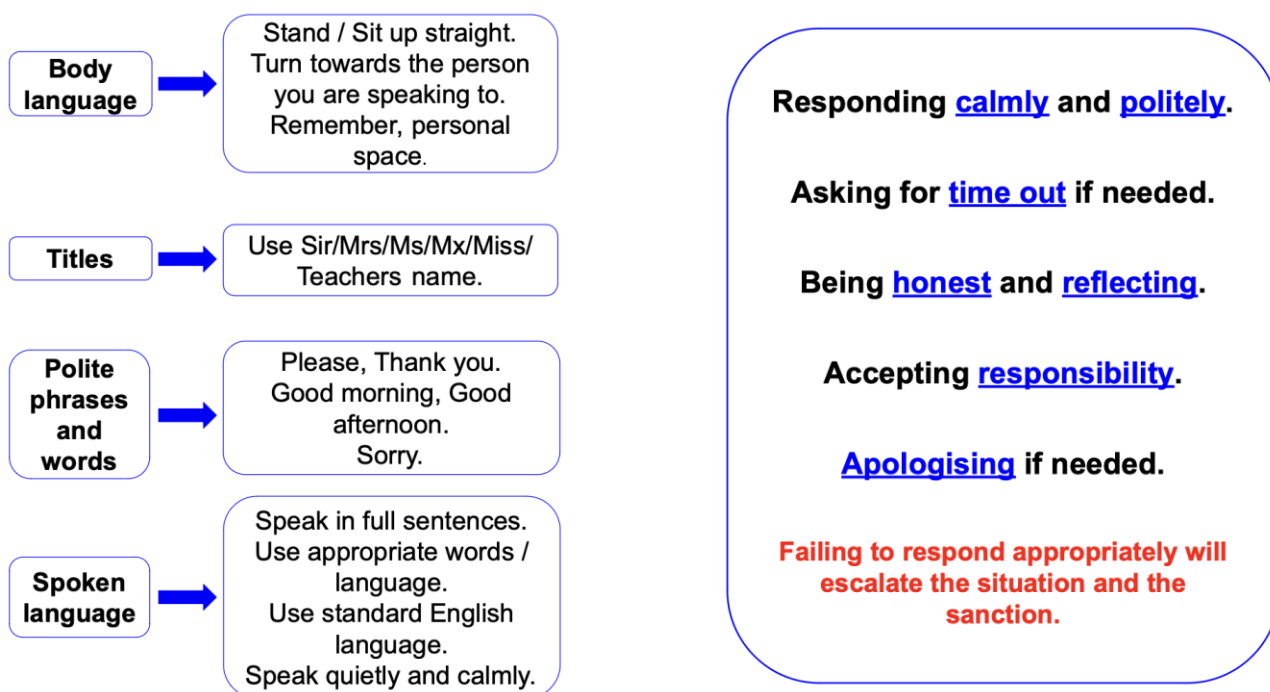
Use good manners to all members of the community

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 restoration or a referral to the regulation room. 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 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 regulation room in the first instance and will remain there whilst we investigate. Further consequences may be deployed and the Child on Child Abuse/Safeguarding policy will be followed.

We at Heathcote School and Science College take allegations of abuse towards our community seriously. In the event of a pupil/pupils engaging in harmful and abusive behaviours towards peers, our staff are expected to follow these procedures below;

- Staff are always expected to challenge the issue and consider the welfare and wellbeing of all involved.
- Pupils engaging in such behaviours will be requested to attend the restoration room whilst an investigation is carried out.
- They must record the allegation/s in detail on CPOMs and inform the DSL, only safeguarding trained members of staff will investigate further.
- Staff must report the incident as soon as possible, preferably in person to the DSL if there is ongoing significant risk to a child.
- A safeguarding team member, under guidance from the DSL/DDSL, may contact Children's Social Care team and follow advice, as well as the Police if the allegation involves a potential criminal offence.
- Where advised a Multi-Agency Safeguarding Hub (MASH) Referral may be required.
- A member of the safeguarding team, under guidance from the DSL/DDSL, may be required to complete a risk assessment and put a support plan in place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The risk assessment may consider and include any actions to make the location of any incidents safer, where appropriate.
- The DSL/DDSL will consider any necessary support or referrals with regards to siblings that may be impacted by identified risk.
- A member of the safeguarding team, under guidance from the DSL/DDSL may contact the children and adolescent mental health services (CAMHS) where appropriate and in line with advice from Children's Social Care and in accordance with the requirements of child and parental consent.

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL/DDSL immediately.

Non-safeguarding staff must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL/DDSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident immediately and reassure the pupil(s) that they will receive support and help from the DSL/DDSL.

Initial review meeting

Following a report of an incident, the DSL/DDSL will hold an initial review meeting with appropriate school staff after initial guidance from Children's Social Care – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the Police and/or Children's Social Care.
- If it is necessary to view the image(s) to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL/DDSL will make an immediate referral to Police and/or Children's Social Care if:

- The incident involves an adult and a child.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- If the imagery involves sexual acts and any pupil in the images or videos is under 13 then police must immediately be notified.

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 a reminder or a referral to the regulation room. 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.

Show good engagement and listen to staff and peers when they are 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 reminders and may be referred to the regulation room.

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 1st reminder. It is advised that reminders are given in private where possible. When pupils get a 2nd reminder, 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 restoration will also be issued. If the pupil continues to disrupt the learning of others, then they will be removed to the regulation room.

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 a referral to the regulation room will be issued. If a so called 'play fight' becomes highly disruptive, unsafe or causes injury this will result in a referral to the regulation room/reflection room or a suspension for physical assault.

Where none of the above occurs, it will be considered poor behaviour and will result in a referral to the regulation room.

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 or pulling down posters.
- 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.

Being a RESPONSIBLE PUPIL

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 restoration, regulation or reflection 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 1-5 around the school will result in a 20 minute centralised restoration. Failure to meet conduct stated in point 5 may result in anything from time in the regulation room, reflection room or suspension.

Line up correctly

At certain points in the day (e.g. before school) pupils will line up in form classes in alphabetical order or as directed by staff. 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. remove outside coats and ensure uniform items are all worn correctly.

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

Pupils who do not line up correctly will be given a 20 minute restoration at break time the following day.

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 restoration 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 regulation room.

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 letters and emails 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 restoration 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 or folders
- 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, written work or folders and will apply pride to everything they do, both in and out of the classroom as this can result in a department restoration.

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.

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.

At Key Stage 3, homework expectations are clear. When a pupil does not complete their homework for English or Maths, they will be required to attend a 20 minutes centralised restoration session at break time. Failure to attend this will escalate to 60 minutes after school. For other subjects, a missed piece of homework will be recorded with a log on Arbor, and parents or carers will be informed. Department Leads will carefully monitor these records, and if a pupil repeatedly fails to complete homework, additional interventions will be put in place to support them in meeting expectations.

At Key Stage 4 pupils will receive a break time restoration led by a Department Lead for failure to complete homework. If a pupil does not attend this restoration, then this will be logged and pupils will then be expected to complete a centralised 20 minute restoration.

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.

Praise, Rewards and Recognition

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, 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)
9. Ready, Respectful and Responsible awards
10. Encourage, Challenge and Succeed awards.

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 to pupils 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 end of term awards assembly.

At the end of each half 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.

Year	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.

This award is given out at the end of each half term and is awarded by drawing a name from those with 100% attendance.

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 (regulation referrals, reflection referrals or restorations).

This award is given out at the end of each half term and is awarded by drawing a name from those with at least 1 praise point and no negative points (regulation referrals, reflection referrals or Centralised restorations).

Achievement Assemblies

Every half-term, there will be a celebration assembly and every term there will be a rewards assembly in which the Year leaders and Department leaders will celebrate the 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, which parents of pupils receiving awards are invited to, to share in celebrating our pupils' achievements.

ECS - Encourage, Challenge Succeed walks

Senior and middle leaders will tour the school during lessons each day. This is a supportive measure and gives these staff members the opportunity to engage with teaching staff and pupils. The aim of these walks is to recognise good effort, work and behaviours, recognition stickers will be given to pupils and contact will be made home to share the good effort, work or behaviour that was seen with parents and carers.

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.

Restorations

Restorations form an important part of most school's discipline system. Restorations can be set by any staff member in the school. The restoration length ranges from 20 minutes to 60 minutes. Restorations will take place in registration rooms or in the canteen as a whole school centralised Restoration.

Restorations will be given for:

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

Restoration system:

Restorations at Heathcote school will be set for the following day.

Restorations will be for 20 minutes - however a pupil can receive multiple restorations in the same day. This will result in 20 minute increments per restoration being added to the pupil's restoration. E.G. 3 restorations in one day will result in the pupil having a 60 minutes' restoration the following day. (3 x 20 minutes). The maximum restorations a pupil can sit in a day is 3. If a pupil receives 4+ restorations in a day this will result in an escalation to a full day Regulation the following day. This is to ensure that pupils do not carry over Restorations over multiple days and that pupils are aware of the seriousness of receiving 4 or more sanctions in one school day.

Pupils will be required to complete their first 20 minutes of restoration at lunch time, led by a member of their Year team. These lunch time restorations will be held within their year groups and completed in a year group tutor room, with a pastoral assistant or year leader overseeing the restoration.

Any remaining restoration time will be completed at the end of the day.

E.G. A pupil with 3 restorations on a Monday will have 60 minutes of restoration to complete. They will complete 20 minutes at lunchtime on Tuesday and then complete their remaining 40 minutes after school on the same Tuesday.

Pupils failing to attend the lunch time restoration will complete their restoration after school in the main hall the following day. Pupils failing to attend their after school restoration will be placed in Regulation the following day for 2 periods, a social (break/lunch) and sit a 60 minute after school restoration held in the canteen.

Persistent failure to adhere to school sanctions will result in a referral to Regulation for a full Day with a 60 minute restoration after school in the first instance. If the pupil persistently defies to attend school sanctions they will be referred to the Reflection Room.

Failure to improve adherence to school sanctions 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 defiance after this will then result in escalation to the Partnership Stage, Formal Written Warning, First Written Warning, Restorative Conference and then Fair Access Panel / Permanent Exclusion.

Section 5 of the Education Act 2011, removed the requirement for parents to be given 24 hours' notice of restorations under 1 hour. Heathcote School understands the importance of communicating with the parents and carers of its pupils, so will ensure all restorations are communicated to parents and carers through our Arbor notification system. Parents and carers will receive notifications as soon as restorations are set for their child. Notifying them they will have a restoration the next day or that they will be completing a restoration after school the following day.

Despite this, where necessary, a restoration on the same day may be held e.g. following a pupil being referred to the regulation room that day.

Any pupil that is not able to complete the restoration must speak to their Year Lead, Pastoral Support Assistant or the Senior Assistant 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 restoration.

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

Restoration Flowchart:

Lunch Time Restoration
20 minutes completed at lunch time
Failure to attend lunch time restoration
60 minutes after school
Failure to attend After School Restoration
Regulation Referral + 60 minute Restoration

- Pupils who get more than one restoration will do **lunch time** and **after school** making up the time.
- E.g. 2 restorations is 20 minutes at lunchtime + 20 minutes after school.
- Failing to sit a 60 minute Restoration after school = Regulation referral + 60 minute Restoration.

No pupils are exempt from restorations. Parents must contact their Year Lead or Senior Assistant Head in charge of behaviour if there are any issues or a restoration needs to be rescheduled.

Pupil expectations for Restoration:

- Pupils need to arrive independently.
- Pupils need to be on time; any pupils who are more than 5 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 restoration.
- There will be no discussion regarding the restoration. 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 restoration.

- Ensure the restoration 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.

RESTORATION (restoration)
<p>20 minutes - completed at lunch.</p> <p>Any additional time completed after school in 20 minute blocks.</p> <p>Failure to attend will result in 60 minutes after school.</p>

REGULATION (IEU)
<p>2 Lessons + 1 break + 60 minutes after school.</p>

REFLECTION (Isolation)
<p>Full day + 90 minutes after school.</p>

SUSPENSION
<p>Specific to details of incident.</p>

Managing behaviour in the classroom

First and second Reminders:

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. Follow instructions without question or delay.
3. Be kind, polite and positive.
4. Engage.
5. Do not disrupt your own or others learning.

These behaviours may result in **immediate removal/referral**:

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

The School System	Reasonable Adjustments
<p style="text-align: center;">First Reminder</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Second Reminder – teacher intervention</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Restoration issued</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Third Reminder</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Removal / Referral to Regulation Room</p>	<p style="text-align: center;">First Reminder – use timeout card use</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Second Reminder / Restoration issued – teacher intervention</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">– offer 2 mins outside to regulate</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Third Reminder</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Removal / Referral to Regulation Room</p>

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

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 reminders 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 re-engage with the learning / follow instructions
- To stop the pupil moving onto the next reminder and to avoid referrals to the regulation room.

Regulation Room

The regulation room is a classroom with 20 individual desks. This space allows for pupils to be removed from the school community for safety reasons or so that learning can continue in classrooms. Pupils are sent to the regulation room for the reasons identified below.

Regulation room referrals will be given for:

1. Any behaviour that is not **Respectful**
2. Disrupting the learning of **others**
3. Disrupting the smooth running of the school
4. 3rd reminder 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. Disrupting 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 restorations

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

- 2 lessons, one break and 60 minutes after school
- Full day, including break and lunch and 60 minutes after school

Pupil expectations

- Pupils are expected to make their own way to the regulation room.
- Pupils arrive they will complete a regulation 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 will monitor behaviour within the room and have the highest expectations of the pupils. Whilst in the regulation room pupils will be given reminders to improve behaviour. The first reminder given will be a reminder to change their behaviour and meet our expectations. Any additional reminder given will increase the length of time in Regulation by an additional hour. More than 3 reminders issued will result in a failure of the Regulation room.

Failing the regulation room referral does not mean that the pupil leaves the regulation room. They complete the referral but also receive an escalated referral to the reflection room.

Where possible pupils and parents will be spoken to and a final chance given. If the pupil fails, the regulation room after this they will then be referred to the reflection room.

Pupils must not sit in the regulation room without completing work. Failure to complete work will result in a warning. Persistent failure to complete work will result in failing the regulation room and escalation to the reflection room.

Part of this work will be a regulation sheet which a member of staff in the regulation room 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 regulation room.

Staff referring a pupil to the regulation room 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 regulation room, 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 regulation room. 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 contact home to further explain the reasons for referral and discuss any concerns.

All internal referrals will be recorded on Arbor, if the issue is more serious than a referral to the regulation room, the issue will be raised with the pupils year leader to take the required action and support with follow up.

- Staff will always deliver sanctions calmly and with care.
- Failure to go to the regulation room immediately/ independently is likely to result in extra time in the regulation room.
- If a pupil refuses to leave the classroom or go to the regulation room, staff can email for On Call the pupils will then be collected and may be placed in the reflection room.
- Repeated refusal to attend the regulation room will result in a referral to the reflection room.
- If the pupil arrives, and no referral has been put on then the pupil will be kept till the end of the current period before being allowed to return to lessons.

Restorative Conversation

The restorative meeting is an opportunity to rebuild the relationship with the pupil that has been sent to the regulation room. The conversation is not to be used as another telling off/ administration of sanction – that has been done sending the pupil to the regulation room.

The conversation should:

- Should (where possible) take place the same day - the member of staff can collect the pupil from the regulation room restoration at the end of the day to do this.
- 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.
- 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 regulation room 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 restoration 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 trips, pupils who have multiple referrals to the regulation room, the reflection room or have been suspended 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.

Reflection Room

The reflection room 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 fixed term 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 the reflection room. The day starts at 10.00am, pupils should report to the sixth form reception. The pupil will then be taken to the reflection room where they will remain until 4:30pm.

Depending on the reason for referral to reflection, a meeting or phone call regarding the referral to the reflection room will take place regarding their child's behaviour. Parents will be invited to this meeting to discuss their child's behaviour and how they can avoid further referrals to the reflection room. At times this meeting may be to issue a Formal Warning, First Written Warning or Final Written Warning.

Referrals to the reflection room 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 regulation room
7. 5 truancy logs or more over a fortnight
8. 6+ referrals to Regulation in a half term
9. Persistent truancy

Whilst in the reflection room pupils will be given access to Google Classroom where they will have access to class work as well as being provided with work books to continue their learning.

During the day the pupil will also take part in some restorative work, intervention and regulation on the incident. The aim is to ensure that pupils and parents understand the reason for the referral to the reflection room and that there is dedicated time to reflect and improve the pupil's behaviour. We hope that pupils engaging with this process will prevent additional incidents of a similar nature from happening.

Pupils will also work with staff in the reflection room to start or add to their IEP to track, monitor and review interventions and support provided for them.

The decision to use the regulation room or reflection room 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. This is acknowledged by parents and carers when signing the home-school agreement.

Failure of the pupil to complete the sanction (failing the day or refusal) will result in an escalation to the next level of sanction. If a pupil is absent they will complete the sanction on the day they return to school. For those pupils who are persistently absent the regulation or reflection will still be recorded.

Pupils who do not follow the code of conduct whilst in the reflection room will have their sanction escalated to a suspension or external respite.

Removal from the classroom - use of the regulation room and reflection room.

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 regulation room 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 reminders.

The continuous education provided may differ to the mainstream curriculum but where practicable pupil's will have access to their lessons/learning from the room which they were removed to. In the regulation room 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 regulation room 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 regulation room / reflection room pupils are expected to complete all work set for them. Refusal to complete work will result in failure of the current sanction and escalation to the next level sanction.

The staff supervising the regulation room and reflection room 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 regulation room 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 regulation room or centralised restorations or other behaviour concerns that they may be displaying.

If pupils are being referred to the regulation room persistently, the school may do the following (this list is not exhaustive and additional interventions may be employed):

1. Round Robin - academic and behaviour review
2. RAG timetable
3. Make form or set changes
4. Support with a restorative conversation between pupils and staff / peers.
5. Seat changes
6. Pupil profile created and shared again with staff
7. Lesson observations/ book look.
8. Parent meeting
9. Keyworker allocation (temporary)
10. SEN screening
11. Involve appropriate agencies
12. Behaviour interventions
13. Counselling referral
14. Timetable changes
15. Hold a TAF meeting
16. Make a MASH referral

If a pupil is referred to the Reflection Room and does not show improvement in their behaviour, the following mechanisms will be deployed; the next trigger is:

Formal Warning (Stage 4)

A pupil who has had **2 Referrals to the Reflection Room, or 1 Suspension, or 1 Respite** will be issued a **Formal Warning** by their Year Leader or a member of the Senior Leadership Team. A meeting will be held with the parent, pupil, and Year Lead/ SLT Link.

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

The pupil will be monitored for a period of **2–4 weeks** by the behaviour team e.g. pastoral staff, Year Leaders, HLTAs or TAs. A phone call and letter will be sent to parents by the Year Leader outlining the reason. The case will be discussed at the referral meeting, and an action plan will be agreed (if needed).

Parents will receive a **Sanction Letter**, and a Round Robin review of academic progress and behaviour will take place. PSP targets will be set and clearly shared in the parent letter.

At this stage, interventions may include:

- Referral to Early Help / Our Family Journey.
- Regular keyworker or check-in sessions.
- HLTA or TA mentoring support.
- PSA check-ins.
- LASS testing or SEND screening.
- MASH referral, if appropriate.
- Support with routines such as attendance, punctuality, organisation, or wellbeing.
- Complete a pupil profile document (section one IEP)

If the Formal Warning does not have the desired impact on the pupil and further sanctions are deployed; the next trigger is:

First Written Warning (Stage 5)

A pupil who has had **4 Referrals to the Reflection Room, or 2 Suspensions, or 2 Respites** will then be issued with a **First Written Warning**.

At this stage, a meeting will be held with the **Behaviour Lead, Year Leader, parent and pupil** to implement the Pastoral Support Programme. This meeting will set out the consequences if the pupil does not meet the required standard, and the positive outcomes if conduct improves.

A **First Written Warning letter** will be issued. The **Pastoral Support Programme (PSP)** will be reviewed and updated, with clear focus areas and goals to support progress. The Year Lead will complete a report, and PSP targets will be reviewed and included in the parent letter. The pupil's **IEP will be reviewed and updated**.

Pastoral Support Programme (PSP): The PSP will consist of a first meeting where the First Written Warning will be issued. Focus areas for behaviour and goals will be put in place to support pupil's behaviour, this will then be monitored for a maximum period of 12 weeks. An interim review meeting will take place at 4-6 weeks in which focus areas for behaviour and IEP goals will be reviewed, along with any interventions put in place. A final meeting will take place after 8-12 weeks in which all focus areas and goals will be reviewed and any interventions put in place. A decision will then be made if a referral to the Fair Access Panel will be appropriate if a pupil is at risk of Permanent Exclusion. It is expected that the Individual Education Plan will be completed throughout this period so that, if a referral to Fair Access Panel is deemed necessary, all relevant interventions and support is evidenced.

At this stage, intervention offers may include (non-exhaustive):

- Year Lead phone call home and parent meeting.
- Behaviour report.
- HLTA/TA check-ins.
- PSA mentoring and support.
- Support with uniform, transport, wake-up routines or emotional wellbeing.
- Time-out card for self-regulation.
- Referral to School Nurse.
- Part-time timetable.
- FAP referral (if appropriate).
- SEND interventions – LASS, EAA, SALT.

External agencies and support programmes:

- Spark 2 Life mentoring.
- Counselling referral.
- MHST group sessions.
- MASH referral.
- CAMHS referral.
- Educational welfare officer
- Educational psychologist

- Early help/ Social care
- School nurse
- SENCO
- Police

Curriculum adjustments may also be made where resources allow, including:

- Social skills groups.
- Anger management sessions.
- Emotional literacy support.
- Play therapy.
- Team-building activities.
- Restorative meetings with staff.
- Literacy or numeracy support.
- Reduced or part-time timetable.

If the First Written Warning does not have the desired impact on the pupil and further sanctions are deployed the next trigger is:

Final Written Warning (Stage 6)

A pupil who has had **6 Referrals to the Reflection Room, or 3 Suspensions, or a Respite/Managed Move/FAP referral** will be issued with a **Final Written Warning**.

This stage represents a **360-degree review of the learner**. A restorative conference will be convened, led by the Deputy Headteacher, involving the parent, pupil, GFR, Year Leader, and SLT/SEND staff where required.

At this meeting, a **Final Written Warning letter** will be issued. The DHT will prepare a report, and PSP targets will be reviewed and included in the letter. A **TAF or Emergency TAF review** will be held to offer any other intervention to support pupil and family. The pupil's **IEP will be reviewed**, and a **safety plan with interventions** agreed.

Further intervention offers at this stage may include:

- Extended PSP with more frequent reviews.
- Additional counselling or mentoring sessions.
- Referral to CAMHS or specialist MHST programmes.
- SEND reviews and provision adjustments.
- Increased parental engagement, including home visits.
- External agency support such as:
 - Educational Welfare Officer.
 - Educational Psychologist.
 - Early Help/Social Care.
 - Police intervention if appropriate.
 - YFRS (Youth and Family Resilience Service).

The pupil will be monitored for **4–6 weeks**, and the Final Written Warning will remain in place for **6 months**. Every effort will be made to encourage and support a change in behaviour. If the pupil refuses to attend or engage, the process moves to the final stage.

A Formal, First or Final written warning may be issued separately from the agreed behaviour escalation, at the discretion of the Senior Leadership Team, if there is a serious breach of the school's behaviour policy.

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.

If the Final Written Warning does not have the desired impact on the pupil and further sanctions are deployed the next trigger is:

Failed Final Warning (Stage 7)

A pupil who has had **8 Referrals to the Reflection Room and/ or 3+ Suspensions** will be considered to have failed their Final Written Warning.

At this point, a meeting will be convened with the **Headteacher, Deputy Headteacher, parent and professional involvement** (where appropriate) to discuss the failed agreement and review the intervention offer. A decision letter will be issued by the Headteacher. The Headteacher will also prepare a report, and a final review of all interventions and PSP paperwork will take place.

If no further improvement can be secured, the pupil will be removed from the school, either through a **Permanent Exclusion (PEX)** or via referral to the **Fair Access Panel (FAP)**.

In support of this final stage - please see our supporting documentation (behaviour flowchart) on preventative measures to school suspension / permanent exclusion.

Behaviour Flowchart 25/26 (as discussed and will scan landscape to fit as double sided).

Data	Stage/ Threshold	Outcome	Actioned by	Parent communication	Monitored Reports	Required actions	Timeframe
5 Restorations in a fortnight (not late)	Yellow Flag – Early Intervention	Regulation (2pds + lunch)	PSA	Phone call home Logged on Arbor	Tutor report/ Class teacher report	Monitor - if no improvement after 2 weeks then parent meeting and escalated to Form Tutor report	2 weeks monitoring
Surpassed within time frame	Red Flag – follow up required	R2 full day Regulation	PSA/JCE	Parent Meeting Logged on Arbor	PSA report	Monitor - if no improvement after 2 weeks then YL to meet parents and set targets with intervention needed.	2 weeks monitoring

5 Restorations for truancy in a fortnight within time frame	Amber Alert – Truancy Focus	Regulation	PSA	Parent Meeting Logged on Arbor	Form Tutor or DL Punctuality and truancy report	Monitor - if no improvement after 2 weeks, then stage 1 truancy meeting. If after a monitoring period of 4 weeks there is no improvement, then a stage 2 truancy meeting.	2 weeks monitoring
Surpassed	Red Alert – follow up required	Reflection	PSA/JCE	Parent Meeting Logged on Arbor	PSA report	Monitor - if no improvement after 2 weeks then YL to meet parents and set targets with intervention needed.	2 weeks monitoring

Higher Level Incidents

4 Regulations in a half term	Stage 1 – Behaviour Warning	PSA/Tutor phone call with parents	PSA/YL	Phone call home Logged on Arbor	Tutor Report	Monitor - if no improvement after 2 weeks then parent meeting and escalated to YL meeting and report to PSA Subject Report (if appropriate)	2 weeks monitoring
6 Regulations in a half term	Stage 2 – Behaviour Reflection	Reflection	YL	Parent meeting Logged on Arbor	YL report	Round Robin - academic and behaviour review DMS to compile the HLIP + IEP started in Reflection Intervention offer to support improved behaviour	2 weeks monitoring
1 Reflection	Stage 3 – Initial Sanction	Year Lead phone call or meeting	YL	Reflection Letter Year Lead phone call or parent meeting (as appropriate)	YL report	IEP started in Reflection; 'All About Me' section completed If isolated Reflection then call home; if escalation then meeting	2 weeks monitoring

						Intervention offer to support improved behaviour	
2 Reflections or, 1 Suspension or, 1 Respite	Stage 4 – Formal Warning	TAF meeting/ Emergency EHCP Review meeting	SLT, YL and SEND	Sanction Letter Parent meeting with YL	SLT Link report	Round Robin - academic and behaviour review Parent contact and letter PSP targets on letter IEP created Intervention offer to support improved behaviour LASS testing or SEND screening MASH referral (where appropriate)	2-4 weeks monitoring
4 Reflections or, 2 Suspensions or, 2 Respite	Stage 5 – First Written Warning	Review PSP Parent Meeting	AGE and YL	AGE, YL, Parent meeting First written warning letter	Behaviour Lead Report	Review PSP targets (targets also on letter) FAP referral, if a pupil is at risk of PEX IEP reviewed Intervention offer to support improved behaviour MASH referral (where appropriate)	4 weeks monitoring
6 Reflections or, 3 Suspensions or, 1 Respite	Stage 6 – Final Written Warning	Restorative conference Meeting with DHT Respite/ FAP/ Respite/ Managed Move	GFR and YL	DHT, SLT or YL Parent Meeting Final written warning letter	DHT Report	Review PSP targets (targets also on letter) TAF review/ Emergency TAF review Intervention offer to support improved behaviour Final warning /Safety plan/ interventions - review IEP	4-6 weeks monitoring

8 Reflections or, 3 + Suspensions	Stage 7 – Failed Final Warning	PEX	GFR with SCE to be invited	DHT, HT, Parent Meeting The decision letter to be set up by DMS	HT Report	Final review interventions and PSP paperwork	Final review before external pathway
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Tariffs - added selling or water fight (1st offence R2; 2nd R3; 3rd R4)

Flowchart

[link to tariffs and flowchart](#)