Heathcote School and Science College

Behaviour for Learning Policy

2026 – 2027

Policy detail	Information
Approved by the Governing Committee	Autumn 2026
Review cycle	Every 2 years
Next review due by	Autumn 2028

Linked policies and guidance

This policy should be read alongside the following school policies and supporting documents, and is written in line with the statutory guidance and legislation listed below.

School policies and supporting documents:

- Child-on-Child Abuse Policy; Attendance Policy; Drugs Policy; Equality Policy; Educational Visits Policy; Safeguarding Policy; Learning and Teaching Policy; Prevent Policy; British Values; and SEND Policy.
- Supporting documentation on Behaviour Expectations; Confiscation, Searches and Use of Reasonable Force; and External Respite, Fixed-Term Suspension, Fair Access Panel and Permanent Exclusion.

Statutory and DfE/UKCIS guidance:

- Behaviour in schools: advice for headteachers and school staff (DfE, 2024)
- Mobile phones in schools (DfE, 2026)
- Searching, screening and confiscation in schools (DfE)
- School suspensions and permanent exclusions (DfE)
- Use of reasonable force in schools (DfE)
- Keeping children safe in education (DfE, 2025)
- Sharing nudes and semi-nudes: advice for education settings (UKCIS)

Legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Equality Act 2010

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1. Our Vision and Values

At Heathcote School, we want every pupil to be well educated, to go on to university or an ambitious career, and to lead a happy and fulfilled life. We believe that to achieve this, pupils need to work hard and act with integrity at all times.

Our Behaviour for Learning Policy is designed to help pupils replace any behaviours that hold them back with positive habits. Over time, these good habits become part of who they are.

Our objective: to promote a school culture that is safe, respectful and ready to learn, and that celebrates diversity and individuality.

Our aims

This policy aims to:

- create a culture of exceptional behaviour for learning, for our community and for life;
- help pupils take control of their behaviour, take responsibility for its consequences, and celebrate those who do;
- make excellent behaviour the minimum expectation for everyone;
- ensure all members of our community are treated fairly, shown respect and supported to build good relationships;
- build a community that values kindness, respect and empathy; and
- enable all pupils, including those with SEND, to thrive within an inclusive ethos and a firm, fair approach.

2. Our Code of Conduct: Ready, Respectful, Responsible

To help everyone understand our expectations, we ask all pupils to be Ready, Respectful and Responsible. These three words are displayed on posters around the school and on our website.

READY	RESPECTFUL	RESPONSIBLE
Excellent attendance	Good manners	Act and speak positively
Be on time	Follow all instructions	Act safely
Correct uniform	Do not disrupt learning	Keep our community tidy
Correct equipment	No physical contact	Engage in learning
Sit in your allocated seat	Respect the school site and resources	Complete classwork and homework
No banned items		

Why these expectations matter

We are Ready so that we make the most of every opportunity in school and reach our full potential.

We are Respectful so that every member of our community feels happy and safe, and we have the best possible learning environment.

We are Responsible so that we contribute positively to our school, because we all have a part to play in our education.

3. Who This Policy Applies To

This policy applies to all pupils. We can only expect high standards of behaviour from pupils if teachers, other staff, parents, carers and visitors all model good behaviour themselves.

The success of this policy depends on the full support of parents and carers. The Home–School Agreement (Section 4) sets out clearly what pupils, parents/carers and staff each commit to. We ask all parents and carers to read this policy and the Home–School Agreement carefully. Signing the agreement means we trust and rely on you to support the school.

Behaviour beyond the school gates

All staff are responsible for managing behaviour while a pupil is in school or under the charge of school staff elsewhere, including on school visits. Staff also have a statutory power to discipline pupils for misbehaviour outside school. This includes when a pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- identifiable in any other way as a Heathcote pupil; or
- posting negative or harmful activity on social media.

Staff may also discipline a pupil for misbehaviour at any time, whether or not the conditions above apply, where the behaviour:

- could affect the orderly running of the school;
- poses a threat to another pupil or a member of the public; or
- could damage the reputation of the school.

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

In all of these cases, the Headteacher will consider whether it is appropriate to inform the police. Where behaviour is criminal or poses a serious threat to the public, the police will be informed.

Staff responsibilities and training

Every member of staff is responsible for upholding the standards set out in this policy. To support consistency, staff receive regular behaviour training, including the Behaviour Toolkit delivered through briefings, whole-staff training and bespoke training where needed. This training focuses on creating a calm, safe environment through clear routines and the consistent application of this policy.

The following staff have a key role in maintaining high standards of behaviour:

- Headteacher

- Deputy Headteachers
- Assistant Headteachers (SLT link for each year group)
- Middle Leaders
- Pastoral Support Assistants
- All staff, including support staff who are not pupil-facing

4. Home–School Agreement 2026-2027

Working in partnership is the best way to help every child succeed. The commitments below set out what pupils, families and the school each agree to.

As a pupil, I commit to being…

Ready, by:

- attending school every day and maintaining excellent attendance;
- arriving at school and every lesson on time;
- wearing the correct school uniform with pride;
- bringing the correct equipment to every lesson;
- going straight to my allocated seat, ready to learn; and
- not bringing any banned or prohibited items into school, including mobile phones.

Respectful, by:

- using good manners and speaking politely to everyone in the school community;
- following instructions the first time, without argument, delay or disruption;
- allowing others to learn by not disrupting lessons;
- keeping my hands, feet and objects to myself;
- respecting differences and treating everyone fairly;
- looking after the school environment, facilities and resources; and
- behaving well both in school and when representing the school in the community.

Responsible, by:

- acting safely and making sensible choices in school, in the community and online;
- speaking positively and representing myself and the school well;
- taking responsibility for my actions and accepting consequences when I fall short;
- keeping the school clean, tidy and free from litter;
- engaging fully in lessons and always trying my best;
- completing all classwork and homework to the best of my ability; and
- being honest, organised and prepared for learning every day.

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

- caring about our child's wellbeing and encouraging them always to do their best;
- working with, not against, all school staff, and communicating politely and respectfully at all times;
- respecting the differences of all members of our community;
- ensuring our child attends school every day and on time, and taking family holidays outside term time;
- ensuring our child wears the correct uniform and follows the rules on uniform and appearance;
- making sure our child has the correct equipment for every lesson;

- keeping all medical records, medication and medical plans up to date and reliably informing the school;
- accepting and supporting the school's behaviour expectations, including the use of sanctions;
- supporting our child in meeting school expectations and taking an interest in their schoolwork;
- providing a suitable environment at home for our child to work, and ensuring home learning is completed on time and to a high standard;
- attending parents' evenings and any other meetings about our child's progress and behaviour;
- reading all correspondence from the school and responding appropriately;
- encouraging our child to take part in interventions and clubs offered by the school;
- using the correct channels to raise any concerns in the first instance;
- keeping the school informed of important changes that could affect our child's wellbeing or education; and
- monitoring our child's use of social media and devices, and using social media respectfully. Unkindness is not tolerated.

As a school, we commit to:

- caring about the wellbeing of all pupils and valuing each pupil as an individual;
- providing a safe, nurturing environment in which all pupils can enjoy learning and reach their full potential;
- providing a broad, balanced curriculum and the individual support pupils need to access it;
- ensuring lessons are consistent with our Heathcote non-negotiables;
- narrowing the gaps where pupils or groups are falling behind, and stretching and challenging all pupils;
- giving feedback on learning and supporting pupils' medical needs;
- providing regular reports of pupil progress, and opportunities to discuss it;
- contacting home to share praise and success, and contacting home if there are concerns about behaviour, effort or attendance;
- respecting the differences of all members of our community; and
- keeping families informed of events, meetings, activities and news.

Please note: Year 7 pupils should not have access to social media, so the school does not expect to manage social media issues for this year group.

5. Being a READY Pupil

We expect high standards of positive behaviour, both in school and in the community. Good behaviour underpins success: pupils can only reach their potential when their own conduct is consistently high and when their learning is not disrupted by others.

Our rewards recognise and reinforce your child's good behaviour, and our sanctions act as a consequence when expectations are not met. As members of the Heathcote community, pupils should understand that there are always consequences for both good and poor behaviour.

A READY pupil has:

- excellent attendance
- punctuality
- the correct uniform
- the correct equipment
- no banned items, and sits in their allocated seat ready to learn

Attendance

Pupils whose attendance drops below 95% will be subject to attendance procedures (see the Attendance Policy). Pupils who struggle to attend because of mental health difficulties will be discussed at referral meetings, and appropriate internal and external support will be put in place where resources allow.

Persistent absence without medical evidence can lead to parents or carers receiving a fine. The threshold is 10 sessions of unauthorised absence within a rolling period of 10 school weeks (a school week is any week with at least one school session). This can be met by any combination of unauthorised absence, for example, holiday taken in term time (code G), arriving after the register closes (code U), or other unauthorised absence (code O). The 10-week period can span different terms or school years.

Punctuality

Pupils are expected to arrive on time to both school and lessons.

- **Less than 30 minutes late to school:** a 20-minute detention at break time the next day (logged as R1).
- **More than 30 minutes late to school:** the pupil is given a U code (present, but counts as unauthorised absence for the morning) and a 60-minute detention after school for the next day (logged as R2).

Parents of pupils who receive 10 U, G or O codes over a rolling 10-week period could face a fine. The parents of persistently late pupils will be contacted, and punctuality will be monitored by the school and the Education Welfare Officer. Sanctions may escalate if lateness is judged to be intentional. Once support is in place, if the issue continues, a referral to Early Help will be made.

Pupils are counted as late to a lesson if they arrive after the bell at the start of Periods 1, 3 and 5, or more than 3 minutes after the bell at the start of Periods 2 and 4. If a pupil is late

because they were with a member of staff, or for another genuine reason, they must bring a note from an adult; without one, a sanction will be issued. Teachers record the number of minutes late on Arbor. Lateness of more than 10 minutes is recorded as truancy. Persistently late pupils will be placed on a punctuality report by the Year Lead and monitored by tutors.

100% Club: Pupils with 100% attendance and punctuality for a whole term are entered for the ACE award and join the 100 Club. Each half term a winner is drawn at random from the eligible pupils, and all members receive a badge, certificate and rewards.

Truancy

Truanting lessons is not acceptable. It harms pupils' progress and learning and is a safety concern.

- **More than 10 minutes late to a lesson:** recorded as truancy on Arbor by the class teacher. A negative point is issued, plus a 20-minute detention the next day.
- **A full lesson missed (30+ minutes):** recorded on Arbor. Two negative points are issued, plus a 60-minute after-school detention the next day.
- **More than one episode of truancy on the same day:** referral to the IEU Room for the remainder of the day, a 60-minute detention, and parents are notified.

Time in the Internal Exclusion Unit (IEU) is used to identify any issues or concerns the pupil has with lessons. Heads of Department will help with class changes, seat moves or other adjustments.

Pupils who persistently truant (5 truancy marks in a half term) will be placed in the Isolation Room, and a meeting will be held with parents or carers. The pupil will be placed on a truancy report, confirmed in a letter. Continued truancy, or failure to complete the report, will lead to a second meeting and a second truancy letter.

Failure to improve attendance to lessons after this will be treated as defiance and behaviour beyond the school's care and control. This triggers the monitoring period of the behaviour process set out in Section 12, with escalation through the written-warning stages, restorative conference and, ultimately, Fair Access Panel or permanent exclusion.

Leaving school without permission is unacceptable. Parents will be contacted, the pupil will be marked as an unauthorised absence, and on return they will be referred to the IEU Room. To safeguard the pupil, we may also contact the police.

Equipment

Having the right equipment helps pupils take a full part in their learning and produce their best work. Pupils must be fully equipped for every lesson they have that day and bring an appropriately sized bag containing:

- 2 pens
- 1 pencil
- a ruler
- an eraser
- a scientific calculator
- a reading book

- the books needed for that day's lessons

Pupils will also need their PE kit and drama socks on certain days of the week.

When pupils arrive at a lesson, they place their equipment on their desk. Missing equipment is addressed in tutor time and recorded as a “missing equipment” 0-point log on Arbor. More than 3 logs in a fortnight results in a 20-minute detention and a negative point. Pupils who are fully equipped may be given praise points. Pupils who are struggling to buy equipment will be supported through the school's Hardship Fund.

PE and drama kit: Pupils who do not bring their PE kit or drama socks, and have no note explaining why, will receive a 20-minute detention. Repeated failure to bring a PE kit will result in a referral to the IEU Room.

Uniform and appearance

We believe school uniform play a crucial role in creating an inclusive community, giving pupils a shared identity and demonstrating equality. Pupils are expected to wear the correct uniform to a high standard at all times, both in school and when representing the school in the community.

Choosing Heathcote means supporting our uniform code. We will make sure pupils are dressed correctly every day, which may mean confiscating items or lending clean uniform that must be worn. Uniform reflects the ethos and high expectations of the school, and we expect pupils to wear it with pride. Final decisions on what is appropriate rest with the Headteacher and Senior Leaders.

Uniform is checked at the gate and at line-up at the start of the day, at the start of every lesson, and throughout the day. All adults in the building are responsible for addressing uniform that do not meet the standard before a pupil enters the classroom.

School Uniform and PE Kit

Our uniform fosters a strong sense of identity, belonging and pride, and ensures every pupil is smart, safe and ready to learn. It is designed to be affordable, with generic options wherever possible.

Compulsory branded items

From September 2026, secondary schools may require a maximum of four compulsory branded items, one of which must be a tie (DfE statutory guidance on the cost of school uniforms, giving effect to the Children’s Wellbeing and Schools Act 2026). Heathcote requires exactly four compulsory branded items, and no more:

1. **School tie** – in the year group colour (the permitted tie item).
2. **Black blazer** – with the Heathcote badge. A generic blazer becomes a branded item once the badge is sewn or ironed on.
3. **PE / tracksuit top** – the Heathcote PE polo to (school brand)
4. **PE / tracksuit bottoms** – the Heathcote PE shorts or tracksuit bottoms (school brand).

All other items are generic and may be bought from any retailer. The Speedstitch blue tartan kilt or skirt is an optional item, black trousers are always acceptable, so it does not count towards the branded item limit. School bags are not branded; any suitable bag may be used.

Everyday uniform

All pupils must wear, at all times:

- A **black blazer** with a Heathcote badge* (sewn or ironed on if bought separately).
- A **plain white collared shirt**, tucked in (anything worn underneath must be white).
- The **school tie** in the year-group colour, with at least six stripes showing.
- One of: **black school trousers**; a **knee-length blue tartan kilt(26 inches) from Speedstitch** or a **full length black skirt**. No stretchy or pencil skirts.
- **Black knee-length socks or tights** (no white socks and no leggings).
- **Black leather or leather-look school shoes** with a sole (no canvas and no labels). Leather Nike Air Force (not high-tops) and leather Kickers are permitted as uniform.

Year 11 (2026/27) only: **Year 11 pupils are not** required to buy the new blue tartan kilts but may wear a **black kilt or black knee-length skirt** (skirts must be knee length). or wear trousers. Pupils wearing a kilt or skirt must wear **black tights or black knee length socks**.

Year-group tie and lanyard colours (2026/2027)

Pupils keep their tie throughout their time at Heathcote. Sixth form pupils must wear their lanyards at all times.

Year	Colour
Year 7	Black tie
Year 8	White tie
Year 9	Yellow tie
Year 10	Red tie
Year 11	Green tie
Year 12	Green lanyard
Year 13	Orange lanyard

Not acceptable as uniform

Leggings, jogging bottoms, lycra, sportswear and cycling shorts are not acceptable as uniform.

Hoodies, Crocs and trainers are banned items and are not covered by the Returns System. Pupils arriving in hoodies, crocs and trainers will receive an automatic 20-minute detention, and hoodies will be confiscated. For crocs, pupils will be placed in IEU and parents will be requested to bring the correct footwear. If this is not possible, pupils will be placed in IEU.

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:

- Heathcote PE shorts (school brand)
- Heathcote PE Polo shirt (school brand)
- PE bag
- Navy blue sports socks
- Sports Trainers

Optional items:

1. Heathcote PE tracksuit top or Heathcote PE Jumper
2. Heathcote PE tracksuit bottoms
3. Navy blue or black leggings / shorts
4. Navy blue base layers (strongly recommended for winter months)
5. Studded boots should be worn when playing football or rugby on the school's grass areas to stop pupils from slipping.

6. **Missing PE kit**
   If a pupil has misplaced an item of PE kit, they should bring an alternative and a note from their parent or carer. Where possible, pupils without kit will wear spare kit and will still take part in lessons where this can be done safely. Repeated failure to bring a PE kit will result in an escalated detention.

Drama Kit

1. Drama socks with a gripped sole.

PE clothing = summer uniform (e.g. hot weather)

On days when PE kit is permitted as an option, for example in hot weather, pupils must wear the school PE kit. Pupils may not wear their own clothing; any pupil who does will be asked to change into school uniform. We do require that families buy a summer uniform but it might be worth having two PE tops.

Water Bottles:

In an effort to reduce waste we no longer sell any drinks to pupils. We have chilled water and juice stations available to the pupils at break and lunch. In order for them to access a drink, pupils **MUST have a reusable bottle.** This can be any one of your choice but if preferred, bottles are sold at speedstitch

If a pupil arrives without correct uniform

Pupils without correct uniform are stopped at the gate and loaned uniform through our Returns System (see below). A Returns loan is recorded as a 0-point log; 3 such logs in a fortnight result in a next day 20-minute detention and a negative point.

Pupils who refuse to wear the loaned uniform will be placed in the IEU Room (R3), and home will be contacted. Persistent incorrect uniform leads to escalating sanctions and a meeting with parents or carers to resolve the issue. We have a Hardship Fund to support families with financial difficulties. Pupils who wear the correct uniform appropriately may be given praise points.

Uniform Returns System

Any pupil who arrives without the correct tie, blazer, skirt or trousers will be loaned the item for the day.

- To borrow an item, pupils provide their mobile phone (or valuable item for year 7) as a deposit.
- The item is stored securely and returned at the end of the day once the borrowed item is returned.
- Borrowed items must be returned at the end of the school day.
- Use of the Returns System is recorded as an R0 log. An individual R0 carries no sanction, but 3 Returns in a fortnight result in a 20-minute detention.

Failure to return a borrowed item will result in:

- a 20-minute detention;
- the cost of the item being charged to the family's Arbor account; and
- the pupil's phone being withheld until the item is returned or the matter is resolved.

Optional items

- a school-style black V-necked jumper (not round-necked);
- plain black, blue or white hijabs for Muslim girls (for other pupils, all hair accessories should be plain);
- traditional turbans for Sikh boys.

Please note

- Belts may be worn but must be plain black.
- Hairstyles must be suitably formal. Significant hair colouring, or shaving of the hair (including patterns), is not permitted. We have adopted the Halo Code (see below).
- Hair bands and other accessories must be plain and in school colours (blue, black or white).
- Boots may be worn in bad weather but must be changed for school shoes on arrival.

- Waterproof coats and hats should be worn to and from school in colder, wetter months and should be dark plain and sensible; pupils should have an umbrella. Hoodies are banned and are not suitable as a coat, they will be confiscated.
- Light make-up, including natural-looking eyelashes, is permitted. Nail polish, acrylic nails and exaggerated false eyelashes are not permitted.
- One discreet item of jewellery may be worn, a single pair of plain gold, silver or diamante stud earrings, worn in the ear lobe only.
- One nose piercing is permitted; it must be a discreet stud.
- Watches are encouraged, but no smartwatches.
- A large, formal school bag (big enough to carry A4 books) is compulsory.
- In exceptional circumstances the uniform requirements may be altered or relaxed. This can only be decided by the Headteacher, and a uniform card will be issued to the pupil.
- If there is a medical reason why a pupil cannot meet uniform expectations, full proof must be provided to Ms Heath in Reception. A Yellow Slip is issued only by a Year Lead or member of SLT, with a start and end date, and must be carried at all times.

The Halo Code at Heathcote School

Our school champions the right of staff and pupils to embrace all Afro-hairstyles. We recognise 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 by heat or chemicals, weaves, wigs and headscarves, as long as they follow our school colour and hair guidance.

Dyed hair should only be a naturally occurring colour. Braided hair should be in these colours; (black, blonde, brown or dark red); no fluorescent braids are acceptable.

Beads and bands should also be in school colours (white, black and dark blue) or dark colours. Following consultation with parents, do-rags and bonnets are not permitted as they are not formal wear.

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

School uniform supplier

Our uniform supplier is **Speedstitch**, Unit 32, Walthamstow Business Centre, Clifford Road, Walthamstow, E17 4SX (020 8531 4446; open 9am–5pm, Monday to Friday). All prices and stock are listed on their website. You may buy most items from Speedstitch or other suppliers of your choice (such as supermarkets), but items marked with an asterisk (*) must be purchased from Speedstitch.

Replacement ties can be obtained from the school office or Speedstitch. Badges can be bought from school, or supplied ready-sewn if you buy the blazer from Speedstitch.

You can create a Speedstitch account here:
https://www.speedstitch.co.uk/customer/account/create/

Outdoor wear and being ready to learn

Before entering a classroom or dining hall, pupils must remove outdoor wear (coats, hats and gloves) and place it on the back of their chair or in their bag. Pupils will not be allowed into the room until this is done. Refusal after a first and second reminder is treated as defiance and will lead to a referral to the IEU Room.

Once equipment has been taken out, bags should be placed under the table or in a designated area to keep walkways clear and safe. In the event of a fire, pupils must leave bags and coats behind, as these can hinder a safe exit.

Sitting in the allocated seat, ready to learn

Pupils sit in their allocated seat according to the seating plan. Staff may change seating plans whenever they feel this will better support learning. Pupils should not question seating plans or groupings; those who do will be reminded of expectations and then given detention if they continue to refuse.

Pupils show they are ready to learn by sitting up straight and tracking the teacher, facing the teacher and following them with their eyes. Throughout lessons, pupils are expected to conduct themselves in a way that allows everyone to learn, working sensibly whether individually or in groups.

Banned and prohibited items

To keep a positive, safe learning environment, some items are not allowed in school, either for health and safety reasons or because valuable teaching time can be lost when items are misplaced. We ask parents and carers to make sure these items are not brought into school under any circumstances. The school does not accept responsibility for any banned item that goes missing or is stolen.

The school may confiscate banned items and dispose of them. Where appropriate, items are returned at the end of the day; if a pupil repeatedly brings in a banned item, it will only be returned to a parent or carer. Confiscated food and drink will be disposed of. We operate search arches each term to keep all pupils safe. This list is not exhaustive and may change at any time at the discretion of the Senior Leadership Team.

Pupils are also not allowed, at any time, to:

- wear excessive jewellery or body piercings;
- buy or sell items to other pupils;
- lend or borrow money;
- play “penny up”; or
- wear fake nails, false eyelashes or nail polish.

Where pupils are wearing heavy make up or nail polish, they will be given wipes to remove it. Where pupils have false lashes or nails, they will be asked to remove them where possible; if they cannot, parents will be contacted to resolve the issue by the end of the week. After the agreed time, if the issue is not resolved, the pupil will be placed in the IEU Room.

Where a banned item warrants a detention, staff will confiscate it. Where it warrants an IEU or Isolation referral, staff will confiscate it if they feel comfortable to do so; otherwise they will

report it to a Year Leader, Pastoral Support Assistant or School Leader as soon as possible. Refusal to hand over a banned item will escalate the sanction, and staff will contact parents for their support and issue a sanction accordingly.

Banned items and their sanctions

Banned item	Sanction	Outcome
Junk food, sweets, crisps, fizzy or sugary drinks, energy drinks, large juice cartons; chewing gum; aerosols and sprays	Confiscation and a centralised detention. Refusal to hand over or remove the item leads to an IEU referral.	Item disposed of
1. Mobile phones; headphones; earbuds; any electronic devices; 2. hoodies; sports jackets; hats and bandanas; nail polish, non-permitted make-up and fake nails; non-permitted piercings	Confiscation and sanction in line with this policy. Refusal to hand over or remove the item leads to an IEU referral.	1. Confiscated for the period set out in the Mobile phones section, then returned to a parent or carer.' 2. Returned at the end of the week.
Items for selling, metal combs, tobacco and papers, e-cigarettes, lighters, matches, stink/water bombs, balloons, water pistols, compasses, firecrackers, laser pens,	Confiscation plus a centralised detention, IEU or Isolation, depending on the item. If repeated then the sanction will escalate	Item disposed of

Metal combs can be long and sharp and present a health and safety risk. ***The list of banned items is set by the school, is not exhaustive, and can be added to at any time without notice. These items are banned to keep our environment safe and calm.***

Smartphones in the banned items list

Smartphones are a banned item for all year groups in the way they may be used in school. For Year 7, smartphones must not be brought into school at all (see the Mobile Phones section below). For Years 8–11, a phone may be brought in but must never be **seen, heard or used**; if confiscated, it must be collected by a parent or carer.

Prohibited items handled by staff

Pupils found with any prohibited item will have it confiscated and will receive a sanction in line with this policy. Depending on the item, it may only be returned to a parent or carer.

Prohibited/ Dangerous items include:

Possession of a prohibited/ dangerous item can result in permanent exclusion.

Any banned item can be treated as a dangerous item if it is used in the ways described in point 2 below. The Department for Education's list of dangerous items is:

1. Knives or weapons (including Swiss Army knives); replica weapons or pointed articles, or any object intended to harm or intimidate; alcohol; illegal drugs and drug paraphernalia (including balloons and gas canisters); Vapes and liquid, stolen items; fireworks or flares; pornographic images; and images of oneself with weapons or drugs.

In addition, any item may be treated as dangerous if staff reasonably suspect it has been, or is likely to be, used:

2. to commit an offence, or to cause personal injury to, or damage to the property of any person, including the pupil.

Pupils found with these items may be permanently excluded, unless there are unique and exceptional circumstances. Any staff member who sees, hears or is told about a dangerous item must log it on CPOMS and report it to a senior member of staff immediately. If the items are not handed over, they will be searched for without consent where the safety of staff or pupils is at risk. The school may call the police where appropriate, and confiscated items may be handed to the Safer Schools Officer (SSO).

> 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 and vaping

Smoking and vaping are not allowed in school, anywhere on the school site, or outside school while in uniform. Cigarettes, vapes, e-cigarettes and smoking paraphernalia (lighters, matches and rolling papers) are all banned items and must not be brought into school.

A pupil found in possession of cigarettes, vapes, liquid canisters or e-cigarettes may face up to and including a permanent exclusion. Any such items will be confiscated and disposed of, and parents or carers will always be informed.

A pupil found smoking or vaping in or outside school while in uniform (even via social media or video) they will receive a sanction up to and including suspension, and parents will be informed. If a pupil is seen out of uniform but identified as a Heathcote pupil, we will, as part of our safeguarding duty, inform parents of what was witnessed and apply a sanction.

If parents or carers are concerned that their child is smoking or vaping, they should contact the school, and we will provide support through external agencies where possible. The main source of cigarettes and vapes for children is local shops; pupils under 18 will be asked where they obtained the item, and any reports of local shops selling to pupils will be passed to our Safer Schools Officer.

If a pupil is found smoking or vaping illegal drugs, a referral to CGL will be made and the police informed. Any pupil in possession of, or using, illegal drugs is subject to criminal sanctions, and the police will be involved.

Mobile phones

In line with DfE and Waltham Forest Local Authority guidance on reducing smartphone use in childhood, the school is committed to a safe, focused and healthy learning environment.

From September 2026, all new Year 7 pupils will not be permitted to bring smartphones into school throughout their school experience, Years 7–11.

This reflects growing national and local concern about the impact of smartphone use on young people's wellbeing, including links to anxiety, poor sleep, online bullying, social isolation and safeguarding risks. We encourage families to consider alternatives such as a basic phone without internet access ‘brick phones’ where communication is needed for travel or safety.

We want young people to prioritise face to face interaction, which strengthens social skills, empathy and healthy real-world connections. Being smartphone free at school gives pupils the time and space to focus on making friends and learning.

Current Year 8 to 11 pupils who are permitted to bring a phone may do so for safety while travelling to and from school. However, **mobile phones, smartphones, smartwatches, earbuds and other connected devices must not be seen, heard or used anywhere on the school site and regarded as banned items.** This includes retrospective incidents (e.g. filming in toilets or inappropriate recording discovered after an event).

Phones used to manage medical conditions e.g. diabetes is permitted but will be subject to a medical risk assessment from Ms Heath.

If a phone or electronic device is seen, heard or used

Any phone, smartwatch or other banned device seen, heard or used during the school day will be confiscated, handed to pupil/parents **after** the confiscation time and completing the Isolation.

As smartphones are a banned item, the following steps apply if one is found or reported:

1. First time: confiscated for 5 days with an Isolation Room referral and a parent phone call (logged as R4).
2. Second: confiscated for 10 days with an Isolation Room referral and a parent meeting is required (logged as R4).

Refusal – to hand over will result in a suspension/ respite. On return to school, the phone is expected to be handed in for the period of time as above.

For Years 8-11, no pupil should be seen with a phone; if they are, it will be confiscated and these same steps applied. Where phones become a continual issue, a pupil may be required to hand in their phone on arrival each day, for a set period, or have it returned only when a parent or carer collects it.

For pupils in Year 7, if a smartphone is seen then this will be confiscated for 20 days.

This is because Year 7 are not allowed to have these devices in school and this has been clearly communicated to parents. Year 7 pupils will never be allowed to bring smartphones to school and we will be rolling this in each year. We encourage parents not to buy smartphones for their children.

Refusing to hand over a phone

Any pupil who refuses to hand over their phone may receive up to a suspension. If a pupil refuses, they will be referred to the IEU Room for not following instructions at that moment

and we will reattempt to confiscate the phone. If this is refused again, it will escalate to a suspension.

Phones/ electronic item in school: what happens next

We want school to be a place where pupils can learn, talk to friends and feel safe.

A member of staff sees a pupil phone and asks for it to be handed in.

▼ ▼

Option 1: hand it over

1 day

in isolation

Handing it over straight away is always the best choice.

You can always make a better choice

At any point, you can hand your phone in. If you're finding it hard, talk to your tutor or Year Leader. We're here to help.

Option 2: refusal to hand it over

You are referred to the **Internal Exclusion Unit** (IEU) so pupils can calm down and talk to a staff member.
Staff will ask again for the phone and if handed over, Isolation is issued.

▼

If refused again, the **Year Leader** arranges a meeting with parent/carer and pupil to work it out together.

▼ ▼

In the meeting, the phone is handed in

1day suspension

We keep the phone for the allocated day e.g. **5 days**.

▼

After the allocated days the phone is returned.

In the meeting, the phone is not handed in

5day suspension

The phone must still be handed in **before it starts**.

▼

When you come back: we will ask again for the phone.
If refused, another 5 day suspension/ respite and we keep your phone.

Important: a **second suspension** is an **automatic first written warning**.

Handing the phone/electronic device over when you are first asked is always the quickest way to put things right.

Photographs, filming and recording

No pupil may use a 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 representing the school. This is a serious breach of data protection (GDPR), can bring the school into disrepute, and will result in a sanction up to suspension.

Contacting your child during the day

We ask that parents do not contact pupils directly via mobile phone during the school day. If you need to reach your child, please call the main school reception and staff will pass on your message. We also ask that parents encourage their children to speak to staff before contacting home, so that we can investigate and act promptly with up-to-date information.

Searching and examining devices

When conducting a search, if a staff member finds an electronic device, they may examine data or files on it where there is a good reason to do so. A “good reason” means the staff member reasonably suspects the data has been, or could be, used to cause harm, disrupt teaching or break school rules. The Pastoral Team, Year Leaders and Senior Leadership Team may also screen phones to support an investigation. If inappropriate material is found, staff will decide whether to delete it, keep it as evidence, or refer the matter to the police if it is sufficiently serious.

If a staff member suspects they may find an indecent image of a child (sometimes called a nude or semi-nude image), they must never intentionally view, copy, print, share, store or save it. They must confiscate the device, avoid looking at it, and refer the matter immediately to the Designated Safeguarding Lead (or deputy), following the principles in Keeping Children Safe in Education.

The inappropriate use of phones, technology or social media, inside or outside school, that affects pupils' wellbeing, 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. Sanctions following an investigation can be anything up to permanent exclusion, especially where behaviour is repeated. Following DfE guidance, the law protects staff from liability for any loss of, or damage to, an item they have lawfully confiscated.

Sixth form

Sixth form pupils may only use phones in designated areas of the sixth form building. No phones should be seen or heard in the main school or in lessons. Where a teacher allows phone use in a lesson (for example, to set a reminder), pupils must follow the ICT Acceptable Use Policy and the teacher's instructions.

Confiscation

Under the new guidance regarding mobile phone use in schools June 2026. The DfE states:

“Headteachers are backed by DfE to confiscate mobile phones and similar devices, if they consider it proportionate, for whatever length of time they deem proportionate.

Schools should feel confident to use their power to confiscate mobile phones or similar devices as a disciplinary penalty where their policy is clearly breached, for instance where a mobile phone is used by a pupil or is heard ringing in a pupil's bag. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.

In considering whether a confiscation is a proportionate penalty, schools should consider what disciplinary outcome the confiscation is intended to achieve and whether there are other ways to achieve the same outcome, as well as the pupil's individual circumstances such as age and SEND, as explained in the behaviour in schools' guidance.

Confiscation as a sanction can be an effective deterrent for a specific pupil or a general deterrent for all pupils at the school.

Searching pupils for phones

The DfE states:

Headteachers, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item as set out in legislation or any item identified in the school rules as an item that may be searched for. Headteachers can and should identify mobile phones and similar devices as something that may be searched for in their school behaviour policy.

As a result of this guidance, pupils will be searched for phones if they are seen, heard or used and not handed over immediately. The Headteacher has authorised all staff to undertake these searches. Any pupil refusing a search parents will be contacted and requested to attend school to support with searching for the phone.

Food or items for selling

Pupils found bringing in excessive food, drink or items to sell will face the following sanctions:

1. First offence: IEU referral.
2. Second offence: full-day IEU referral.
3. Third offence: 1 day in the Isolation Room.
4. Fourth offence: a suspension, with possible involvement from other agencies.

If the food has been stolen, the pupil will receive up to and including a suspension. Any food or drink used for selling will be removed and disposed of, and any money made will be removed and given to the Hardship Fund. Selling a banned or prohibited item can result in a sanction up to and including permanent exclusion.

6. Being a RESPECTFUL Pupil

A RESPECTFUL pupil:

- uses good manners
- follows all instructions
- does not disrupt learning
- keeps to no physical contact
- respects the school site and resources

Using good manners with everyone

The way pupils speak to one another and to staff reflects their character. We expect pupils to speak in full sentences using standard English. Slang and inappropriate language will be corrected by staff. We encourage pupils to “leave the street at the gate” and to model adult, professional language.

We expect the highest standards of courtesy from staff and pupils alike. Staff model good manners with each other and with pupils, even when giving direct instructions, and pupils are expected to use good manners with each other in return. Respectful behaviour is taught through lessons, assemblies, form time and everyday interactions. Staff remind pupils when they fall short by asking them to correct their behaviour and by modelling what is expected. Pupils who do not correct disrespectful behaviour may receive a centralised detention or a referral to the IEU Room. Pupils who show good manners may receive praise points.

Being kind and positive, in person and online

Heathcote is a caring community built on mutual trust and respect. Every member should feel valued and be treated fairly. Through high expectations of language and conduct, we aim to ensure that:

- pupils are kind to each other;
- pupils take a full part in society;
- pupils' safety and wellbeing are managed well; and
- child-on-child abuse is prevented, and managed well if it does occur.

We ask pupils to consider the kind of person they want to be. Part of the Heathcote journey is building character, so that pupils display positive behaviour because it is who they are, not because they are forced to. Pupils who use impolite, unkind or negative language in any form will be referred to the IEU Room while we investigate, and further consequences may follow under the Child-on-Child Abuse and Safeguarding policies.

Responding to harmful or abusive behaviour between pupils

We take allegations of abuse within our community seriously. Where a pupil engages in harmful or abusive behaviour towards a peer, staff will follow these steps:

- challenge the issue and consider the welfare and wellbeing of everyone involved;
- ask the pupil(s) involved to wait in the detention room while an investigation takes place;

- record the allegation in detail on CPOMS and inform the Designated Safeguarding Lead (DSL); only safeguarding-trained staff investigate further;
- report the incident as soon as possible, in person to the DSL where there is ongoing significant risk;
- contact the Children's Social Care team and, where a criminal offence may be involved, the police, under guidance from the DSL or DDSL;
- make a Multi-Agency Safeguarding Hub (MASH) referral where advised;
- complete a risk assessment and put a support plan in place for all children involved (including the victim, the alleged perpetrator and any others affected), each with a named person to talk to;
- consider any actions to make the location of any incident safer; and
- consider any support or referrals needed for siblings, and contact CAMHS where appropriate, in line with advice from Children's Social Care and with the necessary consent.

Nude or semi-nude images (“sexting”)

If staff become aware of an incident involving the sharing of nude or semi-nude images or videos, consensual or not, they must report it to the DSL or DDSL immediately.
Non-safeguarding staff must not:

- view, copy, print, share, store or save the imagery, or ask a pupil to share or download it (if they have already viewed it by accident, they must report this to the DSL);
- delete the imagery, or ask the pupil to delete it;
- ask the pupil(s) involved for information about the imagery (this is the DSL's or DDSL's responsibility);
- share information about the incident with other staff, the pupils involved, or any parents or carers; or
- say or do anything that blames or shames the young people involved.

Staff should explain that they need to report the incident immediately and reassure the pupil(s) that they will receive support from the DSL or DDSL.

Following a report, the DSL or DDSL will hold an initial review meeting with appropriate staff, after guidance from Children's Social Care, to consider the evidence and decide:

- whether there is an immediate risk to any pupil;
- whether to refer to the police and/or Children's Social Care;
- whether it is necessary to view the image(s) to safeguard the young person (in most cases, images should not be viewed);
- what further information is needed to decide on the best response;
- whether the image has been shared widely, and through which services or platforms;
- whether immediate action should be taken to remove images from devices or online services;
- any relevant facts about the pupils involved; and
- whether to contact another setting, and whether to involve parents or carers (in most cases, parents/carers should be involved).

The DSL or DDSL will make an immediate referral to the police and/or Children's Social Care if the incident involves an adult and a child; if there is reason to believe a young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent; if the content depicts sexual acts unusual for the young person's developmental stage or that are violent; or if the imagery involves sexual acts and any pupil involved is under 13 (in which case the police must be notified immediately).

Following staff instructions without question or delay

For school to run smoothly and safely, pupils must follow instructions from any member of staff quickly and without delay. Reasonable adjustments are made to support pupils with their learning, but there is no tolerance of defiance, rudeness or disruption.

Where a pupil has additional needs, staff will repeat the instruction and, if needed, ask the pupil why they have not followed it. Once the instruction is clear, the expectation is that it is followed; refusal is treated as defiance and may lead to a reminder or a referral to the IEU Room. Staff must read and be aware of the pupil profile for each pupil with SEND in their class, and may use Teaching Assistants to support pupils who have not followed instructions, including offering time out. Pupils who respond well to instructions may be given praise points.

Listening and engaging when others are speaking

Pupils show staff and peers that they are listening by tracking the speaker, looking towards them, following them with their eyes and body language, and not talking while doing so. Pupils who do not track or listen may be seen as disrespectful or as disrupting learning; they will be reminded of expectations and may be referred to the IEU Room. Pupils who listen well and interact positively may be given praise points.

Not disrupting learning

Every pupil has the right to learn without disruption, and every teacher has the right to teach without being disrupted. A pupil who intentionally disrupts learning will be reminded of expectations, ideally in private. If they continue, the following reminder system applies:

- First reminder (in class).
- Second reminder (in class), plus a detention issued in class. The pupil may be given a few moments outside the room, where this can be done safely, so the teacher can speak with them privately.
- Third reminder (in class), plus removal or referral to the IEU Room (out of class).

Pupils who consistently do the right thing and focus on their learning may be given praise points. (See Managing behaviour in the classroom in Section 8.)

No physical contact

Pupils are taught to respect and be kind to one another. There is no reason for a pupil to touch another pupil or their property intentionally, and pupils are reminded to keep their hands, feet and objects to themselves.

We do not tolerate “play fighting” and treat it as inappropriate physical contact, resulting in a referral to the IEU Room. If play fighting becomes highly disruptive or unsafe, or causes

injury, it will result in a higher sanction, such as an IEU or Isolation referral, or a suspension for physical assault.

Respecting the school site and resources

Our pupils are taught to value the resources and education they are privileged to have. We expect pupils to respect the school site and resources by:

- not vandalising the site, including drawing on walls, tables or displays, breaking equipment or furniture, or pulling down posters;
- not damaging school property or equipment;
- not wasting resources such as paper; and
- behaving appropriately around school, for example not kicking, punching doors and walls.

Where a pupil damages school property or equipment, we will sanction them, and parents or carers may be asked to contribute to the cost of repairs or replacement.

7. Being a RESPONSIBLE Pupil

A RESPONSIBLE pupil:

- acts and speaks positively
- acts safely
- keeps our community tidy
- engages in learning
- completes classwork and homework

Acting positively in the community

We want Heathcote pupils to be the best advertisement for the school at all times, with an outstanding reputation for how they behave and treat others. We work closely with local businesses and other groups to encourage good behaviour. In the local area, pupils must:

- **Walk sensibly and leave promptly:** use the pavements and cross roads carefully. Pupils in uniform must leave the local area, including Station Road, by 3.45pm. Anyone needing to be in the area after this time must first go home and change out of uniform.
- **Respect others:** we recommend pupils do not gather in groups of more than 5 (which can block footpaths), do not use inappropriate language or physical contact, and keep voices at a talking volume.
- **Respect others' property:** do not lean on cars or walls, enter private property, drop litter, spit, smoke or vape, and do not congregate outside people's homes, especially early in the morning.
- **Follow all instructions the first time:** whether given by an adult you know or not, and respect the users and drivers of all public transport.
- **Be outstanding ambassadors for Heathcote:** wear uniform correctly to and from school, be polite, kind and courteous, walk sensibly on the pavements, and be mindful of members of the public.

Failure to meet these expectations may result in detention, IEU or, in more serious cases, Isolation. For persistent failure, or a one-off serious incident, pupils will be dropped off and collected by parents for at least 2 weeks in the first instance. We may also consider an altered start and finish time for pupils who repeatedly break this rule.

Responsible pupils are recognised and praised with postcards when they are caught doing something good for the school community, another person, the local community, or their own or others' learning. At the start of the year, all pupils have an induction assembly setting out behaviour expectations, sanctions and rewards, and reminders of what Ready, Respectful and Responsible behaviour looks like. These are revisited throughout the year in assemblies and tutor time.

Acting safely in corridors and on stairs

We expect pupils to be in the right place, at the right time, doing the right thing. Our corridor expectations keep pupils safe and maximise learning time:

1. Move with pace and purpose when the bell rings.
2. Walk on the left-hand side of stairs and corridors where appropriate.
3. Follow the direction arrows and one-way systems.
4. Walk calmly to lessons.
5. Keep hands and feet to yourself and avoid physical contact with others.

Failure to meet points 1–4 will result in a 20-minute centralised detention. Failure to meet point 5 may result in anything from time in the IEU Room or Isolation Room to a suspension.

Lining up correctly

At set points in the day (for example, before school), pupils line up in form classes in alphabetical order, or as directed by staff, and are dismissed once calm and silent for a smooth, safe transition to lessons. At break and lunch, pupils move to the toilets and then to the canteen, lining up in single file along the wall, calmly and sensibly.

When entering the dining hall, pupils must:

- remove outdoor coats and wear all uniform items correctly;
- queue in single file without crowding the servery;
- enter calmly and take a tray; and
- select and pay for their food (we are a cashless school)

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

Keeping the community tidy and taking pride in our school

To keep Heathcote clean and tidy, we expect pupils to:

- eat all food in the dining hall only;
- place all litter in the bins and food in the food-waste bins;
- clean up any mess they make;
- drink water only while seated in the classroom or canteen; and
- return all equipment to its allocated place.

Pupils who do not help keep the community tidy will be given a 20-minute detention and may be asked to clean or tidy the area they affected. Those who refuse can be referred to the IEU Room. Pupils who help keep the community clean may be given praise points. Pupils are expected to take pride in their school and treat all property with respect; vandalism, graffiti and misuse of property will not be tolerated.

Engaging in learning

Pupils must come ready to learn and engage in every part of the lesson. We do not expect to see heads on desks, outdoor wear still on, or equipment not out. Engaging means answering questions when asked, starting tasks promptly, and completing each task to the best of your ability, including attempting the challenge tasks.

Pupils who engage well may be awarded praise points and subject points. During quality-assurance visits, pupils may receive praise letters and emails, and each half term pupils are nominated for subject certificates. Pupils who do not engage will be given a 20-minute department detention.

Work should be presented to the highest standard at all times. Pupils should not deface books or folders; written work should have an underlined title, a date, and an indication of whether it was completed in class or at home; and ICT-based work should be carefully checked for presentation. Defacing books, written work or folders can result in a department detention.

Submitting homework on time

Homework extends learning from lessons or prepares pupils for future learning. Most homework is set on Google Classroom and submitted there. Pupils are told about homework at the start of the lesson so they can ask questions if they are unsure.

Key Stage 3: a missed English or Maths homework results in a 20-minute centralised detention at break time; failure to attend escalates to a 60-minute after-school detention. For other subjects, a missed piece is logged on Arbor and parents are informed. Department Leads monitor these records and repeated non-completion leads to additional support.

Key Stage 4: a missed homework results in a break-time detention led by a Department Lead. If a pupil does not attend, this is logged and the pupil completes a 60-minute centralised detention.

For pupils who persistently miss homework, we will contact parents to agree on support from home and suggest times the pupil can use school resources (the library, computer room or support staff). Pupils who submit good-quality homework on time may be given praise points.

8. Recognition and Rewards

We recognise and reward pupils who go “over and above” our standards. While there are tiered awards, staff understand that a quiet word of personal praise can be just as effective as a larger, public reward, it is not what you give, but the way you give it that counts.

Praise is key to a positive classroom atmosphere and to building strong relationships, including with the pupils who are hardest to reach. We recommend that praise outweighs sanctions by a ratio of around 4:1. Every day, pupils can earn praise points for effort or achievement, in and out of the classroom; staff log these on Arbor and let pupils know. Staff may also give praise verbally, in writing, with a round of applause, or with a postcard that pupils can share at home.

Levels of reward

Classroom level:

- praise points;
- a phone call home;
- positive verbal or written feedback; and
- postcards and prizes.

Year and department level:

- subject points and subject certificates;
- praise-point certificates;
- ACE and Superstars awards;
- community awards; and
- Department Stars.

School level:

- letters home;
- tutor-group prize weeks;
- vouchers, badges and prizes;
- trips and Headteacher Awards;
- Resilient, Consistency and 100% awards (all linked to attendance);
- Ready, Respectful and Responsible awards; and
- Encourage, Challenge and Succeed awards.

Praise-point award thresholds

Each half term, pupils can receive a Bronze, Silver or Gold certificate depending on the number of praise points earned that half term. At the end of each half term, the pupils with the highest praise points in each form and year group are celebrated with a certificate and a voucher. Thresholds vary through the year; the table below is an example.

Year group	Bronze	Silver	Gold
Year 7	65	72	80
Year 8	45	50	60
Year 9	45	50	55
Year 10	50	55	65
Year 11	25	30	35
Year 12	10	12	15
Year 13	10	12	15

Lotteries and assemblies

ACE Lottery: celebrates pupils who are in school every day and on time. Each half term, a name is drawn from those with 100% attendance.

Superstars Lottery: celebrates pupils who consistently do the right thing. Each half term, a name is drawn from those with at least 1 praise point and no negative points (no detentions, IEU referrals or Isolation referrals).

Achievement assemblies: each half term there is a celebration assembly, and each term a rewards assembly, in which Year and Department Leaders celebrate pupils' effort and achievement. At the end of the year, there are award ceremonies for Key Stages 3, 4 and 5, to which the parents of pupils receiving awards are invited.

Encourage, Challenge, Succeed (ECS) walks: senior and middle leaders tour the school during lessons each day to recognise good effort, work and behaviour. Recognition stickers are given to pupils, and contact is made home to share what was seen.

9. Consequences and Sanctions

When pupils do not meet the Ready, Respectful and Responsible expectations, or any other behaviour expectation, staff use the sanctions set out in this section. The Code of Conduct gives staff the toolkit for applying each sanction consistently and with care.

The sanction ladder

Our sanctions escalate as behaviour continues or becomes more serious. The table below shows the length and order of the main sanctions used at Heathcote (see Appendix A).

Stage	Sanction	What it involves
R1 & R2	Detention	20 minutes, completed at break or lunch. Failure to attend (or more than one detention in a day) results in 60 minutes after school.
R3	Internal Exclusion Unit (IEU)	2 lessons, plus 1 break or lunch, plus 60 minutes after school on the day of referral.
R4	Isolation	A full day, plus 90 minutes after school on the day as sanction.
R5	Suspension	Length specific to the details of the incident.

Managing behaviour before sanctions

Staff always try to keep behaviour on track before reaching a sanction, using:

- **Redirection:** gentle encouragement, a “nudge” in the right direction, or a small act of kindness.
- **Reminder:** a private reminder of the Ready, Respectful, Responsible expectations, repeated if necessary. Staff de-escalate where reasonable, making the pupil aware of their behaviour and giving them the choice to do the right thing.

Managing behaviour in the classroom

A reminder is a clear, calm caution, given privately wherever possible, that makes the pupil aware of their behaviour and the consequences of continuing. Pupils are reminded of their previous good conduct to show they can make good choices. The reminders escalate as follows:

1 First reminder (in class).
2 Second reminder (in class), plus a detention issued in class.
3 Third reminder (in class), plus removal or referral to the IEU Room (sent out of class).

Once a pupil has been disciplined, in or out of the classroom, they are expected to respond positively. Secondary behaviour, such as arguing, muttering or slamming things, is not tolerated, as it disrupts learning and shows disrespect.

To avoid removal, pupils should:

- be ready, respectful and responsible;
- follow instructions without question or delay;

- be kind, polite and positive;
- engage; and
- not disrupt their own or others' learning.

The following may lead to immediate removal or referral:

- physical or verbal abuse;
- unsafe behaviour; and
- behaviour that causes damage.

The standard reminder sequence, and the reasonable adjustments that may be made for some pupils, are shown below.

The school system	With reasonable adjustments
First reminder ↓ Second reminder + Detention issued ↓ Teacher intervention ↓ Removal / referral to IEU Room	First reminder + use of in class strategy (SEND toolkit) ↓ Second reminder + (in class strategy/) ↓ Third reminder + 2 minutes outside to regulate and reintegrate + Detention ↓ Removal / referral to IEU Room

If a pupil does not respond appropriately to discipline, the sanction will escalate in line with the reminder system.

Staff will list the reminders on Arbor to explain the reason for referral to the IEU room and will follow up with communication to parents (email/ call/ meeting).

Time Out

A pupil may be asked to stand outside the classroom so the teacher can speak with them privately and give them a final chance to engage. Time Out is used between the second and third reminders, and only when a pupil needs to calm down or defuse a situation. Three minutes is usually enough. All Time Outs are at the discretion of school leaders, including for pupils with a time-out card. Time Out aims to:

- reset boundaries;
- give the pupil a chance to reflect on their next step;
- remind the pupil of their previous positive conduct;
- give a final opportunity to re-engage and follow instructions; and
- stop the pupil moving to the next reminder and avoid a referral to the IEU Room.

10. Detentions

Detentions are an important part of our discipline system. Any member of staff can set a detention, and they range from 20 to 60 minutes. They take place in registration rooms or, for whole-school centralised detentions, in the canteen. A detention may be given for not being a Ready, Respectful or Responsible pupil.

How detentions work

Detentions are shared with pupils each morning in form time. This is shared in three ways:

1. Via Arbor,
2. Your child's Form Tutor and Year Lead will share the daily detention list,
3. Daily list displayed by the pupil entrance (from 8am onwards on the day).

It is your child's responsibility to check whether they have a break, lunchtime or after school detention. If your child receives an after-school detention, parents or carers are notified by email.

Detentions are set for the following day and are 20 minutes long, but a pupil can receive more than one in a day, added in 20-minute increments. For example, 3 detentions in one day become a single 60-minute detention the next day. The maximum is 3 detentions (60 minutes) in a day; receiving 4 or more detentions results in a full-day IEU Room placement the following day. This ensures detentions are not carried across several days and underlines the seriousness of receiving 4 or more sanctions in one day.

The first 20 minutes of detention is completed at lunchtime, within the pupil's year group, in a tutor room overseen by a Pastoral Support Assistant or Year Leader. Any remaining time is completed after school. For example, a pupil with 60 minutes to complete will do 20 minutes at lunchtime and 40 minutes after school on the same day.

Most detentions are scheduled for the following day except IEU referrals. These will take place the day of referral.

If a pupil does not attend

On the rare occasion, if a pupil fails to complete their sanction in full, including detention, it will be regarded as a fail. It is vital that pupils complete their sanction in full.

A pupil who misses a lunchtime detention is logged as a failed sanction and will complete a 60 minute detention after school in the main hall, the following day.

A pupil who misses an after-school detention is placed in the IEU Room the following day for 2 periods, plus a break or lunch, and a 60 minute after school detention in the canteen.

Persistent failure to attend sanctions results in a full-day IEU placement with a 60 minute after school detention; continued defiance leads to a referral to the Isolation Room.

Failure to improve after this is treated as defiance and behaviour beyond the school's care and control. This triggers the monitoring period of the behaviour process in Section 12, with escalation through the written warning stages, restorative conference and, ultimately, Fair Access Panel or permanent exclusion.

Detention flowchart

Break/ Lunch Time Detention (20 Minutes) ⬇ Failure to attend Lunch Time Detention = After School Detention (60 minutes) ⬇ Failure to attend After School Detention = Escalation Referral + 90-minute Detention ⬇ Failure to attend IEU Referral = Isolation	Pupils who get more than one detention will complete lunchtime and after-school detention to make up the time. e.g. *1. Two detentions = 40 minutes: 20 minutes at lunchtime and 20 minutes after school.* *2. Two detentions = 80 minutes: 20 minutes will be completed at lunchtime and 60 minutes will be completed after school.* Failing to attend a 60-minute Detention = Escalation Room referral; P5 collection + 90 minute detention. Failing to attend an IEU Referral = Isolation referral.

Important points for parents and pupils

Under Section 5 of the Education Act 2011, schools no longer have to give parents 24 hours' notice of detentions under one hour. Even so, we communicate all detentions to parents and carers through the Arbor notification system, as soon as they are set. Where necessary, a same-day detention may be held, for example, following an IEU referral that day.

No pupil is exempt from detention. If a detention needs to be rescheduled, parents must contact the Year Lead or the Assistant Headteacher for Behaviour in advance, explaining the issue. If a pupil has an intervention or club, the detention comes first; staff may then dismiss the pupil to attend afterwards.

Pupil and staff expectations in detention

Pupils must:

- arrive independently and on time (pupils **more than 5 minutes late** are marked absent and sent away, unless they have a note);
- take a seat in silence, face the front, and complete the tasks given;
- not discuss the detention any issues are resolved with the Year Lead, Pastoral Support Assistant or class teacher at an appropriate time; and
- be Ready, Respectful and Responsible throughout.

Staff must:

- tell the pupil they have been given a detention; and
- log it on Arbor so parents and carers are notified.

11. Removal from the Classroom: IEU and Isolation

Removal is where a pupil is required, for disciplinary reasons, to spend a limited time out of the classroom. At Heathcote, we use the IEU Room when a pupil is removed. Removal is a last resort and happens either after a serious incident that means the pupil cannot remain in the room, or when a pupil has not improved their behaviour despite two reminders. Removal allows the pupil's education to continue in a supervised setting.

The IEU Room

The IEU Room is a classroom with individual desks. It allows pupils to be removed from the school community for safety reasons, or so that learning can continue in classrooms. The staff supervising it are trained in both the behaviour policy and the skills needed to manage a range of behaviours.

A referral to the IEU Room may be given for:

- any behaviour that is not respectful;
- disrupting the learning of others or the smooth running of the school;
- a third reminder in a lesson;
- abusing pupils or staff, verbally or physically, in person or online;
- refusing to hand over a banned item, or possessing certain banned items;
- refusing to follow staff instructions;
- a second truancy mark on the same day;
- holding space while an investigation takes place;
- behaviour that affects the safety of others; and
- failure to attend detentions.

The length of time in the IEU Room depends on the behaviour, and may be 2 lessons plus one break or lunch time and 60 minutes after school, or a full day including break and lunch and 60 minutes after school.

While in the IEU Room, pupils are expected to:

- make their own way there;
- complete a reflection sheet and any work set;
- not talk to others or leave without permission; and
- complete a restorative conversation with the staff member who referred them.

Staff in the room hold the highest expectations. **A first reminder asks the pupil to change their behaviour; each further reminder adds an hour to the placement.** On a 3rd reminder the pupil will be removed by YL/ SLT and a call will be made home. If after this they fail then will be moved to the escalation room and will serve a 90- minute detention.

Pupils must not sit in the IEU Room without working. Failure to complete work results in a warning; persistent failure means failing the IEU Room and escalation to the Isolation Room.

Part of the work is an IEU reflection sheet, which a staff member talks through with the pupil, and a workbook completed at each referral.

Staff who refer a pupil must have a restorative conversation with them to repair the working relationship and ensure the pupil understands why they were referred, how their behaviour fell short, and how to avoid future sanctions. They should also contact parents or carers to share concerns.

Referrals are made via Arbor so that pupils arrive safely; if a pupil does not arrive, the On-Call team will locate them and take the necessary action.

Parents and carers are emailed on the day of a referral, and the referring staff member then makes contact home to explain the reasons and discuss any concerns. All internal referrals are recorded on Arbor. If an issue is more serious than an IEU referral, it is raised with the pupil's Year Leader for follow-up.

Where time in the IEU Room is not needed, a pupil may instead be removed briefly to discuss their behaviour with a Pastoral Assistant, Year Lead, keyworker or member of SLT, to help them make the adjustments needed to remain in the classroom.

Restorative conversations

A restorative conversation is an opportunity to rebuild the relationship with a pupil who has been sent to the IEU Room. It is not another telling-off or sanction, that has already happened. The conversation should, wherever possible, take place the same day, and should:

- give both people a chance to share their perspective on what happened;
- help the pupil reflect on their behaviour;
- prompt an apology; and
- re-establish trust and move the relationship forward positively.

Our restorative conversations follow five steps: sit down together; each person shares what happened (in a non-accusatory way); consider who feels harmed and why; share what each person has thought since; and agree what behaviours each person will show next time, reaffirming a commitment to a trusting relationship. Staff lead these conversations, with Department or Year Leaders supporting when requested.

The Escalation room

Any pupil who has not completed their 60-minute detention will serve a 90 minute detention **the next day**. Any pupil who fails the IEU will serve the 90 minute detention. They will be collected period 5 to complete their 90 minute detention. This is a supportive measure designed to avoid a failed sanction and ensure no more learning time is wasted but the completion of sanction is achieved.

The Isolation Room

The Isolation Room is a small, quiet, supervised room in the sixth form building for a small number of pupils. It provides time out from the main school and acts as a serious sanction in place of a fixed-term suspension, supporting our aim to reduce suspensions and to have a greater impact in changing poor behaviour habits.

After investigation, where a serious breach has occurred, a pupil is placed in the Isolation Room. The day starts at 10.00am, when the pupil reports to sixth form reception and is taken to the room, where they remain until 4.30pm. Depending on the reason for referral, a

meeting or phone call will take place with parents to discuss the behaviour and how to avoid further referrals; this may include issuing a First Warning, Second Written Warning or Third (final) Written Warning.

A referral to the Isolation Room may be given for:

- dangerous, violent or highly disruptive behaviour;
- serious or persistent abuse of pupils or staff, verbally or physically, in person or online;
- a serious safety concern to the school community;
- certain banned items;
- failing the IEU Room;
- 5 or more truancy logs in a fortnight, or persistent truancy; and
- 6 or more IEU referrals in a half term.

In the Isolation Room, pupils have access to Google Classroom and workbooks to continue their learning. During the day, pupils also take part in restorative and intervention work on the incident, so that pupils and parents understand the reason for the referral and there is dedicated time to reflect and improve.

Pupils also work with staff to start the all about me section to help improve and review the support provided.

> The decision to use the IEU Room, Isolation Room, Escalation Room rests with the school and is at our discretion. These decisions cannot be appealed, and parents and carers agree to trust and support them when signing the Home-School Agreement.
>
> If a pupil fails to complete a sanction (fails the day or refuses), it escalates to the next level. If a pupil is absent, they complete the sanction on their return; for persistently absent pupils, the IEU or Isolation is still recorded. Pupils who do not follow the code of conduct in the Isolation Room will have their sanction escalated to a suspension or external respite.

Community service

Where a pupil brings the school into disrepute or damages school or community property, we may ask them to give back to the community. In these cases, pupils may be expected to do some or all of the following:

- apologise;
- help repair and restore the school's reputation;
- make payments for any damage to property;
- spend break and lunch in the IEU Room for 1 week;
- involve parents in repairing the situation;
- be dropped off or collected by parents for at least 2 weeks;
- follow a part-time timetable, leaving school earlier; and
- attend a 1-hour after-school detention for 1 week.

Refusal to attend school events, trips or visits

Pupils with poor behaviour records may be refused entry to school events, trips or visits. All enrichment activities have clear thresholds for entry, which are explained to pupils. For trips, pupils with multiple IEU or Isolation referrals, or who have been suspended, may be ineligible.

The Headteacher reserves the right to refuse entry to any event, trip or activity without notice, and may delegate this power to other school leaders for certain trips. This ensures trips can take place safely and that pupils attending can uphold our high standards and protect Heathcote's reputation. Deposits or payments will not be refunded where a pupil is refused entry for behaviour reasons.

Recording incidents and communicating with parents

When recording a behaviour incident on Arbor, staff include enough information for parents and leaders to understand what happened. A useful narrative cover: what happened; which expectations were not met; what support and de-escalation strategies were used; what warnings were given; and what sanction or next step was applied. The Arbor narrative is used in the parental communication template where required.

Not every referral needs a detailed narrative. For straightforward incidents where the behaviour is self-explanatory (for example, “R1 – Chewing Gum” or “R1 – No Equipment”), the title alone may be enough, and staff use professional judgement on the level of detail required.

12. Support for Pupils with Persistent Behaviour Difficulties

Our behaviour system is focused on restorative and inclusive practice. At every stage, we look to support pupils to be successful. The school operates a three-tier warning system, a First, Second and Third Warning, designed to identify and address concerns, agree support and interventions, prevent further escalation, and set clear expectations and next steps. Each stage is an opportunity for the pupil, parents/carers and staff to work together to secure positive change.

Support may be triggered by feedback from staff and pupils, or where a pupil is identified through the number of IEU referrals, centralised detentions or other behaviour concerns. Where a pupil is persistently referred to the IEU Room, the school may put in place (this list is not exhaustive): a Round Robin academic and behaviour review; a RAG-rated timetable; form or set changes; restorative conversations; seat changes; a shared pupil profile; lesson observations and book looks; a parent meeting; temporary keyworker allocation; SEN screening; involvement of appropriate agencies; behaviour interventions; a counselling referral; timetable changes; a Team Around the Family (TAF) meeting; or a MASH referral.

First Written Warning (Stage 4)

Triggered by 4 Isolation and/ or, 2 suspension and/ or 2 Respite

The pupil is issued a formal warning by their Year Leader and a meeting is held with the parent, pupil and/or professionals (including SLT). It is recorded as a First Written Warning. This phase is designed to refocus the pupil and get them back on track. The pupil is monitored for 2–4 weeks by the behaviour team (pastoral staff, Year Leaders, HLTAs or TAs). A phone call and letter are sent by the Year Leader, the concerns are discussed at the referral meeting, and an action plan is agreed if needed. Parents receive a sanction letter, a Round Robin review takes place, and PSP targets are set and shared in the letter.

Interventions at this stage may include:

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

Second Written Warning (Stage 5)

Triggered by 6 Isolation and/ or, 3 suspensions and/ or 3 Respites

A meeting is held with the Key Stage Behaviour Lead SLT Link, Year Leader, parent and pupil to put in place the Pastoral Support Programme (PSP), setting out the consequences if standards are not met and the positive outcomes if conduct improves. A Second Written Warning letter is issued, the PSP is reviewed and updated with clear focus areas and goals, the Year Lead completes a report, and the pupil's IEP is reviewed and updated.

Intervention offers may include (non-exhaustive):

- a Year Lead phone call home and parent meeting, and a behaviour report;
- HLTA/TA check-ins and PSA mentoring;
- support with uniform, transport, wake-up routines or emotional wellbeing;
- a time-out card for self-regulation;
- a referral to the School Nurse;
- a part-time timetable;
- a Fair Access Panel referral, if appropriate; and
- SEND interventions such as LASS, EAA or SALT.

External agencies and support may include:

- Spark 2 Life mentoring;
- counselling and MHST group sessions;
- MASH or CAMHS referrals;
- the Education Welfare Officer or Educational Psychologist;
- Early Help / Social Care, the School Nurse, the SENCO; and
- the police, where appropriate.

Curriculum adjustments, where resources allow, may include:

- social skills, anger-management or emotional-literacy support;
- play therapy and team-building activities;
- restorative meetings with staff;
- literacy or numeracy support; and
- a reduced or part-time timetable.

Third (Final) Written Warning (Stage 6)

Triggered by 8 Isolation referrals and/ or, 4 suspensions, and/ or a respite / managed move.

This is the final warning letter and represents a 360-degree review of the pupil. A restorative conference is convened, led by the Deputy Headteacher (respective Key Stage), involving the parent, pupil, Year Leader, the Key Stage Behaviour Lead SLT link and SEND staff where required. A Third (Final) Written Warning letter is issued, the DHT prepares a report, and PSP targets are reviewed and included in the letter. A TAF or Emergency TAF review is held to offer further support, the pupil's IEP is reviewed, and a safety plan with interventions is agreed.

Further intervention offers may include:

- an extended PSP with more frequent reviews;
- additional counselling or mentoring;
- a referral to CAMHS or specialist MHST programmes;
- SEND reviews and provision adjustments;
- increased parental engagement, including home visits; and

- external agency support, such as the Education Welfare Officer, Educational Psychologist, Early Help/Social Care, the police where appropriate, or the Youth and Family Resilience Service (YFRS).

The pupil is monitored for 4–6 weeks, and the Third (Final) Written Warning remains in place for 6 months. Every effort is made to support a change in behaviour. If the pupil refuses to attend or engage, the process moves to the final stage. A First, Second or Third (Final) Written Warning may also be issued separately from the agreed escalation, at the discretion of SLT, where there is a serious breach of this policy.

The final stage: Fair Access Panel or permanent exclusion

The final stage means the pupil is removed from the school, either through a permanent exclusion or via the Fair Access Panel (FAP).

Where the school has concerns about the behaviour, or risk of exclusion, of a pupil with additional needs, an EHC plan or a looked-after child, it will, in partnership with others, including the local authority where necessary, consider what additional support or alternative placement may be required. This includes assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, the school may request an early annual review, or an interim or emergency review, instead of the restorative conference. If such a pupil progresses to the final stage, the SEN team will 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.

Failed Final Warning (Stage 7)

Triggered by 8+ Isolation referrals and/ or, 4+ suspensions and/ or 4 Respite/managed move.

A meeting is convened with the Headteacher, Deputy Headteacher, Year Leader, parent and other professionals where appropriate, to discuss the failed agreement and review the intervention offer. The Headteacher issues a decision letter, prepares a report, and a final review of all interventions and PSP paperwork takes place. If no further improvement can be secured, the pupil is removed from the school, either through a Permanent Exclusion (PEX) or via referral to the Fair Access Panel (FAP).

> Please see Appendix A (the behaviour flowchart) on preventative measures to suspension and permanent exclusion.

13. Reasonable Adjustments and SEND

We recognise our duties under the Equality Act 2010 and the SEND Code of Practice. High standards of behaviour are expected from all pupils. Where pupils have identified SEND, reasonable adjustments may be made to help them meet these expectations. Staff take account of individual needs, behaviour support plans and professional advice when responding to incidents.

Adjustments do not remove accountability for behaviour; they ensure that our systems are fair, inclusive and accessible. All significant behaviour incidents involving pupils with SEND are considered carefully to ensure that appropriate support and adjustments have been provided alongside any sanction.

Examples of reasonable adjustments

ADHD – movement breaks, chunked instructions, a warning before transitions, supportive seating plans and check-ins. Sanctions may still apply for refusal, aggression or unsafe behaviour.

Autism – processing time, visual instructions, predictable routines, a quiet space and, if necessary, an alternative reflection location. Sanctions may still apply where behaviour breaches expectations.

SEMH – a trusted adult, regulation strategies and role-play of restorative conversations.

Speech and language needs – simplified instructions, visual cues and additional clarification.

Adjustments to detentions and reflection

Where appropriate, reasonable adjustments may be made to how a sanction is delivered, while keeping its purpose and integrity. This is reviewed case by case, based on context and need and does not apply to all pupils. Examples include an alternative location, a scaffolded reflection sheet, additional processing time, short supervised breaks, and TA support during restorative conversations.

Reasonable Adjustments to the Behaviour Pathway

SEND pupils, the Nurture (0-Group) cohort and Hub provision

This addition sits alongside the school's tiered behaviour pathway (Stages 1–7). It sets out how reasonable adjustments (RAs) are applied so that pupils with SEND, and the Nurture (N-Group) cohort in particular, are supported fairly. It does not lower expectations; it changes how thresholds, sanctions and support are applied so they are proportionate to need.

1. Purpose and principles

- **Equality Act 2010 duty.** Where behaviour may be a manifestation of a pupil's disability or SEND, the school must consider reasonable adjustments before applying a standard sanction.
- **Graduated response.** Assess – Plan – Do – Review: support and assessment are triggered earlier for SEND pupils, not punishment.
- **Support before sanction.** Where thresholds are reached earlier, the response is review and Hub-based support, punitive escalation is substituted or modified, not accelerated.
- **Individualised, not blanket.** Adjustments are agreed case by case for SEND pupils (Part A) and as a defined package for the N-Group, recorded on the pupil's IEP / EHCP / PSP and on Arbor.
- **Transparent and reviewed.** Every adjustment is documented, shared with staff and parents and reviewed within the stated monitoring period.

2. Provision and key terms

Provision / term	Use within the RA pathway
Short Term Hub (termly)	Part-session reset / supported Reflection delivered in the Hub; used to de-escalate and avoid a standard sanction.
Long Term Hub	Extended (multi-session / multi-day) supported placement used in place of Respite or Suspension where behaviour may be SEND-linked.
Oak referral	Supervised supported space through the FAP process used for adjusted Reflection/regulation where need indicates.
Reasonable Adjustments timings	Adjusted arrival (10am; normal time for bus/vulnerable pupils), reduced after-school (90→45 mins), time split over break/lunch.
IEU / Isolation / Respite / Suspension	Existing sanction tiers — each may be substituted or modified as a reasonable adjustment and recorded on the pupil's plan.

RA pathway: overall thresholds for SEND and vulnerable pupils (case-by-case)

For any pupil on the SEND register, the SENDCo and Year Lead agree adjustments at the point the pupil approaches a flag or stage. The standard ladder still applies with reasonable adjustments reviewed case by case.

Short Hub exit / reset routine

- The pupil uses an agreed signal or card to request a reset before reaching crisis point.
- A short, time-limited reset in the Hub (or Oak) with a known adult; the aim is regulation and return, not removal.
- Re-entry is restorative; the incident is logged on Arbor with the SEND/RA context noted.
- Repeated need for resets triggers a profile and provision review, not escalation up the sanction ladder.

Appendix A: Behaviour Flowchart

The table below summarises how behaviour data triggers each stage:

Data / threshold	Stage	Outcome	Lead
5 detentions in a fortnight (not late)	Yellow Flag – Early Intervention	IEU (2 periods + lunch)	PSA
Threshold surpassed	Red Flag – Follow-up	Full-day IEU (R2)	PSA / JCE
5 truancy detentions in a fortnight (10 to 30+ mins)	Amber Alert – Truancy Focus	IEU	PSA
Threshold surpassed	Red Alert – Follow-up	Isolation	PSA / JCE

Data / threshold	Stage	Outcome	Lead
4 IEU referrals in a half term	Stage 1 – Behaviour Warning	PSA/tutor phone call with parents	PSA / YL
6 IEU referrals in a half term	Stage 2 – Behaviour Isolation	Isolation	YL

Data / threshold	Stage	Outcome	Lead
1 Isolation and/ or 1 suspension and/ or 1 Respite	Stage 3 – Initial Sanction	Year Lead phone call or meeting	YL
4 Isolation, and/ or 2 suspension and/ or 2 Respites	Stage 4 – First Written Warning	TAF / Emergency EHCP review	YL,SCB/SBL & SEND
6 Isolation, and/ or 3 suspensions and/ or 3 Respites	Stage 5 – Second Written Warning	Review PSP; parent meeting	YL & KS SLT link KMN/AGE
8 Isolation, and/ or 4 suspensions and/ or 4 Respite	Stage 6 – Third (Final) Written Warning	Restorative conference; respite / FAP / managed move	DHT & YL
9+ Isolation and/ or 4+ suspensions	Stage 7 – Failed Final Warning	Permanent exclusion	DHT, YL, HT

Appendix B: Detention Quick Reference

If a pupil…	Then…
Receives a detention	20 minutes, completed at break or lunch the next day
Receives more than one detention in a day	Time is added in 20-minute blocks (max 3 = 60 minutes); 4+ referrals = full-day IEU
Misses a lunchtime detention	60-minute after-school detention the following day (R2)
Misses/fails an after-school detention	Escalation Room referral, collected Period 5 next day to complete a 90 minute detention (R4)
Misses the IEU referral	Isolation referral (R4)

Appendix C: Behaviour Tariffs

Behaviour Tariffs 2026/2027		
R0	**Reminder**	**Point Value**
R0	Incorrect uniform (3 in a fortnight = -1 point)	0
R0	Missing equipment (3 in fortnight = -1 point)	0
R0	No homework - KS3 (non -core)	0
R0	No homework - KS3 (Core)	0
R0	No homework - KS4/KS5	0
R0	PE Kit infringement (incorrect/ no PE kit)	0
R0	Misuse of AI	0
R0	Failure to attend booster	0
R0	Regulation pending investigation	0
R1	**Break Detention = 20 minutes**	**Point Value**
R1	Late to lesson (0-10mins)	**1**
R1	No homework - KS3 (non -core)	**1**
R1	No homework - KS3 (Core)	**1**
R1	No homework - KS4/KS5	**1**

R1	**Lunch Detention = 20 minutes**	**Point Value**
R1	2nd warning in a lesson	**1**
R1	Truancy (10mins-30mins)	**1**
R1	Loitering/lingering	**1**
R1	Uniform infringement	**1**
R1	Being in a banned area	**1**
R1	PE Kit infringement (incorrect/no PE kit)	**1**
R1	Insufficient work completed	**1**
R1	Failure to attend Returns	**1**
R1	Refusal to follow instruction at social time	**1**
R1	Late to school (0-30mins)	**1**
R1	Banned item	**1**
R1	Unsafe conduct	**1**
R1	Littering	**1**
R1	Low level verbal abuse/ unkind behaviour	**1**
R1	Poor corridor conduct	**1**
R1	Chewing gum	**1**
R1	Poor conduct at line-up/lunch queue	**1**
	Escalation only (staff not to log):	
R1	Incorrect uniform or equipment x 3	**1**
R1	Missed Break Time Restoration	**1**
R1	PE Kit infringement (incorrect/no PE kit) x3	**1**

R2	After School Detention = 60 minutes	Points Value
R2	Truancy of 30+ mins to full lesson	2
R2	Selling/ water fight (1st time)	2
R2	Late after registers close	2
R2	Fabricating during an investigation	2
	Escalation only (staff not to log):	
R2	Failure to attend 20 minute restoration	2
R2	5 x late to school and late to lesson in a fortnight	2
R2	Missed Sparx Restoration	2
R2	Failed R1 sanction	2
R3	**Regulation (2 pds, social + 60 minute after school)**	
R3	Disruption (3rd warning in lesson)	3
R3	Refusal to hand over banned item	3
R3	Refusing to follow instructions	3
R3	Physical contact (no harmful intent)	3
R3	Verbal/ Written abuse	3
R3	Low level/ unsafe behaviour	3
R3	Selling/ water fight (2nd time)	3
R3	Low-level poor conduct in the community	3
R3	Unsafe conduct	3
	Escalation only (staff not to log):	
R3	5+ truancy in a fortnight	3
R3	5 x 2nd reminder in a lesson	3
R3	Failure to attend 60 minute Restoration	3
R3	Full Day - Failure to attend Regulation Sanction	3
R3	FULL DAY - Persistent failure to adhere to school behaviour policy	3
R3	More than one truancy in a day	3
R3	5 restorations in a fortnight	3
R3	Full day - 4 or more restorations in a day	3

Teaching Staff should not log anything higher than R3		
R4	**Isolation - 10.00-16:30**	
R4	Full day - Online abuse	**4**
R4	Full day - Emotional abuse	**4**
R4	Full day - High level verbal abuse	**4**
R4	Full day - Theft	**4**
R4	Full day - Physical abuse (harmful intent)	**4**
R4	Full day - LGBTQIA+ abuse	**4**
R4	Full day - Racist abuse	**4**
R4	Full day - Harmful Sexual Abuse	**4**
R4	Full day - Poor community behaviour	**4**
R4	Selling/ water fight (3rd time)	**4**
R4	Banned item - Phone/ electronic device (1st offence)	**4**
R4	Banned item - Phone / electronic device (2nd offence)	**4**
Escalation only (staff not to log):		
R4	Escalation Room - Failed/Refused R3	**4**
R4	Full day - Persistent truancy (3 in a day)	**4**
R4	Full day - Persistent disruptive behaviour (5 in a week)	**4**
R4	Full day - 6 Regulation in a half term	**4**

R5	**Suspension**	
R5	Persistent disruptive behaviour	**5**
R5	Being out of the care and control of the school	**5**
R5	Breach of safeguarding	**5**
R5	Prohibited item	**5**
R5	Persistent truancy	**5**
R5	Failed/Refused R4	**5**
R5	Verbal abuse/threatening behaviour	**5**
R5	Persistent refusal to hand over banned item	**5**
R5	Online abuse	**5**
R5	Emotional abuse	**5**
R5	Theft	**5**
R5	Physical abuse (harmful intent)	**5**
R5	LGBTQIA+ abuse	**5**
R5	Racist abuse	**5**
R5	Harmful sexual behaviour	**5**