

School Behaviour Policy

Heathcote School and Science College



Approved by: Governors **Date:** 9th December 2019

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Other Documentation

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

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

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

Education Act 2002 and Education Act 2011

Education and Inspections Act 2006

Equality Act 2010

Behaviour and Discipline in Schools – DfE Guidance 2012

1. A guide to the law for school governors:

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

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

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

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

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

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

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

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

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

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

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Heathcote School Vision and Values

Encourage - We encourage our pupils to take pride in their learning and community – to work hard, pursue continual improvement and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect to each other.

Challenge - We challenge our pupils to take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed - We succeed when all pupils reach their academic potential and are thoughtful, caring and honest citizens; leaving Heathcote fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment where they take a proactive role and develop socially.

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

School Improvement Priorities 2019-21

- Pupils are proud of Heathcote and self-regulate their behaviour both in and out of school creating a calm and orderly environment. These high standards are supported by robust structures, staff and pupil leadership and increased parental support to ensure exceptional behaviour, high levels of understanding and respect for all and highly positive attitudes.
- High quality CPD and line management enables Middle Leaders to be highly visible, develop a coherent vision and challenge and support staff to meet the highest possible standards in all areas.
- The broad and balanced curriculum is reviewed and developed to ensure we have the right intent, impact and implementation for our Heathcote learners at all levels; it is understood by all and ambitiously delivered to ensure all pupils achieve highly.
- Both in and out of class, tutoring, learning and teaching, work-related learning and other opportunities - including the pupil passport - are exciting, engaging and allow unique opportunities for all learners ensuring Heathcote provides extensive cultural capital.

- Robust monitoring and leadership of attendance enable pupils and their families to take responsibility for school attendance leading to attendance levels above the national average for all groups of pupils.
- The financial deficit is reduced in line with robust targets by ensuring the best deployment of physical and human resources.

Aims

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

The whole School Behaviour Policy aims to:

- reflect the values expressed in the statement above.
- make clear the positive and construction rules of conduct as agreed by the Governors, staff, parents, carers and pupils.
- set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards.
- enable to school meet the School Improvement Priorities 2019-21.
- pupils can only reach their potential if their standards of behaviour are consistently high and their learning is not disrupted by others.
- good behaviour and the quality of teaching and learning are inextricably linked.
- pupils learn best in classrooms which have a positive ethos and value the development of the whole pupil and the relationship between everyone in the classroom.
- all members of staff have a role in developing pupils moral values, integrity, commitment, respect, empathy and equality.
- although this policy mainly focuses on pupil behaviour, it is important to remember the power of staff modelling behaviour towards one another and pupils.
- successful implementation will require a high degree of consistency from all staff.
- implementing the policy successfully requires skill, patience and training.

- the policy is not a script and at times there will be grey areas, which will require professional judgement, and may require you to seek advice from more senior colleagues. The important thing is that issues are dealt with and not ignored.
- the policy applies to all pupils but reasonable adjustments may be made for those pupils with Special Educational Needs and Disabilities (SEND). We strive to ensure that these reasonable adjustments are well planned in advance to ensure that these pupils have every chance to be supported to reach high standards of behaviour.
- the policy requires staff to acquire behaviour for learning techniques in order to build relationships and trust, as well as set and stick to boundaries.
- success depends on all members of staff taking the lead where necessary.

Who does the Policy Apply to?

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

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

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

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

- could have repercussions for the orderly running of the school.
- or poses a threat to another pupil or member of the public.
- or could adversely affect the reputation of the school. The power to discipline applies to all paid staff with responsibility for pupils e.g. Heads of Year, Teaching Assistants, and Middy

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

Pupil Expectations

To make Heathcote a happy, safe and pleasant community, pupils must:

- treat all people as they would like to be treated.
- be polite to their fellow pupils, all staff and any visitor to the school.
- take great care not to interfere with other people's property and always treat it with respect.
- respect other people's privacy and family life, so that they are not offended by what they say or do.
- not use bad language to any member of the community.

To help pupils achieve in class, pupils must:

- only be absent for a genuine reason and bring a note on my return to school.
- be punctual to school and lessons.
- bring essential equipment to school every day.
- take pride in their work and do it as well as they possibly can.
- do all their homework and hand it in on time.
- take pride in their books and the school's books and materials.
- not waste their time, other pupils' or teachers' time by behaving in an irresponsible manner during lessons.

To help pupils to take pride in their environment, pupils must:

- help their teachers to make the teaching rooms pleasant, clean and tidy areas for themselves and others to work in.
- respect the buildings and school grounds by always placing in litter bins, remembering that graffiti is forbidden and by only eating and drinking in the appropriate places.
- never chew gum.

To show that they are a pupil of which the School can be proud, pupils must:

- dress tidily in their school uniform.
- have respect for the school's neighbours and try to be helpful and considerate in the local community.

Moving around the school site, pupils must:

- behave sensibly at all times, showing respect and consideration for others and a responsible attitude to the school's buildings and equipment.
- pupils must always keep to the left when moving around the school and move quickly following the direction of travel arrows, be considerate of all users of all users and hold doors open for both adults and other pupils where possible.
- always be in the correct uniform. Jewellery and make-up regulations must be followed.
- not enter or use the lifts unless authorised/accompanied by a member of staff.
- must only consume food and drink at break and lunch times. No food or drink is to be consumed in the building other than in the designated places.
- ensure all items named on the banned /dangerous items list are not allowed in the school at any time. These will be confiscated and will result in a sanction. Confiscated items will be handed in to Reception and may need to be collected by parents.
- be in the lesson or at line up when the bell sounds.
- be appropriately dressed in full school uniform at all times.

In the form room, pupils must:

- sit in their places preparing for learning by putting out their pencil case and planner out within 90 seconds of arriving. (90 seconds is a guidance for staff).
- follow the required form time programme take part in all activities.
- leave the room in good order ready for the next class.

At lesson change, pupils must:

- move quickly and quietly between lessons using the most direct route.
- not stop to visit the toilets or go to medical (unless it is an emergency), nor go to see any other teacher without prior permission.

At start of lessons, pupils must:

- arrive punctually.
- have the right equipment and books for the lessons.
- enter the teaching room in a quiet and orderly manner.
- take out books and equipment to be ready for the lesson to begin within 90 seconds – complete Do Now.
- place bags, coats on the floor under or beside the desk or their chair.

During lessons, pupils must:

- not speak when the teacher is speaking to the whole class.
- listen carefully and follow instructions.
- concentrate fully and do their best at all times.
- not disrupt the lesson in any way.
- enter all homework into their planners or make a note to check electronic homework system.

At the end of lessons, pupils must:

- not start clearing away until instructed to do so.
- make sure the room is clean and tidy before leaving.
- put chairs back under desks.
- not leave until dismissed.
- go quickly, quietly and directly to the next lesson.

At lunchtime, pupils must:

- not drink or eat lunch outside of the designated areas other than water in the playground.
- go to the dining hall for their lunch at the designated time including those with a packed lunch.
- behave in an orderly manner whilst waiting in the queue; no queue jumping.
- sit down to eat food and ensure all food is kept on the plate; no throwing food.
- return their own tray.
- clean their table when finished, leaving it the way they would wish to find it.

- leave the building unless attending a designated club.

Staff Expectations

All Staff must Support the Implementation of the Policy, Staff must:

- be positive.
- build relationships and a positive ethos.
- praise pupils.
- be consistent.
- challenge discrimination, and all incidents of poor behaviour incidents, poor corridor and playground behaviour, fighting, abusive or unpleasant language, lateness and truancy.
- record behaviour concerns and praise on SIMS.
- plan lessons that meet the needs of all pupils.
- take the register at the start of every lesson.
- report any pupils who are missing from the lesson but were previously present to the IEU, via email. Log the number of minutes late if a pupil arrives late to lesson.
- use seating plans generated via MINT.

Ensure the Safety of all Pupils:

- attend duties, on time and be vigilant.
- be visible in the corridors and common areas- stand on doors at the start of lessons.
- report any safety issues within the building.
- report any concerns of child protection immediately to the DSL
- log issues on Safeguard.

Heads of Department must:

- lead the management of the corridor at lesson changeover.
- support with departmental whole school detention - to support classroom teachers.
- when a pupil persistently offends in the subject area - ensure that appropriate intervention occurs - including subject report and parent meetings.

- support staff with behaviour management and training.
- ensure that there is work for the IEU and exclusions.
- provide interventions for underperforming pupils.
- monitor IEU referrals and ensure restorative conversation and repeated referrals are addressed and feedback is given.

Heads of Year (HOY) must:

- track positive and negative SIMs.
- issue reports weekly, monitor and follow up.
- reward regularly.
- develop strategies to reduce exclusions.
- support staff with behaviour management and training.
- be present in the corridors and social spaces when possible.
- support pupils in the IEU/ OAK.
- identify underperforming pupils and support interventions for them.
- monitor number of IEU and FTE.
- place pupils on report.
- ensure the intervention plan is carried out including PSPs.
- quality assure tutor time.
- check uniform and equipment.
- monitor attendance and punctuality.
- run whole school late detentions.
- attend referral meetings when required.

Form Tutors must:

- accurately record attendance and punctuality on SIMS daily and intervene where necessary.
- ensure line up is conducted in line with school standards.
- establish strong routines and positive practice by daily monitoring of equipment, uniform and behaviour, using the school report system or further intervention where necessary.
- liaise with parents/ careers to make at least 1 weekly check-in phone calls home where possible.

- develop an understanding of tutees as an individual throughout their school career and be an advocate for them- undertake an Our Family Journey where required.
- strive to develop safe and positive environment within form.
- engage all pupils in reflecting on academic performance after tracking and reporting, and to help set appropriate targets.
- follow the prescribed tutor programme for your chosen year group e.g. Accelerated Reader/ PSHRCE.
- attend assemblies on time to escort tutees in/out, pupils must sit in alphabetical order in assembly (leave space for absentees) and during fire drills.
- KYC sheets must be provided/ updated based on pupil needs for tutor time.
- be proactive in helping them learn to the best of their ability, by celebrating, removing obstacles and problem solving as required.

Senior Leadership Team must:

- model the policy and renew it as appropriate.
- ensure a high presence in corridors and social spaces throughout the day.
- support 'On call' or IEU when needed.
- ensure reports are issued and followed up.
- support the departments and year teams that they line manage in dealing with persistent behaviour problems.
- run whole school detentions and support with collection.
- attend any pupil focused support or disciplinary meetings when appropriate.
- support with investigating exclusions and making decisions.
- attend parent meetings.

The Head Teacher must:

- make the final decision on exclusions.
- support with IEU and On Call.
- prepare papers and attend Governors Disciplinary Committee in accordance with the relevant Exclusion Guidance.

Strands of the Behaviour Policy:

- Respect for Learning.
- Respect for Self and Others.
- Respect for Community.

Respect for Learning

We have very high expectations of pupils because we believe that all pupils are capable of meeting our high standards, ensuring that pupils are well supported in meeting these standards. We expect 'no excuses' from the pupils as we believe that there are no excuses for poor behaviour and disruption to learning. There may be reasons, but not excuses. We aim to create a positive environment based on kindness, good manners and celebration of success.

All pupils at Heathcote are expected to be lesson ready at the beginning of every lesson. The expectation is that Heathcote pupils:

- Are punctual, organised and ready to learn.
- Wear their uniform with pride.
- Follow staff instructions without question or delay.
- Are polite, kind, respectful and tolerant of all, at all times.
- Keep, hands, feet and objects to themselves.
- Take responsibility for their own learning PROUD.

Are Punctual, Organised and Ready to Learn

To ensure all lessons are consistent, staff will ensure that the lesson routines are followed. Pupils must arrive to lessons on time and sit in silence to complete the Do Now task. We would expect everyone to be learning within 90 seconds of the second bell ringing. When all staff are following the same routines, it will ensure that all pupils are fully aware of the expectations and receive a consistent experience throughout the day.

To ensure good order and a calm start to learning, pupils will line up at certain times of the day in tutor group order. If a pupil arrives to the class after the bell and does not have a blue authorised late slip or a red late to school slip or note in planner, then staff will log this on SIMs for a time wast-

ing detention and stamp pupil planners. Pupils who are repeatedly late for lessons will be addressed by the Head of Department.

To ensure pupils are prepared for lessons, they will require everything on the equipment list. When pupils arrive at the class, they will be expected to put the equipment onto desks. Missing equipment will be addressed at the start of the day in tutor time and pupils will be expected to purchase equipment. Pupils then who do not have equipment for lessons, will be issued a warning. For pupils who regularly fail to bring equipment, parents will be contacted and a detention will be given. Persistent failure to bring PE kit or drama socks will result in the IEU.

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

Wear their Uniform with Pride

As pupils enter the classroom, staff will check uniform is in good order and ensure that this is addressed before entering the room. Pupil dress is key part of feeling professional and ready to work. The uniform expectations are displayed on the website and pupils are regularly reminded of the expectations.

For pupils who regularly fail to bring/ wear the right uniform, parents will be contacted and sanctions such as detentions and IEU will be given.

Pupils who do have the correct uniform will offered replacement uniform to borrow. Pupils who refuse to wear this uniform will be placed in the IEU. We have a Hardship Fund to support families with financial difficulties.

Follow Staff Instructions Without Question or Delay

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

Pupils who do not follow staff instructions will be referred to the IEU or excluded.

Praise

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

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

Praise Points

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

P1- Given by teachers or staff – 1pt.

P2 – Given by HODs /HOY/ SLT – 2pts.

P3 – Given by Head Teacher – 3pts.

All staff can give a P1 for any effort or achievement. Only Heads of Year/ Department and the Senior Leadership Team can give a P2 these should be given for exceptional effort or achievement. Every half term in the celebration assembly, certificates will be given to those who have received a P2. A P3 is given by the Head Teacher for 'any achievement' that is over and above. Teachers and staff can nominate for a P3 by emailing or bringing the exemplary work to the Headteacher. To celebrate pupils who have received a P3, the Headteacher will meet all the pupils for a celebration event. Here they will showcase their work/ achievement and be celebrated on the website.

Every praise point that pupils receive will be worth rewards. At the end of the year, the points will be collated and prizes awarded. The school reserves the right to change these at any time.

50pts - Certificate

80pts - Jump the lunch queue

120pts - Break voucher £1

180pts - Film session

240pts - Lunch voucher £2

300pts - Day trip to London

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

ACE Lottery

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

Every fortnight, pupils who have achieved a 100% attendance and punctuality to school and lessons over the previous fortnight will be announced in assembly. Then, one lucky pupil will be selected and given a jump the queue with a friend pass.

At the end of each term, pupils who have 100% attendance and punctuality to school for the term will be announced and one lucky winner in each year group will be selected and awarded £25 voucher.

Superstars Lottery

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

Every fortnight, pupils who have achieved no negative points and at least 1 praise point over the previous fortnight will be announced in assembly. Then one lucky pupil will be selected and given a 'jump the lunch queue with a friend' pass.

At the end of each term, pupils who have no negatives and at least one praise point for the term will be announced and one lucky winner in each year group will be selected and awarded £25 voucher.

Caught in the Act (Golden Tickets)

This praises pupils who are caught in the act of doing something good for:

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

When pupils are caught in the act during the relevant week, they will be given a golden ticket which they must post in their year group collection box. At the end of the term, tickets will be randomly drawn from the box. Pupils that are drawn from the box need to meet the behavior expectations set to be eligible for the prize.

Every half-term, there will be a celebration assembly in which HOD and HOY will celebrate effort and achievement.

Consequences

There are consequences for behaviours which disrupt/ affect learning and /or the teacher's ability to teach. All consequences will be recorded either on the board, on a sheet or on SIMs. During a lesson consequences will either take the form of:

Informal Sanctions

- a look, a frown, expectation reminder, rule reminder, a quiet reminder.
- moving seats.
- talking to teacher and apologizing.
- staying behind after the lesson to help teacher.
- parental contact.

Formal Sanctions

It is important that all formal sanctions are recorded on SIMS to ensure all unsatisfactory behaviour is tracked and monitored.

It will ensure:

- that a patterns of behaviour can be recognized.
- that the pupil support staff/Heads of Department / Heads of Year will be aware when intervention is warranted, thus avoiding more serious consequences.
- abnormal behaviour patterns are observed, which may be an indication of underlying factors.
- appropriate action may then be taken in the event of an exclusion so that all supporting material is available.

Formal sanctions may be:

- warning.
- reports.
- parental meetings.
- community service.
- detentions.
- withdrawal of privileges.
- withdrawal from school teams or trips.
- withdrawal of break and lunch.
- removal from lessons.
- internal exclusions- IEU.
- respite - internal exclusion at another school.
- fixed term exclusion.
- pastoral support plan.
- wave 3- OAK 1 and OAK 2 withdrawal programme from lessons.
- long term removal from lessons- OAK.
- part time time-table (up to six weeks).
- permanent exclusion.

Many of these sanctions include intervention to ensure we are focused on changing the behavior of the pupil.

To be lawful, the sanction must satisfy the following conditions:

- the decision to punish must be by a paid member of staff.
- the decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- it must not breach any other legislation (in respect of SEND, race and other equalities and human rights) and it must be reasonable in all the circumstances. A sanction is reasonable when the sanction is proportionate in the circumstances and that account must be taken of the pupils age, any SEND or disability they might have, and any religious requirements affecting them.
- reasonable adjustments should have been made for pupils with SEND prior to the specific behaviour for which the sanction is issued. For example staff must be knowledgeable about the Pupil Profile, to ensure they understand the child's needs. Sanctions must also be carefully considered to ensure the needs of the pupil are considered. This also applies to vulnerable pupils.
- with lunchtime detention pupils must have time to eat, drink and go to the toilet.
- parental consent is not required for detentions up to 1 hour.
- teachers imposing detentions must consider whether suitable travel arrangements can be made by the parent/carer for the pupil. It does not matter if making these arrangements is inconvenient.

Sanctions should not be humiliating or degrading and should be in proportion to the offence. Pupils should be clear about why they are being punished and how.

To ensure that there is clarity over the reasons for referral, staff will be expected to write down the reasons for referrals. Once a pupil has 3 infringements, they will be removed from class.

Consequences in Lessons

Staff need to use praise to maintain a positive learning environment and informal sanctions to manage behaviour, alongside high quality planning for learning and transitions.

Pupils who continue to disrupt their own or others learning will be issued a warning. After a pupil has received 2 warnings, if they have behave in a way that means that a further warning should be issued, then they will be removed from lesson.

Warnings

To issue a warning staff must do so in the following format:

- [Pupil name] you have a warning for [give the specific reason].
- Write name on the slip.
- Do not ignore secondary behaviours- give warnings for these.

Give two warnings using the same format and then on the third occasion:

- [Pupil name] you have disrupted the learning a third time by [specific reason]. Please go to the IEU.
- Complete a referral on SIMs immediately and send to IEU.
- Call home and complete restorative conversation at lunch or between 3pm - 4pm.

Following this format is essential for consistency across lessons and managing pupils expectations.

Warnings can be issued for:

- low level disruption.
- calling out.
- off task chatter.
- talking over the teacher.
- distracting Others.
- bickering or unkindness.
- rudeness.
- not keeping hands, feet and objects to self.
- inappropriate language.
- refusal to follow instructions immediately.
- Shouting.
- refusal to work.
- throwing an object.
- leaving seat without permission.
- damage to equipment/ property/ graffiti.

- secondary behaviour to warnings.
- following instructions slowly.
- unsafe/ dangerous behavior in practical's.
- eating and drinking.
- wearing coats/ hoodies in to class.
- swearing (not at another).
- truancy.
- failing report.
- disrupting the good order of the school.

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

- apologizing.
- correcting behavior.
- following instructions.
- not answering back.
- not sulking.
- not walking away.

If pupils do not show a positive response to discipline, then pupils will find that the sanction will escalate as per the warnings systems.

This will then result in pupils being removed from lessons.

Removal from Class to the Internal Exclusion Unit (IEU)

When pupils are removed from class they will be expected to make their own way to the IEU. Staff should give the pupils an IEU slip so that any teacher that sees the pupils on the corridor will know that they have been referred.

The protocol is as follows:

The teacher will inform the pupil that they have been referred. The pupils will collect their belongings and an email will be sent to the IEU. The pupil will be given a slip by the teacher to signal to other staff that the pupil has been removed. The teacher must put the referral on SIMs as soon as the pupil leaves the class. This informs the IEU that they are coming. If the pupil arrives, and no referral has been put on then the pupil will be kept till the end of the following period. If no referral is received after this time the IEU lead will release the pupil.

The pupil will have 5 minutes to arrive at the IEU unit after being referred. Failure to go to the IEU immediately/ independently is likely to result in an extra time in the IEU. Repeated refusal to attend will result in an exclusion.

Once in the IEU, the pupil will spend the remainder of the day in there and will remain there until 4pm and will continue the following day until the end of the period that they were initially referred. Parents will be contacted via email to inform them of the referral. Referring staff are expected to call home.

When a pupil first arrives at the IEU, they will need to place the slip at the top of the table, complete the reconciliation sheet. This will be checked and once satisfactory the pupils will be set work. The pupils will complete work packs which are linked to the curriculum in each core subjects. Staff will also send work for completion.

A reconciliation will take place with the referring teacher. The pupil will be expected to apologise sincerely. Pupils who do not do after intervention from the IEU lead, will then complete additional time in the IEU.

There will be some behaviours that will warrant immediate removal or referral from class. These are:

- Play-fighting (any inappropriate physical contact with others). This is determined by the teacher, not the pupil.
- Physical abuse.
- Abusive or offensive language.
- Dangerous or violent behavior.
- Highly disruptive behavior.

If a pupil refuses to leave the classroom or go to the IEU, staff can email for On Call-or ring 167 and the pupils will then be collected and may be excluded.

Whilst in the IEU, pupils will be expected to maintain good order and work hard. At the start of every lesson the member of staff leading the room will read the following statement:

Staff in the room must monitor behaviour and have the highest expectations of the pupils. Whilst in the IEU pupils will be given 2 warnings to improve behavior and if they receive a 3rd warning they will fail the IEU. Any pupil who has failed the IEU will need to be removed immediately by On call and reported to a senior member of staff to make the exclusion. Parents will be expected to collect/ accept them home on the same day. On the return from exclusions, pupils will be expected to repeat their day in the IEU and complete it successfully.

Staff need to monitor the SIMs referrals to ensure that pupils who are referred make it safely to the IEU. If pupils do not arrive, then On Call must locate them and take the necessary action.

Pupils who are persistently referred to the IEU will require further support and intervention.

Take Responsibility for Own Learning

During lessons, pupils will be expected to conduct themselves in a manner which enables maximum learning for all to occur. One key aspect of this is the '**How we Learn**' prompt. Pupils in lessons will be expected to maintain good order whilst working individually or in groups. Staff should think carefully about pairs and groupings and should plan transitions and seating plans. Pupils should not question groupings or seating plans. Pupils who do not do follow the 'how we learn', seating plans or groupings will be issued with a warning. This will further facilitate a successful learning environment where pupils demonstrate kindness and tolerance of all.

Homework helps pupils to extend the learning from lessons or will prepare them for future learning. The setting and collection of homework is a key part of the lesson routine and should be done at the start of the lesson to ensure pupils have chance to ask questions if they do not understand. If pupils have not completed their homework, teachers will normally follow these protocols:

- set a new hand in date/ get the pupil to complete the work.
- if failed to be handed in/ completed then it is logged on SIMS.

- if a pupil fails to hand in homework on 3 occasions – a parent call should be made and a department detention set.
- failure to attend department detention will result in a 1hr detention.

If teachers set a detention for homework, the expectation is that you facilitate that he/she homework is completed in the detention. Sometimes staff may set a flipped learning task which may involve research or activities prior to a lesson. This may not be sanctioned in the same way but the pupil who does not complete this, will miss out on their own learning.

This same process will be true of those pupils who produce inadequate work in lessons.

Centralised Detentions will be Given for:

1. Lateness.
2. Truancy of a lesson.
3. Banned Item.
4. Inappropriate corridor behavior.
5. 3rd Occasion Not bringing equipment/ Uniform or 2nd time PE kit.
6. Hoodies/ Caps/ Hats.
7. Phones/ Earphones.
8. Not bringing equipment.
9. Incorrect Uniform / Jewellery.
10. Make up/ Nails.
11. Failing to attend a dept / HOY detention.
12. Talking in line up.

For lateness, pupils will need to make up the time missed in lessons. When a pupil arrives late the teacher need to enter the minutes late onto SIMS. On a Wednesday there will be a detention for those who have accrued minutes late. Pupils will then make up the time that they have missed. Any pupil with more than 90 minutes of lateness (in one week) will serve the 90 minutes hour detention and will be placed in the IEU and there will be a parent meeting.

For truancy, pupils will complete a 1 hour detention on the following night. Teachers must log a centralised detention if a pupil is not in their lesson but was present in the lesson before. Teachers must also alert On-call to any missing pupil. Tutors will be responsible for informing pupils of their deten-

tion. Any pupil, who receives 2 or more CD for truancy, will be placed in the IEU and parents will be contacted. IEU manager will monitor this.

For points 3, 4, 5, pupils will be expected to attend a 30 minute detention at the end of the day. Failure to attend the detention will result in 1hour detention the following day.

Failure to attend any 1 hour detention will result in an SLT detention of 90 minutes. Parents will be contacted if they have an SLT detention. Failure to attend SLT detention will result in one day in the IEU.

Managing Detentions

Detentions form an important part of most school's discipline system.

- school staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction. This includes the power to put pupils in detention after the school session on any school day where the pupil does not have permission to be absent, on term time weekends and non-teaching (INSET) days.
- there is no longer a requirement for 24 hours notice for lunchtime detentions.

After School Detentions

- notifying parents: 24 hours written notice is no longer required.
- previously there was a requirement for parents to be given at least 24 hours' written notice of a detention taking place outside of school hours. This requirement has been removed by section 5 of the Education Act 2011.

What if.....

- **Pupils need to inform parents of the detention.**
They must speak to the Home School Worker who will contact home.
- **Pupils have a fixture, intervention or has to pick up siblings.**

The detention comes first. They must attend the detention. If a sibling needs collecting, pupils must get the Home School Worker to call home earlier in the day to rearrange this. If a pupil is a young carer and this is a permanent arrangement then the detention can be completed at lunch with late detention.

- **Pupils have an appointment.**

Evidence of the appointment must be shown to detention lead. The detention will be rearranged for the following day by speaking to the Home School Worker.

Detention - Pupil Expectations

- pupils need to arrive independently.
- pupils need to be on time; any pupils who are more than 10 minutes late will be marked absent and sent away and marked absent, unless they have a note.
- pupils take a seat in silence, face the front and get a reading book out or complete outstanding homework.
- there will be no discussion regarding the detention. Any issues must be resolved with the Home School Worker prior to the detention.

Detention - Lead Teacher Expectations

- collect list from reception.
- arrive on time.
- meet and greet pupils.
- there is to be no discussion about the detention (send to the Home School Worker).
- assign a seat to each pupil.
- ensure all pupils are facing the front.
- pupils must get a reading book out or homework.
- do not allow pupils to talk.
- take the register and hand into the Home School Worker by 3.15 pm.
- if pupils are late and do not have a note send them away and mark them absent.
- dismiss pupils at 3.55 pm.

- ensure a controlled dismissal.
- escort all pupils off site.

Respect for Self and Others

Heathcote school is a caring community, whose values are built on mutual trust and respect for all. Every member of the school community should feel valued, respected, and each person should be treated fairly. The Behaviour Policy will promote respect for pupils and staff, through high expectations of language and conduct. We expect every member of our community to behave in appropriate and socially acceptable way. We aim to ensure that:

- everyone has equal rights, but also needs to exercise the responsibilities which go with them.
- pupils appreciate the value of every member of the community including themselves.
- pupils are kind to each other.
- pupils participate fully in society.
- pupils safety and wellbeing is managed.
- bullying is prevented and managed well if it does occur.

Respect for Self

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

Pupil Language

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

Uniform

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

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

All pupils must follow the Uniform Policy as per the website.

Any pupil who arrives in the morning missing an item of the uniform, will be sent to the Home School Worker. The Home School Worker will then lend any missing items of uniform. We expect pupils to wear this. Pupils who do not comply with the dress code will be given a chance to rectify the issue and a yellow card will be issued for one day, if we do not have uniform in stock. Pupils who breach the dress code on 3 or more occasions will receive a sanction and parents will be contacted. The Home School Worker will track this.

Staff will address uniform at the start of the day and the start of every lesson. All adults in the building have a responsibility to address pupils whose uniform does not meet the required standard.

Parents will be expected to address the issue or provide a written reason as to why the uniform expectations have to not been met and provide a date for resolving the issue.

There is a small Hardship Fund managed by the Inclusion Manger that can be used in exceptional circumstances to support parents/carers.

Food and Drink

Pupils should ensure that they are nourished throughout the day. It is important that pupils bring a water bottle to school so that they can remain hydrated throughout the day. Pupils will not be allowed to attend the water fountain during lesson time but can drink the water they brought to school.

No other drinks will be tolerated and pupils who are carrying sugary drinks will have these confiscated and disposed of. Sugary drinks are classed as a banned item.

Pupils should ensure that they eat breakfast and lunch every day as this will enable them to stay focused and have enough energy to meet the demands of their learning. Heathcote provides a breakfast every day at a minimal charge. Pupils should avoid eating sugary foods for breakfast, otherwise it can cause an energy low in the middle of the day. Pupils found bringing sweets, or sweet snacks will have these items confiscated and disposed of.

Pupils found to be bringing in excessive food or drink or found to sell will face the following sanction (unless there are unique and exceptional circumstances):

First offence- 1 day in the IEU.

Second offence- 1 day exclusion.

Third Offence- 3 day exclusion.

Fourth offence – 10 day exclusion plus possible involvement from other agencies.

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

Heathcote provide a good range of meals for lunch and we would encourage all to take advantage of this. Pupils may bring packed lunches to school but we request that parents ensure these are balanced and nutritious. Food and drink that is sugary will be confiscated and parents will be contacted regarding pack lunches. All packed lunches must be eaten in designated areas.

At Heathcote we will monitor what pupils are eating at lunch to ensure pupils are not going hungry/ eating appropriately.

Respect for Others

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

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

1. move with pace and purpose when the bell rings to line up or lesson.
2. do not visit the toilet or water fountain in lesson time.
3. keep to the left hand side of the corridors and on stairs.
4. follow the direction arrows around the building.
5. walk quietly to lessons.
6. keep hands and feet to yourself and avoid making physical contact with others.
7. be polite and kind in the way you treat others.

Failure to meet the conduct stated in points 1-4 around the school will result in a centralised detention. Failure to meet conduct stated in point 5 -6 may result in anything from an internal or fixed term exclusion.

Showing Respect

Pupils are encouraged to **show respect to others** by doing the following:

- making eye contact with the person they are talking to.
- using titles- Miss/ Ms/ Mrs or Sir/ Mr.
- using please and thank you.
- listening whilst another person is talking.
- saying sorry- if you may have been in the wrong.
- using kind words and standard English.
- holding doors open for others.

Staff are encouraged to remind pupils of these expectations on a regular basis and also to model these behaviours.

Abusive Language, Swearing at Another Person or Physical Contact

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

Play fighting is a term used by pupils at Heathcote. We do not tolerate 'play fighting' and consider this to be inappropriate physical contact and a sanction will be issued. If a so called 'play fight' becomes highly disruptive, unsafe or causes injury this will result in a fixed term exclusion as for fighting. Where none of the above occurs, it will be considered poor behavior and will result in an IEU. The sanction for play fighting will be determined by the evidence collected.

Fixed Term exclusions will be issued for:

- Pupils who use abusive/ threatening language towards staff.
- Pupils who use abusive language towards a pupil.
- Anyone involved in fighting / physical assault / play fighting which is disruptive and unsafe or causes injury.
- Anyone who is encouraging or supporting another to fight.
- Use of abusive language/behaviour on social media (2nd offence).
- Disrespectful behaviour to a member of staff.

Internal exclusion will occur for:

- Swearing (not at another).
- Walking away from staff.
- Play fighting.
- Use of abusive language on social media (1st offence).

Please refer to the Peer on Peer abuse policy for further information regarding abusive language via social media.

Respect for School Community

It is very important at Heathcote that our school and local community are respected by the pupils. The way the community is treated demonstrates a lot about the character of our pupils. We would expect the pupils to show respect for the school community by:

Break and Lunch

At break and lunch time pupils must:

- queue up at the correct time.
- queue up in single file and not push in.
- enter the dining hall quietly and take a tray.
- select and pay for food.
- take a seat whilst eating food.
- clean up all mess after eating.
- eat hot food in the dining hall.
- not drop litter.

Failure to respect the community at break and lunch may result in a detention or community service.

Respecting our Local Community

We expect Heathcote pupils to be the best advertisement for Heathcote that they can be at all times. We want all pupils at this school to have an outstanding reputation for the way that they behave and treat others. We will be working closely with local businesses and other establishments/groups in 2019-21 to try and act in partnership to encourage good behaviour and prevent poor behavior.

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

1. **Walk sensibly and leave promptly:** use pavements at all times.
2. **Respect others:** we recommend that do not gather in groups of more than 5, (as this can make it difficult for others to use the footpaths), do not use inappropriate language or physical contact and do not raise voices above talking volume.
3. **Respect the property of others:** do not lean on cars or walls, enter private property, drop litter, spit or smoke.
4. **Follow all instructions the first time:** whether these are given by an adult you know or don't know. Respect users and the driver of public transport.

5. Be outstanding ambassadors for Heathcote: wear uniform correctly to and from school and be polite kind and courteous. Walking sensibly on the pavements and being mindful of members of the public.

Failure to comply with any of the above may result in a detention, community service, IEU or exclusion. If the community report any breach of the above to the school we will investigate and appropriate sanctions will be issued. This could range from community service to exclusion. (See exclusions policy for further guidance).

Disciplining Beyond the School Gate:

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The school will sanction any bad behaviour when the pupil is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing school uniform.
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply.
- could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Sanctions will be Enforced for Poor Behaviour Beyond the Gate

In all of these circumstances the Headteacher will consider whether it is appropriate to notify the police or Anti-Social Behaviour Coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its Safeguarding Policy.

Searching, Screening and Confiscation for Banned or Dangerous items

To maintain good order and safety of the community, certain items are banned from the school premises, and when representing the School as per previous guidance.

School staff can search a pupil for any item if the pupil agrees and this is normally undertaken by Senior or Pastoral staff and by at least two staff members; at least one of the same sex. However, the Head Teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a dangerous/ unlawful item on their person or in their locker. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item, or they might notice a pupil behaving in a way that causes them to be suspicious.

The member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.

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

Active refusal to be searched, especially where suspicions of a dangerous item maybe concerned could result in a fixed term, permanent exclusion or refusal to enter the School

Dangerous Items:

- Knives or weapons (including Swiss Army knives).

- Replica weapons or pointed articles or any object that could be used with intention of harming or intimidating another person.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Fireworks.
- Pornographic images.
- Drugs paraphernalia.
- Images of self with weapons or drugs.
- Flares.

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

Banned Items

The Head Teacher and authorised staff can also request a search for any item banned/ dangerous by the school rules.

Banned Items are:

- Mobile phones.
- Ipods/ MP3.
- Air Pods/ Earphones.
- Hoodies.
- Caps/ hats.
- Jewellery.
- Sweets/ chocolate/ chewing gum.
- Fizzy drinks/ sugary drinks.
- Laser pens.

- Aerosols.
- Bandanas.
- Make up.
- Mirrors.
- Metal tooth hair combs.
- Tobacco and cigarette papers.
- Lighters and matches.
- Stink bombs and water bombs.
- Mathematical Compass.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and will expect co-operation. If a pupil refuses they may not be allowed to remain on the school site. Parents will be contacted and pupils will be placed in the IEU whilst parents support us with the search. If a pupil continues to refuse after parental contact, they will be asked to leave the school site.

A pupil refusing to co-operate with such a search raises the same issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff, and the school will apply an appropriate disciplinary penalty.

Random searches and search arches will be part of Heathcote's normal practice, including that of bags, clothing and lockers.

Screening

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

- the school can and will require pupils to undergo screening by a walk-through search arch or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. Search arches will normally be planned in advance but pupils/parents will not be informed.

- school statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- any member of school staff can screen pupils.
- all pupils are expected to comply with a request for screening which involves no physical contact.

Also note:

- if a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- if a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- this type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Refer to link 4 on page 2- DFE guidance on searching, screening and confiscation for further information

Confiscation

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

Fixed Term Exclusion

All exclusion procedures must follow DfE guidance. The guidance makes clear the definition for what constitutes an 'excludable offence'. Exclusion can be given for the following things, this list is for guidance but is not exhaustive.

- Physical violence towards another child or adult.
- Derogatory and/or discriminatory verbal violence towards another pupil or adult.
- Verbal aggression or abuse towards a member of staff.
- Persistent Disruptive behaviour in the school.
- Damage to school property.
- Refusal for a search.
- Bringing the School into disrepute.
- Racial/sexual harassment.
- Bullying.
- Theft.
- Smoking or alcohol offences.
- Failing Internal Exclusion Room.
- Selling.
- Poor community behaviour.
- Dangerous behaviour at break or lunch time.
- Failing to meet post exclusion targets.
- Anything which seriously disrupts the good order of the school.
- Anyone involved in fighting/physical assault (see previous explanation of 'play fighting').
- Anyone who is encouraging a fight.
- Any misuse of social media or apps.
- Using phone to film or record others without their consent.
- Repeated offences from above.

For each incident that occurs we will investigate, and the length of exclusion will be based on all the evidence that we collate. We will also take into account whether pupils have had a previous exclusion for the same type of incident, if it is their first account of poor behaviour or any circumstances

that may have led to this. Each exclusion will be considered on case by case basis and, in some cases, incidents of the above may lead to a permanent exclusion. For vulnerable pupils or pupils with SEND, reasonable adjustments may be made to tariffs of exclusions. The Headteacher may withdraw an exclusion that has not been reviewed by the Governing Body.

- When establishing the facts in relation to an exclusion decision the Head Teacher must apply the civil standard of proof, i.e. '**on the balance of probabilities**' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
- Before a sanction is decided investigations will take place. This will include either gathering of statement from pupils or witness, and any CCTV footage. In most cases, CCTV will not be shown to parents when this is used as evidence for the exclusion, only a time line of the footage may be given. Showing CCTV will only be considered if it does not breach GDPR or data protection.
- The standard of proof is used when deciding whether to sanction a pupil is on the balance of probabilities.
- The prior conduct of a pupil may be a relevant factor when deciding on a sanction, particularly if the conduct has been repeated and previous sanctions have not been effective.

Fixed Term exclusions are when pupils are removed from the school for a fixed period of days. The following is used as a starting point for making decisions and to ensure consistency but will depend on the individual circumstances:

1 day: Failing IEU or refusing to attend.

3 days: Swearing at a member of staff/ physically attacking another/ Verbal abuse – pupil/Deliberate and serious vandalism of the school site or another's property/stealing.

5 days: Failing the Oak Unit/ Repeated offences (of the above).

FAP/ PEX: 4th referral to the Oak Unit/ in possession of a dangerous item/ one off serious incident.

- A fixed term exclusion which lasts longer than 5 days, the school will ensure that provision is arranged for day 6. The pupils will be expected to attend day 6 provision. This will consist of pupils attending another educational provider until the exclusion is completed.
- A pupil maybe excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, an additional fixed period exclusion may be added or a permanent exclusion implemented.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.
- The behaviour of pupils outside school can be considered as grounds for exclusion.

Pupils who are excluded for more than 20 days in a year could lose their place at Heathcote School. Pupils who receive more than 5 days of exclusion will be referred to the Early Help Team or BACME (Behaviour, Attendance and Children Missing in Education team) within Waltham Forest).

Leaders in the school are mindful of exclusion data and regularly analyse this to consider which key groups are over-represented and will consider strategies to tackle this which will be shared with Governors. Where appropriate, parents and pupils will be asked to consider these issues with us.

Exclusion Protocol

- When an incident occurs it must be fully investigated- this includes collecting statements from the main pupils and staff involved which need to be signed and dated. Where pupils refuse to write a statement, the decision will be made on the balance of probability in line with the other statements and evidence collected.
- Where the incident involves physical assault the first action should be to ensure that anyone involved is medically examined.
- Further statements from witnesses must be collected. Where possible CCTV should be used to verify statements.
- Once all statements are collected the member of staff leading the investigation should write a summary of the incident and identify how each pupil / teacher has been involved.
- For any pupil that requires an exclusion, a recommendation of length and severity should also be made.
- An external exclusion can be recommended by the Head of Year / Head of Department or Senior Leader.
- The paperwork must be completed with recommendations within 48 hours of the incident and handed to the Deputy Head or Headteacher.
- If a decision cannot be made the Head of Year/ SLT should contact home to explain to parents that there has been a serious incident, which may result in external exclusion.
- Once a decision is made head of Year/ SLT link should make contact with the parents and explain the incident and their child's involvement in it.
- The parents/ carers should be informed of the length of the exclusion and expectations whilst on exclusion.

- Pupils on exclusion will complete work sent home by teachers via email. Heads of Departments must ensure work which link to the work the children will be studying in class during their exclusion.
- The SENDCO will take a lead role in providing work for excluded pupils who are on school action plus or who have an Educational Health Care Plan – EHCP.
- Ensure the parents are given a time and date for the reintegration meeting.
- For a pupil to be excluded for the next day a call home must have occurred by 4pm on the day previous, where possible.
- Meetings with parents will occur before the exclusion takes places where possible, otherwise phone calls will be made.

Reintegration Meetings

Parent meetings with the pupil are an important part in reducing further incidences and re-establishing expectations with pupils.

In the meeting the following format should be followed:

- Discuss the incident that occurred and ensure the pupil has reflected on their behaviour.
- Set 3 targets that the pupil will work towards related to the incident.
- Write the targets on the report and hand to the pupil, explain your expectations of the report and that pupils will be internally excluded for failing reintegration report.
- Review behaviour data, attendance and progress.
- Discuss if there is any support that the pupil needs from the school or parents and log this.
- Hand all paperwork in to the Pastoral admin.

Respite

If a pupil is persistently sent to the IEU, fails the IEU or may need to be excluded, then pupils may be asked to attend respite provision at one of our providers.

Pupils may attend respite provision for up to 2 weeks. The School will require parental support on this matter and parents will need to understand that failure to agree to this intervention could result in the school needing to exclude.

The aim of this is to provide the pupils some time out to reflect on behaviour and time for the school to put in further support for the pupil. Work will be provided by the school for the pupils to complete whilst at respite. After a pupil returns from the respite provision, they will attend the OAK for support and intervention. A Pastoral Support Plan will be written to further support pupils.

The IEU lead / Inclusion Manager will inform the receiving school of the need for provision. The home school will complete paperwork that informs the school of pupils contact details, medical information and other needs. This ensures that the receiving school is able to keep the child safe.

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

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

When pupils return from respite, they may be monitored by report, or placed in the IEU or Oak Unit.

Senior Staff will visit the premises to ensure on appropriate quality of education.

Oak Unit

The school is committed to provide early intervention to support pupil behaviour and to ensure that a pupil is supported in improving their behaviour. We also recognise that poor behaviour may be a symptom of other needs that a pupil may have and we aim to address these as soon as they are identified.

The Oak Unit is an area of the school that provides intervention and support for pupils who are not meeting the expectations of mainstream. Its aim is to ensure pupils with behavioral issues or SEMH can be successful in mainstream.

It will do this by:

- removing disruptive pupils from lessons for interventions.

With a view:

- to reducing disruption in class.
- to developing strategies to help support the pupil in mainstream.

Reason for referral to the Oak Unit- Learning Support

- when a pupil has had 6 referrals to the IEU.
- or 2 exclusions.

How does it work:

- The Inclusion Manager will meet with the parents and set up a bespoke timetable (this could be part time).
- The pupils in the Oak Unit may also have an altered time of the day and this will be established at the initial parent meeting.
- On the first allocation to the Oak Unit pupils will be screened, to establish if there are any presenting needs that the school is not already aware of.

The programme may include some / all of the following:

- SUMO (behavior support programme).
- Behaviour online.
- SDQ.
- Anger management sessions.
- Emotional literacy.
- Play therapy.
- Counselling / mentoring sessions.
- Team building activities.

- Restorative meetings with staff.
- Literacy sessions.
- Numeracy session.
- Lesson work.

The list above is not exhaustive and our interventions will be based on need. The intervention team will be responsible for ensuring staff and HOY are informed of the work and the success of the pupils.

Other Interventions

Regular Parental Contact/Working in Partnership with Home

If teachers make regular contact with parents regarding both positive and negative behaviours over time, parents will be able to fully support the school. Building relationships with home is vital in ensuring a successful outcome for pupils. Any teacher who sends a pupil to the IEU, must make a phone call home.

Parents can also be kept informed by:

- Letters home.
- Completing incident report via the MIS and copy it to the relevant person for information when contacting parent/carer.
- Comments on the reports.
- Planners.

Reports

If a pupil receives 2 or more IEU in a week they will be placed on report. The report takes an electronic format, on SIMs. Staff will need to complete this each lesson. At the end of the report period the HOY / HOD / tutor must contact home and inform the parents of the progress on the report.

When a pupil returns from exclusion, the SLT link or HOY may decide to place them on report to monitor them for a period of time.

If a pupil is having issues within a particular subject area, the Head of Department may decide to place them on report to the dept.

The length of time that a pupil may be on report, will depend on need and request.

When a pupil has had a positive report, this should be communicated with home, as well as those who fail the report. Pupils who fail the report may serve a day in the IEU or will be required to have a parent meeting.

Parent Meetings with HOY or SLT

Working together as a partnership is so important in ensuring we are successful in improving a pupil's behavior and experience at school.

One-to-One Sessions with specialist teachers or the Head of Year are also used to help pupils to develop strategies to improve their behaviour. There are also drop-in groups which encourage pupils to seek support in a less formal way.

'Time Out' will be allowed for some pupils (who will be allocated a pass) to withdraw themselves from a situation if they feel they may not be able to manage appropriately and take themselves outside of the classroom for 3 minute break. Pupils must remain visible to staff and must not walk away. After 3 minutes, the teacher will visit the pupil and assess whether further support is needed. If so, On-call should be used to take the pupils to a designated adult. Pupils found to be abusing the Time Out pass will have it removed.

Exclusion Meetings: Exclusion are seen as a serious consequence for a pupil and their education. When a pupil is excluded from the school, a reintegration meeting always takes place before a pupil returns. The reintegration meeting is always held with a member of SLT present and the Head of Year where possible. This is seen as an important step in preventing further exclusion. At the reintegration meeting, the pupil is asked to reflect on the reason for their exclusion and the actions that the school and Parents/Carers need to take in order to prevent it from being repeated. The school

will consider all further support needed to support the pupil, including referrals to external agencies. The pupil will also spend a period of time on report to support the reintegration.

Key workers/ Mentoring: The school firmly believes that good relationships between staff and pupils are crucial to good behaviour. Pupils who are at risk of exclusion are monitored by Head of Year and Form Tutor. Where possible, they will be allocated a keyworker or learning mentor.

Referral Meetings: This is the primary mechanism by which pupils are discussed and pastoral and academic interventions are initiated. A meeting for each year group meets each fortnight and uses a range of data and referrals to identify pupils who need additional support. Actions from referrals are followed up and discussed at subsequent meetings to ensure that no pupil is left behind and all needs are met.

External Agencies: The school engages fully with a range of external agencies to support the needs of the child and to help improve their behaviour. Such as CAMHS, educational psychologist, SEND success, social services and the Waltham forest behaviour team and attendance (BACME).

Safer Schools Officer: The school has its own School Police Officer who forms good relationships with pupils and is a presence around the School. The Officer may talk to the pupils regarding concerns or issues. If a police matter needs to be discussed parents will be contacted for consent to talk to the pupil. If the parents cannot attend the meeting then a staff member will be present.

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

The conversation should:

- Serve as an opportunity to exchange perspectives about the incident.
- Express disappointment.
- Help the pupil reflect on their behaviour.
- Prompt them to make an apology.
- Re-establish trust and help the relationship move forward in a positive way.

See restorative conversation guidance sheet for more information.

Pastoral Support Plans

These plans are written with all professionals and agencies involved with the pupil. The plan is designed to identify needs and concerns and then strategies to support the pupil. The aim is to ensure that all pupils can access mainstream education.

The pupil, parents and professional work together to ensure the plan is successful. The plan will last a minimum of 12 weeks, during this time there will be an interim meeting and final review. At the interim meeting, if the support is not having impact or improving pupil behaviour then it should be reviewed and amended. If at the end of 12 weeks the support has had impact the pupil will be removed from the plan. If no improvement has been made the plan will either be extended or educational provision reviewed.

If pupils are not showing signs of improvement whilst on the PSP, a Governor Panel maybe called to enforce and support with improvement in the pupil's behaviour.

Supporting the Minority

For a minority of children, the general support offered, including our interventions around learning, behaviour or emotional needs will not be enough. Certain children, and often their families, will be identified as needing additional support which can be met by the school's SEND, EAL or Inclusion Manager/ SLT and Head of Year. On other occasions, needs may be identified by other agencies.

If pupils have no identified need and they have received support to develop character and conduct but no improvement in behaviour has occurred then the pupil will face losing their place at Heathcote School either through FAP or permanent exclusion.

Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

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

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When a pupil is permanently excluded the Local Authority will organise day 6 provision for the child, which is clearly outlined in:

- the school letters.
- the DFE document: Exclusion from maintained schools, Academies and pupil referral units in England.

In some cases we will try to use the Fair Access Panel rather than permanent exclusion. The final decision rests with the Head Teacher.

Governor's Disciplinary Committee

Within 15 school days of receiving notice of the exclusion, the governing body must consider whether an excluded pupil should be reinstated in the case of:

- all permanent exclusions.
- all fixed period exclusions of pupils who have been excluded for more than 15 school days in the term or who will have been as a result of the exclusion.
- all fixed period exclusions that would result in a pupil missing a public examination or national curriculum test.

Parents will be notified of the date of the panel meeting and both parents and child should attend if they wish to appeal the schools decision to permanently or fixed term exclude. Parents will receive all the information that the governors have been given prior to the meeting.

Parents will be notified of the outcome of the panel in writing from the Governors.

Fair Access Panel – FAP

- If a pupil commits a serious one off offence, has a number of exclusions in a short period of time fails a PSP and these interventions have not been successful, then we will look to send

the pupil to FAP. If we decide to FAP, a pupil then we will meet with the parents to discuss the process.

- The Fair Access Panel meets every 3/4 weeks to discuss pupils and their situations. Parents will have the choice of schools within the borough. The choice will be put forward to the FAP and a decision is made.

The 3 possible outcomes are:

- The pupil is allocated another mainstream school.
- The pupil is allocated the Outreach provision.
- The pupil is allocated to Pupil Referral Unit.

If the school accepts them, then they will start within 9 days of FAP. Sometimes the Panel will allocate the pupil to PRU, for a period of intervention before placing them in new school.

If the parent refuses to follow the outcomes of FAP, the Governing Body have the power to direct the pupil to attend.

Alternative Provision

- When a pupil is at serious risk of exclusion or consistently failing to engage with the school, alternative provision may be considered. This maybe in the form of an alternative education provider or a college placement. This maybe a flexible part-time provision or a full time one depending on the needs of the pupil.

Other Disciplinary Considerations

Refusal to Attend School Events, Trips or Visits

Pupils who have poor behavior records may be refused entry to school events, trips or visits. Each enrichment activity will have a clear threshold for entry and this will be clearly explained to pupils. Pupils who have been excluded or have multiple IEUs in given period of time maybe refused entry to trips, events or activities. The Head Teacher reserves the right to refuse entry to any school, events, trip or activity without any notice.

Any pupil with exclusions in one half term, will prevent them from attending trips, visits or representing the school.

Mobile Phones

The School does not allow the use of mobile phones on the school site. Mobile devices should not be seen or heard whilst on the school site. Mobile phones will be taken off pupils. Phones will be handed in to reception, the confiscation logged on the SIMs system and a detention allocated. The same will apply to Smart watches.

The confiscated item will be handed to reception and the pupil may collect it at the end of the school day.

Any pupil who refuses to hand over their mobile phone will be referred to the IEU for not following staff instructions. In some cases, we decide that the parent or carer has to collect the phone.

When pupils arrive at the IEU they will be asked for their phone. This will be placed in a safe place till the end of the day and returned once they are dismissed. Failure to do this will lead to an exclusion.

Persistent breach of this rule will lead to the school making arrangements whereby the phone will be removed from the pupil on a daily basis for an agreed amount of time. Before the pupil can enter the building, they will be asked to hand their phone in.

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

No pupil should use their phone to film or record another at any point during the school day. This is a serious breach of GDPR and will result in an exclusion.

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

Guidance for Dealing with Electronic Devices

Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device.

In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

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

Smoking

Heathcote is a non-smoking school for all its users including e-cigarettes. If pupils are caught smoking onsite or offsite in their uniform then they will spend one day in the IEU. Parents will be contacted and support discussed. If this behaviour is repeated it will result in an exclusion, respite and /or a period of time in the OAK.

Truancy from School

Truancy and leaving school without permission is unacceptable behaviour and will, in most cases, lead to a pupil being internally excluded.

If a pupil misses one lesson / any amount of time from a single lesson, the teacher will log this in SIMs. The pupil will then be required to make up this time. Parents will be contacted by the school for the minutes late detention. Pupils with the highest amount of minutes late each week will be contacted by the home school worker.

If a pupil misses more than 90 minutes of lesson they will be referred to the IEU. Where pupils who persistently truant, parents will be invited for a meeting, and where this continues, despite support the pupil will be excluded or placed on respite.

If a pupil is marked presently in a previous lesson, and is now not in the next lesson, then the teacher will contact the IEU and on call will find the pupil. If the pupil has truanted the lesson then they will be given a 1 hour detention. Truanting 2 or more lessons will result in an IEU referral.

Pupils who persistent truant lessons or school will be referred to the EWO and/or Early Help. If no improvement is made after support has been put in place, then pupils will be considered to be out of the care and control of the school and may be referred to FAP.

Peer on Peer Abuse

Any form of bullying will not be tolerated at the school.

Please refer to the Peer on Peer Abuse Policy for more information on:

- Bullying outside of the school
- Cyber bullying
- Preventions
- Interventions
- Dealing with bullying

Violent Behaviour

Heathcote will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour.

Where there is an incident involving physical violence, staff must:

- ensure that the pupils are checked to confirm that they do not need medical attention.

- inform the parents if any injuries are sustained.
- remove them to a quiet area and keep them isolated from each other and ensure dismissal is considered.
- inform the Heads of year, SLT link or Headteacher.
- record the incident in the SIMs.
- assess the situation and take or ask pupil to write an account of the incident which should be signed and dated.

When a physical altercation occurs, it may be necessary to intervene and use reasonable force.

Power to Use Reasonable Force

Section 93 of the Education and Inspections Act 2006 enables school staff who are in charge of pupils to use force as is reasonable, to control or restrain, in the circumstance to prevent a pupil from doing the, or continuing to do any of the following:

- committing an offence.
- causing personal injury to any person (including the pupil themselves).
- causing damage to the property of any person (including the pupil themselves).
- prejudicing the maintenance of good order and discipline at the school, and among any pupil receiving education at the school, whether during teaching sessions or otherwise.

Control means passive contact, such as standing between pupils or blocking a pupil's path, to actively leading a pupil by the arm away from a classroom or difficult situation.

Restraint means to hold back physically or to bring pupils under control; for example where pupils are fighting or refusing to separate without physical intervention. This will be used as a method of last resort where all other strategies have been 'exhausted'.

This may be on the school premises or "elsewhere at a time when as a member of staff he has lawful control or charge of a pupil concerned".

School staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and ciga-

rette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force cannot be used to search for items banned under the school rules but may be used to remove dangerous items from a pupil where the pupil or others may be in danger of harm.

Acceptable Forms of Restraint

In all cases, there should be only the use of minimum force.

- staff should use a safe holding tactic by which a pupil is restrained as far as possible without injury to any parties or until he/she calms down.
- physical contact with a pupil designed to limit his/her movements, which are posing a danger or involving serious disruption.
- pupils many need to be physically removed from one place to another.
- staff may need the use of minimum physical force to remove a weapon/dangerous object from a pupil's grasp, when he/she is in the act of assaulting another person or evidently about to do so.
- where possible, staff will be trained by untrained staff may intervene where deemed necessary.

Unacceptable Forms of Action

Any act, or the threat of an act, examples of which are hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, unnecessarily rough handling or shaking which causes or threatens harm or the expectation of harm, even in the heat of the moment. Such acts would constitute an application of force as punishment and would fall under the definition of unlawful corporal punishment, which is illegal under Section 548 of the Education Act 1996, unless they have been undertaken within the context of self-defence and/or the defence of others.

Recording Use of Force/Restraint

Records of incidents must be made the same day when a pupil is restrained by an adult and logged with the Headteacher. It is good practice for schools to speak to parents about serious incidents in-

volving the use of force and to consider how best to record such serious incidents. It is up to the school to decide whether it is appropriate to report the use of force to parents, where possible the school will inform parents if restraint was used.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident.
- degree of force used.
- effect on the pupil or member of staff.
- the child's age.

What About Other Physical Contact with Pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- when comforting a distressed pupil.
- when a pupil is being congratulated or praised.
- to demonstrate how to use a musical instrument.
- to demonstrate exercises or techniques during PE lessons or sports coaching.
- to give first aid.

Malicious Accusations Against School Staff

- The fact that teachers are often the only adult in a classroom of young people means that they can be subject to false or even malicious allegations. As well as being a distressing experience, this can affect career progression and damage the perception of teachers.

- It is of course absolutely essential that genuine cases of misconduct or abuse are dealt with fairly and effectively. And to do this, false allegations need to be identified and dismissed quickly.
- Governors and Head Teachers will ensure that all allegations are investigated without delay. We will work with local authorities, LADO, the Home Office and the Association of Chief Police Officers (ACPO) to address this issue.

Many Head Teachers have felt that the only option while investigating an allegation is to suspend the teacher in question, regardless of the nature or seriousness of the allegation. Where there are no risks to children, alternatives must be explored so that teachers do not have to endure the stigma and speculation that accompanies suspension.

False allegations can damage teachers' career prospects even once disproved. Employers are asked to give references for teachers they should never be required to report prior allegations which were found to be malicious or untrue.

Pupils found making malicious allegations that are found to be false will result in the child receiving a serious sanction and this could be a permanent exclusion.

The School will act in accordance with the Safeguarding Policy if there is an accusation against a member of staff. If the allegation is malicious the school will take the appropriate action as in the guiding principles document.