



# The Howard School

## Behaviour / Student Discipline Policy

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<b>Policy Scope:</b>	<b>The Howard School</b>
<b>Responsibility:</b>	<b>Local Academy Board</b>
<b>Date Adopted:</b>	<b>May 2026</b>
<b>Review Frequency:</b>	<b>Annually</b>
<b>Review Date:</b>	<b>May 2027</b>

Applicable to:	All staff, parents and pupils at The Howard School
Dissemination:	The document will be available to staff via the Academy's Policy Centre on the shared area of the IT system. The document will also be published and shared electronically within the school.
Training:	On request and as part of the School's ongoing staff training programme
Review frequency:	Annually. The School reserves the right to review this policy earlier in response to changes in legislation or school requirements.
Policy Author:	Mr Green Deputy Principal
Policy Owner:	Mr Johal Principal
Approval by:	Local Academy Board / Principal
Approval Date:	May 2026
New Review Date:	May 2027

# 1 Introduction

- 1.1 The Howard School (**School**)’s behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the School. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.
- 1.2 To achieve this, we have clear rules and routines to ensure that all students reach their potential academically and are successful in social situations. Our core belief is '**High Standards lead to High Achievement**' and the values that underpin the culture we strive to create are:
- **Be Hardworking** - Mistakes are learning opportunities. We never give up on our learning because, when we work hard, we achieve amazing results. Our motto is 'Give 100%, 100% of the time'.
  - **Be Good** - We behave with honesty and integrity even when people are not watching us.
  - **Be Kind** - We are inclusive and treat others, in our diverse community, as we wish to be treated.
- 1.3 These values are interwoven through the School and ensure our core belief is delivered and equips students for their future and supports them in understanding how to make the right choices around their behaviour throughout their lives.
- 1.4 We are a **Rights Respecting School**. As part of the Convention of the Rights of the Child and a Rights Respecting Aware School, we aim to develop students as responsible citizens who make positive contributions to enhance the ethos of the school community and beyond.
- 1.5 Our behaviour expectations are framed within this context so that all students can achieve. We strive to cultivate a community embedded in shared values of respect and dignity, recognising the inherent, inalienable, indivisible, universal and unconditional rights of our students in every aspect of their lives, and we continue to develop and prepare our students for their futures, creating respectful and meaningful relationships, fostering a community rooted in the UNCRRC.
- 1.6 This policy outlines the high behavioural standards we expect from all our students and the support and interventions used to address poor behaviour, and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the School’s Exclusion Policy, Anti-Bullying Policy, Special Educational Needs & Disability (**SEND**) Policy, Child Protection Policy and THS Uniform and Equipment information, all of which can be found on the School’s website.

1.7 In education law and this policy, a 'parent' is a biological or adoptive parent of a pupil (irrespective of whether they have care of, contact with or parental responsibility for the pupil), along with other persons who are not the biological or adoptive parent of the pupil, but who have care of and/or parental responsibility for the pupil.

## 2 Aims and objectives

2.1 By setting high standards of expected behaviour, the School aims to:

- Promote positive relationships that safeguard and promote the welfare of students, creating an effective learning environment.
- Maximise the quality of the learning experience for all students, enabling everyone to learn effectively.
- Enable students to understand the implications of their behaviour, to control their own behaviour and, most importantly, to take responsibility for their behaviour.
- Ensure every member of the school community feels valued, respected and treated fairly.
- Provide an ethos and environment within which everyone feels safe.
- Foster discipline and mutual respect between students and their peers, and between staff and students.
- Raise awareness amongst students to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety.
- Raise awareness amongst students for the need to recognise and manage their emotions and reactions.
- Support students whose behaviour within the school environment is challenging or who may find friendship and cooperation difficult.

2.2 The School recognises the importance of going beyond the basic expectations and places importance on developing the 'whole' student. Drawing on guidance from education and industry partners, including the CBI and the National Careers Service, the School promotes the following five **LORIC** attributes – **Leadership, Organisation, Resilience, Initiative, Communication** – giving students opportunities during the school year to develop these attributes through the taught curriculum, co-curriculum and through enrichment opportunities.

## 3 Application of Policy

- 3.1 This policy applies to all members of the school community.
- 3.2 The School uses the Arbor system to track and monitor student behaviour and to keep parents informed of this. Parents are strongly encouraged to enable notifications on their phones and regularly check their emails to avoid missing information.
- 3.3 Misbehaviour outside of school
- 3.4 The School is permitted to impose sanctions for criminal and non-criminal behaviour that takes place outside of school/off the School's site, where it is reasonable to do so. This may happen, for example, where allegations of bullying, unacceptable online activity or altercations take place outside of school, and are then brought to the School's attention.
- 3.5 When students are out of school, they continue to represent the School as members of the school community. When travelling to and from school, when in uniform and/or at events organised by the School, or when students are in some other way identifiable as students of the School, students must think about how their actions reflect on themselves and the School. Behaviour that is not in line with the School's values and beliefs will almost always result in sanctions being imposed.
- 3.6 When deciding whether it would be reasonable to impose a sanction for non-criminal poor behaviour outside of school, staff will consider:
- Whether the student is taking part in any school-organised or school-related activity, travelling to or from the School, wearing school uniform, or is in some other way identifiable as a student at the School at the time of the poor behaviour.
  - The severity of the poor behaviour, whether it could have repercussions for the orderly running of the School, and whether it poses a threat to another student or member of the public, or could adversely affect the reputation of the School.

## **4 Roles and responsibilities**

- 4.1 All members of the school community are expected to comply with this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations for each section of the school community are set out in detail below.
- 4.2 Local Authority Board (Governors)
- 4.3 Governors will review and monitor the application and implementation of this policy by receiving regular reports from the Principal on behavioural sanctions and support put in place for students at the School. Governors will scrutinise

relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the principal.

#### 4.4 Principal

4.5 The Principal, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well-led and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on students sharing particular protected characteristics. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

#### 4.6 Staff

4.7 All staff will:

- Communicate the contents of this policy to all students and parents to ensure that the School's expectations are transparent, and that expectations of and responses to behaviour are consistent, fair, proportionate and predictable.
- Apply this policy fairly, consistently, proportionately and without discrimination, taking into account special educational needs and disabilities (SEND), as well as the additional challenges that some vulnerable students may face.
- Make reasonable adjustments for disabled students, as required.
- Promote a teaching and learning ethos which encourages all students to attend and participate in lessons, whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or school routines, and take proportionate action to restore acceptable standards of behaviour.
- Challenge students to meet the School's expectations and maintain the boundaries of acceptable conduct.
- Record incidents of poor behaviour and any given sanctions in the student's behavioural log.
- Give praise and rewards, and reinforce positive behaviour.
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.

- Focus on de-escalation and preventative strategies rather than being solely reactive.
- Consider the welfare of the whole school community, and ensure that the majority of students' education is not jeopardised by the disruptive behaviour of a minority of students.
- Contribute to the development of systems which support and reinforce positive behaviour.
- Recognise that there may be contributory factors which affect students' behaviour and respond according to individual need.
- Identify students who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve student behaviour and provide support. This could include:
  - More frequent engagement with parents;
  - Home visits;
  - Mentoring and coaching;
  - Report cards;
  - Time in a the IEU or equivalent;
  - Engaging with local partners and agencies to address specific challenges;
  - Consideration of whether a multi-agency assessment such as early help or an Education, Health and Care Plan (EHCP) is required;
  - Designing targets and support strategies;
  - 
  - Contacting parents where there is a problem with attendance, punctuality or equipment;
  - Setting, marking and monitoring homework and providing facilities for students to do homework in the School, if required;
  - Sending parents an Annual Written Report confirming their child's progress and attainment in the main subject areas taught;
  - Arranging and attending Parents' Evenings; and
  - Engaging with all training and development sessions to continually improve behaviour management.
- Will conduct school-ready checks during line-up, including checks on punctuality, uniform and equipment.

#### 4.8 Parents

4.9 Parents play an important role in ensuring good behaviour from their children. In furtherance of this, parents are expected to:

- Ensure their child is school ready before leaving home, namely fed, dressed in full school uniform, with their school bag, stocked pencil case, two knowledge organisers, school books and/or PE kit, and a cycling helmet if riding to school.
- Ensure their child arrives at the school gate by 8.20am so they have time to get to the line-up area by 8.25am.
- Support the School in the application and enforcement of this policy (including the imposition of detentions, same-day detentions and exclusions as sanctions).
- Enable notifications in Arbor on their phones and regularly check their emails to ensure that notifications about their child (e.g. of detentions and, in particular same-day detentions) are not missed.
- Inform the School of any challenging behaviour exhibited at home, SEND and/or changes in circumstances that may result in changes in their child's behaviour.
- Work with the School to support their child's learning, including supporting their child to complete their homework and pursuing other opportunities for home learning.
- Attend virtual or in person meetings with staff to discuss their child's behaviour.
- Inform the School in writing of any medication their child needs to take (see the supporting children with medical needs policy).
- Attend parents' evenings and discussions about their child's progress, if reasonably possible.
- Where their child is suspended or permanently excluded from school, provide appropriate supervision for their child during the first 5 days of suspension, complying with the legal requirement to ensure that their child is not present in a public place during school hours during this time period without reasonable justification
- Attend a reintegration meeting at the School with their child when their child is due to return following a suspension, off-site direction, unsuccessful managed move, or have been reinstated following permanent exclusion.

#### 4.10 Students

4.11 The school rules are set out in the [Annex of this policy](#), to which all students must adhere. Students are expected to have a positive attitude and maintain high expectations for themselves.

4.12 Students have the following rights and responsibilities:

<u>Rights</u>	<u>Responsibilities</u>
To feel safe both in and out of the classroom.	Have regard for your own safety and that of others and care for school equipment/resources/environment.
To learn, free from the disruption of others.	Be prepared to engage in class and be involved with learning.
To be valued, and have good work recognised and rewarded.	Accept and learn from any sanctions that you receive.
To receive help and support, where requested.	Follow staff instructions and seek help when needed.
To be listened to and respected.	Respect yourself, other people and their belongings.
To be treated fairly.	Be self-disciplined and follow the school rules set out below.
To be treated as an individual.	Inform a member of staff when this policy has been breached by you or another student.

4.13 **Rewards**

4.14 The School believes that it is important to encourage good conduct throughout the School by celebrating and rewarding good behaviour.

4.15 Students may be awarded a range of rewards such as stamps, House Points, Golden Tickets, certificates, prizes, rewards and trips across each academic year.

4.16 The House Championship

4.17 The House Championship is a competition based on excellence in all fields. All students have an allocated House – Attenborough, Hawking, Pankhurst, Tull and Turing – and have the opportunity to participate in a wide variety of subject events and whole-school competitions.

4.18 Each year, the five Houses compete for The Laurel Cup by partaking in a variety of different events. The House with the most Championship Points at the end of the year is crowned Howard School House Champions.

4.19 Through the year the School holds a large number of House competitions including:

- 'Remember It!' and 'Say What You See!' Competitions
- Beat the Teachers
- World Book Day Activities and Competitions
- Big Christmas Quiz
- Spelling Bee
- Sports competitions including Volleyball, Darts, Golf, Foursquare, Rowing and Rounders
- Mario Kart
- Name That Tune
- Bake Off

#### 4.20 House Points and Stamps

4.21 Students can earn House Points through the rewarding of Stamps.

4.22 Stamps may be a part of lessons.

4.23 Students collect stamps in their 'Stamp Book' and totals are collected on a regular basis by their form tutor.

#### 4.24 Student Praise and Reward – Certificate Ladder

<b>Certificate</b>	<b>Issued by</b>
Form Tutor Recognition	Positive email/call home
Bronze Certificate	Issued by Form Tutor
Silver Certificate	Issued by Head of Year
Gold Certificate	Issued by Senior Head of Year
Platinum Certificate	Issued by SLT – invite to rewards breakfast
Ruby Certificate	Issued by Principal – gift voucher
Sapphire Certificate	Issued by Principal – parental meeting

#### 4.25 Golden Tickets

4.26 Golden Tickets are awarded to students for outstanding contributions in lessons

and extra positive behaviour in and out of school.

- 4.27 Students can post these tickets in the main reception to contribute to the House Competition. Golden Ticket winners are celebrated in the PM line-up and in termly prize draws.
  - 4.28 Celebration Assemblies and Prize Giving
  - 4.29 Celebration assemblies are held at Christmas, Easter and at the end of the year.
  - 4.30 These assemblies are an opportunity for year groups to celebrate their own and other students' successes and recognises students' hard work and dedication.
  - 4.31 In Term 6 the annual Prize Giving events take place where nominated students and their families are invited into the School to recognise and celebrate the very best achievement across the School.
  - 4.32 Clubs and Extracurricular Activities
  - 4.33 The School prides itself on offering a wide range of extracurricular activities to enrich the lives of students.
  - 4.34 Every year the School offers a variety of school trips and enrichment activities as well as numerous clubs that cater to a wide variety of student interests, including Football, Cricket, Rugby, Drama, Debate Club, Chess Club, Library Club, STEM clubs and Eco Ambassadors.
  - 4.35 The Howard School Newsletter
  - 4.36 The School publishes a newsletter celebrating student achievements. Parents are welcomed to send in good news stories and celebrations for inclusion.
- 5 Sanctions**
- 5.1 Where a student's conduct falls below the standard which could reasonably be expected of them, the School's first priority will be to ensure the safety of students and staff and to restore a calm environment.
  - 5.2 The School will impose sanctions in response to student misbehaviour or breaches of this policy. All sanctions will be fair, reasonable and proportionate to the circumstances of the incident, with due consideration being given to the student's age, any special educational needs and/or disability they may have, and any relevant religious requirements.
  - 5.3 The level of sanction will depend on the severity and regularity of the behaviour, and will be proportionate in the circumstances and consistent with sanctions imposed on others. A response to an incident of misbehaviour may have a variety of purposes, including deterrence, protection and/or improvement.

- 5.4 The School uses a range of sanctions in response to incidents of poor behaviour. Where breaches are very minor or are the result of carelessness, it is likely that only a clear verbal warning will be issued. It is expected that this will be a sufficient prompt for most students to work acceptably.
- 5.5 Other sanctions may include (not necessarily in order of severity or use):
- A written apology.
  - Restoration.
  - Confiscation of a student's property.
  - Extra work or repeating unsatisfactory work until it meets the required standard.
  - The setting of written tasks as punishments.
  - School-based community service or imposition of a task – such as picking up litter, weeding the school grounds, tidying a classroom, helping clear up the dining hall after meal times, or removing graffiti.
  - Loss of privileges – for instance, the loss of a responsibility, or not being able to participate in a non-uniform day or other extracurricular school events, such as sports day or prom.
  - Removal from a class or groups.
  - Internal exclusion.
  - Detention, including during breaks and lunchtime, after the school day has ended, and potentially on inset days or at weekends.
  - Regular reporting, including early morning reporting, scheduled uniform and other behaviour checks, or being placed on report for behaviour monitoring.
  - Suspension or permanent exclusion.
- 5.6 School staff aim to work in cooperation with parents to understand the reasons behind the student's misbehaviour, and put in place a clear support strategy for modifying and addressing that behaviour.
- 5.7 This might include the School's Designated Safeguarding Lead (**DSL**) making enquiries into circumstances outside of school and/or having targeted discussions with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future, and what will happen if their behaviour fails to improve.
- 5.8 The School recognises the importance of effective home-school communication, and will endeavour to communicate with parents, the child's home Local Authority's Virtual School Head where the student is in care, about the student's

behaviour, where appropriate.

- 5.9 When a sanction is imposed, parents will be informed in writing, often via Arbor (noting there are strict rules governing when and how suspension and permanent exclusion must be notified to parents, which are set out in the Department for Education (DfE)'s statutory guidance on suspension, permanent exclusion and pupil movement).
- 5.10 The School encourages restorative justice, and students are encouraged to apologise to their peers and/or to staff for rudeness or a lack of respect.
- 5.11 The School will also consider whether incidents under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the School's Child Protection and Safeguarding Policy.
- 5.12 Detention
- 5.13 Detentions can be issued by any member of the School's teaching or support staff in accordance with this policy. This may take the form of:
- **Standard school detentions** - these are detentions that take place the next school day or on another school day to the day that they were imposed. They range in length from 30, 60 and 90 minutes.
  - **Same-day school detentions** - these are detentions that take place on the day that they were imposed, immediately after the school day has ended. They range in length from 30 to 60 minutes. Same-day detentions will not be issued during the final lesson of the school day. Any detention issued during this period will be scheduled for the following school day.
- 5.14 More than one after-school detention can be imposed on the same day, to a maximum of 120 minutes. Any detentions issued that would bring the total to over 120 minutes will take place the next school day or on another day in the future.
- 5.15 Staff will only issue detentions outside of school hours (e.g. after the school day has ended) where it is reasonable to do. The DfE's guidance on behaviour in schools requires schools to have considered:
- Whether the detention may put the student at increased risk or compromise their safety.
  - Whether the student has known caring responsibilities or religious requirements that impact on the intended day of detention.
  - Whether the detention timing conflicts with a known medical appointment.

- Whether the student’s parent(s) ought to be informed of the detention.
  - Whether suitable travel arrangements can reasonably be made by the parent for the student, and/or the student can get home safely after the detention has ended, disregarding any inconvenience for the parent.
- 5.16 Parents and students should note that parental consent is **not** required to impose a detention (including a same-day detention) and there is **no** legal requirement to notify parents of a same-day detention (or indeed any detention) in advance.
- 5.17 However, the School chooses to notify parents of same-day detentions in advance via Arbor, after it has been imposed. The School has also decided that same-day detentions imposed during the last lesson of the school day will not take place that day, they will be rolled over to the next school day instead.
- 5.18 By doing this, the School ensures that parents are given sufficient notice of a same-day detention (i.e. at least 55 minutes’ notice of a same-day detention on Mondays to Thursdays, and at least 60 minutes’ notice of a same-day detention on Fridays) to make any alternative arrangements needed for their child to get home safely, if they are unable to walk or use public transport.
- 5.19 The School believes this meets the DfE requirements to consider whether the student’s parent(s) ought to be informed, and whether suitable travel arrangements can reasonably be made for the student to get home safely, noting that the DfE makes it clear that it does not matter if making these arrangements is inconvenient for the parent(s).
- 5.20 Further information on when detentions are likely to be imposed, along with the type, length, etc., can be found in the Annex.
- 5.21 Removal from the classroom
- 5.22 Removal from the classroom for anything other than a short period could occur in response to a student exceeding the number of permitted corrections.
- 5.23 Removal from the classroom may happen where it is necessary:
- To maintain the safety of all students and to restore stability
  - To enable disruptive students to be taken to a place where education can be continued in a managed environment.
  - To allow the student to regain calm in a safe space.
- 5.24 Except where it is in response to misbehaviour so extreme it warrants immediate removal for the reasons set out above, removal from the classroom will only happen where necessary, and only for as long as it is necessary, after other behavioural strategies have been attempted unsuccessfully.

- 5.25 Students are supervised and supported in the IEU throughout the day, including during break and lunch, and staff will consider whether any assessment of underlying factors of disruptive behaviour is needed.
- 5.26 Parents will be informed via Arbor on the same day if their child has been removed from the classroom.
- 5.27 Suspension and permanent exclusion
- 5.28 This is to be read in conjunction with the Trusts Exclusions Policy, which is available on the schools website. Only the Principal has the legal power to suspend or permanently exclude a student. Where the Principal's role is vacant or the Principal is on extended leave of absence, an appointed 'Acting Principal' may exercise this power instead.
- 5.29 Incidents may be investigated and will report findings to the Principal (or Acting Principal) so they are in a position to make a decision.
- 5.30 Suspension is a severe sanction that is reserved for significant and/or persistent breaches of the School's Behaviour Policy.
- 5.31 Permanent exclusion will only be used as a sanction of last resort in response to a serious breach and/or persistent breaches of this policy, and where allowing the student to remain in the School would seriously harm the education and/or welfare of the student and/or others in the School.
- 5.32 In all cases, the Principal, Acting Principal and staff investigating incidents will follow the DfE's statutory guidance on suspension, permanent exclusion and pupil movement.

## **6 Off-site direction and managed move**

- 6.1 An off-site direction is a behaviour improvement strategy, not a sanction.
- 6.2 An off-site direction happens where the School decides to direct a student to be educated at another educational setting (e.g. another school, pupil referral unit or alternative provision setting) for a specified period. During the off-site direction, the student will be dual registered at both schools.
- 6.3 Parental consent is not required for an off-site direction, however the School will engage with the parents and the student while planning the off-site direction in order to increase the likelihood of it being successful.

- 6.4 When considering and planning an off-site direction, the School will have regard to the DfE's guidance on suspension, permanent exclusion and pupil movement, and on alternative provision.
- 6.5 A managed move is the planned permanent transfer of a student, usually one who is at risk of permanent exclusion, to another school. As it equates to an intended permanent change of school, parental consent for a managed move is required in all cases.
- 6.6 A planned managed move is usually preceded by a period of off-site direction at the proposed new school, during which the student will be dual registered at both schools.
- 6.7 When considering and discussing a proposed managed move with parents, the School will follow the DfE's guidance on suspension, permanent exclusion and pupil movement.
- 6.8 On reintegration following a period of off-site direction and/or a failed managed move, a reintegration strategy will be discussed with the student and parents which facilitates reflection by the student, confirms any support to be put in place for the student, and sets clear behavioural expectations and the consequences of failing to comply.

## **7 Students with special educational needs and/or disabilities (SEND)**

- 7.1 The School is aware that persistent disruptive behaviour may be the result of unmet needs. If such needs are identified, the School will do all it can to ensure that the student receives appropriate support.
- 7.2 The School is conscious of its legal duties under the Equality Act 2010 in respect of students with disabilities. It will ensure that students with disabilities are not treated unfavourably as a result of something arising out of it (including their behaviour) except where this is a proportionate means of achieving a legitimate aim.
- 7.3 The School will also make reasonable adjustments in general and to this policy to avoid any disadvantage that a student may face as a consequence of their disability, compared to their non-disabled peers.
- 7.4 It will not be assumed that, just because a student has SEND, it must have affected their behaviour in relation to a particular incident – that will be a question of judgement for the School on the facts of the situation, having considered the support and strategies that were in planned and actioned in the run up to and during the incident.
- 7.5 The School will, as far as possible, anticipate the likely triggers for misbehaviour for students identified as having SEND, and will put in place support to prevent these. Please read the Trust's SEND Policy, Equality Objectives and SEN Information Report for further information.

- 7.6 The health and wellbeing of students is exceptionally important to the School. The School is committed to providing outstanding holistic care, in partnership with students and families, to enable young people to overcome personal difficulties and barriers to their learning.
- 7.7 Students can access support through their Form Tutor, Head and Deputy Head of Year, the Pastoral Office, via the 'Tell Us' button on the School's website and the 'Tell Us' box outside the pastoral office, the Safeguarding Team, and the support menu of services on the School's website.
- 7.8 Staff SEND and equality training will include matters such as SEND and mental health needs. Where relevant, engagement with experts such as educational psychologists, and other support staff, can help to inform effective implementation of this policy.

## **8 Investigating incidents**

- 8.1 Investigations will typically be undertaken by year teams and pastoral staff.
- 8.2 Student witnesses may be asked to provide written statements. Questions asked by staff will be open and non-leading (i.e. not suggestive of the expected answer, and not only requiring a 'yes' or 'no' answer).
- 8.3 If the police wish to question a student, the School will ensure that a responsible adult is present at all times and will inform the student's parents as soon as possible.
- 8.4 When more than one student is involved in and/or witnesses an incident, and the accounts given are not consistent, every effort will be made to try to find the truth. However, staff are able to use their professional judgement to come to a conclusion as to the facts on the balance of probabilities (i.e. the civil standard of proof). Schools do not work to the criminal standard of proof - beyond reasonable doubt - it is sufficient for a version of events to be more likely than not based on all the evidence.
- 8.5 In exceptional circumstances, a student may be suspended pending further investigation or enquiries, where the welfare of other students may be compromised by that student remaining in school (even in isolation) while these are ongoing. Where this happens, the Principal must have sufficient evidence and have considered all other factors to be satisfied that a suspension of at least length is merited before imposing it. A formal notification letter must also be sent to the parent(s) in the usual way.

## **9 Search, seizure and confiscation**

- 9.1 The Principal and staff authorised by the Principal have a legal power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed in the next paragraph.
- 9.2 The following items are banned from school by law:
- Knives and other bladed or pointed articles
  - Offensive weapons
  - Alcohol
  - Controlled drugs (including prescription drugs for which the holder does not have a prescription)
  - Stolen items
  - Any item that a staff member reasonably suspects has been, or is likely to be used:
    - to commit a criminal offence
    - to cause personal injury to any person (including themselves)
    - to cause damage to the property of any person (including their own)
  - Any item specified in regulations, including:
    - tobacco and cigarette papers
    - fireworks
    - pornographic images
- 9.3 The following items are banned by the School in the 'school rules' (i.e. this policy), which the School has identified as being ones for which a search may be made:
- Legal highs
  - E-cigarettes, vapes and items associated with vaping or smoking (e.g. cartridges, matches, lighters, cigarette papers, filters)
  - Chewing gum
  - High sugar content and/or energy/caffeinated types of food and drinks
  - Corrosive or irritative substances that could be used as a weapon

- Racist, homophobic, antisemitic, Islamophobic or otherwise discriminatory material
  - Mobile phones that are visible and/or used by a student on the school site at any time without the express permission of a staff member (see the section below)
  - Items of clothing (including hats and footwear), jewellery and other accessories not permitted under the School's Uniform Policy.
- 9.4 Where there is a reasonable suspicion and a search of a student's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Principal or authorised staff member.
- 9.5 The DfE current guidance on searching, screening and confiscation will be followed when conducting a search.
- 9.6 Staff will take into consideration the age and needs of students being searched or screened, including the individual needs or learning difficulties of students with SEN, and making reasonable adjustments that are required for a student with a disability.
- 9.7 The Principal will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all students and staff, with support from the DSL (or Deputy). The Principal will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a student who is not cooperating, so that these trained staff can support and advise other staff members if this situation arises.
- 9.8 Staff may confiscate or seize items in the possession of students that pose a risk to staff or students, are illegal or banned by the School, or are evidence in relation to an offence.
- 9.9 Staff may confiscate, retain or dispose of a student's property as a disciplinary sanction, so long as it is reasonable in the circumstances. Confiscation of a student's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other students to be educated.
- 9.10 Where appropriate, a member of staff may retain or dispose of a student's property as a punishment, and is protected from liability for damage to or loss of any confiscated items. Guidance on what to do with a particular type of seized item can be found in the DfE's current guidance on searching, screening and confiscation.
- 9.11 A teacher or someone who has lawful control of the student can search the student and their belongings **with the student's consent** to look for any item prohibited by law, as well as items banned by the School in this policy.

- 9.12 Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place, and give them the opportunity to ask any questions. Students must be first asked to empty pockets and bags themselves. If the student refuses to give permission, the School may impose a sanction for failing to follow a reasonable instruction.
- 9.13 The Principal and authorised staff have the power to search a student and their belongings **without the student's consent** where they suspect they are in possession of items prohibited by law. The DSL (or Deputy) should be informed where a staff member has reasonable grounds to suspect a student is in possession of a prohibited item or they believe a search has revealed a safeguarding risk, without delay.
- 9.14 Where they deem it appropriate, the Principal and authorised staff may use **reasonable force** to search for items prohibited by law, but not items which are banned in the school rules. Decisions will be made on a case-by-case basis, with the staff member considering whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder, and whether the search is of the student themselves, or their possessions.
- 9.15 Any search **without consent** must be conducted by a staff member of the same sex as the student in the presence of another staff member. A staff member may only carry out a search of a student of the opposite sex and/or without a witness present where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another staff member.
- 9.16 When conducting a search, students must not be required to remove any clothing other than outer clothing. Outer clothing is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- 9.17 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for the student's wellbeing at all times.
- 9.18 Before calling police into the School, staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing with the risk of not recovering the suspected item.
- 9.19 Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the DSL and Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform the student's parent(s), even where the parent is not

acting as the 'appropriate adult' under police standard processes when dealing with youths and children.

- 9.20 Staff should keep a record of any searches conducted on students, and inform parents that a search has been carried out as soon as reasonably practicable (if they have not been informed before). Records should include the date, time and location of the search, the name of the student was searched, who conducted the search and any other adults or students present, what was being searched for, the reason for searching, what items (if any) were found, and what follow-up action was taken as a consequence of the search.
- 9.21 Staff may seize an electronic device to examine any data or files on the device, if they think there is good reason to do so. These data or files may be erased before returning the item if the staff member believes there is good reason to do this.
- 9.22 Where the staff member conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. The staff member should confiscate the device, avoid looking at the device, and refer the incident to the DSL. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.
- 9.23 The School may require students to undergo screening via a hand-held metal detector (i.e. a wand) regardless of whether they suspect the student of having a weapon and **without the student's consent**. If the student does not agree to undergo the screening, the School has the right to stop them from entering the premises and will treat the student's absence as unauthorised, and a sanction being imposed. Alternatively, the student will be placed with Pastoral Support.

## 10 Mobile phones and electronic devices

- 10.1 Students are permitted bring a mobile phone or other electronic device to school with them, but these devices must remain out of sight from the moment the student walks through the school gate in the morning, and must not be taken out and used at any time while the student is on-site during the school day (including during breaks, at lunch time, or during activities) until after the student has left the school site at the end of their school day. When the school adopts mobile phone pouches then pupils are expected to place their phones in these pouches and adhere to the school approach.
- 10.2 The reason for this strict policy on mobile phones and devices is because the School wants students to socialise, talk to one another, and engage in activities.
- 10.3 On-site is defined as the point at which students cross the green gate from the A2 bridge entrance and the front gate from Derwent Way at the start of the day, to the point they go back through those gates when they leave at the end of their school day.

- 10.4 The only exception to this is where a staff member gives a particular student express permission to take out their phone and/or use it at a particular time for a specific reason.
- 10.5 Should a student need to contact home, they must go to Pastoral Support and ask a staff member there for permission to take out their mobile phone and make or receive a call under the staff member's supervision, so that the call can be monitored. That way, the School can ensure that the mobile phone is being used responsibly and can meet its statutory safeguarding obligations.
- 10.6 At the end of the school day, students may use their mobile phone once they have passed the two school gates.
- 10.7 As required by KCSIE 2024, the School monitors all internet usage within school and on school networks, including via mobile phones and other electronic devices. Any concerns are reported directly to the Safeguarding Team.
- 10.8 **Using the internet and social media**
- 10.9 Students should have regard to the recommended age guidelines for use of social media sites and apps – they are there to keep students safe.
- 10.10 Students should be polite and kind online just as they are when in school. If a student bullies, is rude or disrespectful online to members of the school community, it will be treated as seriously as if it had taken place in person in school, as such behaviours are never acceptable.
- 10.11 **Restrictive interventions including use of reasonable force**
- 10.12 The School strives to provide a safe learning environment for all students.
- 10.13 All staff members (and anyone else to whom the principal has given the responsibility of being in charge or control of students) are lawfully permitted to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. This extends to times when staff are lawfully in charge of students but are off the school premises, e.g. on a school trip.
- 10.14 There is no definition of when it is reasonable to use force, and every situation will be judged by the staff member in charge at that time.
- 10.15 There are some circumstances where it is appropriate for staff to have physical contact with students in a way which does not amount to the use of reasonable force or other restrictive interventions, for example giving first aid, guiding or escorting students when walking around the School or on a school trip, comforting a distressed student, congratulating or praising a student (e.g. a pat on the back or a handshake), demonstrating how to use a musical instrument, and demonstrating exercises or techniques during PE lessons or sports coaching.

- 10.16 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a student or limits their movement, and this may or may not include direct physical contact. This can include holding or binding a student's body, securing them to a fixed object or depriving them of an aid usually used to help them move. This will be avoided wherever possible.
- 10.17 Staff will only use seclusion – **a non-disciplinary intervention** to keep a student confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a student is experiencing a high level of emotional or behavioural dysregulation.
- 10.18 The student must be supervised at all times during a period of seclusion. As soon as the immediate risk of harm has reduced, the student must be allowed to leave.
- 10.19 Whenever any restrictive intervention is used, including reasonable force, staff will consider:
- Necessity – including taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate, and communicating, where possible, with other staff
  - Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the student, including any relevant protected characteristics under the Equality Act 2010;
  - The student's welfare – including that student's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the student is feeling.
- 10.20 Use of reasonable force and restrictive interventions will be rare, and may need to be determined by staff in the moment in many cases.
- 10.21 Consideration will also always be given to the rights of the student concerned, including under the Equality Act 2010 and the Human Rights Act 1998.
- 10.22 The School recognises that some students with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. The School will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment.
- 10.23 In the context of restrictive interventions, this might include risk assessments, and specific reasonable adjustments that are known to reduce the need for restrictive interventions, along with distracting techniques.

- 10.24 The School will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual students. Whole-school measures include consideration of how the School and classroom environment can support all students to achieve and thrive, sharing best practice for whole-class behaviour management and for managing communal spaces, training staff in effective communication strategies, development of working staff-student relationships and trust, and recording and analysing data on the use of restrictive interventions to inform improvement planning.
- 10.25 Individual approaches could include working closely with parents to support individual students, implementing strategies to support individual students based on their identified needs and giving students time, space and strategies to calm down before their behaviour escalates.
- 10.26 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a **significant incident**, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff on the same day as the incident.
- 10.27 The following information must be recorded in the School's safeguarding system:
- The names of students and staff directly involved.
  - Any relevant needs or circumstances of the student, including whether the student involved has identified SEND and their SEN status code.
  - Time, date, location and approximate duration of the intervention.
  - A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
  - A brief account of why the use of force was assessed as necessary in that instance.
  - Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
  - The student's account of what happened, as well as any witness accounts.
- 10.28 Parents will be told where there is a **significant use of force**, apart from where the student is 20 or over at the time, or it appears to the staff member that doing so would be likely to result in serious harm to the student. In this instance, the

staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the Local Authority within whose area the student is ordinarily resident.

- 10.29 A report of the incident made to parents will include the following details as a minimum:
- The time, date, location and approximate duration of the intervention.
  - An explanation as to why the intervention was assessed as necessary in that instance.
  - A brief account of what type of force was applied, and the degree of force.
  - Details of any physical injuries sustained, if applicable.
- 10.30 Every incident which results in seclusion or restraint, which may include reasonable force, must be recorded in the School's safeguarding records or system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:
- The names of student and staff directly involved.
  - The time, date, location and approximate duration of the intervention.
  - Any relevant needs or circumstances of the student, including whether the student involved has identified SEND and their SEN status code.
  - An explanation as to why the intervention was assessed as necessary in that instance.
  - Details of any physical injuries sustained, if applicable.
  - Details of any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- 10.31 Apart from in the circumstances as set out above, a report must be made to parents where a student is subject to seclusion, restraint or immobilisation. Staff will endeavour to do this the same day.
- 10.32 Where an incident resulted in both a significant use of force as well as seclusion/restraint, the above process will be followed with parents not needing to be informed twice.
- 10.33 The School will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on students and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

- 10.34 Where appropriate, the student and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the School's procedures and reported as appropriate to the Health and Safety Executive.
- 10.35 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The School will carry out risk assessments to ensure that staff who regularly work alongside students where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the School's duties under the Health and Safety at Work etc. Act 1974.
- 10.36 The School will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the School, to identify learning and patterns, and to make improvements to policies and practices.

## **11 Bullying**

- 11.1 The School will take all reasonable measures to ensure the safety and wellbeing of all students and staff, and this includes protection from bullying, in line with the School's Anti-Bullying Policy.
- 11.2 Bullying is defined as the repetitive intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyberbullying.
- 11.3 The School wants to make sure that all students feel safe in the School and are accepted into the Trust community. The School's ethos is one of inclusion and equality - bullying of any kind is regarded as a serious breach of this policy and will not be tolerated.
- 11.4 Bullying can be verbal or physical, by person or by electronic, online or written means, and can be directed at both staff and students. The School practises a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy is instilled in the School's curriculum through the active development of students' social, emotional and behavioural skills, assemblies, and is embedded in daily school life. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.
- 11.5 The School's Personal Development (PD) curriculum, delivered through form time for Years 10 to 11, and through a combination of Morning Meetings and Form time for Years 7 to 9 and Years 12 to 13, aims to support students to develop the knowledge, skills and attributes they need to manage their lives now and in the future.

- 11.6 All year groups engage in Personal, Social, Health and Economic Education (**PSHE**) with three core strands: Health and Wellbeing, Relationships, and Living in the Wider World.
- 11.7 Alongside PSHE, there is focus on Relationships and Sex Education (**RSE**); Equality, Diversity and Inclusion (**EDI**); British Values; the Convention of the Rights of the Child (**CRC**); and Careers (through Unifrog).
- 11.8 The bulk of the Year 7 to 9 PD curriculum is delivered through morning meetings. This is when the whole year group is taught in an 'assembly' style set-up by senior and experienced staff. During this time, school-ready checks are conducted and independent study/study skills are checked.
- 11.9 In addition to the PD Curriculum, afternoon Form time (DEAR time) sees all students from Years 7 to 10 engage in the reading of a choice of fiction and non-fiction books. Years 11 to 13 continue their engagement with PSHE strands through their use of 'The Day' – an online daily newspaper for young people which helps teach critical thinking of current affairs through discussion and debate.
- 11.10 If an allegation of bullying does come up, the School will:
- Take it seriously.
  - Investigate as quickly as possible to establish the facts.
  - Record and report the incident if reported.
  - Provide support and reassurance to the victim.
  - Make it clear to the bully that this behaviour will not be tolerated.
  - Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the bully will be told why it is being used.
  - Ensure the Principal considers whether suspension or permanent exclusion is appropriate in light of the circumstances.
- 11.11 The School believes students should be able to enjoy using social media in a safe environment, but recognises that there are inherent threats in using social media which could harm the welfare of students and staff at its academies.
- 11.12 Where a member of staff has reasonable grounds to suspect that a student is using social media in an inappropriate way which could cause harm to another person in the school community, the member of staff will report this to a member of the SLT. Following any such report, an investigation will follow, during which an authorised staff member may require the student to give them access to their social media account. In the event that the student refuses to cooperate, this could lead to an adverse decision taken against the student, including a sanction.

## **12 Child-on-child abuse**

- 12.1 Sexual violence and sexual harassment are never acceptable and will not be tolerated.
- 12.2 The School will act swiftly in response to instances of alleged child-on-child abuse and will follow the DfE's keeping children safe and working together guidance.
- 12.3 Risk assessments may be carried out and measures put in place while investigations into any reports continue. Support will be provided to the alleged victim and perpetrator as appropriate.
- 12.4 The outcome of the investigation may lead to sanctions being imposed in accordance with this policy.

## **13 Complaints**

- 13.1 If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Principal in the first instance in accordance with the School's published Complaints Policy.
- 13.2 If the concern relates to a suspension or permanent exclusion, these are 'representations' that must be dealt with in accordance with the statutory procedure set out in the DfE's statutory guidance, and are excluded from being dealt with under this policy.

## ANNEX

### 1 Morning routine and line-up

- 1.1 Line-up is a regular part of the school day.
- 1.2 On arrival, students must make their way onto the School's site as quickly and sensibly as they can, as soon as they arrive, showing extraordinary politeness to everyone they encounter, without loitering in areas outside the School.
- 1.3 Students' Heads of Year will blow a whistle at 8.25am during which time students will organise themselves in a line line-and stand in silence.
- 1.4 Students' form tutors will then check that students have arrived on time, are wearing the correct uniform and have all the right equipment.
- 1.5 Senior staff will lock the A2 gates at 8.25am. Students who arrive later than this without a note from a parent setting out a genuine reason that is capable of justifying the student's lateness, as well as students who are persistently late, will be required to complete a 30-minute same-day detention.
- 1.6 Students who arrive repeatedly late and the parents excuse this and can still be sanctioned.
- 1.7 Where a student arrives later than 30 minutes after Period 1 has commenced, they may be sent to Pastoral Support, may be placed in the IEU for the day, and will be given a 60-minute same-day detention, unless they have a genuine reason confirmed in writing by their parents which is accepted as justifying their lateness by the School.

### 2 Use of Bicycles

- 2.1 Students who want to park their bicycle on the School's site need to know and fully understand their responsibilities in relation to riding to school and how their bicycle is parked while on site.
- 2.2 Students must act in a safe manner at all times, including while they are riding their bicycle to and from the School. It is an absolute requirement that students must wear a cycling helmet on the way to and from the School, and that bicycles must be dismounted and pushed at the first school gate. Bicycles are not permitted to be ridden on the School's site at any time.
- 2.3 Bicycles are parked on the School's site at students' own risk. The School does not accept any liability for damage or loss of bicycles while on the School's site, regardless of how it occurred.
- 2.4 If a student breaches the School's rules relating to bicycles, including bringing a bicycle onto the school site or riding a bicycle on the premises, they may be

prohibited from bringing a bicycle to school

### **3 Moving around the School**

- 3.1 Students must arrive at all their lessons promptly, quietly and in a well-ordered manner. Corridors should be calm and quiet to aid the learning of other students.
- 3.2 Students are expected to walk on the left-hand side of the corridor, with minimal disruption and walk quickly (without running) to lessons.
- 3.3 Students failing to do so will be corrected by teachers and if they do not modify their behaviour after a reminder, or for boisterous, unsafe behaviour, they could receive a sanction or SLT could be called and students potentially placed in the IEU or some other sanction.

### **4 Classroom routine – beginning and end of lessons**

- 4.1 Students must arrive on time, take out their Knowledge Organiser, pencil case and House Points stamp book, and start the retrieval task immediately while the teacher takes the register. Students could receive a 30 mins same day detention if they forgot the above items.,
- 4.2 Students must remain silent while the teacher takes the register. When answering the register, students must respond with 'Sir', 'Miss', 'Yes Sir' or 'Yes Miss'.
- 4.3 At the end of the lesson, students must pack all items away. Teachers will dismiss students in an orderly fashion.

### **5 Showing respect and STAR behaviour**

- 5.1 It is very important for there to be mutual respect between staff and students in every interaction.
- 5.2 Students could be asked to stand for senior staff members when they enter a classroom, being silent when spoken to, and being calm and polite at all times. Students must stand in assemblies until given permission by staff to sit down.
- 5.3 The School expects **S.T.A.R.** behaviour from its students in every lesson. These are key habits that help students succeed in school and in life.
- 5.4 The school operates Silent Classrooms unless given permission to talk or take part collaborative learning.

5.5 \* In every lesson, students must:

- Sit up straight and listen
- Track the speaker or text
- Answer with hands straight up
- Respect through silence

5.6 Students must be silent for the whole lesson when in class unless the teacher directs otherwise. The School insists on this minimum standard because we want every student in class to be fully engaged and concentrating for the entire lesson.

## 6 Presentation of Classwork

6.1 We want our students to have pride in their work, so that it can be used to revise from, and our teachers can read it to give constructive feedback. Students' handwriting must therefore be legible and show care.

6.2 Work must have a date and a clear Learning Purpose for every lesson, underlined with a ruler alongside any other headings or subheadings.

6.3 Students must generally write with a BLUE or BLACK pen. When marking, correcting or writing down feedback, they must use a GREEN pen. When completing a Purple Zone task they must use a PURPLE pen. Diagrams, graphs and charts must be drawn in pencil, and rulers must be used for straight lines. One neat line must be drawn through mistakes.

## 7 Independent Study (Homework)

7.1 Independent study (or homework) is an essential part of learning at the School.

7.2 Students carry out independent study outside of the classroom which closely links to their in-class work. It can come in several forms such as study skills booklets, online platforms such as Sparx Maths, Tassomai Science, Languagenut, Seneca Learning or on Google Classroom, as well as more traditional tasks and activities.

7.3 Independent study is a non-negotiable requirement. Students can expect to receive a **60-minute same-day detention** if they do not complete and hand in their independent study tasks, or complete them to the necessary standard, by the prescribed deadline.

7.4 Where it is imposed at any time up to the start of the last lesson of the school day, this will be a **same-day 60-minute detention**. Where it is imposed after the last lesson of the school day has started, it will be **rolled over to after school the next day**.

## **8 Academic engagement**

- 8.1 Academic and progress are core expectations of student behaviour at the school. Students are required to work consistently toward achieving their target attainment levels. Where a student is falling short of their expected academic progress, the school will closely monitor their performance and determine appropriate academic interventions. Attendance at these targeted sessions—which may take place after school and range from 30 to 120 minutes—is a mandatory school expectation. Failure to attend required interventions will be treated as a breach of the behaviour policy and managed in line with standard school sanctions.

9

## **10 Unstructured times (break and lunchtime)**

- 10.1 The School operates a 'rule of six', which means that groups of six or more students seen to be hanging around the extremities of the site, or outside the visibility of a staff member, will be challenged. Searches will be carried out, where appropriate, as set out above. The School takes smoking, vaping and attempting to abscond from the School's site very seriously.
- 10.2 Students must behave in a way that appropriately represents the School, including during periods of recreation when games must be played in a sportsmanlike way.
- 10.3 Students are not permitted to take packaging outside in any circumstances and they cannot eat outside the designated eating areas. Students are only permitted to eat in their designated areas (i.e. the eating zone in their year group area and the canteen). This rule is unfortunately necessary to reduce litter.
- 10.4 Packaging from food and drink items must be placed in a bin in the canteen or eating zone before students leave.
- 10.5 Students cannot eat or drink in transit between designated areas at any point of the day. High sugar content and energy/cafeinated type foods or drinks are not permitted on school sites - these items will be confiscated, if seen.

## **11 End of the school day**

- 11.1 At 2.55pm (12.50pm on Fridays) all students will be expected to go to their line-up area.
- 11.2 The end-of-day line-up ensures the School finishes in a calm and orderly manner, and allows Heads of Year and other staff to relay key messages for the following day, congratulate and relay positive mentions relating to that day, say thank you, collect borrowed equipment, collect student reports, and remind students who have received same-day detentions that day to attend them.

## 12 General rules

### 12.1 Students must:

- Attend school and classes on time (including attending at the times set by teachers when an altered or staggered timetable is put in place).
- Bring appropriate equipment such as planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, and a suitable bag to carry books and equipment.
- Maintain a smart and tidy appearance, wearing the prescribed school uniform as set out in the School's Uniform and Equipment guidance at all times, both on the school site and when travelling to and from school.
- Follow the School's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- Be polite, respectful and considerate of their peers and the extended community, always trying to understand other people's point of view.
- Complete work in school and independent study on time, and to the very best of their ability.
- Take care of the environment, both in school and outside of school, without littering or damaging the property of others in any way.
- Take care of school equipment.
- Follow staff instructions (including, where instructed, not associating with particular students, and/or following instructions as to when and where they are allowed to go on the School's site).
- Remain on the School's site at break and lunchtime, and adhere to any instructions given relating to the areas they are permitted to be in during break and lunchtime.
- Report to the School's Pastoral office if they arrive late, feel unwell, or need to leave the School's site for an appointment.

### 12.2 Children must not:

- Use rude, derogatory, racist or defamatory language towards students, staff and others.

- Bully, belittle or intentionally harm students, staff and others.
- Run through hallways and corridors, shout out during lessons, or shout to one another in hallways or in public places.
- Spit or deliberately cough towards students, staff or others.
- Share drinks, food and carriers/utensils with students, staff or others, unless expressly directed otherwise.
- Eat during lessons.

### **13 Misbehaviour likely to result in sanctions**

13.1 The following behaviour is completely unacceptable and will result in disciplinary sanctions, including suspension or exclusion where appropriate in the particular circumstances:

- Actual or threatened violence or aggression towards staff, students and others
- Being in possession of a knife, bladed or pointed article, or other form of weapon
- Indecent or sexually inappropriate behaviour, including sexual abuse or assault of staff, students and others
- Verbal abuse of staff, students and others
- Damage to the property of the School, staff, students or others
- Setting fires/arson
- Using, being under the influence of, being in possession of, and/or supplying (including holding for others, and social supplying) controlled drugs (i.e. illegal drugs, and prescription drugs not prescribed for the student and allowed to be in school) and other substances such as 'legal highs' on the school site
- Consuming, being under the influence of, being in possession of, and/or supplying (including holding for others, and social supplying) alcohol on the school site
- Smoking or vaping
- Theft or robbery of staff, students or others
- Any form of bullying of staff, students or others
- Racist, sexist, homophobic, antisemitic or any other form of discriminatory

behaviour towards staff, students or others

- Making false or misleading allegations against staff, students or others
- Video recording or photographing staff, students or others without their knowledge and/or consent
- Creating fake videos and/or photographs of staff, students or others, or creating videos/images designed to create a misleading impression, using artificial intelligence (AI) or otherwise
- Defiance/refusal to follow instructions
- Truancy or persistent lateness to school/lessons
- Gambling while on the school site
- Unacceptable behaviour which has previously been reported and been subject to sanctions/interventions which have not been successful
- Being in possession of items prohibited by law and by the School.

13.2 It is important to note that this is a **non-exhaustive list** - there may be other types of misbehaviour not identified above which the School will also sanction students for.

13.3 It is important to note that students may receive more than one same-day detention on any given day, to a maximum of 120 minutes. Any further same-day detentions imposed on that day that would take the total to in excess of 120 minutes will be rolled over to the next school day.