



**Barnhill**  
COMMUNITY HIGH SCHOOL

# **Behaviour policy and statement of behaviour principles**



<b>Approved by:</b>	Barnhill LGB
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## 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

Barnhill requires all members of its community to behave with respect for one another and an appreciation for their education.

This policy is designated to ensure those values are understood and upheld.

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Any form of violence
- Serious rudeness, defiance or other such conduct that challenges the authority of staff and / or undermines the ability of staff to manage the school community
- Persistent disruptive behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like intentional or reckless interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content including pseudo images, which are computer-generated images that otherwise appear to be a photograph or video.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see the full [anti-bullying strategy](#).

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy for governors' ratification
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

Founded upon the school's ethos all students are expected to maintain the highest standards of respect and good manners.

Students are taught these high standards through the explicit PSHRE programme as well as through assemblies and modelling by all staff.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

- All pupils are allowed to have mobile phones with them on-site
- Key stage 3 and 4 pupils are not permitted to use mobile phones during the school day
- If they are seen they will be confiscated
- The only exception is with the agreement of their teacher for emergency use, which should be done in a staff member's office
- Sixth form students are allowed to use them in the study area for work purposes and on the sixth form playground during break times
- Pupils bring them in to school do so at their own risk

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Administer the rewards and consequence system (P&C)
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection and safeguarding policy](#) for more information.

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded by using the schools reward system:

- P1 – expected standards
- P2 – Student of the lesson
- P3 – Student of the week
- P4 – School wide achievement

This system is applied by all members of the school community according to their different roles.

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Administer the rewards and consequence system (P&C)
  - Give students a warning
  - A second warning issued with 5 minutes (no more) time out
  - A third transgression results in a curriculum referral whereby the student is sent to another class
- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

## 7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head teacher, deputy head teacher (behaviour), assistant head teacher (KS3) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened

- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the pupil
- › Not be a police officer or otherwise associated with the police

- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### Screening

If your school screens pupils upon entry to the school, set out your school's approach here.

Explain:

- Agreement with the parent/carer that prohibited items should be handed in at home and stored by the parents or carers
- Screening using the support of the Metropolitan Police Forces
- Bag searches at agreed and consistent times and at unannounced times

### 7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### 7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher deputy head teacher (behaviour) or DDSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information.

## 7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Detention**

Detentions are issued by staff according to the agreed consequence system. The use of this system authorises staff to give detentions. The deputy head teacher (behaviour) oversees this process.

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by curriculum leaders in the case of a curriculum referral or the inclusion manager in the case of a referral room placement, and will be removed for a maximum of one lesson or one day in the first instance. Longer placements are authorised by member of the senior leadership team.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as short-term placements in the referral room or a move to a different class.

- Meetings with learning mentors or the counselling lead
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our [exclusions policy](#) for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- › General staff CPD to cater for the needs of pupils with a SEND
- › Specific briefings on pupils who have a specific need
- › Applying the conditions of a EHCP or pupil SEN passport
- › Additional intervention for pupils with a SEND

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

[Hillingdon LA SEN Officer](#)

## 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- › Restorative Justice meetings
- › Parental meetings
- › Student targets on a report
- › Identification of need via a behaviour commissioning panel (LABS)

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## 11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The use of the school behaviour policy
- Specific briefings for children of need
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by deputy head teacher (behaviour) head teacher and local governing body.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic and protected cohort

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the local governing body.

## 14. Links with other policies

This behaviour policy is linked to the [following policies](#):

- Exclusions policy
- Child protection and safeguarding policy
- SEND policy
- Anti-bullying strategy

**Behaviour Policy: Culture for Learning- Abridged version for staff**

*Vision, Ethos and Guiding Principles*

<b>Value</b>	<b>Definition</b>	<b>Expectation of Students</b>
<b>Respect</b>	Exercise courtesy, tolerance and have due regard for all members of the school community, whatever their role, and for each other, and expect to receive the same.	Be polite- say please and thank you. Follow instructions first time, every time Be punctual to lessons and properly equipped Treat learning resources with care
<b>Wisdom</b>	Ensure all pupils are given the opportunity to learn and increase their knowledge and cultural capital to achieve their full potential.	Pay attention and contribute during lessons Complete work and homework to the best of their ability
<b>Aspiration</b>	High expectations of our pupils ensure they strive and are supported to achieve the best possible outcomes and to overcome any barriers in assessing the broad and balanced curriculum.	Respond to feedback and apply advice to improve standards and depth of understanding Accept challenge and aim high
<b>Community</b>	Communicate regularly with parents, carers and the local community to build positive relationships and encourage students to contribute within and beyond the school gates where possible.	Act responsibly Represent Barnhill positively Be smart and wear the correct uniform in the correct way and with pride Respect the environment (no littering)

**Our aims are to:**

- Create a positive culture that promotes excellent behaviour, through the consistent application of our behavior policy that reflects our ethos and values, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Outline the expectations and consequences of behaviour.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## Roles and Responsibilities

<b>Students</b>	<ul style="list-style-type: none"> <li>● Always be their best. Taking <b>responsibility</b> for their own conduct and adherence to the behaviour policy.</li> <li>● Uphold the <b>Barnhill Standards</b> and commitment to the <b>Home School Agreement</b> as detailed in planners.</li> <li>● Move around the school quietly and safely, keeping to the left and staying within designated areas during break and lunch times.</li> <li>● Observe line up protocols (no talking, straighten uniform).</li> <li>● Take pride and be recognised for exceeding expectations! We want to celebrate and share their success.</li> </ul> <p><i>During form time all pupils' year 7-11 will complete the behaviour curriculum where we will explicitly discuss behaviour expectations broken down into steps of what we would like to see and why.</i></p>
<b>Staff</b>	<ul style="list-style-type: none"> <li>● Consistently apply the school behaviour policy including rewards as well as sanctions.</li> <li>● Model the high expectations and the school ethos of Respect, Wisdom, Aspiration &amp; Community.</li> <li>● Strive to build positive and productive working relationships with students.</li> <li>● Adhere to support strategies laid out in Reports, Learning profiles, medical needs.</li> <li>● Provide purposeful feedback.</li> <li>● Address all members of the school community with courtesy and respect.</li> </ul>
<b>Parents/ Carers</b>	<ul style="list-style-type: none"> <li>● Commit to the <b>Home School Agreement</b> as detailed in planners.</li> <li>● Ensure their child attends school every day and arrives on time and informs the school of any absence.</li> <li>● Ensure their child is wearing the correct uniform and is fully equipped every day.</li> <li>● Ensure their child completes all homework.</li> <li>● Attend all parents' evenings.</li> <li>● Take responsibility for the behaviour of their child both inside and outside the school.</li> <li>● Work in partnership with the school to maintain high standards of behavior.</li> <li>● Ensure their child attends any sanctions that may have been imposed. This may require rearranging, canceling or postponing after school appointments to ensure the student is able to serve the sanction in a timely manner.</li> </ul>
<b>Governors</b>	<ul style="list-style-type: none"> <li>● Regularly review the content and application of the behaviour policy in consultation with staff and parents and ensure that it is effectively communicated to students.</li> <li>● Monitor to ensure high standards are being maintained.</li> </ul>



	<ul style="list-style-type: none"> <li>Late to school</li> <li>Truancy from lesson- Anything from 15- minutes to the whole lesson-without a note/email</li> <li>Truancy from school</li> </ul>	<p>Report run daily- any pupil over 10 minutes late a day will receive a C2 late to lesson detention</p> <p>Pupils receive a late to school lunch time detention- 30-35 minutes to ensure they can get food and use the toilet- Students should be in your form for 8.20</p> <p>Repeated late to school will receive a C3 persistent late to school- or further pastoral sanction where many interventions have failed.- Same is followed for late to lesson</p> <p>If pupils are absent from your lesson and you see they have been marked in please call on call and let them know- so we can locate them.</p> <p>C3 Truancy from lesson: 2-hour detention - make sure you add detail on SIMS</p> <p>Supervised lunches and break C3 Truancy- further escalation could be possible.</p>	<p>Data and pastoral team</p> <p>Pastoral team to log on SIMS</p> <p>Staff to log on SIMS and call ON CALL</p>
	<p><b><u>Playground and Line up behaviour</u></b></p> <ul style="list-style-type: none"> <li>Talking in line up- after the whistle</li> </ul>	<p>C2 can be given by classroom teacher- as the line leader would have told the pupils on many occasions that the whistle was going and they needed to stop talking and be ready for lesson.</p>	<p>All staff log on SIMS</p>

	<ul style="list-style-type: none"> <li>Poor transition to lesson and corridor behaviour including shouting in the corridor, physical contact causing annoyance, not walking with purpose to lessons.</li> <li>Poor toilet behaviour- including being in the toilet for long periods of time, damage to any property in the toilet, more than one student being in a cubicle.</li> <li>Poor behaviour in the playground- Including not following staff instructions, Being in prohibited places- stair by the dance studio.</li> <li>Graffiti/damage to school property littering</li> <li>Eating in the corridor</li> </ul>	<p><b>Pupil will receive at C2- However this can be escalated depending on the severity of the incident- please log on SIMS and the pastoral team will support</b></p> <p><b>As Above</b></p> <p><b>As Above</b></p> <p><b>As above- pupils may receive community service to give back to their community or paying costs of the items they have damaged. Pupils asked to pick litter up.</b></p> <p><b>Remind students to put the food away</b></p>	<p><b>All staff</b></p>		
	<p><b><u>Phone</u></b></p> <ul style="list-style-type: none"> <li>Phone being seen or heard- on school site without permission</li> </ul> <p><i>"All pupils are allowed to have mobile phones with them on-site. Key stage 3 and 4 pupils are not permitted to use mobile phones during the school day. If they are seen or heard, they will be confiscated.</i></p> <p><i>The only exception is with the agreement of their teacher for emergency use, which should be done in a staff member's office- or with the staff member</i></p>	<p><b>Phone confiscation</b></p> <p><b>Escalation of phone confiscation</b></p> <p><b>In a half term</b></p> <table border="1" data-bbox="847 1908 1246 2042"> <tr> <td data-bbox="847 1908 938 2042"><b>1<sup>st</sup></b></td> <td data-bbox="938 1908 1246 2042"><b>Remind and confiscate-Phone handed back to pupil from Student services</b></td> </tr> </table>	<b>1<sup>st</sup></b>	<b>Remind and confiscate-Phone handed back to pupil from Student services</b>	<p><b>Staff to log on SIMS- Phone handed to Student services</b></p> <p><b>Student services monitor the times phones have been escalated.</b></p> <p><b>Pastoral team to</b></p>
<b>1<sup>st</sup></b>	<b>Remind and confiscate-Phone handed back to pupil from Student services</b>				

	<p>where an office is not available.</p> <p>Pupils bringing them into school do so at their own risk.”</p>	<table border="1"> <tr> <td data-bbox="831 215 943 264"></td> <td data-bbox="943 215 1262 264">C1 detention given</td> </tr> <tr> <td data-bbox="831 264 943 376">2<sup>nd</sup></td> <td data-bbox="943 264 1262 376">Confiscate- and- detention- C2- handed back to pupil from SS</td> </tr> <tr> <td data-bbox="831 376 943 528">3<sup>rd</sup></td> <td data-bbox="943 376 1262 528">Confiscate, C3 detention and letter- Handed back to parent or carer</td> </tr> <tr> <td data-bbox="831 528 943 741">4<sup>th</sup></td> <td data-bbox="943 528 1262 741">Confiscate and parental meeting to organise phone being handed in each day. - Handed back to parent or carer</td> </tr> </table>		C1 detention given	2 <sup>nd</sup>	Confiscate- and- detention- C2- handed back to pupil from SS	3 <sup>rd</sup>	Confiscate, C3 detention and letter- Handed back to parent or carer	4 <sup>th</sup>	Confiscate and parental meeting to organise phone being handed in each day. - Handed back to parent or carer	<p>send letters out and organise meetings</p>
	C1 detention given										
2 <sup>nd</sup>	Confiscate- and- detention- C2- handed back to pupil from SS										
3 <sup>rd</sup>	Confiscate, C3 detention and letter- Handed back to parent or carer										
4 <sup>th</sup>	Confiscate and parental meeting to organise phone being handed in each day. - Handed back to parent or carer										
	<p><b><u>Extreme defiance</u></b></p> <ul style="list-style-type: none"> <li>• Including: Swearing, Failure to hand phone over, Racist, homophobic, transphobic, biphobic abuse</li> <li>• Physically or verbally abusive against each other pupil or member of staff</li> <li>• Sexual harassment, Sexual assault, Sexual violence</li> <li>• Walking away from a member of staff/including out of the RR</li> <li>• Persistent Failure to adhere to school rules</li> <li>• Actions that bring the school into disrepute</li> <li>• Bullying- verbal, physical (Behaviour you have seen- Several times on purpose)</li> </ul>	<p><b>If in lesson: Call on call for student to be removed to RR – If you feel that this is not needed, and the student can calm down in shadow, then please do this- and ensure the pastoral team know to pick up this incident to ensure it does not escalate.</b></p> <p><b>If in the corridor- seek support from SLT/DSLs or PSM- or log on SIMS for them to be picked up.</b></p> <p><b>Consideration of Suspension (Internal or External) &amp; interventions</b></p> <p><b>Victim sent to PSM or RR to get further support.</b></p>	<p><b>Serious incidents - log on My concerns to inform Safeguarding Team AND see them</b></p>								

	<p><b><u>Behaviour in lesson</u></b></p> <ul style="list-style-type: none"> <li>• Refusal to complete classwork or lack of effort/engagement (head on desk)</li> <li>• Answering back/ Calling out- Being rude to staff</li> <li>• Inappropriate use of ICT</li> <li>• Poor response to a sanction</li> </ul>	<p><b>Remind, Reflect, Remove</b></p>	<p><b>ALL staff</b> <b>Log on SIMS</b></p>
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*Logging Sanctions in lesson*

Staff follow a TWO warning system.

Write the names on the board to ensure pupils are aware if they have been given a warning.

In the event of continued disruption and failure to follow instruction, student must leave the classroom [summon 'On Call' and remove to shadow timetable, if available, or Referral Room, for one period AND serve detention after school.

Teachers should aim to speak to the pupil before the next lesson to reset expectations and avoid repeated behaviour issues. If not possible as core or lesson the next day or you are teaching seek support from the pastoral team

All pupils must receive TWO warnings prior to a lesson removal.

It is important to log information.

Each classroom should have **Remind, Reflect and Reward** on their boards. Please see DHT behaviour if you need these.

	<b>Conversations</b>	<b>Action</b>
<b>Remind Warning 1</b>	Discreetly remind the student of desired behaviour	Reminder for the student Write their name on the board
<b>Reflect Warning 2</b>	If the behaviours persist: Inform the student they will be given 5-minute reflection time to give them the opportunity to regulate their behaviour  Further failure to comply will result in escalation to removal	Write student's name on the board and add <b>C1</b>
<b>Remove</b>	If the behaviour persists the student will be removed from the lesson.	Summon on call* to collect student to be taken to either shadow timetable or Referral Room  (*press the Emergency Alert on the right top hand side of SIMS or send another student with your green card to student services)  Log <b>C2</b> : <i>Removed to shadow</i>

Please see example scripts below to issue warnings:

<p><b>Warning 1</b></p> <p><i>[Pupil name], your behaviour is disturbing your learning and your peers by [specific reason for the warning]. You cannot do this because [reason, e.g., it is stopping you from working and is disturbing others from learning]. I cannot allow you to do this, so I am giving you a warning. Do you understand?</i></p> <p>The pupil's name should be written on the board in the '<b>Remind</b>' section- so pupil is aware</p>
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**Warning 2** Repeat the process exactly as above, but with the phrase 'I am giving you a second warning.'

The pupil's name should again be written on the board under '**Reflect**' and they should be given 5 minutes (no more) outside of the classroom to self-regulate.

### Remove

If there is further disruption, the student should be removed from the lesson:

*[Pupil name] you have further disturbed learning by [specific reason for the warning]. You cannot do this because [reason]. Unfortunately, you have ignored the two previous warnings I have given you so now I will be summoning On Call to collect you.*

Then ask them to wait outside the classroom for on call

*If you remove a pupil from your lesson –please ensure that you have a restorative conversation with them before the next lesson. - this could be in their detention that they sit for the removal. If you need support as you do not have any time before then please let the pastoral team know so they can support the organisation of this. These conversations are so important to help the pupils self regulate and understand the boundaries and build positive relationships*

*Reflective conversation [Prompts](#)*

[Further reading](#) for restorative conversations

*Logging Sanctions out of lesson*

SIMS logging behaviour- [Use this easy step by step guide to support this](#)

Calling home

When you call home-please log on SIMS- [Use this easy step by step guide to support this](#)

*Praise and Rewards*

### Logging Praise in lesson

Right click from your register and add the point- For out of lesson follow the same method as logging behaviour.

	Conversations	Action
<b>Reward: P1</b>	This can be given for good work completed by students which is based on our values. Narrate the positive	Write their name on the board  Log <b>P1</b> : Values [which one]
<b>Reward: P2</b>	Excellent class work/effort and or homework. Excellent attitude to learning  Narrate the positive – what [pupil name] is being recognised for	Public praise for the student  Log <b>P2</b>
<b>Reward: P3/P4</b>	Outstanding work/effort or homework Outstanding attitude to learning	Postcard written to them  Log <b>P3</b> or <b>P4</b> as appropriate

	Public praise/showing of the pupils work / highlighting effort	
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The rewards system for all years will be based on students collecting praise points.

Staff can award praise points **for things which EXCEED expectations**, or show **consistent level** of effort/work

(i.e., staff should not award a point for having correct equipment, however, may award a point at the end of a term for students always being fully equipped and ready to learn).

Postcards can be collected from Student Services or SLT pastoral leads.

**Praise and sanctions should be visible in all classrooms as per the Remind, Reflect, Reward posters and on Milestone Certificate Wall Charts in all Tutor Group rooms.**

## **Rewards**

<b>Weekly</b>	<b>Half Termly</b>	<b>Termly</b>
<ul style="list-style-type: none"> <li>● P3/4 Postcard-</li> <li>● Achievement texts sent home for those achieving a high number of praise points or doing well in lessons</li> <li>● Postcard swap shop- where pupils can exchange postcards (10) for prizes at student services (every Friday)</li> <li>● Privilege Lunch 'fast pass'- entitling pupils to skip the canteen queue- for praise points or going above and beyond with the school ethos [HOY/PSM/SLT]</li> </ul>	<ul style="list-style-type: none"> <li>● Each half term the form in each year group with the highest net praise points receives a pizza party of their choice.</li> <li>● Good attendance receives an attendance award.</li> <li>● Each half term students will have a rewards assembly and receive certificates for the following: <a href="#"><u>Certificate Summary</u></a></li> </ul>	<ul style="list-style-type: none"> <li>● Subject Awards</li> <li>● HOY/PSM awards - with student able to win certificates, vouchers, and I Pads</li> <li>● Attendance awards and badges</li> <li>● Awards Week at the end of each term including lunch with headteacher</li> </ul>

*Interventions including Alternative to Exclusion and Escalation procedure*

A list of the interventions, provided by the school, internal and external can be found in the link [Interventions](#)

### **Key interventions that require teacher engagement**

#### **Report Cards**

Report cards are used to support pupils in regulating their own behaviour. They allow tutors, Heads of Year, Pastoral support Managers and/or Leadership along with parents/carers to monitor pupils' behaviour more closely. This will be a physical report card or an online report card if needed as a reasonable adjustment- (you will be made aware)

The following report cards can be used: Subject Report, Tutor Report, Head of Year Report and HSSP- Home School support plan- HSSPs are plans created with the pupil, parent, HOY/PSM and where applicable the SENDCo, Assistant Headteacher and Deputy Headteacher.

All reports should be reviewed daily with the assigned report lead- who will share targets and information with parents

Students on HSSP will meet fortnightly with the parents and teachers. The minimum time a pupil will be on report is 10 days- the expectation is that they pass with 4/5s during this time. If a pupil fails a report they will move up to the next level, parents will be kept informed of their child's progress whilst they are report. If a report is failed for any reason, the person who set up the report must arrange for an in-person meeting at school, following which the student will be given another 10-day report as an opportunity to correct their behaviour before they escalate to a higher report.

Any student who has been suspended from school will go on report for monitoring. The same applies for one off extreme defiance incidents.

Colour report	Level and reporting to
Green	Form tutor
Yellow	HOY/PSM
Red	SLT
Blue	HSSP Long term behaviour support

### Communication with Parents

Barnhill Community High School believes strongly in the power of working in close co-operation with parents and carers. The school will seek to involve parents/ carers actively on behaviour for learning issues. Including early involvement, phone calls, letters and emails, all students/ staff signing the home/school agreement. If you communicate with parents this needs to be logged on SIMS as an Initiative. Step-by-step instructions on how to do this are here: [SIMS Initiative Screenshot Training](#)

### Referral Room

The referral room is an area where pupils can still engage in the curriculum. Teachers will set you work and expect it to be handed in to ensure you do not fall behind with your work. And the transition back into lesson is easier. We insist that on high standards of respect and manners and the referral room is a safe place where pupils can reflect on their behaviour and self-regulate to ensure they make the correct choices moving forward.

The inclusion manager will email asking for work for any pupil you may teach that day who is in Referral room- please ensure this is sent without delay- this could be online or physical copies.

### Saturday detentions

Students may be requested to come into school on a Saturday to complete a detention of up to 3 hours. This is a supportive method where the student can get 1:1 support and help them regulate their behaviours- This detention will be taken by senior staff.

## **Suspensions (Internal and External)**

No suspension will be made without careful consideration and an investigation of the incident or incidents leading to it. The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics and to give particular consideration to pupils from groups who are vulnerable to exclusion. There should always be early intervention when a pupil displays disruptive behaviour; the causes of that behaviour, which may be the result of unmet needs, should be sought and followed up as appropriate by possible recourse to external multi-agency assessment. There should be an agreed strategy for the re-integration of pupils after fixed term exclusion, parents/carers must attend this meeting. Only the Headteacher has the power to impose a fixed term or permanent suspension.

Pupils may have a phased return to lessons after any suspension to help them successfully return to lessons.

## **Other External Provisions**

Other external provisions may be considered in conjunction with parents for any student who may benefit from this. This can include periods of time at Alternative provision.

### *Lesson Transition protocol*

*To facilitate calm corridors and ensure students arrive at their lessons promptly we expect the following from all students:*

- Coats off and blazer on
- Walking quietly and with purpose, keeping to the left
- Using the one-way systems during high traffic periods

### **Classroom entry protocol**

- Teacher stands on the threshold to welcome students - narrates the positive and challenges minor issues succinctly
- Students place pencil case and planner on the desk in front of them
- Students write THUDS and start the DO NOW
- Silent do now
- Retrieval based 'do now' completed under timed conditions (5-10 mins).
- Teacher narrates the positive and writes names on the board
- Teacher takes the register and logs lates.
- Teacher circulates to find common misconceptions.
- Clean Finish – mark with green pen.
- 

### *Classroom exit protocol*

- 5 minutes before the end of the lesson the students answer the exit question in green pen.
- Pupils then pack away. The teacher checks the room for graffiti and litter.
- Pupils stand in silence behind chairs holding coats.
- Teacher stands on the threshold and dismisses row by row until the end of change over.

### *Time Out Card protocol*

- Pupil asks to use a timeout card. Teacher allows the pupil to stand outside the classroom for a maximum of 5 minutes.

- If a pupil requires further assistance, the student goes to Medical room/PSM.-Click on call who can follow this up.  
[Time out card list](#)

## SEPTEMBER 2024: [Behaviour Stages & Escalation](#)

Pupil behaviour is tracked and monitored carefully. Each week all praise and warnings are analysed by HOY/PSM/SLT and pupils who meet a threshold of negative points will receive an intervention- this ranges from a parental meeting to AP external sessions. This threshold is called behaviour stages. This will help support those pupils who are struggling repeatedly to follow the school rules- and reward those that do.

Form tutors will share praise points and net points fortnightly in form time.

### *Uniform*

Item	Style	Additional information
School Blazer	Maroon with logo	Available from Vicky's*
School Tie	Colour of stripe denotes year group	Available direct from the school <b>£5</b>
Shirt	White button neck	No open collars
Trousers	Black full length tailored trousers	No shorts or cropped trousers
Skirt	Plain black –At least knee length	Pleated design preferred
Shoes	Plain black	No boots, canvas shoes, trainers or backless shoes. No high heels or platforms
Headscarf <i>Worn for religious reasons</i>	Plain black	White headscarves can be worn during the summer term to keep cool
Socks/Tights	Black, white or neutral	No other colours or patterns
School Jumper (optional)	Black with logo	Available from Vicky's*
School Bag- From Sep 2024	Rucksack style only	A4 size, Waterproof, No handbag style

### PE Kit

Item	Style	Additional information
School Polo shirt	Black with logo	Available from Vicky's
School sweatshirt	Black with logo	
School House T-Shirt	Plain crew neck t-shirt in house colour	
Football socks	Plain black	
Short socks/trainer liners	Black or White	
Trainers	Plain	
Gloves (optional)	Plain black	
Hat (optional)	Plain Black	

\*Vicky's is our uniform supplier which is on Yeading lane

### Supplementary Uniform Rules

- Students are not allowed dyed, or multi-coloured hair or styles that are offensive e.g. shaved/partially shaved heads.
- Painted or acrylic nails are not permitted.
- False Eyelashes or makeup are not permitted.
- Jewellery/ Piercings: no jewellery may be worn in school with the exception of a watch (which is not a SMART watch) and a pair of small studs.
- Trainers are only to be worn for PE unless we are provided with a doctor's certificate giving a medical explanation

### Equipment List

School bag compulsory for year 7-11

School Planner (Provided by the school)

3 black pens (minimum)

2 green pens (minimum)

2 sharpened pencils

1 eraser

1 pencil sharpener

1 ruler

1 glue stick

1 highlighter- September

1 scientific calculator (optional)

Colouring pencils (optional)

1 pencil case (should be transparent design in year 10 and 11)

Equipment and uniform are checked daily by form tutor by ensuring planners and pencil cases are on the table.

On Monday each week this is a 'deep dive' equipment inspection.

Students with incorrect uniform or insufficient stationery will be sent to PSM/Student services to rectify this.

Repeated 'offences' [3 or more occasions within a half term] will result in a C2 detention.

Pupils can purchase stationery items on Tuesdays and Thursdays outside student services.

Time	Year Groups	Announcements
September 2024 Whistle blown- 8.15 Checks begin Countdown and final whistle at 8.20 Students line up in alphabetical order Pupils led to form/assembly	7,8,9,10,11	Check uniform and messages from the previous day  Impart positive messages to start the day

Whistle blown 10.15/12.55 Checks begin Countdown and final whistle at 10.20/13.00 Pupils led to lesson	7,8	
Whistle blown 11.15/13.55 Checks begin Countdown and final whistle at 11.20/14.00 Pupils led to lesson	9	

## **Detention Protocol**

Every action has a consequence. We strive for these to be positive consequences. We are aiming to support our students to develop the necessary level of personal responsibility required to be successful now, and in their future lives. If students make a mistake, then detentions are set on the following day that the incident has occurred.

### **What if a student has more than one detention?**

If a pupil has more than one detention It will be escalated by HOY/PSMs- This could be to a C3 or time in RR.

All detentions need to be **added by the end of the day to SIMS** in order for them to be added to the system

**All staff need to bring pupils down to the canteen for the detention at the end of Period 5- Emails will be sent by SPA in the day-If you teach P6 please reply to the email and let SPA know**

### *Banned Items*

The following items are not permitted on the school site: **knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers and vaping/e-smoking materials, fireworks, pornographic images**, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may be used in such a way as to compromise safety.

If a teacher suspects that a pupil is carrying a banned item, they should refer this to the DSL/HOY/ SLT member. Parents/carers will be contacted about a search.

### *Use of Force -positive handling*

School staff have the power to use **reasonable** force when it is necessary to do so, either to restrain or control pupils to prevent them from hurting themselves or others.

Staff should enlist the support of the pastoral team or SLT in the event of intervention requiring use of force. This is because pastoral staff are trained in positive handling.

The school will never use force as a punishment for inappropriate behaviour, or use force beyond that which is reasonable and proportionate in response to a given situation.

Adjustments will be made where necessary for disabled pupils and pupils with SEN.

In the unlikely event following any serious incident in which the use of force is required, the headteacher must be informed. The school will report this to the parent(s) of the pupil(s) concerned. Any complaint

relating to the use of force against a student will be investigated thoroughly.

### *Duty Protocols*

**Notify SPA** at the earliest opportunity of any timetable clashes or duties you are unable to attend

**If you have a planned absence please arrange cover or a swap and inform SPA**

Whilst on duty staff are expected to:

- Arrive **on time** wearing a **high vis** jacket.
- Stay for the **whole duration** of the duty and remain **vigilant**.
- **Actively patrol** the immediate vicinity and engage in conversations with students.
- Challenge any students inside the building during their break (except canteen or library areas).
- Encourage students to attend line ups when the whistle sounds.
- Alert a colleague with a radio if there is an incident to summon SLT or log on G4S following an incident.
- Staff should **not use mobile phones** (except to check the time) when on duty

Arrangements for use of the field during the summer term will be communicated at the time

Any school events which affect normal duties will be communicated as appropriate

Wet break arrangements will be notified via tannoy announcement

### *On Call Protocol*

- Collect Radio from reception if you do not have one.
- Collect folder from Student services of lessons to visit
- Circulate around the building supporting any staff where there could be pupils outside- support the re set
- Return radio to reception at the end of on Call
- No meetings should be booked during this period and cover should be sorted for known absence.

### *Break and Lunch Duty Protocol*

#### **Break**

<b>When</b>	<b>What</b>	<b>Who (Job Title)</b>
<b>10.00-10.20</b>	Duty checker checks if staff are on duty and radios reception if staff are not there on time	Duty Checker
<b>11.00-11.20</b>	Emails will be sent to staff not on duty or late to duty	
<b>10:15/11.15</b>	Line leaders arrive –shortly followed by teachers	Line leaders SLT/HOY/PSM

#### **Lunch**

<b>When</b>	<b>What</b>	<b>Who (Job Title)</b>
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<b>12:20</b> <b>13:20</b>	Where possible, staff arrive at their duty point <b>prior</b> to the start of duty.	Staff on duty
<b>13:10</b>	Year 9 released to canteen. Teachers remain with them to supervise. Students can purchase and eat food in the canteen	Class teachers
<b>13:20</b>	Late lunch starts Y9 students may leave canteen (reminder not to eat in corridor) Y10 & Y11 released for lunch and staff make their way to duty point	Staff on duty
<b>12:50</b> <b>13:50</b>	Students are asked to leave the canteen and return to their allocated area. Remind students not to eat in corridor	Staff on duty

<b>Name of Duty</b>	<b>Location</b>	<b>Further details</b>
Canteen (Entrance/Queue)	Canteen Queue	Monitor 6th formers/Silver/Gold ties going to the front. Pupils need to be single file, shoulder against the wall. Students seen pushing in or misbehaving in the queue should be sent to the back
Canteen Turnstile	Turnstile	Support canteen staff to ensure orderly entry through the turnstile
Inside Dining Hall	Dining Hall	Circulate the canteen <ul style="list-style-type: none"> <li>- Ensure students clear tables and put all rubbish in the bin</li> <li>- Ensure students are sat down eating</li> <li>- Prevent students congregating</li> <li>- Keep an eye on the students outside at picnic tables</li> <li>- Challenge students leaving with open food (no eating in corridors)</li> <li>- 5 minutes before the end send pupils to line ups/lessons.</li> </ul>
Yr 11 Area	Front playground	Ensure students are behaving appropriately Ensure students remain in the playground and do not stray into unsupervised areas Direct students to lessons from 11:15/13:55
Year 7/10 Playground	Back Playground closest to Technology	Ensure pupils are all following rules. Support getting students to lessons from KS3- 10.15/12.55 KS411.15/13.55  Circulate and ensure pupils are not entering the building unless to go to the toilets or the canteen. Patrol the stairs leading to maths corridor by the dance studio

Year 8/9 Playground	Back Playground closest to music stairs/sports hall	<p>Ensure pupils are all following rules. Support getting students to lessons from KS3- 10.15/12.55 KS411.15/13.55</p> <p>Circulate and ensure pupils are not entering the building unless to go to the toilets or the canteen</p>
Boys Toilets	Opposite G53	Open the door- Key can be retrieved from student services. Only allow 4 pupils in the toilets at once. -5 Minutes before the end of break send students to line up/lessons. Clear the toilet and lock it.
Girls Toilets	First floor- opposite F53	Open the door- Key can be retrieved from student services. Only allow 4 pupils in the toilets at once. -5 Minutes before the end of break send pupils to line up/lessons. Clear the toilet and lock it.
G corridor	In between 2 playgrounds	<p>Ensure pupils do not enter building - access to toilets and canteen via sports hall/music stairwell entrance</p> <p>Actively patrol, particularly stairwell near library</p>
Entrance to music block stairs	Entrance to music block by year 9 playground.	Ensure no pupils are on the stairs- girls can use the stairs opposite the hall to go to the toilet
The Cage		Only enter when staff member is there- and will allow students on who are in trainers-If pupils are in there- they SLT/HOY to be called to support and ensure all pupils are removed from the area.
The Astro		Only enter when staff member is there to supervise and will allow students on who are in trainers. If pupils are in there- they SLT/HOY to be called to support and ensure all pupils are removed from the area.
End of school Gate	Yeading lane	<p>Ensure pupils exit in a calm manner as they are still representing the school. Pupils need to leave the site immediately or a sanction can be given.</p> <p>If you are at Yeading lane gate then please ensure students only wait on the grass.</p> <p>If the crowd becomes too bust- (particularly thurs/fri) then stop students coming out the gate until the lights are red and pupils can cross.</p>
End of school Bus Stop	140 bus stop outside flats- close to the shops	Ensure pupils are lined up single file against the railings and not sitting in the bus stop to ensure that members of the public can get

		<p>passed. When the bus comes ensure orderly line onto the bus-supporting the driver with how many pupils to let on</p> <p><u>Ensure all gates are locked on your way back into school</u></p>
End of school Shops	Yeading lane Shops	<p>Ushering pupils on to the end of the road so they are not waiting and blocking the pavements.</p> <p><u>Ensure all gates are locked on your way back into school</u></p>
Detention Duty	Canteen	<p>SLT member to ensure that handwriting practice and <a href="#">reflection</a> sheets are given to all pupils to complete- these must be completed before students complete any other work. pupils will not be able to go until this is complete. Students keep their reflection sheet and hand in the letter which goes to SIR who will distribute these to teachers.</p> <p>Ensure pupils are spread out- once they have been marked in and patrol the space ensuring pupils are working.</p> <p>No toilet in the first 30 minutes of detention and then one at a time pupils can go- anyone taking too long will have that time added on to the end of their detention.</p>

Acronym	Meaning	Additional notes
SLT	Senior leadership team	
HOY	Head of Year	<p>Year 7 –Mr Matt Millington-King</p> <p>Year 8- McKenzie Howell</p> <p>Year 9 - Ahmed (Kani) Abdullahi</p> <p>Year 10- Natalie Clarke</p> <p>Year 11 - Simon Watton</p>
PSM	Pastoral support manager	<p>Year 7 - Dee Gill</p> <p>Year 8- Josephine Aldous</p> <p>Year 9 - Saba Melake</p> <p>Year 10- Lynne Dixon</p> <p>Year 11 -Sabrina Connage</p>

		PSMs will progress with year groups through their Key Stage. 7-9 and then 10-11
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