



## **The Tiffin Girls' School**

### **BEHAVIOUR FOR LEARNING POLICY**

**REWRITTEN June 2025**

1. The Tiffin Girls' School (the School) vision is that 'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise.' This is underpinned by our three core values of; Community, Love of Learning and Character. As such, all members of our community are committed to contributing to the ethos of the School in a responsible and meaningful way.
2. This policy is comprised of the following sections:
  - A. Ethos – aims and practice
  - B. Roles and responsibilities
  - C. SEND and safeguarding
  - D. Expectations of behaviour
  - E. Rewards – principles and practice
  - F. Sanctions – principles and practice
  - G. Other specific school behaviour guidance
  - H. Attendance and punctuality
  - I. School uniform
  - J. Wider guidance to inform the application of the policy
3. This policy should be read in conjunction with the following policies: AI Policy, Safeguarding Policy, Prevent Risk Assessment, Attendance Policy, Equality Scheme, Equality, Diversity and Inclusion statement and Policy, Examinations Policy, Safety Policy, Teaching and Learning Policy, Suspension and Permanent Exclusion Policy, Substance Abuse Policy, Anti-Bullying Policy, Student Restraint Policy, Discrimination Incident Policy, Uniform Policy, SEND Policy, E Safety Policy, Online Safety Policy, IT Acceptable Use Policy, Supporting students with medical conditions at school, Complaints Policy and the Data Protection Policy.
4. This policy should be read in conjunction with the following guidance:

Department for Education:

  - Behaviour in Schools Advice for headteachers and school staff (February 2024)
  - Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)
  - Keeping children safe in education (September 2024)
  - Searching, Screening and Confiscation (July 2023)
  - Behaviour and discipline in schools Guidance for governing bodies (September 2015)
  - Arranging Alternative Provision A Guide for Local Authorities and Schools (February 2025)
  - Mobile phones in schools (February 2024)
  - The Equality Act 2010
  - Use of Reasonable Force in Schools (April 2025)
  - Supporting pupils with medical conditions at school
  - Special Educational Needs and Disability Code of Practice

Other:

  - JCQ - AI Use in Assessments: Your role in protecting the integrity of qualifications (2025)
  - Prevent duty guidance (Home Office, 2024)

## A. ETHOS

### Aims

5. This policy aims to:
- clearly define the expectations we have for each member of the School community
  - promote a consistent approach to the management of behaviour throughout the School
  - promote equal opportunities
  - encourage a positive and supportive atmosphere for learning and teaching so that students can thrive and engage positively with new experiences and understanding
  - recognise and celebrate the achievements of all students within the School whether they are academic, sporting, creative or pastoral
  - nurture compassion, kindness, initiative and charity within our community
  - encourage learning for life; promoting the seamless blending of a positive attitude, personal resilience and rounded knowledge and skills to succeed in a variety of situations
  - cultivate an appreciation that we can impact or influence others experience in many ways and that we should be mindful of our presence and actions as part of a School community
  - encourage engagement that is perceptive and allows students to act considerately within the world around them
  - encourage respect for the physical environment; recognising the importance of sustainability, the impact of the environment on our learning, and the legacy of decisions and actions on our physical world
  - foster a culture of mutual respect and tolerance between all students and staff and those in the wider community; including those with protected characteristics and those who are part of our LGBTQ+ community and also our neurodivergent students
  - outline our School expectations for appropriate and considerate communication between all groups of students and staff both in person and online, so that language is not used in a way that demeans people's gender identification, sexual orientation, cultural and religious beliefs or their learning difficulties or disabilities
  - foster a willing participation in demonstrating and applying the principles and expectations of our School wide policy for successful behaviour for learning
  - promote an understanding that sanctions put in place are there for the whole School community and ensure a mutually respectful and supportive environment is maintained

### Practice

6. This policy has a wide scope. Its values and expectations are applied during the school day and beyond. The scope of the policy is defined by the space in which the behaviours exist. That is in a physical or digital environment both inside or outside of school. In a digital sense, behaviours exist in school and out of school through the use of digital technologies including the hardware itself, being 'online', social media, gaming or using artificial intelligence. Regardless of the location of the behaviour the ethos and expectations of the school still apply.
7. The School is committed to ensuring that all staff, students and parents/carers who visit our site are safe and that they can be confident in how others will interact with them. Where there are health threats that impact on the whole school community, it is expected that all members of the school community will follow relevant guidance and rules as communicated to all staff, students and parents/carers as and when necessary.
8. As a community we implement good behaviour for learning through the following:
- At the start of each academic year, all students and staff share our behaviour for learning aims and consider how these are realised within our School community
  - Teaching, support staff and student leaders accept their responsibility actively to demonstrate the Behaviour for Learning policy in practice as is appropriate for their role

- Students, parents/carers and staff will have access to the Behaviour for Learning policy through the following forms: staff handbook, on the School website and in student planners
- The Home-School Partnership is outlined to new parents/carers and students on admission to the School and this reflects our expectation that key policies are upheld by all members of the School community

## **B. ROLES AND RESPONSIBILITIES**

### The Governing Board

9. The Governing Board (GB) is responsible for:
- Reviewing and approving the written statement of behaviour principles
  - Reviewing this behaviour policy in conjunction with the headteacher
  - Monitoring the policy's effectiveness
  - The GB is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation

### The Headteacher

10. The Headteacher is responsible for:
- Reviewing this policy in conjunction with the governing body
  - Giving due consideration to the school's behaviour principles
  - Approving this policy
  - Ensuring that the school environment encourages positive behaviour
  - Ensuring that staff deal effectively with poor behaviour
  - Monitoring that the policy is implemented by staff consistently with all groups of students
  - 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 students 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 students both sanctions and support when necessary
  - Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### Staff

11. All staff are expected to consistently address behaviour that does not meet our expectations. Behaviour management skills are developed through continuing professional development and staff are supported by the Senior Leadership Team.
12. Staff are responsible for:
- Creating a calm and safe environment for students
  - Establishing and maintaining clear boundaries of acceptable student behaviour
  - Implementing the behaviour policy consistently
  - Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
  - Modelling expected behaviour and positive relationships
  - Providing a personalised approach to the specific behavioural needs of particular students

- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations
- The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents

### Parents and carers

#### **13. 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, while 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

### Students

#### **14. Students 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 and other relevant school policies e.g. IT Acceptable Use Policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students 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 students who are mid-phase arrivals

## **C. SEND and SAFEGUARDING**

### SEND

- 15.** The school recognises that some students with SEND may require reasonable adjustments to school-wide expectations to enable them to meet these standards successfully. These adjustments will be considered on an individual basis, informed by the student's assessed needs and in consultation with parents/carers, the student, and relevant professionals, including the SENCo. Details of reasonable adjustments will be documented and communicated to all relevant staff. Examples of potential adjustments may include movement breaks, adapted uniform requirements (in line with the Uniform Policy), or alternative methods of communication.

16. When responding to misbehaviour, staff will do so predictably, promptly, and assertively, in accordance with this policy. However, when a student with known or suspected SEND is involved, staff will consider whether the behaviour may be linked to their individual needs.
17. Staff will make use of their professional judgement to reward behaviours and accomplishments, ensuring that the range of methods of reward is inclusive and accessible to students with diverse needs. Staff will be mindful that some students with SEND may benefit from more frequent and explicit reinforcement of positive behaviours.

#### Safeguarding

18. The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.
19. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
20. 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.
21. Please refer to our child protection and safeguarding policy for more information.

#### **D. EXPECTATIONS FOR BEHAVIOUR**

At the School we have the following expectations for behaviour.

22. All students will:
  - Show mutual respect for fellow students and staff
  - Communicate appropriately and be mindful of the impact that language choices can have on others
  - Show respect for the School environment by keeping it tidy
  - Be prepared to learn including ensuring that digital equipment is ready to use
  - Listen to and follow instructions given by teachers
  - Be respectful of others' property and that of the School
  - Dress smartly for School, adhering to the School uniform expectations for 7-11 and Sixth Form dress code
  - Wear lanyards at all times
  - Move thoughtfully around the building by ensuring that they walk and do not run, adhering to examination signs, movement signs, keeping to the left on staircases, and opening doors for others.
  - Not bring prohibited substances or weapons into School or be under the influence of alcohol or drugs

#### Form time/ Assembly

23. Students will:
  - Arrive on time to registration and follow the correct procedures for being late to School
  - Participate positively in form time activities and assemblies, being attentive and respectful of others
  - Move in silence to assemblies and refrain from talking during assemblies

## In Lessons

### **24. Students will:**

- Be ready to participate fully in learning
- Arrive punctually and appropriately equipped for lessons
- Participate thoughtfully by not distracting others or talking over staff or other students
- Engage positively with all lesson activities and remain on task
- Submit homework by the due date
- Be courteous by letting a teacher know in advance of the lesson if they have not been able to meet the expectations for a specific task or bring an item of kit
- Follow the School rules for exiting classrooms where there are designated exits via stairwells
- Ensuring they are on time by changing quickly from PE lessons and packing up in a timely manner from practical subjects

## Outside of lessons/trips/events

### **25. Students will:**

- Adhere to School rules on access to rooms and storage of School bags in the canteen
- Eat only in the designated areas
- Ensure that public behaviour upholds the School's positive reputation
- Behave on all School Visits/Residential Trips as they would at School
- Students on residential visits are required to sign that they will adhere to our School expectations for behaviour

## Behaviour outside of the School Premises

- 26.** The School has high expectations of behaviour both on and off-site and students are expected to uphold and maintain the principles. The school has statutory powers to regulate the behaviour of students when they are off the school premises and not supervised by school staff. This applies to behaviour in the physical world and digital space.
- 27.** The school will apply appropriate sanctions to regulate off-site behaviour if it is felt that the school has been brought into disrepute.
- 28.** The School will always consider the context of its involvement and will take into account a number of factors before deciding to apply sanctions.
- 29.** This applies to the following:
- situations where the student(s) in question were wearing school uniform or otherwise readily identifiable as members of the school
  - if the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff - this includes cyber bullying)
  - when the behaviour in question is in the vicinity of the school i.e. on the way to or from school, outside the school gates or otherwise in proximity of the school
  - behaviour whilst the student is on work experience, taking part in a further education course as part of a school programme, or participating in another event organised by the school

## Digital Technology behaviour

- 30.** The school can issue behaviour sanctions to students for online misbehaviour when:
- It poses a threat or causes harm to another student
  - It could have repercussions for the orderly running of the school
  - It adversely affects the reputation of the school
  - The student is identifiable as a member of the school
  - A student is in breach of the policies associated with online behaviour and IT acceptable use
- 31.** Sanctions will be given out on school premises or elsewhere when the student is under the lawful control of a staff member including when they are using a school digital device or the school infrastructure including when a (school or BYOD) device accesses the school servers or cloud based systems.
- 32.** The school uses software to filter and monitor student digital behaviours on school systems and this information can be used as evidence when applying this policy.
- 33.** All students will:
- Only use their school devices when instructed to by a member of staff to support their learning. The devices must be charged and ready to use
  - To use all digital and smart devices as instructed by a member of staff
  - Communicate appropriately online, digitally and in person and be mindful of the impact that language choices can have on others
  - Use the school digital infrastructure safely and respectfully. This may be at the school or from outside of the school
  - Not to use any form of social media or gaming platforms on any school devices, systems or infrastructure
  - Not make use of mobile phones or smart devices within School unless authorised by a teacher
  - Use the digital resources suggested by the school and to use the applications that appropriated for their year group and age
  - Avoid engaging with various online platforms and tools that offer creative writing outlets such as 'Fan Fiction', simulated conversations, or mental health support unless approved by the school
- 34.** Student must not create, record (take) or use in any way digital information relating to an individual whether it be a member of staff, student, volunteer or any member of the school community without explicit permission and clarity as to how the data will be used. This may include imagery, voice or any other personal data.

## **E. REWARDS**

- 35.** As a School community, we see reward giving as an integral part of the feedback that young people receive in School life. Praise and rewards demonstrate the School community's appreciation of an individual's contribution to their own and others' learning, their participation, effort and achievement. Additionally, it also allows us to recognise the contributions that young people make to their local, national and global communities. Pedagogically we also recognise that rewards have a motivational effect and promote whole person development when we recognise positive behaviours.

## Principles:

- 36.** As a School community we recognise that praise should reflect the School's values of 'Community', 'Love of Learning' and 'Character':
- be given for conscious participation, progress and attainment
  - recognise a variety of achievements from academic, sporting, creative, technological and citizenship endeavours
  - reflect positive values, attitudes, actions and sense of spirit
  - reflect a wide scope for achievement: within lessons, outside of lessons, extra-curricular activities and within the wider community
  - have an aspirational effect on others

## Practice:

- 37.** Reward giving is implemented through the following:
- Subject teachers consistently recognise participation, effort and achievement within their lessons
  - Staff should also consistently recognise and celebrate values, actions and behaviour which contribute positively to our community
  - Lead staff organising extra-curricular activities should consistently recognise the participation and achievement of those involved
  - Staff can recognise students for praise through the giving of merits, nominating for Headteacher award, written acknowledgements in newsletters, plasma screen displays, certificates, celebration assemblies, praise letters, postcards and verbal commendation;
  - Termly, each Head of Year will lead year group celebration assemblies
  - At the end of each academic year, the School recognises sustained achievement, participation and citizenship through year group celebration assemblies
  - The School also holds formal prize giving ceremonies for students at the end of each key stage
  - Through the Jack Petchey champions scheme we also recognise wider contributions from our School community
  - Students are encouraged throughout their time at the School to take on leadership positions whereby they can represent the interests of other students and give back to the School community in a service role. Roles that they might undertake are: Form Captain, House Captain, School Council Representative, Eco Representative, Charity Representative, Community Representative, Mental Health Champion, Form Associate, Subject Associate, LRC Team Member, Library Archivists, School Officers (Head Girl, Deputy Head Girl, House Officer), Diversity Leads, ADHD Ambassadors
  - Headteacher Awards – awarded weekly in relation to the School's three core values of 'Community', 'Love of Learning' and 'Character'. Staff can nominate students for these awards based upon demonstrating behaviours that uphold these three core values
  - Students are informed about the ways that their actions, participation and achievement are recognised as rewards through information in the planner and communications from tutors and pastoral staff
  - Half termly reports on rewards are provided to HOY, HODs, SLT so that middle leaders and SLT can review reward trends, and identify students who would benefit from encouragement in this form. Likewise, it provides data that can be used by middle leaders to encourage all staff to recognise and give due praise to students and ensure consistency in how we apply rewards
  - Through SLT meetings, Pastoral Leadership Group (PLG) meetings, Academic Leadership Group (ALG) meetings, Department meetings and working parties, reward/praise giving is evaluated and amended to ensure that positive behaviour for learning areas are highlighted and acknowledged
  - A member of the SLT has the responsibility to ensure that all staff are aware of how to input rewards into the MIS and how this is communicated to students and parents



- Parents/students are kept abreast of student rewards accrued throughout the year through the parent portal

### Guidance on Rewards

- 38.** This is intended as a guide only and staff should make use of their professional judgement in deciding which behaviours and accomplishments that they would like to reward. Rewards fit under our values of 'Community' 'Love of Learning' and 'Character'. As such, recognition should reference the development of these attributes.

Reward from	Examples might be recognition of:	Range of methods of Reward
Staff in different roles	<ul style="list-style-type: none"> <li>• Participation inside and outside of lessons</li> <li>• Progress</li> <li>• Attainment</li> <li>• Effort</li> <li>• Achievement</li> <li>• Positive values, actions and behaviours towards the School community</li> <li>• Citizenship endeavours</li> <li>• Contribution to the form, year or School community</li> <li>• Positive values, actions and behaviours towards the School community</li> <li>• Leadership responsibilities</li> <li>• Participation and achievement in charity events</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Commendation</li> <li>• Plasma screen display</li> <li>• Classroom displays</li> <li>• Acknowledgement in newsletter</li> <li>• Praise letters for sustained achievement and attainment</li> <li>• HoD Commendations/recognition – post cards, stickers</li> <li>• Headteacher's Award</li> <li>• Termly Celebration Assembly - HOY Star of the Term</li> <li>• External competition rewards</li> <li>• Merit Awards (Bronze, Silver, Gold, Platinum)</li> <li>• Sports Awards Evening</li> <li>• Prize Giving (end of KS3, KS4, KS5)</li> <li>• Jack Petchey Awards</li> </ul>

## **F. SANCTIONS**

### Principles:

- 39.** If students do not meet our expectations for behaviour, there are occasions when we may need to support students in understanding the impact of their behaviour. In such situations, we may need to employ sanctions.
- 40.** Sanctions are designed to encourage reflection, restoration and responsibility, helping instil in the young person life lessons that they can draw on to inform their own values and future decision making. As such, sanctions are put in place to help consolidate and reinforce the School values and expectations. These are only ever applied with the spirit of assisting young people to understand and respect other students, staff, the School environment and above all themselves.
- 41.** Sanctions should:
- Align with the expectations (listed above) we have of the students
  - Enable the safety and care of all members of the School community
  - Ensure that the School community is harmonious and supports the rights and responsibilities of all; including those with protected characteristics and those who are part of our LGBTQ+ community and also our neurodivergent students

- Ensures that we all contribute to a shared ethos and supportive learning community;
- Follow a process of reflection, restoration and consolidation
- Be communicated meaningfully and sensitively by a member of staff so that the young person is fully aware of the reason for the sanction
- Allow the young person to appreciate that the sanction is a consequence of a poor choice emphasising the behaviour rather than student
- Support the reflection of the impact of one's action on others and the School body
- Refocus students' understanding that they are a representative of the School and as such should embody our agreed ethos and values
- Reaffirm that the student is valued as an individual and as a representative of the School and with this comes collective and individual responsibility
- Provide a fitting sanction to address the poor choice with the goal of consolidating student learning
- Provide time, space (where needed) and support to fully appreciate the scope of actions and choices within a young person's life
- Be time bound and allow each young person to start afresh following this learning opportunity
- Be respectful of a young person's right to address poor choices without being made an example for others
- Be communicated sensitively to others on a need to know basis
- Ensure that when students are in School uniform and outside of the School, the same expectations for good behaviour apply
- Not be applied to a whole class as a class detention

Practice:

**42.** The consistent implementation of sanctions is achieved through the following:

- All students are made aware of expectations for behaviour through the School planner, notices in form rooms and around the School, return to school presentation on the first day of school, assemblies and form time communications
- Parents and the wider community can access the policy on the school website. Parents are also informed about key elements of the policy at Focus Evenings, in the newsletter, direct email communication, Parent Talks and discussions with staff
- All staff are given a copy of the staff manual each year and are expected to revisit the behaviour for learning expectations and specific guidance documents and employ these procedures when dealing with inappropriate behaviour
- All teachers address behaviour concerns in their own lessons and in the general School environment. Where further support or sanctions are required within lessons this is facilitated through HOD discussion and strategies
- All staff support with addressing key areas of behaviour when this is identified as a focus by the senior leadership team
- The HOY takes an overview role in working with individuals on their behaviour for learning, and where necessary they liaise with parents/carers and outside services and issue sanctions
- Support staff are also responsible for maintaining and recording behaviour for learning concerns
- Half termly reports on behaviour incidents are provided to HOY, HODs, SLT so that middle leaders and SLT can review behaviour trends, identify students whose behaviour reflects wider pastoral or academic concerns and support staff with their implementation of the behaviour for learning policy
- Through SLT meetings, PLG meetings, ALG meetings and working parties, key areas for staff development are reviewed and strategies for encouraging behaviour for learning are honed and amended

- A member of the SLT has the responsibility to ensure that all staff have access to the skills and knowledge to deal with a variety of behaviour for learning concerns and this is delivered at whole School insets
  - Parents/carers are kept abreast of situations in which a student is not meeting our expectations for behaviour for learning and the strategies and sanctions that will be employed by the School. We will always ask parents/carers to work in partnership with the School to foster good behaviour for learning
  - Governors are informed of trends in behaviour for learning and strategies that are employed to ensure a harmonious School community
- 43.** For the purpose of classifying and managing situations where behaviour necessitates a sanction, the following definitions outline the impact, seriousness and escalation of transgressions.

Low Level Behaviour:

- 44.** These examples represent minor rule infractions and instances of poor conduct typically observed in a school environment. They are characterised by a disregard for expected standards of behaviour, dress, and preparation necessary for a positive and orderly learning atmosphere. Collectively, they indicate a need for students to develop greater responsibility, respect for routines, and consideration for the school community.

Medium Level Behaviour:

- 45.** These examples represent more significant breaches of school rules and expectations than low-level behaviours. They often involve direct defiance, disrespect, or actions that negatively impact the safety, property, or well-being of others or the school environment. Collectively, these behaviours indicate a pattern of poor decision-making and a lack of adherence to fundamental behavioural standards required for a safe and respectful learning community.

High Level Behaviour:

- 46.** These examples represent significant and serious breaches of school rules and societal norms, often involving harm, danger, or major disruption. They include acts of aggression, illegal activities, severe disrespect, and persistent defiance that undermine the safety and functioning of the school community. Collectively, these high-level behaviours necessitate significant disciplinary action due to their potential for serious consequences for individuals and the school environment.
- 47.** There is a possibility that a certain behaviour can result in suspension or permanent exclusion. If that is the case, the Suspension and Permanent Exclusion Policy should be followed.

Potential Sanctions

- 48.** In order for students to be successful in school, it may be necessary to issue a sanction to address behaviour that does not meet our school expectations. Parents/carers do not have the right to withdraw their child from any sanction that the school has set. Sanctions are decided by taking into account a balance of probabilities in line with this policy.
- 49.** Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

### Use of behaviour points

50. A behaviour point is a **record of a student's behaviour that doesn't meet the school's expectations or rules**. It's a component of our behaviour management system, used to track student conduct.
51. Behaviour points are recorded electronically on the MIS, allowing teachers and pastoral staff to track individual student behaviour and overall trends. Parents are notified about behaviour points through the parent portal.
52. Behaviour points are allocated to each behaviour event in the MIS
- Neutral = zero points (used for monitoring only)
  - Low level = one point
  - Medium level = two points
  - High Level = three points
53. Resetting Points: behaviour points are reset at the end of a term to provide a fresh start for students. However, historical data on behaviour may still be considered for patterns or serious incidents.

### Use of Detentions

54. Sanctions at the School are designed to encourage reflection, restoration and responsibility. As a tool to achieve this, detentions have the purpose of consolidating and reinforcing the School's values and expectations by setting aside formal time to reflect and the completion of an appropriate task for the behaviour.
55. The School has defined three categories of behaviour that differ in relation to their severity which link the detention level:
- Low Level Behaviour - Teacher detention
  - Medium Level Behaviour - HOD/HOY detention
  - High level Behaviour – SLT or HT detention

<b>Detention Type</b>	<b>Duration</b>	<b>When</b>	<b>Venue</b>
<i>Teacher detention</i>	<i>15 minutes</i>	<i>(break/lunch/after School)</i>	<i>Classroom</i>
<i>HOD/HOY detention</i>	<i>30 minutes</i>	<i>(Wednesday 3:20-3:50pm)</i>	<i>Dining Hall</i>
<i>SLT Detention</i>	<i>60 minutes</i>	<i>(Friday 3:20-4:20pm)</i>	<i>Dining Hall</i>
<i>HT detention</i>	<i>120 minutes</i>	<i>(Friday 3:20-5:20pm)</i>	<i>Dining Hall</i>

56. Managing detentions:
- Class teacher detentions can be set on any day of the week and do not require parental permission. The class teacher manages the venue and when this will be completed
  - HoD/HoYs detentions should be given in consultation with Subject Teachers/HOD or Tutors/HOY
  - The HoD/HoY detention rota is shared between Heads of Years and Heads of Department
  - During a detention, students may be instructed to:
  - Complete a restorative justice reflection sheet on their behaviour or a similar task to facilitate them considering their actions.
  - For Mobile Phone, Uniform infringements and Chewing Gum there are set reading response tasks
  - There is an expectation that the subject teacher has taken the time to talk through the behaviour concern, the reason for the detention and the work that they expect the student to complete in the detention
  - The MIS is to be used to record and manage detentions so that this can be centralised.

- Communications to parents/carers regarding students attending detentions will be given by the Tuesday for HOD/HOY detentions and by Thursday lunchtime for the SLT/HT detention
- The tallies that contribute to accumulated LL or ML detentions are reset each term.

#### Suspensions and permanent exclusions

##### **57. Types of suspensions:**

- Internal = fixed term internal suspension, e.g. the student is taken off timetable and works away from other students
- External = fixed term external suspension whereby the student is not permitted to attend school or permanent exclusion

##### **58. There may be occasions where the nature of the high-level behaviour necessitates permanent exclusion. In such cases, any decision made to permanently exclude will be in alignment with government guidance on agreed circumstances:**

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying illegal drugs
- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform to School rules

##### **59. Further details on Internal suspension, external suspensions and permanent exclusions can be found in our Suspension and Permanent Exclusion Policy.**

#### Guidance on behaviour sanctions / Actions:

##### **Low Level Behaviour Sanctions:**

##### **60. Escalating behaviour: In the first instance, all staff make use of the following in lessons to address low-level behaviour that disrupts the lesson:**

*Step 1: Remind*

*Step 2: Warn*

*Step 3: Sanction*

- Students must be spoken to throughout this process
- Teachers should set the sanction for low level behaviours in their own lessons as set out in this document. This may involve the class teacher setting a teacher detention
- Subject teacher gives sanction. The Head of Department may be asked for advice and guidance on low level behaviour management.

##### **61. In all cases, staff should inform the student about their behaviour and the sanction should be recorded on the MIS by giving a behaviour point. Individual behaviours listed below may also result in a low level detention at the discretion of the class teacher.**

##### **62. The following details specific sanctions that should be employed for other specific low-level behaviours.**

##### **63. Behaviours that may not be listed here but would reasonably meet the criteria for a low level behaviour can be recorded as Other.**

- Eating in the corridor
- Eating in the LRC
- Failure to have a fully charged Chromebook
- Inappropriate behaviour during assembly, fire alarm, exam period
- Inappropriate behaviour in lessons (Class teacher detention)

- Inappropriate behaviour around school (Chewing gum, lack of care for environment, queue jumping, running in school)
- Indirect swearing
- Lack of equipment x2 (Class teacher detention)
- Lack of homework x2 (Class teacher detention)
- Lack of PE equipment (Class teacher detention)
- Lack of respect for others (Class teacher detention)
- Not Wearing Lanyard
- Other
- Uniform - Inappropriate hair accessories
- Uniform - Inappropriate makeup/nail varnish
- Uniform - Incorrect school shoes, socks over tights, wearing tights in a state of disrepair
- Uniform - Jewellery
- Uniform - Rolling up skirt deliberately
- Uniform - Skirt too short
- Uniform - Wearing PE kit to lessons without permission
- Uniform - Shirt untucked
- Unreasonable lateness to lesson
- Unreasonable lateness to Form Time
- Using a digital device outside of lessons without the permission of member of staff
- Wearing a coat in school

#### Medium Level Behaviour Sanctions

64. HoD/HoY detention is given for: medium level behaviours and persistent low level behaviour concerns - uniform, lates, mobile phone usage, behaviour outside of the lesson, persistent misbehaviour in lessons; persistent incomplete classwork and homework; failure to reach coursework deadlines; persistent organisation and equipment issues.
65. For all instances of Medium level behaviour – parents/carers must be informed and the following sanctions may be employed. Staff should log all instances of Medium level behaviour on the MIS.
66. All medium level sanctions result in a 30 minute HoD/HoY detention.
67. Behaviours that may not be listed here but would reasonably meet the criteria for a medium level behaviour can be recorded as Other.
68. Behaviour:
  - Causing a safety concern for others
  - Deliberate misuse of lanyards
  - Deliberately ignoring school rules
  - Direct swearing
  - Disrespectful and defiant to staff
  - Failure to complete green late report
  - Failure to complete teacher sanction
  - Failure to return a borrowed lanyard
  - Failure to have a lanyard (on second occasion detention)
  - Lack of PE equipment x2+
  - Graffiti/vandalism
  - Inappropriate physical contact
  - Indirect use of derogatory language - homo/trans/bi phobic,
  - Racism, religious intolerance, sexism
  - Loss of lanyard

- Mistreatment of others, name calling
- Nine late sixth form

#### Other

- Partial non-attendance of lesson
- Persistent LL behaviour (5 accumulated Low Level points)
- Persistent uniform infringements or inappropriate SF dress
- Plagiarism and cheating
- Smoking/Vaping
- Talking repeatedly in assembly, fire alarm, exams (2 instances)
- Theft
- Inappropriate use of digital technology meeting criteria for a medium level behaviour
- Mobile phone infringement including on a school trip, visit or extra-curricular activity

#### High Level Behaviour Sanctions

- 69.** In high-level behaviour situations, parents/carers will be informed, all instances will be logged on the MIS and there may be multiple sanctions and external services involved.
- 70.** Senior Leadership Team detention may be given for high level behaviours and failure to attend HoD/HoY detention without an agreed reason.
- 71.** Headteacher (HT) detentions are given when high level behaviours continue or when there is persistent failure to attend SLT detentions.
- 72.** There is a possibility that a certain behaviour can result in suspension or permanent exclusion. If that is the case, the Suspension and Permanent Exclusion Policy should be followed.

Behaviour	Sanction/Action	Responsibility
Failure to attend HOD/HoY detention without agreement	Logged on the MIS, SLT detention	SLT
Failure to attend an SLT detention without agreement	Logged on the MIS, HT detention	HT
Instance of direct offensive language used towards others	Logged on the MIS, Instance logged on HBT language log/student contract/internal*/ external** /SLT detention	SLT/HoY
Bullying inclusive of <ul style="list-style-type: none"> <li>• Homophobic, biphobic, or transphobic</li> <li>• Religious intolerance</li> <li>• Racism</li> <li>• Sexism</li> </ul>	Logged on the MIS, Mediation/behaviour modification counselling/name logged on bullying register/formal apology/student contract/ SLT detention/internal*/ external**/ police involvement/Prevent Referral	HoY/SLT
Possession of drugs, alcohol or smoking/vaping paraphernalia	Logged on the MIS, Internal*/External**/ Involvement of the police	SLT
Being under the influence of drugs or alcohol at school or on a school visit	Logged on the MIS, External**	SLT

Theft of a serious nature	Logged on the MIS, Financial Reparations/ External**	HoY/SLT
Failure to attend a timetabled lesson	Logged on the MIS, SLT detention	HOY/SLT
Truancing from the school site	Logged on the MIS, SLT detention / Internal*	HOY/SLT
Physical assault	Logged on the MIS, Internal*/External**	SLT
Bringing a weapon or dangerous implement into school	Logged on the MIS, External**	SLT
Retaliative behaviour	Logged on the MIS, Internal*/External**	HoY/SLT
Damage to property	Logged on the MIS, Internal*/External**	HoY/SLT
Staff abuse	Logged on the MIS, External**	SLT
Calling the school name into disrepute	Logged on the MIS, Internal*/External**	SLT
Persistent medium level behaviour (3 instances)	Logged on the MIS, Internal*/report card, SLT detention	HoY/SLT
Deliberate decision to cough or spit at another student or member of staff	Logged on the MIS, External**	SLT
Failure to complete orange late report	Logged on the MIS, SLT detention	HOY/SLT
Malicious or deliberate invention of allegations against staff	Logged on the MIS, External**	SLT
Plagiarism and cheating in external examinations including through the use of digital technology and AI	Logged on the MIS, SLT detention, Internal*/External**	SLT
Extremely inappropriate use of digital technology meeting criteria of a high level behaviour	Logged on the MIS, SLT, Internal*/External**	HoY/SLT
Including creating, taking, or using in any way digital information relating to an individual which may include imagery, voice or any other personal data	Logged on the MIS, SLT, Internal*/External**	HoY/SLT
Any behaviour that promotes or condones extremist ideologies or terrorism. Dissemination of radicalising materials, the expression of extremist views, or attempts to influence others towards such beliefs.	Logged on the MIS, SLT, Internal*/External**, police involvement/Prevent Referral	HoY/SLT



## G. OTHER SPECIFIC SCHOOL BEHAVIOUR GUIDANCE

### Mobile phones and other hand-held technologies

#### **73. Actions to take:**

- If a phone goes off on the School site or a student is using a phone in School without permission staff will confiscate the phone and hand it into the School office immediately for safe keeping. The student will also be set a thirty-minute HoY detention
- This is logged by the School office
- The student can collect the phone from the School office at the end of the day. The student will have to sign for this on return
- On a second offence, the student will be required to hand her phone into the office each morning and collect it at the end of the day for a period of five school days
- For persistent offenders they will be banned from bringing the mobile phone into School for five school days in the first instance and for each subsequent offence thereafter. Parents/carers will be informed
- When on a school trip, visit or extra-curricular activity the rules relating to mobile phones are still in force. Depending upon the type of trip there may be bespoke rules regarding the use of mobile phones and these must be followed at all times. If the rules are not followed then the phone will be confiscated as outlined above and other sanctions may also apply

### Lanyards

- 74.** Lanyards with swipe cards are to be worn by all students within the school. These swipe cards are essential for entering the school building and gates securely, printing and purchasing food in the canteen and are part of our safeguarding procedures.
- 75.** Temporary lanyards are available for those students that misplace theirs or leave them at home. If a student forgets their lanyard on a second occasion in a term then a medium level HoY detention will be given and each time after.
- 76.** If a student fails to return a borrowed lanyard then they will be given a medium level HoY detention.
- 77.** Failure to wear a lanyard to school will result in a low level behaviour point being given.
- 78.** The loss of a lanyard is also treated seriously. The reasoning behind this is that such a loss compromises the security of the school and does need to be actively managed to ensure safeguarding of the school site. This will result in a medium level HoY detention.

### Movement around School

- 79.** In a large and complex organisation such as a School it is important that everyone upholds School rules. In order to ensure the smooth running of the School, the expectation is that every member of the community will:
- Hold doors open for staff, students and visitors
  - Keep left on staircases and in corridors
  - Respect signage to keep silent during examination periods
  - Respect signage indicating entry / exit / one way
  - Students are NOT allowed to use the lift unless permission is granted by a member of staff.
  - Walk and not run around the School building
  - There should be no eating in the foyer or corridors
  - Students are not to sit in corridors, in fire exits or on stairwells
  - Hot food and drinks should be consumed in the Dining Hall and Quad (not around the building)

### Use of tutor rooms

- 80.** It is a privilege that students have the opportunity to use their form rooms before School, at recess and at lunch. It is important that all students recognise that these spaces are first and foremost teaching spaces and should be treated with respect. Whilst using form rooms students should:
- Ensure that they do not sit on tables or window ledges
  - Place all litter in bins provided
  - Ensure that no hot meals are eaten in form rooms
  - Ensure that chairs and tables are rearranged for the start of each lesson
  - Vacate the room in a timely manner to be on time for own lessons
  - Have a suitable padlock that securely fastens each locker
  - Respect the displays and equipment in the room
  - Be considerate of the noise level within the room
  - Not use the teacher desk or monitor or whiteboard without permission
  - Only Year 11 and Sixth Form students can use their Chromebook in their form rooms at the times unless given permission by the SLT
- 81.** If students are unable to use these spaces in a safe and appropriate manner they may be excluded from the room for a period of time as determined by the Form Tutor or HoY.

### Use of the dining hall

- 82.** The School dining hall is a shared and busy space where we must consider the health and safety of all individuals. For these reasons, students must:
- Enter and exit only through the appropriately marked doors before School and during break and lunch
  - Leave all bags in form rooms before coming to the dining room
  - Line up sensibly at the doors to the art corridor that lead onto the servery and only move to the inner servery doors when given permission by a member of staff or prefect
  - Students with lunch passes will be permitted to go into the servery before others
  - Students should line up considerately within the servery to pay for their food
  - No open food or hot plated food or drinks are to be taken out of the canteen or quad
  - Clear away their own plates and cutlery, and put food scraps and recyclable material in the appropriate bins

### Assemblies

- 83.** Assemblies are a formal gathering within the School and so we expect all students to adhere to the following:
- Walk in silence from the form room to assembly
  - Refrain from talking during assembly
- 84.** Failure to follow these expectations, may result in a sanction.

### Caring for the School environment

- 85.** It is the expectation that class eco representatives will ensure lights are switched off before leaving an empty room and that all waste paper is put in the recycling bin. Chairs are to be tucked away or left up on tables at the end of the day. Tutor bases are to be kept clear of clutter left on the top of storage lockers. The front field, netball courts and the quad are all areas which students enjoy in the warm weather. Picnic benches are also provided. Each person is responsible for tidying away their litter.

### Out of lessons procedure

- 86.** If a student needs to leave a lesson, the student should fill in the relevant information about date, period, out-time, reason on the out of lessons page in their planner and should present this to the teacher with her planner open on the 'out of lessons record' page and the member of staff initials their consent. On returning to lesson, students should show the teacher the information in their planners that explains where they have been. Students are required to take their planners with them whilst out of lessons as they may be stopped by members of staff to explain why.

### Drinking water

- 87.** Students may carry transparent sports-style water bottles in lessons. However, they are not allowed to drink in Science, DT or IT rooms, corridors or public spaces in the School.
- 88.** Students should not leave lessons to refill their water bottles.

### Alcohol, smoking and misuse of substances

- 89.** Students are not permitted to drink alcohol, smoke or misuse any substances or have any of these substances on school property (including break times), during trips and visits or any school related activity.
- 90.** Students are not permitted to have any alcohol, drug or smoking/vaping paraphernalia on school property (including break times), during trips and visits or at any school related activity.
- 91.** Chewing gum is not permitted in School or at any school related activity.

## **H. ATTENDANCE AND PUNCTUALITY**

- 92.** The School believes that punctuality and regular attendance are essential. The following sets out the expectations for attendance, punctuality, leave requests and the sanctions that may be put in place if not followed.
- School hours are 8.30am until 3.15pm. Monday to Friday
  - Students are expected to arrive at School by 8.25am, ready for morning registration at 8.30am. This enables time for them to go to their lockers and be ready to start the School day
  - Students who are late to School and arrive before the end of AM registration should go directly to their form room and their tutor will input their late attendance
  - Students who arrive late to School on an assembly day and before the end of AM registration should sign in at reception and go directly to the assembly venue
  - Students who arrive at School after 8:50 should report to the School office immediately upon their arrival and sign in
  - Students are expected to be on time for all lessons, and will be marked as late by teachers if they are not on time. This will be monitored by individual teachers and further sanctions may be implemented
  - If a student is absent owing to illness, parents/carers inform the school by 8.25 am using the parent portal. If no reason has been given for absence on the day a student has not been present, the School will contact parents/carers for an explanation
  - Permission should be sought for any known absence other than illness and should be requested in advance by parents using the parent portal. These should be submitted to the School at least one week in advance
  - Only in the case of a dental or medical emergency will an absence request be accepted on the day

- If students need to leave School before the end of the School day, they should go to Reception to speak with a member of staff who will check that permission has been given and then sign out. Students will be required to have their planner signed and keep this on them in the event of being stopped by truancy officers or the police
- Students are expected to leave the premises promptly at the end of the School day unless they are remaining for a supervised after-School activity. If not in a supervised activity, students should be in the LRC until 4.30pm. Sixth formers may be in the Sixth Form Centre until 6.00pm. There are occasions when students will be permitted to stay on after this time to attend a School event but supervision will be arranged by the lead teacher for that event
- Persistent issues with attendance may result in the involvement of the Educational Welfare Service to improve attendance

#### Process for Dealing with concerns about attendance

- HOYs monitor attendance weekly and this is discussed in SLT line management meetings. This includes monitoring of attendance percentages and unexplained absences
- If a student's attendance falls below 95% then attendance is monitored. Often this is for a satisfactory reason e.g. for bouts of illness or for medical reasons. If an unsatisfactory reason is given, further information may be needed from parents/carers or health professionals
- If attendance falls below 90% parents/carers are contacted by the HOY and there is a discussion in regards to improving attendance
- If attendance does not improve there may be a need for further support e.g. through Attendance Reports or involvement of the Educational Welfare Officer (EWO)

#### Sanctions for dealing with punctuality

- 93.** The following sanctions are in place when a student's punctuality for registration falls below expectation:
- if a student is late to school or a lesson then they will receive a behaviour point as a low-level sanction
  - there is flexibility for the Pastoral Team to not award a late mark in the event of known public transport disruptions
  - the overall number of behaviour points that is used as part of the school graduated response is reset at the start of each term

<b>No. of lates</b>	<b>Action</b>	<b>Further actions</b>
3	<i>Put on Green Report for attendance. 5 consecutive days signing in with form tutor using school planner</i>	<i>Failure to complete – HoY detention</i>
6	<i>Report period extended by a week of signing in with form tutor using school planner</i>	<i>Failure to complete – HoY detention</i>
9	<i>Put on Orange Report for attendance. HOY informs parents/carers – 5 consecutive days signing in with HOY at 08.20 using the school planner</i>	<i>Failure to complete – SLT detention</i>
12	<i>Meeting with parents/carers - HoY/SLT 5 consecutive days signing in with HoY at 8:20 using the school planner</i>	<i>Failure to complete – SLT detention</i>
15 or continued persistent lateness	<i>Meeting with student, parent/carer and Deputy Headteacher Red Report for 4 weeks signing in with SLT at 8.20 using the school planner Referral made to Educational Welfare Officer Other sanctions as appropriate</i>	<i>Failure to complete – SLT detention</i>

94. Further information about attendance procedures and actions that may be taken against students and parents/carers who have persistent low attendance can be found in our Attendance Policy.

## **I. SCHOOL UNIFORM**

95. There is a separate uniform policy that covers wider obligations schools have in regards to uniform. The below information details only the principles that underpin our choice of uniform items and the expectations that we hold for how it should be worn and subsequent sanctions should these expectations not be met.
96. There is a strong ethos behind the wearing of our school uniform which is outlined below:
- The policy reflects agreed standards of student dress that have been consulted on by all stakeholders and is appropriate to the needs of the environment, individuals, activity undertaken within the school day
  - We recognise that in the wider world of work, a number of professions hold expectations about how employees dress whilst in their employ and so school uniform or dress codes are an appropriate stepping-stone to these expectations
  - The school uniform policy takes into consideration of how students who are identifying as transgender may dress in a way that is more helpful for how they understand themselves.
  - Wearing a uniform, helps to minimise any real or perceived economic inequalities between families
  - The price point is considered alongside quality and durability when determining providers and items for our uniform
  - Having a uniform also meets school goals towards sustainability
  - Our uniform policy is reviewed annually and consultation informs any changes that may be made in how it is worn
97. We hold high standards for how the uniform should be worn by students in Years 7-11, which should be worn correctly both in and outside of School. Students who are unable to wear the correct uniform should bring in a letter from parents/carers explaining the circumstances and show this to their Head of Year who will write in their planner that authorisation has been given for a finite period of time.
98. Students who do not meet our expectations for uniform and attire will be issued with detentions.

### Expectations for School Uniform and Personal Appearance Years 7-11

- i. Students choosing to wear a skirt must purchase the school skirt and this should be worn without amendment. They should not be rolled up. Skirts that are shorter than mid-thigh will need to be replaced
- ii. Students choosing to wear school shorts must wear these without amendments. The short legs should not be folded up. Students may wear a dark belt with the shorts if needed.
- iii. Shirts should be tucked in and skirts should not be rolled up
- iv. Plain, white socks (non-branded and not sports socks), 70-denier opaque black matt tights (not sheer black tights) or neutral-coloured nylon tights should be worn with uniform
- v. Shoes should be black, preferably leather, and provide support and protection for the feet. These should be in a serviceable, sensible style without coloured decorations. Heels should be wide-based and not be more than 4cm high. Open toes, sling backs, platform soles, canvas shoes, trainers/trainer-style shoes and high or narrow heels are not permitted. Boots are also not to be worn in School

- vi. Outdoor coats can be any colour or students may wear their school waterproof PE jacket. Coats are not to be worn around the school. Hoodies and sweatshirts should not be worn in place of a coat. Leather jackets, denim jackets or faux furs are not acceptable as outdoor coats
- vii. Jewellery worn should be discreet. Students may wear a pair of small geometric shaped studs and these must not contain diamantes. The earrings should be a matching pair and only one earring may be worn in each ear. These should be removed for PE. No other piercings are allowed
- viii. We recognise the diversity of our community; discreet, visible religious or cultural symbols will be individually considered on request of the parent to their daughter's Head of Year
- ix. Hair should be of a natural occurring hair colour
- x. Head coverings worn for religious reasons are permitted provided they are tied back for health and safety reasons. In Years 7-11 head coverings should be in School uniform colours (dark blue, grey or black). No other items of religious dress, including face coverings, are permitted
- xi. Hair bands and accessories may be any colour. Large or elaborate clips with flowers or other embellishments are not permitted, neither are scarves or bandanas tied around the head
- xii. Make up or nail varnish should not be worn
- xiii. All girls should have a fastened bag or case for books and a sports holdall. Open bags, drawstring or carrier bags are not acceptable
- xiv. Students are not permitted to wear any aspect of their PE kit instead of their School uniform to normal lessons. Students attending fixtures midway through a lesson will be exempted if prior permission is given by PE staff
- xv. A special dress code applies for non-uniform days

#### Sixth Form Dress Code and Special Dress Code for Year 7-11 Non-Uniform Days

**99.** It is a sixth form privilege not to wear School uniform as we want to support individual and creative expression as young adults and the senior students in the school. The school expects that sixth form students will dress suitably for a working environment and follow the dress code below.

- i. Students must continue to wear their lanyard
- ii. Tops must cover the midriff, i.e. no crop tops
- iii. Vest tops with thin straps are allowed but no completely strapless tops
- iv. Underwear should not be visible, which would include avoiding tops made of see through material
- v. Students are asked to use their judgement on wearing low tops as to what is appropriate for a working environment
- vi. No visible tattoos
- vii. No visible piercings except for ear and nose piercings
- viii. As a guide, skirts must be no shorter than halfway down the thigh; students should use their judgement on this as to what is an appropriate length for a working environment
- ix. Leggings must not be see-through. (7-11 only: fish net tights must not be worn)
- x. Shorts are acceptable but not cycling style shorts
- xi. No torn jeans or tops
- xii. No offensive slogans
- xiii. No hats or sunglasses to be worn indoors
- xiv. Scarves are allowed indoors but not gloves
- xv. Sandals are ok but not flip flops
- xvi. Makeup, hairstyles and hair colours are down to the individual student (Sixth Form only).

- 100.** Sixth Form students should also refer to points viii and x in the uniform expectations for Years 7-11 above regarding religious dress.
- 101.** For formal occasions where students are on duty or representing the School, more formal attire is required.
- 102.** If students are not in the correct uniform, then certain items can be confiscated. This is mostly items of jewellery.
- If a student is wearing a disallowed item of jewellery (e.g. indiscreet earrings, necklaces, bracelets, anklets), then a teacher can confiscate this and hand it into the School office for safe keeping. Items of jewellery are confiscated for a week (five school days)
  - This is logged by the School office
  - The owner can collect the item from the School office at the end of the five school days. The student will have to sign for this on return
  - For persistent offenders they will be placed on a Uniform Report by their HOY and may be required to attend HOD/HOY detentions
- 103.** Students should be prepared for learning including bring their Chromebook and PE kit where required

#### **J. WIDER GUIDANCE TO INFORM THE APPLICATION OF THE POLICY**

##### Suspected criminal behaviour

- 104.** If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- 105.** When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- 106.** If a decision is made to report the matter to the police, a member of the Pastoral Team will make the report.
- 107.** 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.
- 108.** 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.

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

- 109.** The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- 110.** Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 111.** The school's response will be:
- Proportionate
  - Considered
  - Supportive
  - Decided on a case-by-case basis

**112.** 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:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children's social care
  - o Report to the police

**113.** Please refer to the safeguarding policy for more information

#### Malicious allegations

**114.** Where a student 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 student in accordance with this policy.

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

**116.** 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 student 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.

#### Guidance for Searching, Screening and Confiscation

**117.** The School is proud of our safe learning environment where the need for searching and screening is very rare.

**118.** Any searches should only take place after consulting with latest DfE Guidance which is currently, Searching, Screening and Confiscation July 2022.

**119.** Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

**120.** The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - o to commit an offence, or
  - o to cause personal injury to, or damage to property of; any person (including the student)
- an article specified in regulations
- tobacco and cigarette papers
- fireworks
- pornographic images



- 121.** Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed.
- 122.** When exercising their powers, the school must consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEND) and making reasonable adjustments that may be required where a student has a disability. Staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.
- 123.** Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.
- 124.** The headteacher should oversee the school's 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 designated safeguarding lead (or deputy).
- 125.** The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other students and staff.
- 126.** 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.
- 127.** The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
- are in possession of a prohibited item
  - do not understand the instruction
  - are unaware of what a search may involve
  - have had a previous distressing experience of being searched
- 128.** If a student continues to refuse to co-operate, the member of staff may sanction the student in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.
- 129.** If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student should be supervised and kept away from other students.
- 130.** If the student still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items listed above, but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.
- 131.** An appropriate location for the search should be found. Where possible, this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

- 132.** The law states the member of staff conducting the search must be of the same sex as the student being searched. There must be another member of staff present as a witness to the search.
- 133.** There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:
- if the 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 same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff
- 134.** A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means 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. 'Possessions' means any goods over which the student has or appears to have control - this includes desks, lockers and bags.
- 135.** A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 136.** The member of staff's power to search outlined above does not enable them to conduct a strip search.
- 137.** Whether or not any items have been found as a result of any search, the school should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed.
- 138.** If a student is found to be in possession of a prohibited item listed above, then the staff member should alert the designated safeguarding lead (or deputy) and the student should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.
- 139.** Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- 140.** Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- 141.** An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
- poses a risk to staff or students
  - is prohibited, or identified in the school rules for which a search can be made
  - is evidence in relation to an offence
- 142.** Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

- 143.** As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.
- 144.** Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.
- 145.** If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.
- 146.** When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.
- 147.** If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.
- 148.** In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so.

#### Reasonable force

- 149.** Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:
- Causing disorder
  - Hurting themselves or others
  - Damaging property
  - Committing an offence
- 150.** 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/carers
- 151.** When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.