



HEDINGHAM SCHOOL
AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

BEHAVIOUR AND RECOGNITION POLICY

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Key Principles

Hedingham School maintains a caring ethos and attempts to build a sense of community in which all are equally valued as well as encouraged to grow academically, morally, creatively and physically. It is a place where children are taught to be responsible both for themselves and each other. They are encouraged to recognise and respect the different but equally valuable part that each plays in the school.

The key to a well-ordered school with a positive ethos is a behaviour policy with a wide range of both sanctions and positive recognition which are clearly understood by both staff and students. Both sanctions and recognition must be seen by students to be consistently and fairly applied by staff.

Every member of Hedingham School has the right to learn and work in a safe, secure and stimulating environment. No one has a right to disrupt the learning of others and the work of the school.

The Behaviour Policy is based upon our behaviour ethos of Ready, Respect, Safe and forms The Hedingham Agreement. It outlines the expectations of staff and students, and protects the right to learn and right to feel safe.

It's aim is to be simple, transparent and consistent for all members of our school community.

Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

Safe Practice for Schools – understanding and supporting behaviour. Essex County Council Guidance for Schools Autumn 2019.

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

Links with other policies

This behaviour policy is linked to the following policies:

- Teaching & Learning
- Exclusion Policy

- Child Protection and Safeguarding Policy
- Attendance Policy
- Anti-Bullying Policy

Roles and Responsibilities

The Governing Board

The Governing Body is responsible for reviewing and approving the Behaviour Policy.

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's behaviour principles.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure recognition and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- Have continued professional development in a variety of behaviour management approaches

The Senior Leadership team and House Leaders will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the Hedingham School Agreement.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the House Leader promptly.

Students

Students are expected to:

- Adhere to the Hedingham School Agreement.

- Take personal responsibility for their behaviour (choice and consequence) by accepting sanctions when given, turning up to sanctions and reflecting on their behaviour
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The Hedingham School Agreement (The Home School Agreement)

The aim of the Hedingham Agreement (see Appendix A) is to encourage shared responsibility and a close partnership between home and school so that each student achieves their personal best and, in doing so, contributes to the school community. It is referred to by some schools as a Code of Conduct.

Students, staff and parents accept that this school is a place of learning.

Each Subject Area has the school values of Ready, Respect and Safe displayed (see appendix D).

RECOGNISING SUCCESS

There is a constant need to give all students recognition for their effort, good behaviour, academic and extra curricular achievements and to privately and publicly recognise that they are fulfilling the aims of the school. *To reflect this, the school has half termly Celebration Assemblies. During these assemblies, the Headteacher and House Leader recognise 'Subject Stars' and those who have developed their character 'beyond the classroom.'*

Students across the entire ability range need to be consistently recognised if we wish to develop a positive ethos and "success breeds success" principle.

The following examples of recognition are all recognised as having a positive influence on improving students' self-esteem.

- Verbal praise
- Postcards home
- Bronze, Silver and Gold certificates for attendance
- Prominent displays of student work
- Telephone/verbal contact with parents
- Certificates
- House Points
- Incentives and responsibility
- Individual and collective rewards

The school formally reports home on student's contributions to the school and wider community as part of our Ready, Respect, Safe Beyond the Classroom programme. Delivered by form tutors, this emphasises the need for students to not only have the 'currency' of their GCSE/ A Level results, but the character and skills needed for the 21st Century world.

This programme encourages students through the following message:

Ready?

Are you ready for tomorrow's world?

We live in a fast changing world. Many jobs which you may be employed as have not even been invented yet. As well as your GCSE results (your currency), employers look for what skills you can offer them.

- * Leadership
- * Organisation
- * Resilience
- * Independence
- * Communication

Respect?

How do you celebrate difference and diversity?

We live in a diverse world. Our school community and Great Britain celebrates a culture of being inclusive. This means that we celebrate our differences as human beings.

Safe?

How do you look after yourself and others?

As a school community, we all have a responsibility to look after ourselves and others. We support students in our school community who may be struggling or find it difficult to manage risks

Key Stage Award Ceremonies

These are held annually to celebrate the achievement and excellence of students in all aspects of school life. Students receive certificates and vouchers in recognition of the high standards they have achieved.

Regulating the Conduct of Students – the disciplinary sanctions adopted if a student misbehaves

Students must know that if they choose not to follow school rules, there will be consequences. However, it is important that they understand that it is their behaviour that is unacceptable, not they themselves as individuals.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

REGULATING THE CONDUCT OF STUDENTS

Difficult and Harmful Behaviour (Definitions)

It can be very helpful to consider behaviour as a form of communication. When examining and talking about anti-social behaviour, is it useful to separate it into two types: difficult behaviour and harmful behaviour (sometimes referred to as 'dangerous behaviour').

Difficult behaviour, in the school context, encompasses behaviour that has a duration, frequency, intensity or persistence and is beyond the typical range for a school.

Difficult behaviour is defined as:

- Disruption in lessons which interferes with the student's own and /or other students' learning.
- Disruption to the day to day functioning of the school such as in corridors between lessons, and at break and lunchtimes which make the school a less safe and orderly environment.
- Non-completion of classwork or homework
- Incorrect uniform which deliberately contriveines our behaviour policy (see appendix B).
- Lateness without good reason.

Harmful behaviour in the school context encompasses behaviour that is generally:

Physically aggressive towards adults or other students (including pushing, punching, kicking, biting, scratching, spitting, head butting)

Verbally abusive (and may include anti-social language/ swearing/ racist/homophobic/ sexist abuse)

Destructive, including destruction of property and the environment

Self harming, including head banging, scratching, hitting, kicking, biting and poking.

Striking another adult/ student with an object.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Make videos or record conversations at school without permission of staff
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Misbehaviour on school buses (which can lead to a withdrawal of bus pass from the bus company)
- Possession of any prohibited items. NB. This list is not exhaustive. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapor pens
 - Lighters and matches
 - Laser pens
 - 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 students)

At the start of every term, the Headteacher will reiterate the school's behaviour expectations, to all students. The following information features within the presentation:

- Do not bring anything into school that is an offensive weapon either to show anyone or more seriously with intent to use it
- In particular, do not bring a knife
- If you do, you are very unlikely to have a future at Hedingham as I will have to seriously consider permanently excluding you
- Do not bring drugs into school, either to sell or use. This will also be dealt with very seriously
- Violent behaviour is also a serious break of the school's Behaviour Policy. In some instances, these could lead to permanent exclusion

Consequences

The school's approach to behaviour management centres around Choice and Consequence. The aim of this is to remind all students that they are responsible for their own behaviour. This approach best equips them for life beyond the school gate.

Teachers and Support Staff will use a range of behaviour management techniques with the aim of de-escalating behaviour. However, should students make the choice to continue with difficult or harmful behaviour, appropriate sanctions will be issued.

The school also monitors low level disruption in lessons to ensure that 'smaller issues' are not 'overlooked' or given a chance to become 'habits' for students within a class. If low level disruption becomes persistent across a school day or short period of time, appropriate sanctions will be issued and parents will be informed.

For more serious difficult or harmful behaviour in a lesson, the school has a 'Hot spot' system, where a student is removed to another class.

Students will also be monitored for punctuality, uniform and equipment. Lateness, incorrect uniform or not being equipped to learn are monitored by the form tutor.

Moreover, students who act in an anti-social manner in corridors, around or beyond the school gate can receive a sanction within school.

Consequences will be based on the professional judgement of staff based on the context of the situation and student. Difficult or harmful behaviour could result in a lunchtime pastoral or learning area detention, an after school detention which take place Tuesdays, Wednesdays and Thursdays after school or a period of time in the Internal Isolation Room.

Students should be offered clear choices, thus making them responsible for the outcome and consequences of their behaviour. In instances where a student refuses to accept the authority of a teacher the phrase:

"Are you refusing to do what I have asked?"

will be used.

All students will be aware of this strategy used through termly reminders in assemblies from the Headteacher.

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviours may be differentiated to cater for the needs of the student.

The school will always consider behaviour (and responses to it) in the context of keeping children safe. Keeping Children Safe In Education (DfE, 2019) states that safeguarding and promoting the welfare of children is everyone's responsibility. It states that, 'everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interest of the child.'

The school will always promote good practice as:

- Building relationships of trust and understanding with students. Positive relationships are a protective factor in helping students become resilient.
- Understanding triggers and finding solutions.

However, the school has the aim of making all students as independent as possible, preparing them for life beyond school. The Senior Leadership Team and the SENDCO (where appropriate) in conjunction with the House Leader, will become involved in managing students exhibiting behaviour problems when the behaviour management techniques usually employed by the school are not effective. The One Plan framework will be used to prevent harmful behaviour.

If there are continued behavioural concerns (as identified by a House Leader or Senior Leadership Team), a structured, three tiered support plan will be put in place. It has the aim of changing the student's behaviour for the better.

Behaviour Support Plans

A Behaviour Support Plan will apply to students exhibiting substantial and regular difficulties which interfere with their own learning or that of others. A range of strategies, involving internal measures will be considered, actioned and reviewed as necessary.

Students who are already identified on the SEND register should have targets that reflect their Educational Healthcare Plan.

Pastoral Support Plan

Should a student not respond to the range of strategies from the Behaviour Support Plan, the student's House Leader will arrange to meet with the student's parents/ carers.

It will be explained to the student that their behaviour is having a negative impact on both their own future and the school community as a whole.

Fortnightly review meetings will take place over an 8 week period. At the end of the 8 weeks, the House Leader will make the decision whether to end the Pastoral Support Plan because it has been successful, extend the Pastoral Support Plan or refer to a Senior Support Plan.

Senior Support Plan

Should a student not respond to the Pastoral Support Plan, they will be placed on a Senior Support Plan. A member of the Senior Leadership Team will meet with the student and parents/ carers every fortnight. The school will consider a Managed Move or a referral to the Pupil Referral Unit should their behaviour continue. This means that the student could be educated in another location for a period of time.

If, at the end of this support, a student's behaviour is not in line with the school's Ready, Respect, Safe values, they are at risk of being permanently excluded from Hedingham School.

Parental Involvement

We must never underestimate the influence of parents in disciplinary issues with students. Parents have a range of strategies available to them which have a huge effect in supporting decisions made in school. These methods can be very effective in modifying student behaviour and show the student that the school and their parents are in agreement about expectations of behaviour.

Should they receive an after school detention, it is the parent's responsibility to arrange transport home for their child.

Regulating the conduct of students – the disciplinary sanctions adopted if a student misbehaves

EXTERNAL EXCLUSIONS

The Headteacher will decide to exclude a student, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

This usually occurs after a serious incident or following a series of problems with an individual student. When establishing the facts in relation to an external decision, the Headteacher must apply the civil standards of proof i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’

The education and welfare of other students in the school should also be considered when making the decision. This will be communicated to parents on the day and in writing. The letter will explain that parents have a right to make representations to the governing body (Independent Review Panel).

PERMANENT EXCLUSION

A decision to exclude a student permanently is a serious one. In the case of persistent breaches of the school’s Behaviour Policy, it is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed (Behaviour Plan, Pastoral Support Plan, Senior Support Plan). The Headteacher will only decide to permanently exclude:

‘in response to a serious breach or persistent breaches of the school’s behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school’.
Extract from 2017 Exclusion Policy

The incident or series of incidents leading to permanent exclusion are investigated and documented carefully. The parents and the student are informed of the decision both verbally and in writing. The Chair of Governors and Local Education Authority receive copies of the letter.

Students bringing a weapon into school (e.g. a knife), using a weapon against another person, persistent or extreme violence, will trigger the Headteacher to consider permanent exclusion.

Students selling drugs in school will trigger the Headteacher to consider permanent exclusion.

An extreme ‘one-off’ incident will trigger the Headteacher to consider permanent exclusion.

There is not an exhaustive list that can be produced. However, any serious breaches or persistent breaches will be investigated.

The Deputy Headteacher prepares a detailed case explaining the reasons for permanent exclusion. This has to have detailed supporting documentation which may be challenged by a solicitor. Copies of the report are sent to members of the Governors’ Discipline Committee, Area Office and the parents of the student.

A meeting of the Governors Discipline Committee must be convened within 15 days after the Clerk of the Governing Body has received notification of the exclusion. The parents and representatives of the LEA are invited to the meeting together with the Governors Discipline Committee. The parent may be accompanied by a friend or legal representative.

The Discipline Committee consider all the statements and have to decide whether to uphold the Headteacher's decision. They must satisfy themselves that all possible strategies to improve a student's behaviour have been tried and have failed. This includes support from outside agencies.

The Discipline Committee must notify the parent and the LEA of their decision within one school day of the hearing giving reasons for their decision. If the decision is upheld the parents have the right to appeal to an independent review panel within 15 days of being informed of the Committee decision. If the decision is not upheld the Discipline Committee direct immediate re-instatement of the student.

A student who is permanently excluded becomes the responsibility of the County. Some excluded students are educated at home by home tutors, some join Alternative Education schemes whilst others may be directed to other secondary schools by the LEA.

For further guidance on exclusions, please read the document 'Guidance on Permanent Exclusions.' You can also read additional guidance by following the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Fixed Term Exclusions

The law allows Headteachers to exclude a student for up to 45 days in a school year. In all cases of more than a day's exclusion, work should be set for the student and marked to ensure that he/she continues their education.

All incidents resulting in fixed term exclusion are investigated and documented thoroughly. The student is usually isolated during this period. Once a decision is made to exclude, the student is told by a senior member of staff. The parents are contacted by telephone and the student is either collected or taken home. A letter is sent to the parents outlining the reasons for and the term of the exclusion. Copies of this letter are sent to the Chair of Governors. The parents have the right to make representations to the Governors if they think the exclusion is unjust.

It is not appropriate to produce an exhaustive list of incidents that could result in a fixed-term exclusion. However, misdemeanours may include physical violence towards other persons, verbal abuse, bullying, consistent refusal to follow reasonable instructions, vandalism.

The student is not allowed on to school premises for the period of the exclusion. On return, the student and his/her parents are seen by the Headteacher, or Deputy Headteacher, for a Behaviour Reintegration meeting to support their re-entry into school.

INTERNAL EXCLUSIONS

The Head, Deputy or Assistant Headteacher will decide if a student is to be internally excluded. An internal exclusion is for students who have been involved in a serious incident or have persistently challenged school rules.

When establishing the facts in relation to an external decision, the Senior Leadership Team and House Leaders must apply the civil standards of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

The education and welfare of other students in the school should also be considered when making the decision. This will be communicated to parents on the day.

Internal exclusions will mean that a student is isolated from other students within the school, included break and lunch, for a fixed period of time. The Internal Exclusion Room will be supervised by a member of staff at all times and appropriate work will be set for the student.

Parents will be informed by a member of the Pastoral Team if their child is internally excluded.

Alternative arrangements can be made if the student is on the SEND register. This will depend on the nature of the students needs.

Failure to comply with the Rules of Isolation may lead directly to a fixed term exclusion or a further period of internal exclusion.

If possible parents and students would usually be informed in advance. This would be a planned or measured response.

Detentions

Teachers may hold back a student at the end of lesson 2 or 4 to have a reflect, repair and restore conversation with a student.

In some circumstances, it may be necessary to issue a detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detentions can be given include:

- Any school day where the student does not have permission to be absent.
- Non-teaching days – usually referred to as INSET days.

A lunchtime detention of 30 minutes can be issued due to repeated or persistent difficult behaviour. If a student fails to attend, they will be spoken to by the Pastoral Support Manager who will make a judgement whether to place the student in an after school detention. If a student receives two lunchtime detentions on the same day, they will be placed in an after school detention.

After School Detention

This detention is held on **Tuesday, Wednesday and Thursday** after school from 3.15 to 4.30pm. It is supervised by a senior member of staff, Leaders of Learning Areas and House Leaders.

Parents will usually be given 24 hours' notice, either by letter, email telephone if their child is required to attend an after school detention. The communication will request that parents make transport arrangements home for their son or daughter after the detention has finished. Parental consent is not required for detentions. [Students will not receive reminders for detentions. It is their behaviour which has caused them to be in detention and therefore, their responsibility to remember to attend.](#)

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Social Media

The school cannot 'police' students internet usage. However, sanctions can be issued when a parent 'screen shots' evidence of bullying and this is given to a House Leader. This can also be reported to the Police. Please see our Anti-Bullying Policy for further information.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to the Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Searching students without consent

School staff can search a student for any item if the student agrees. The ability to give consent may be influenced by the child's age or other factors. The member of staff is not required to have written consent from the student; it is enough for the teacher to ask the student to turn out his pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The school is not required to inform parents before a search takes place or to seek their consent to search a child. The school will inform the individual's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Searching students without consent

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student make have prohibited items on them. For example, they may have heard other students talking about an item or they might notice a student behaving in a way that causes them to be suspicious.

If any of the above items are found, as a result of a search, they will be confiscated. The school may retain or dispose a student's property as a disciplinary penalty, where reasonable to do so.

- Where an article is thought to be a weapon it will be passed to the police
- Controlled drugs will also be passed to the police unless there is a good reason not to (The member of staff dealing with the incident should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article)
- Stolen items will be passed to the police as soon as reasonably practicable, but may be returned to the owner if the person thinks that there is a good reason to do so
- Vapor pens, smoking materials, tobacco, cigarette papers, alcohol, fireworks may be retained or disposed and will not be returned to the student
- Offensive or inappropriate comments/images will be removed either by the school or the student. Copies will be made and kept on file. The school may report the incident to the police
- Pornographic images will be deleted unless its possession constitutes a specified offence (i.e. it is extreme or child pornography). If this occurs, school staff must inform the school's Child Protection Officer who will follow the school's Safeguarding Policy and Procedures
- Other items banned under the school rules will be returned, retained or disposed of

School staff will also seize any item, however found, which they consider harmful or detrimental to school discipline.

Complaints about searching should be dealt with through the normal school complaints procedure.

(See Appendix C for "If a search is necessary")

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

Always be used as a last resort

- Be applied using the minimum amount of force and 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

Anti-Bullying

Bullying is "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

We define bullying as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally

- Often aimed at certain groups e.g. because of race, religion, gender or sexual orientation
- Unwanted behaviour that involves a real or perceived power imbalance

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyber bullying - bullying via mobile phone or online (email, social network and instant messenger).

We pride ourselves in being a school where students are ready to learn, respect everyone and feel safe. Nevertheless, we acknowledge that incidents of bullying can occur and are aware that its effects can lead to unhappiness, loss of self-esteem and under achievement.

The school will investigate all reports of bullying (towards a student or adult) when they affect well-being e.g. the people within the school community. It makes it clear that bullying is unacceptable, and finds ways of supporting the victim and guiding the bully into more socially accepted ways.

All students have a page in their homework organiser which gives advice on well being. In addition to this, they are given guidance through assemblies and tutor time as to why bullying occurs and learn strategies for tackling it.

For further information on Anti-Bullying, please refer to our Anti-Bullying Policy.

Wider Expectations

Mobile Phones

Students are allowed to bring mobile phones into school, but they should be out of sight and switched off in lessons [and between lessons](#).

If mobile phones and other mobile devices are seen in lessons or [between lessons](#), they may be confiscated by the class teacher and handed into the student reception.

We will not allow mobile devices to interfere with teaching and learning (the only exception to the rule applies when students might be directed by the class teacher to use their phone to support learning in the classroom).

If a student refuses to hand over their mobile phone or other device then the school's disciplinary procedures will be implemented for failing to follow a reasonable request by a member of staff. This may lead to internal isolation or fixed term exclusion if the student refuses to follow instructions.

Equipment

All students are expected to come to school fully equipped for lessons. A student should have as a minimum:

- a pen
- a pencil
- a ruler

- a rubber
- a student organiser

Other items will also be appropriate for certain lessons such as a calculator or protractor.

Form Tutors carry out equipment checks and letters are sent home to parents of students who persistently come to school ill-equipped. Students can purchase items that they do not have from the stationery shop in the library.

Jewellery

All jewellery with the exception of a plain stud in each ear and a watch will be confiscated. Envelopes for confiscation are available from the Front Office and are also in form registration folders. Confiscated items should be handed into the Front Office where details are recorded and the items are kept safe until the student is allowed to collect them. Students are notified of when confiscated jewellery can be collected via email.

Lateness

Patterns of lateness can be identified by House Leaders using the lesson monitor SIMS system. Students who are regularly late to registration and/or lessons are placed on punctuality report. Their punctuality is checked each lesson and the number of minutes late noted down. This time is then 'paid back' in detention.

Make Up & Nail Varnish

False eye lashes, false nails and nail varnish are not permitted.

Uniform

Tutors check the uniform of students at registration each day and teachers check that students are adhering to the school uniform rules as they enter lessons. Students should take pride in their uniform as this is their place of work. Should a member of staff have concerns about a student's uniform, a letter will be sent home outlining the concern. A parent/guardian can contact the student's House Leader should they wish to discuss the matter further. Please see Appendix B for Hedingham School Uniform Code.

Hair

Extreme hair cuts and colours are not allowed. Hair should be a natural colour with no extremes in style. This includes shaved heads or a cut which is less than a number 2 or shaved patterns in the hair. In addition, there should be no extreme highlighting, for example: red, pink, blue, green.

Impact of the Policy and Evaluation of Students' Behaviour:

The Senior Leadership team will evaluate the impact of this policy through a review of systems and key outcomes on a regular basis. They will seek the views of stakeholders, including students, parents and staff.

The success criteria will include the following:

- Lesson observations show that learning continues without interruption and that students' behaviour for learning is strong
- Students show a mature attitude and display responsible behaviour at all times; in lesson, before and after school, break times, lunch-times, and in their journey to and

from the school, particularly on school buses

- Student outcome data shows that there are improvements in behaviour over time for any individuals or groups with particular behavioural difficulties
- Incidents of bullying and racism are extremely rare
- Student achievement and participation in the rewards process is high



THE HEDINGHAM SCHOOL AGREEMENT ACHIEVEMENT & EXCELLENCE

All students and parents sign the Hedingham School Agreement prior to admission to Hedingham School. The Agreement and its importance in maintaining good behaviour and high achievement is discussed with both parents and students. The Hedingham School Agreement confirms the partnership between home and school in a child's education.

Hedingham School will try to:

Ready

- Ensure that students achieve their full potential
- Provide a broad, imaginative curriculum in class and at home, and meet students' individual needs

Respect

- Give students opportunities to voice their opinions and develop responsibility
- Keep students and parents regularly informed about school matters and students' performance

Safe

- Provide a firm, fair, safe and pleasant learning environment

Parents & Guardians - I/We will try to:

Ready

- See that my child goes to school regularly, on time in the correct uniform and properly equipped to learn
- support my child in homework tasks
- attend parents' evenings and discussions about my child's progress

Respect

- support the school's policies, guidelines & judgements for behaviour

Safe

- let the school know any concerns and problems that may affect my child's work at school

Signed:

Students - I will try to:

Ready

- Be on time
- Come prepared with the right equipment
- Be alert and ready to learn

Respect

- Ensure that I do not disrupt the learning of others
- Keep my phone and headphones out of sight in lessons
- Be polite and listen to staff and peers

Safe

- Use equipment appropriately without causing damage
- Remain seated unless given permission to leave my seat
- Follow all teacher instructions without question

Signed:
STUDENT



Appendix B Hedingham School Uniform Code

School Uniform	
Boys	Girls
“Hedingham School” black blazer*	“Hedingham School” Black blazer*
Traditional white shirt	Traditional white shirt
“Hedingham School” jumper with V neck	“Hedingham School” jumper with V neck
Traditional black trousers (cords, denim jeans, jeans style or skinny leg fashion trousers are not allowed)	Traditional knee-length black skirt** or trousers (cords, denim jeans, jeans style or skinny leg fashion trousers are not allowed)
School tie*	School tie*
Black ankle socks	Black ankle socks
Black shoes. Shoes should not have a large heel, should not be plimsolls and be all black in colour. They should not include any branding	Black shoes. Shoes should not have a large heel, should not be plimsolls and be all black in colour. They should not include any branding

Sportswear	
Boys	Girls
Blue top	Blue top
Blue shorts	Blue shorts
Blue socks as from Easter they may wear short white socks	Blue socks as from Easter they may wear short white socks
Rugby shirt/School PE Jumper	Rugby shirt/School PE jumper
Boys under Armour/skins ONLY for outside sport – must be black. For cold weather days boys will be allowed to wear plain black tracksuit bottoms, but only if their teacher specifies to do so	Under armour/skins ONLY for outside sports – must be black or blue. Girls are allowed to wear plain black leggings and from October half term, girls will be allowed to wear plain black tracksuit bottoms at the discretion of their teacher
Students are also expected to wear shin pads for football and a gum shield for rugby for health and safety reasons.	Students are also expected to wear shin pads for football and a gum shield for rugby health and safety reasons
Football boots	Football boots
Indoor non-marking trainers – must be different from their school shoes/trainers they wear for school	Indoor non-marking trainers – must different from their school shoes/trainers they wear for school

For Dance, students should wear:

Dancewear	
Boys and Girls	For Key Stage 4, students wear a black dance polo shirt.
Blue top	
Blue shorts (The same as the PE kit)	
Plain black leggings	
Bare Feet	

*Available to purchase on-line from School Trends <https://www.schooltrends.co.uk/>

**Girls may wear black trousers or skirts. Trousers and skirts must have a waistband to allow shirts to be tucked in properly. Skirts should be box pleated and should be knee

length. Short skirts or skirts made of a clingy jersey fabric are not acceptable. Photographs of acceptable skirts can be found on the website.

Appendix C: If a search is necessary:

If a search is necessary, the member of staff must be the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. However, there is a limited exception to this rule when a member of staff of the opposite sex to the student and without a witness present can carry out a search, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The extent of the search includes clothes, possessions, desks and lockers.

The person conducting the search may not require the student to remove any clothing other than outer clothing (e.g. hats, shoes, boots, gloves and scarves.) It does not include an intimate search, which only a person with more extensive powers (e.g. a police officer) can do.

The Headteacher and staff authorised by them can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Where the person conducting a search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Members of staff can erase data or files on the device if it has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Where a student refuses to allow a search to occur the student will be kept in isolation until the schools police liaison officer or police are able to assist with the search.

Appendix D

School Classroom Expectations

H E D I N G H A M S C H O O L

School Classroom Expectations

Ready

- Be on time
- Be equipped to learn
- Be alert and ready to learn

Respect

- Ensure that you do not disrupt the learning of others
- Keep your phones and headphones out of sight in lessons
- Be polite, and listen to staff and peers

Safe

- Use equipment appropriately without causing damage
- Remain seated unless given permission to leave your seat
- Follow all teacher instructions without question