



# Heddingham School & Sixth Form

## Behaviour, Relationships and Recognition Policy

Reviewed and amended by **Mr Nash, Assistant Headteacher**

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| Approved by the Curriculum and Personnel Committee on: | -                   |
| It was ratified by the Full Governing Body on:         | <b>10 July 2024</b> |
| Next review due by:                                    | <b>Ongoing</b>      |

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## Key Principles

Hedingham School seeks to create a challenging and stimulating learning environment that encourages high expectations for all learners. Students are prepared for life in the 21<sup>st</sup> century through a safe, caring and supportive environment. We strive to foster positive relationships with students and staff, offering mutual respect for all members of the community.

The Behaviour, Relationships & Recognition Policy is based upon our behaviour and relationships ethos of Ready, Respect, Safe and forms the Hedingham Home/School Agreement. It outlines the expectations of staff and students and protects the right to learn and right to feel safe. This is outlined below in our Classroom Expectations and Character Expectations for all members of our school community.



HEDINGHAM SCHOOL

READY RESPECT SAFE

CLASSROOM EXPECTATIONS

**READY**

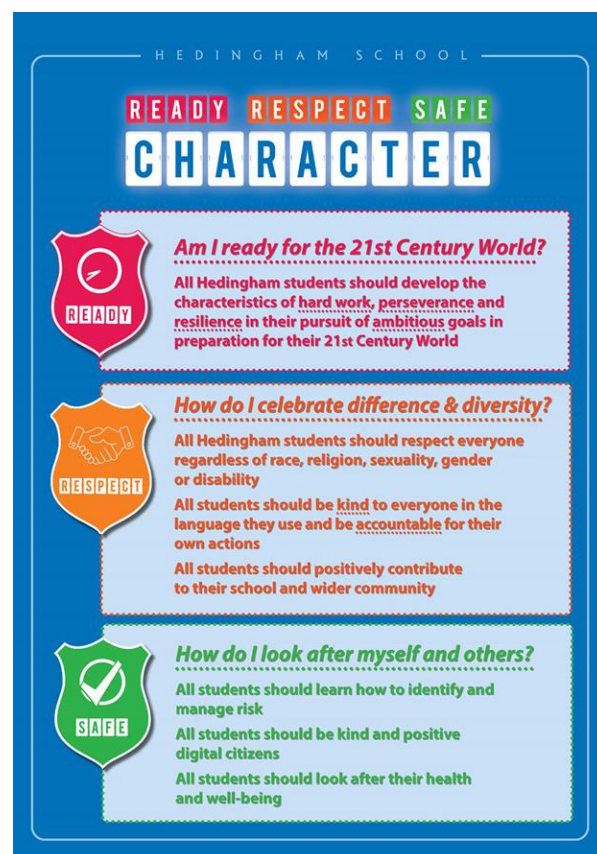
- Be on time
- Be equipped to learn
- Be alert and ready to learn

**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



HEDINGHAM SCHOOL

READY RESPECT SAFE

CHARACTER

**READY**

*Am I ready for the 21st Century World?*

All Hedingham students should develop the characteristics of hard work, perseverance and resilience in their pursuit of ambitious goals in preparation for their 21st Century World

**RESPECT**

*How do I celebrate difference & diversity?*

All Hedingham students should respect everyone regardless of race, religion, sexuality, gender or disability

All students should be kind to everyone in the language they use and be accountable for their own actions

All students should positively contribute to their school and wider community

**SAFE**

*How do I look after myself and others?*

All students should learn how to identify and manage risk

All students should be kind and positive digital citizens

All students should look after their health and well-being

The key to a well-ordered school with a positive ethos is a behaviour, relationships and recognition policy with a wide range of both educational interventions and positive recognition.

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. Boundaries and limits are to keep everyone safe and to meet everyone's needs.

Behaviour management is predominantly through relationships. We understand that students are prone to make mistakes and that behaviour is something to interpret. We will not as a staff reaffirm negative behaviours but rather use a common language for teaching positive behaviours and in turn, positive relationships.

Its 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 Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Anti-Bullying Policy
- Harmful Sexual Behaviour Policy
- Mental Health & Well Being Policy
- Mobile Phone and Electronic Devices Policy

### Roles and Responsibilities

#### The Governing Body

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

The Governing Body is responsible for monitoring the effectiveness of the Policy and holding the Headteacher to account for its implementation.

#### The Headteacher

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

The Headteacher will ensure that the school environment encourages positive behaviour and that staff interpret and understand behaviour. The Headteacher will monitor how staff implement this policy to ensure a consistent approach is applied by all members of the school community.

#### Staff

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with students (considering individual needs) enabling students to feel safe. Equally, our staff are approachable and there to support (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

Staff are responsible for:

- Implementing the behaviour, relationships and recognition 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, including Trauma Perceptive Practice.

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

### **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 and wider 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, with additional safety rules in place for practical subjects.

### **RECOGNISING SUCCESS**

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There is a constant need to give all students recognition for their effort, positive behaviour, academic and extra-curricular achievements and to privately and publicly recognise that they are fulfilling the mission statement and values of the school. To reflect this, the school has half termly Celebration Assemblies. During these assemblies, the Headteacher and Year Leader recognise 'Subject Stars' as well as 'excellence in education' across the curriculum.

In addition to this, the House system recognises success beyond the classroom in half termly House assemblies. The House System is designed to embody the values and ethos of the school and aims to be an integral part of our school community and the development of pupil character. This gives students a sense of belonging within the school community as well as opportunities to develop social, intellectual, physical and practical skills.

Our Personal Development sessions also emphasise the need for students to not only have the 'currency' of their GCSE/ A Level results, but the character and skills needed for the 21<sup>st</sup> Century world. These are underpinned by our character expectations.

Students across the entire ability range need to be consistently recognised if we wish to develop a positive ethos and "success breeds success" principle. Students are issued with House Points to recognise positive contribution.

The following examples of recognition generate a positive influence on improving students' self-esteem.

- 'Subject Star' postcards and public recognition in half termly Celebration Assemblies.
- Half termly certificates for attendance (Blue, Bronze, Silver, Gold, Platinum, Headteacher's Commendation)
- House Points with certificates at key milestones.
- Prominent displays of student work in the half termly 'Excellence in Education' bulletin to parents in KS3
- Conduct Cards which enter students into a prize draw during assemblies.
- Year 11 Credits and Rewards Passport

### **Communicating with Parents/Guardians**

Within school, we operate the Arbor MIS (Management Information System). This is where all of our student and guardian information is stored and how teachers take registers, organise seating plans, complete report data, manage behaviour and much, much more. As Arbor is a cloud-based MIS, this makes sharing information home with parents/guardians much easier and in order to facilitate this easy sharing of data, all Primary Guardians are provided with an Arbor account.

On the Arbor account there will be lots of different information for parents to interact with, this includes attendance statistics, full timetables, reports, examination timetables, house points, behaviour incidents (including any detention sessions awarded) and lots more. Parents will also be able to see what homework students have been provided using the "Assignments" section. This section shows the title, contents and deadlines for any homework assignments set so that you can see what work students have been asked to complete outside of lessons.

Additional to access to Arbor, parents will receive regular communications from the school via email with copies of any letters sent out and updates about any specific behaviour incidents and/or detentions which are relevant to monitoring progress.

## **Regulating the Conduct of Students – the interventions adopted for the safety of all members of our school community.**

### **Viewing behaviour as a learning process**

At our school we accept and understand behaviour as a learning process. Students will push limits, boundaries, and societal norms as part of their development. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the student so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide students to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our students' behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction.'

However, students must know that if they choose not to follow school expectations, there will be consequences. The school motto of Ready, Respect, Safe underpin non-negotiable high standards that Heddingham School is a safe place of learning where respect is the norm. However, it is important that they understand that it is their behaviour that is unacceptable, not themselves as individuals.

Teachers have statutory authority to discipline students whose behaviour affects the school's mission and values.

### **Harmful Behaviour (Definitions)**

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

The school defines harmful behaviour 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.
- Failure to be in the correct timetabled lesson
- Non-completion of classwork or homework
- Failure to attend a Departmental, Pastoral or Senior Staff detention.
- Incorrect uniform which deliberately contravenes our Behaviour Policy (see Appendix B)
- Lateness without good reason
- Physically aggressive towards adults or other students (including pushing, punching, kicking, biting, scratching, spitting)
- Verbally abusive (and may include anti-social language/ insulting language swearing/racist/homophobic/transphobic/sexist abuse)
- Destructive, including destruction of property and the environment
- Gathering in school toilets within groups of students.
- Vaping anywhere on the school site.
- Striking another adult/ student with an object

Serious breaches of our school mission and aims is defined as:

- Repeated breaches of the school character and classroom expectations
- Refusal to attend lessons or truancy from school
- Any form of bullying
- Harmful sexual behaviour, including child on child abuse
- Make videos or record conversations at school without permission of staff
- Theft
- Fighting

- Smoking/ vaping
- Use, supply or possession of drugs or drug related material (including any form of tetrahydrocannabinol (THC)). Please see separate Drugs and Alcohol Policy).
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Failure to attend a Senior Staff detention
- 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
  - THC
  - 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)

In some instances, these could lead to permanent exclusion.

### **Educational Consequences**

At our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the student completes the learning activity they have disrupted
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the student assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the student to learn about the impact of certain actions and behaviours
- providing the student with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one)

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. Such approaches encourage the students in our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

At our school the staff work with the students to ensure that they have learnt from an incident so that they can be successful next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

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.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.



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

The school also monitors low level disruption (consequence one 'C1') 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 interventions will be issued and parents will be informed. Persistent disruptive behaviour is recorded and sanctioned as a 'consequence two' 'C2'.

For more serious difficult or harmful behaviour in a lesson, the school has a 'Hot spot' system, where a student is removed to another location. This will be classed as a 'consequence three' 'C3' in our tiered approach to recording negative behaviour. If students refuse to go to the hotspot room, Duty staff will escalate to a period of isolation to include a period of unstructured time. If the incident in classrooms is deemed by duty staff to be particularly severe, students will be taken directly to isolation.

Students will also be monitored for punctuality, uniform and equipment to ensure they are developing skills needed for the 21<sup>st</sup> Century workplace.

Consequences will be based on the professional judgement of staff based on the context of the situation and student. Harmful behaviour could result in a lunchtime pastoral or Senior Staff detention, an afterschool detention which take place Tuesdays, Wednesdays and Thursdays 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.

### **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 negative behaviours or relationships 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, 2024) 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.'*

At our school, we acknowledge that some students will have, at times, additional needs. We recognise that students may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include students displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the student's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these students, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the CYP be in a place to learn, connect and thrive.

The school will always promote good practice as:

- Appreciate previous childhood experiences in understanding current behaviours
- Build relationships of trust and understanding with students. Positive relationships are a protective factor in helping students become resilient
- Understanding triggers and finding solutions
- Underpin our actions with our core values

However, the school has the aim of making all students as independent as possible, preparing them for life beyond school. We believe students need to take ownership of their own behaviour but appreciate this may need co-regulation from a member of staff for their time here. The Senior Leadership Team and the SENCO (where appropriate) in conjunction with the Year Leader, will become involved in managing students exhibiting behaviour and/ or relationship problems when the behaviour and relationship management interventions usually employed by the school are not effective.

If there are continued behavioural/relational concerns, a structured, four-tiered support plan will be put in place. It has the aim of changing the student's behaviour and relationships for the better. Students can be placed on any tier at any time according to the context of the current situation and the judgement of a Year Leader or Senior Management Team.

### **Tier One**

Tier One behaviour support is led by the student's form tutor. This is an early intervention to support any identified concerns in relation to a student's effort or conduct. Strategies for support may be a report card, mentoring sessions, using 'My Brilliant Book,' or RAG (red, amber, green) rating a timetable to identify any barriers to learning.

### **Tier Two**

Tier Two behaviour support is led by the school's Pastoral Support and Behaviour Support Assistants. This intervention may include support into thoughts, feelings and triggers for behaviours, mentoring, check ins and curriculum adjustments.

### **Tier Three**

Tier three behaviour support is led by the Year Leader through a Behaviour Support Plan. This will apply to students exhibiting substantial and regular barriers to regulating their own behaviour and relationships with others 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 will have targets that reflect their Educational Healthcare Plan.

This intervention may include regular updates to parents on further strategies which have or have not impacted positively on a student's behaviour. Intervention may include mentoring from the Year Leader, curriculum interventions, external support such as the Wilderness Foundation or the Infinity Programme.

### **Tier Four**

Tier Four behaviour support is led by the Year Leader and a designated member of the Senior Leadership Team. A Pastoral Support Plan (PSP) will be implemented when a student does not respond positively to a range of strategies from the Behaviour Support Plan. SMART (specific, measurable, achievable, realistic and timed) targets will be set in a formal meeting between the school, student and parents/carers. These targets will form part of an eight-week Pastoral Support Programme. Support interventions will run parallel to the student taking ownership and aiming to achieve these targets.

They will be formally reviewed every two weeks and amended according to the context of the situation. Should a student not achieve the targets set by the school, other strategies will be explored such as an extension of the Pastoral Support Plan, Off-Site Direction or a referral to the Pupil Referral Unit. This means that the student could be educated in another location for a period of time.

### **Sixth Form Behaviour**

All Sixth Form Students are expected to follow the Sixth Form Code of Conduct (see Appendix D). Behaviour Interventions will be led by the Head and Deputy Head of Sixth Form.

### **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/ relationships and show the student that the school and their parents are in agreement about expectations of behaviour and positive relationships.

Should they receive an afterschool 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 Fixed Term Suspension**

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The Headteacher will decide to suspend a student, for a fixed term or a permanent suspension, in line with the legal requirements on the use of suspension and having regard to statutory guidance. The law allows Headteachers to suspend a student for up to 45 days in a school year. In all cases, work will be set for the student and monitored to ensure that they continue their education.

The Headteacher is the only person authorised to suspend a student (or the Deputy Headteacher in his absence).

This usually occurs after a serious incident or following a series of problems with an individual student. All incidents resulting in fixed term suspensions are investigated and documented thoroughly. The student is usually isolated during this period. Once a decision is made, the student is told by a senior member of staff. 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. The parents are contacted by telephone and the student is either collected or taken home. 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).

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

The student is not allowed on to school premises for the period of the suspension.

On return, the student and his/her parents are seen by the Headteacher, or Deputy Headteacher/ Assistant Headteacher, for a Behaviour Reintegration Meeting to support their re-entry into school.

### **Permanent Exclusion**

A decision to exclude a student permanently is a serious one. In the case of persistent breaches of the school's Behaviour Relationships and Recognition 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 2023 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 (eg a knife), using a weapon against another person, persistent or extreme violence, will trigger the Headteacher to consider permanent exclusion.

Students taking, selling or having drugs on their person in school will trigger the Headteacher to consider permanent exclusion. This includes THC.

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:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Internal Isolation Room**

The Head, Deputy, Assistant Headteacher or Year Leader will decide if a student is to be internally isolated. An internal isolation 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 Year 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 isolations will mean that a student is isolated from other students within the school, included break and/or lunch, for a fixed period of time. The Internal Isolation 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 isolated.

Alternative arrangements may be made if the student is on the SEND register. This will depend on the nature of the student's needs.

Failure to comply with the rules of Isolation may lead directly to a fixed term suspension or a further period of internal isolation. This includes completing the work set and handing over their mobile phone at the start of the period in isolation.

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 a lesson before unstructured time (break or lunchtime) to have a reflect and repair conversation with a student.

A lunchtime detention of 20 minutes can be issued due to repeated or persistent difficult behaviour. These will usually occur on the day of the incident and will be communicated to the student directly. Attendance is compulsory and non-negotiable. The responsibility for attending these detention sessions is solely on the individual. The student will be informed of the detention on their Arbor school account.

If a student fails to attend a subject detention, parents will receive an email that their child has had their detention escalated to a "Senior Staff Detention". These sessions, lasting 30 minutes and led by one of the Senior Leadership Team, will occur the very next lunchtime the following day. Attendance to this session is crucial, as failure to attend will result in the student being placed into a period of isolation the following day.

If the student fails to attend the Senior Staff detention, they will be placed in isolation for a period of time the following day which will also include a loss of break and/or lunchtime. The length of time will be a minimum of two lessons and a loss of a break. However, if a student displays a poor attitude towards the sanction, the period of time will be extended.

### **After School Detention**

This detention can be held on Tuesday, Wednesday and Thursday after school from 3.15 to 4.30pm. It is supervised by a senior member of staff and Year Leaders.

Parents will usually be given 24 hours' notice, either by email or telephone if their child is required to attend an afterschool 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. This behaviour may have an impact on the safety or wellbeing of the rest of the school body or bring the school's reputation into disrepute.

### **Social Media**

The school cannot 'police' student's internet usage. However, action will be taken when a parent 'screen shots' evidence of bullying and this is given to a Year Leader. This can also be reported to the Police. Inappropriate use of social media which targets a member of staff can also receive a serious sanction. Whilst staff have a responsibility to have a digital presence in line with the Teaching Standards, they also have a right for their digital presence to be respected. Please see our Anti-Bullying Policy for further information.

### **Vaping**

Vaping is not permitted on the school site. The school will issue a serious sanction (isolation or suspension) for any student who is vaping or gathering in groups of students in the school toilets on the school site.

### **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 any member of staff accused of misconduct.

### **Searching students with 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 search the student's bag.

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.

Any student who refuses to be searched will result in an internal or external suspension.

## 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 may 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 items below, 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 (ie 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 intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

**The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.**

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

## 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 eg 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)
- pressurising, forcing, or coercing someone

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

Please see the separate Mobile Phone and Electronic Devices policy.

### Equipment

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

Mandatory:

- Two pens (black ink)
- A green pen
- Three Pencils (2H/ 2B/ 3B)
- Ruler (30cm)
- Scientific Calculator

Recommended:

- Compass
- Protractor
- Rubber
- Barrel Sharpener
- Highlighters
- Glue stick
- Colouring pencils
- A Pencil Case

Form Tutors carry out equipment checks and letters are sent home to parents of students who persistently come to school ill-equipped.

### Lateness

Student punctuality is checked each lesson and the number of minutes late noted down. Tutors will monitor lateness. Students who are regularly late to lessons (three late marks or more within a five-day period) will receive a Year Leader detention and may be placed on punctuality report. For students who are repeatedly late, the form tutor or Year Leader will contact parents/ carers.

If a student arrives more than 10 minutes late to a lesson without a green slip, they will be asked to wait outside of the classroom. A duty teacher will be called who will have a conversation with the student. A professional judgement based on the context will be made as to whether the student will join the lesson.

### Uniform

It is expected that all students wear the correct uniform at all times. Where there is a medical condition that prevents this, students should have evidence from a doctor to confirm the issue. Temporary injuries can be covered with a note from parents but there must be an agreed time scale for recovery before a doctor's note is requested.

Students are permitted to wear a 'winter' coat during the colder months. These should be removed when inside the buildings. Hoodies are not permitted at any time, including break and lunchtime. Hedingham School black 'V' neck jumpers or plain black (no branding) V neck jumpers are the only type of jumper permitted. Round neck or any jumper with writing/logos on are not permitted. Blazers and a tie must be worn in the school building. Reasonable adjustments are made during periods of extreme heat.

Inappropriate items of uniform (such as hoodies) will be confiscated by teaching staff and held at the front office until collection is authorised.

Tutors check the uniform of students during Personal Development time 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, the form tutor may contact home or a letter will be sent home outlining the concern. A parent/guardian can contact the student's form tutor/ Year Leader should they wish to discuss the matter further. Please see Appendix B for Hedingham School Uniform Code.

### Escalation

If students constantly fail to wear the correct uniform, an email will be sent to parents by tutors. Students will be followed up to identify improvement one week later.

If no further improvement, tutors will call parents to indicate that failure to wear the right uniform will result in removal from circulation (isolation room) until the correct uniform is worn.



If students are wearing incorrect uniform, tutors will issue a green slip for the day which will excuse the infringement for a set duration.

If students have extreme uniform infringements such as wearing leggings, if a replacement loaned item cannot be given or the student refuses to wear a replacement item, they will be placed in isolation as to such a time that the issue can be resolved. The Year Leader will contact home.

### **Make-Up and Nail Varnish**

False eye lashes, false nails and nail varnish are not permitted. We ask that only very discrete make-up is worn by our students.

### **Jewellery**

All jewellery with the exception of a plain stud in each ear and a watch will be confiscated. Staff will ask students to remove any items which are worn in addition to a plain stud. If an item is repeatedly worn, staff will confiscate the item and deposit it in the School Office. The student can collect it from reception at the end of the school day. If the item is confiscated again, parents will be asked to pick up the item.

### **Skirt length**

Skirts should not be rolled up and should be knee length (in keeping with the professional and smart look required of our formal learning environment). Leggings are not permitted.

### **School Shoes**

Trainers are not permitted as part of our school uniform. The shoe must be plain in design and have no branding (for example the Nike shoes 'tick'). Please be mindful when buying shoes that a lot of shops market trainers as "back to school shoes."

### **Hair**

Extreme haircuts 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.

### **Toilets**

Students should not be permitted to leave lessons to go to the toilet unless they have a medical need to do so and have an agreed toilet card (medical evidence should be provided to the school). With over 50 classes in session each hour, it is important for the safety of all that students are not wandering corridors unsupervised. Students should use the toilet at break and lunch or between lessons. Students on a concern list that routinely attempt to leave the class to use the toilet can only go once collected by the Duty Teacher. If there is an occasion where a student is desperate to go, the student will leave their mobile phone on the teacher's desk and be issued with a toilet pass.

### **Impact of the Policy and Evaluation of Students' Behaviour & Relationships:**

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 line with our character expectations; in lesson, before and after school, break times, lunchtimes, and in their journey to and from the school, including 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, homophobia, transphobia, sexism or racism are extremely rare
- Student achievement and participation in the recognition process is high

## Appendix A The Home School Agreement



## 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 monitoring 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 aim to ensure the curriculum delivers the following principles:*

### READY

To provide the knowledge and skills required to be successful learners  
To create resilient and independent learners who are able to meet the challenges of the 21st century  
To prepare learners for the next step in their education

### RESPECT

To broaden their horizons through a rich and varied enrichment programme

### SAFE

To encourage learners to be active citizens who contribute positively to the community

*Parents & Guardians - I/We will try to*

### READY

Ensure that my child has a high level of attendance and punctuality  
Make sure that my child is in correct uniform and properly equipped to learn  
Support my child in homework tasks  
Attend parents' evenings and engage in discussions about my child's progress

### RESPECT

Support the school's policies, guidelines and judgements for behaviour

### SAFE

Let the school know any concerns and problems that may affect my child's education or welfare

SIGNED: \_\_\_\_\_

CONTINUED OVERLEAF



THE  
**HEDINGHAM SCHOOL AGREEMENT**  
 ACHIEVEMENT & EXCELLENCE

*Students - I will try to:*

**CLASSROOM EXPECTATIONS**

**READY**

- Be on time
- Be equipped to learn
- 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

**CHARACTER EXPECTATIONS**

**READY**

- Develop the characteristics of leadership, organisation, resilience, initiative and communication in preparation for the 21st Century World.

**RESPECT**

- Respect everyone regardless of race, religion, sexuality, gender or disability
- Be kind to everyone in the language I use.
- Positively contribute to my school and wider community

**SAFE**

- Learn how to identify and manage risk
- Be a kind and positive digital citizen
- Look after my own health and well-being

SIGNED: \_\_\_\_\_

## 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 black jumper with V-neck*  | Hedingham School black jumper with V-neck*   |
| Traditional black trousers (cords, denim jeans, leggings, jeans style or skinny leg fashion trousers are not allowed) | Traditional knee-length black skirt** or trousers (cords, denim jeans, leggings, jeans style or skinny leg fashion trousers are not allowed) |
| School tie*   | School tie*  |
| Black ankle socks   | Black ankle socks  |
| Formal black shoes (Flat soles. No trainers, plimsolls, boots or high heels)  | Formal black shoes (Flat soles. No trainers, plimsolls, boots or high heels)   |

| Sportswear   |  |
|--|--|
| Boys   | Girls  |
| Hedingham School navy and amber top*   | Hedingham School navy and amber top*   |
| Hedingham School navy and amber shorts*  | Hedingham School navy and amber skirt* or shorts*  |
| Navy long socks - from Easter they may wear short white socks  | Navy long socks - from Easter they may wear short white socks  |
| Hedingham School navy and amber rugby jumper*  | Hedingham School navy and amber rugby jumper*  |
| Indoor non-marking trainers or astro boots   | Indoor non-marking trainers or astro boots   |
| Football boots   | Football boots   |
| For outside sports ONLY - under armour/skins must be black or blue. For cold weather days boys will be allowed to wear plain black or blue tracksuit bottoms, but only if their teacher specifies to do so | For outside sports ONLY- under armour/skins must be black or blue. Girls are allowed to wear plain black leggings. For cold weather days girls will be allowed to wear plain black or blue tracksuit bottoms, but only if their teacher specifies to do so |
| For health and safety reasons- shin pads for football and a gum shield for rugby   | For health and safety reasons- shin pads for football and a gum shield for rugby   |

For Dance, students should wear:

| Dancewear   |   |
|---|---|
| <b>Boys and Girls</b>   | <b>For Key Stage 4, students wear a black dance polo shirt.</b> |
| Hedingham School navy and amber top*                                      |   |
| Hedingham School navy and amber shorts or skirt* (The same as the PE kit) |   |
| Plain black leggings  |   |
| Bare feet   |   |

\*Available to purchase from Baldwins of Halstead:

<https://www.baldwins-departmentstores.com/halstead>

\*\*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 or tailored 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 and is conducted on reasonable grounds when there is evidence to believe a student may be in possession of a knife 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.

The search does not include an intimate search, which only a person with more extensive powers (e.g. a police officer) can do.

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 school's police liaison officer or police are able to assist with the search.

Appendix D: Sixth Form Code of Conduct



Code of Conduct

At Hedingham we have very high expectations of our students. We are committed to treating the students as young adults and expect them to behave and act in the same manner. We have devised a number of professional standards that we expect students to maintain at all times:

- 1. Be respectful and courteous to each other and staff at all times**
- 2. Respect Sixth Form Facilities**
- 3. Attend all lessons**
- 4. Maintain an attendance of at least 90% (medical issues aside)**
- 5. Use study periods appropriately**
- 6. Complete all independent tasks set**
- 7. Do not smoke or vape anywhere on site**
- 8. Do not eat in lessons**
- 9. Phones and AirPods/headphones are not to be seen in lessons unless directed by teacher**
- 10. Maintain professional standards expected of Sixth Form students at all times**

I agree to adhere to and meet these professional standards at all times and understand that persistent failure to do so will jeopardise my place at Hedingham Sixth Form.

Signed:

.....  
Head of Sixth Form

.....  
Student

.....  
Parent