

**The Highfield School**  
**Student Care and Support Advisory Group**

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**BEHAVIOUR FOR LEARNING POLICY: SCSAG07**

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**This Policy has been reviewed by the Governors of The Highfield School to ensure that it reflects the values of the Co-operative Movement.**

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# The Highfield School

## 1. INTRODUCTION

The Highfield School is a fully comprehensive, 11-18 Foundation school. We believe that we have a positive learning environment established through a culture of mutual respect, embodying fairness, positive reinforcement and a sense of community.

We believe that the pastoral system ensures that we understand our students through effective tutoring and by creating a culture of positive behaviour for learning. Our vision is to provide a stimulating learning environment across the whole curriculum, where everyone aspires to be the best they can be and students of all ability levels are well equipped to meet the challenges of education, work and life. By creating opportunities for everyone, we provide access to all we offer. We do this through positive relationships and mutual respect for all with a shared sense of pride in The Highfield School.

This Policy aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. It encompasses our rules, rewards and sanctions and the communication and management framework we use to ensure that students know they are being treated fairly and consistently.

Our Expectations of Conduct are made known to the school community, parents, staff and governors through the student handbook, staff handbook and notices in the tutor room. Assemblies and Personal, Social, Health and Citizenship Education (PSHCE) sessions are also used to inform students and to discuss accepted standards of behaviour; and positive behaviour is promoted through engaging teaching and learning. **ALL** staff accept a collective responsibility for the management of good behaviour. Parents are asked to work in partnership with the school.

The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

## 2. PRINCIPLES

Our Vision:

We take opportunities and aspire to excellence.

Our core Cooperative values underpin this Behaviour Policy

Self Help	Having high expectations of ourselves, including all aspects of our Behaviour for Learning.
Equality and equity	Respecting and supporting everyone's equal right to a safe, calm and ordered environment for learning.
Democracy	Taking part in democratic processes and opportunities
Self-Responsibility	Taking responsibility for, and accepting the consequences of, our actions.
Solidarity	Being part of our community, respecting others, property and our environment.

Our promotion of positive behaviour is based on these cooperative values. In order for this to work we aim to embed the following Expectations of Conduct which are shared with students:

- DO be prepared for lessons with all necessary equipment, sitting in your seating plan
- DO be on time to registration and your lessons

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- DO wear the correct uniform at all times
- DO move around the school calmly, keeping to the left, entering and leaving classrooms in an orderly way
- DO put your litter into the bins and keep The Highfield School litter free
- DO listen and follow the instructions of all adults in the school
- DO challenge yourself to achieve your very best classwork and homework
- DO be respectful, of yourself and others, at all times.

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate success. We also have clear expectations regarding behaviour and sanctions for poor behaviour. Our sanctions system will be applied by staff consistently and is based on giving students chances, choice and sanctions.

We recognise that some difficult behaviour results from students who have additional educational needs (AEN), such as emotional and behavioural difficulties. Our Expectations of Conduct remain consistent for all students. However, as and if needed we may work together with other relevant services to prepare planned intervention to help students manage their behaviour more effectively and adjust sanctions where appropriate. Similarly, we recognise that other groups identified as 'at risk' in the education system, including looked-after children, sick children and young carers, may, at some point, need us to take account of their individual needs and circumstances when applying our behaviour policy.

All students have a copy of our Expectations of Conduct, Home School Agreement, and key points about our Rewards & Sanctions system in their planner.

Our Behaviour For Learning Policy follows Department for Education (DfE) guidance, recognises the requirements of the Equality Act 2010 and issues covered in the Human Rights Act and Race Relations Act. It is integrated with the school's SEN policy and is delivered using our standard teaching and learning and pastoral systems.

## 3. ROLES, RESPONSIBILITIES, DEFINITIONS

### Roles and responsibilities

The governing body will establish in consultation with the Headteacher, staff and parents, the promotion of good behaviour and keep it under review. They will monitor the Behaviour for Learning Policy through the Student Care and Support Advisory Group Committee (SCSAG), and work with the Deputy Headteacher, with responsibility for Pastoral Care to look at data and spot trends.

- the Deputy Headteacher with responsibility for Pastoral Care will be responsible for the day-to-day running of the Rewards and Sanctions system, provide termly reviews of the Rewards and Sanctions system for the Leadership Team and termly reports to the SCSAG governors' advisory group
- staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied
- parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school
- students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to staff.

### Definition of School Jurisdiction

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This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site, on study leave or work experience. When students are travelling to and from school in uniform they are considered to be representing the school and therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students and/or the reputation of the school in the local community.

## Staff guidance

Staff follow the following key points:

- sanctions will be just, fair, appropriate and clearly explained. They will also be documented and retained in the student file and logged on the rewards and sanctions database in SIMS;
- staff will take account of the needs and circumstances of individual students with particular identified difficulties, such as a disability, when implementing the policy;
- whole class or year punishment will be rare, and only after consultation with the Leader of Pastoral Care;
- setting additional work as a sanction for poor behaviour is not always appropriate;
- parents will be informed, as appropriate, of sanctions usually via Schoolcomms or phone call home;
- staff can see when students receive a sanction through SIMS;
- all standards of behaviour expected on site should also be expected of students on trips, whether in or out of uniform;
- students will be given the opportunity to learn from their mistakes and where appropriate, make a fresh start.

## Parents and carers

Parents/carers and teachers have joint responsibility, with students, for fostering responsible behaviour. The Home-School Agreement is signed by parents and the school aims to work with parents should difficulties arise. The school will also inform parents about improvements in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns and parents are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Parents/carers are encouraged to use the student handbook to engage in dialogue with teachers. Students' tutors are the first point of contact for parents, and are the foundation of our pastoral system.

If students are having particular difficulty meeting school's expectations about behaviour, the school or local authority will consider whether parental influence could help bring improvements.

## 4. REWARDS AND SANCTIONS

Please note that the Rewards and Sanctions systems may change from time to time during the life of this policy. Changes will be communicated to students in school and parents via the school newsletter.

This policy will be updated annually to reflect any changes that have occurred.

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## Rewards

Rewards are seen by The Highfield School as the most positive way in which to encourage good behaviour, motivation and academic progress. Appendix B shows the rewards ladder used by staff. Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard;
- academic progress;
- tremendous effort;
- co-operation;
- involvement in activities outside the school day;
- extra curricular activities;
- changing the pattern of behaviour in a positive way;
- improved attendance or punctuality;
- excellent attendance;
- community spirit.

The rewards that good behaviour may bring include:

- House Points;
- verbal praise;
- Postcards/letters/phone call home;
- nomination for an award at the Celebration and Awards Evening;
- notes in the planner from staff;
- Student of the Term award;
- work on display;
- tutor group awards for House Point totals;
- early lunch pass/front of queue pass

## House Point Awards and Net Points

Net points are the total number of House Points a student has after their Behaviour Points have been subtracted. Behaviour Points are allocated for lack of homework, detentions, lateness, non-uniform items, disruption in class and so on. For example, a student may have 100 House Points and 8 Behaviour Points giving them 92 Net Points. Behaviour points will increase with severity of behaviour.

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## Sanctions

The principle of the sanctions system is that students are made aware of the Expectations of Conduct and are given the chance to behave. If they choose not to behave they will be given a warning. The student is then given the choice to regulate their own behaviour but if they fail to do so, there will be a consequence, and move up the behaviour ladder.

The table of sanctions, examples of behaviour that might trigger a consequence, and the sanctions that apply are displayed in the student planner, in all classrooms and included in Appendix A.

Sanctions are recorded in SIMS and on students' files. Any sanction that involves an after-school detention, reflection time or exclusion is notified to parents and carers with 24 hours notice for detentions – notice will be given usually through via Schoolcomms or a phone call home.

When students receive detentions from staff, the expectation is that students will sit the detention. We would always encourage students to speak to the member of staff who has set the sanction at an appropriate time, or their tutor if they need clarification about the reason for the sanction.

If parents/carers wish for further clarification from the member of staff who issued the sanction, please send a letter or note in the planner with your child to show the member of staff who will then be able to respond accordingly.

## Detentions

Students will not be kept behind at the end of the day beyond the legal limit unless a detention has been set and parents have been informed. In an emergency situation a senior member of staff should be involved and parents will be notified at the earliest opportunity. Level 1 detentions are after school and last for ½ hour. Level 2 detentions are after school and last for 1 hour. A L3 detention, after school and lasting 2 hours, are also held for more serious behaviours or failure to attend a Level 2 detention (see appendix A). Detentions are usually held in the school dining room or an IT room. Detentions will happen a minimum of 24 hours after parents are notified. Where possible students will be involved in a task that allows them to reflect on, and take responsibility for, the reason for the sanction.

## Support and Remove

Students may be removed from a classroom under the procedure known as Support and Remove. This applies when a teacher feels it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single, disruptive or confrontational act or for persistent, sustained disruption of the lesson. A member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible, the student will be removed from the classroom and the incident will be followed up and recorded in SIMS. Any student who is removed by Support and Remove will automatically spend up to a full day of reflection time, out of usual lessons, either in a classroom or the Reflection Hub. In some cases, the student will also be sanctioned with a detention. If the student fails to behave well in the Reflection Hub the student may be subject to a fixed term exclusion (see below).

## Reflection Time and Internal Exclusion

Students may be withdrawn from lessons for longer periods, to work under supervision in, for example in X1 or the Reflection Hub. Work is provided and students will NOT be allowed free time at break and lunch time if this is appropriate. Parents will always be informed of reflection time /internal exclusion by the Pastoral Care Co-ordinators. Parents/carers may also be called into school to discuss the incident and the ways forward. Students can be placed in the Reflection Hub pending the investigation of an incident at the discretion of a staff member.

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Some examples of behaviour which may lead to Reflection Time for a student are:

- Serious hurtful behaviour, including online
- Serious defiance
- Removal from lesson
- Rudeness towards a member of staff
- Incorrect school uniform
- Smoking
- Racist, sexist, ableist, homophobic, transphobic behaviour and religious discrimination
- Damage to property
- Serious dangerous behaviour
- Multi sanctions/poor report scores
- Failure to attend a L3 detention.

(See Appendix A)

The context of the incident leading to an internal exclusion/Reflection Time will be reflected in the length of time a student spends away from the classroom. A series of incidents at Level 3 of the behaviour ladder may result in a fixed term exclusion. Students and parents will always be informed when this is the case. All incidents are logged in SIMs and in more serious cases on the students' file.

## External Exclusion

In most cases external exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour. We follow DfE and LA guidelines on exclusions, and the final decision to externally exclude can only be made by the Headteacher or nominated member of the Senior Leadership Team in the Head's absence. When deciding to externally exclude a student the Headteacher will ensure there has been a thorough investigation and that a record is kept of their actions and those of other staff.

There are TWO types of external exclusion: fixed term and permanent.

The length of a fixed term exclusion will be decided by the Headteacher with reference to:

- the age of the student
- the disciplinary record, including the primary or previous school record, if appropriate
- the nature of the offence
- the home background
- exam obligations

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure, we record the incident formally, as a fixed term exclusion, in line with DfE guidance.

If a student is sent home for the lunchtime period it is recorded as half-day exclusion.

The following type of incidents or offences are likely to lead to a fixed term external exclusion:

- Persistent refusal to accept the Expectations of Conduct
- Sexual misconduct
- Substance abuse
- Possession or under influence of inappropriate substances eg legal highs, illegal substances
- Persistent bullying or a single case of extreme bullying
- Bringing an offensive weapon onto the school site, including online

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- Severe racist, sexist, ableist, homophobic, biphobic, transphobic behaviour and religious discrimination
- Theft
- Swearing / name calling directly or indirectly at a member of staff
- Deliberate damage or vandalism
- Actual or threatened violence towards a student/member of staff
- Bringing the school into disrepute (including behaviour outside of school)
- Making malicious allegations against a member of staff

Where a student is excluded the school will:

- notify parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed term exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed term exclusion of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the student's problems; and
- consider what support will best help with the student's reintegration into the school at the end of the exclusion

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, our tariff system is only a general guideline.

The parents or carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within a reasonable number of days of the request being made (there is no statutory time limit in this situation) and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 days to review the exclusion.

After a fixed-term exclusion students should attend a re-admission meeting with their parents/carers and a member of the Pastoral Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion could also follow after certain single incidents, which are deemed to be extremely serious. These might include repeated or more serious examples of the incidents shown in the fixed term exclusions list above but also (although not limited to):

- carrying an offensive weapon with intent to cause harm
- actual or threatened violence against a member of staff
- sexual abuse or assault
- supplying or intent to supply an illegal drug or possession of an illegal drug in school

These instances do not constitute an exhaustive list but indicate the seriousness of an offence for which the Headteacher may, in their judgement, impose a permanent exclusion for a first or "one-off" offence.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour for Learning Policy and b) the effect that the student remaining in the School would have on the education, welfare and safety of other students and staff. Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion.

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In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Student Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's School record, including the primary or previous school record, if appropriate, witness statements and the strategies used by the School to support the student prior to exclusion plus any relevant information from outside agencies.

We will not normally exclude for:

- truanting or non-attendance
- uniform or appearance
- poor academic progress
- behaviour of parents/carers
- refusal to sign the home-school agreement

If a student is permanently excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- advise parents or carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided
- arrange a meeting of governors to review the exclusion and decide whether to uphold it.

Students who are permanently excluded will remain on the school roll during the period allowed for appeals. They can be removed from the school roll at an earlier date if the Local Authority confirms there will be no appeal.

## 5. SUPPORT AND PREVENTION

The Behaviour for Learning Policy encourages students to take responsibility for their own behaviour and helps them to recognise the sanctions of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. The following elements may be used to help students who have difficulty meeting expectations.

### Pastoral system

Every student has a nominated tutor, a member of staff who works to enable that student to make the best use of the time spent at school. Tutors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Tutors want each student fulfilling their potential and will take opportunities to support and reinforce good behaviour and discuss problem behaviour as part of the work they do with their tutor groups. They carry out developmental work during tutor time and encourage students to take increased and increasing responsibility for themselves.

Tutors work closely with the pastoral team and ensure that any issues that need to be communicated to staff are fed into the staff briefing system through the weekly staff bulletin and into students' files.

The rewards and sanctions system notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents as and when needed.

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## Encouraging good behaviour

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success to encourage good behaviour. Staff training, support documentation and colleague interaction all focuses on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations both in the classroom and outside it.

Amongst other things, classroom management strategies may include:

- moving a student to a different part of the classroom, or to an isolated desk
- suspension of privileges
- referral to the Head of Department, Head of Year or a senior member of the pastoral team.

Staff collaborate closely, and involve Heads of Department, Heads of House/Year and senior staff as needed for advice and help on appropriate ways of implementing a strategy.

## Report cards

When a student has difficulty managing their behaviour a report card will be used to support them to improve. A student may choose to use a report card voluntarily, as a way of getting feedback, or it may be compulsory, where staff want to use it to help a student identify problem behaviour and give a focus for improvement.

Staff record achievement against the targets at the end of each session. Report cards are used to monitor progress, spot patterns and improve behaviour, attendance, punctuality or homework. The report cards are referred to as 'general monitoring'.

- the reason for the report card or focus will always be stated on the card
- they can be issued by the Tutor, class teacher, Head of Department, Head of House/Year or member of the Pastoral Team or Leadership Team
- students will always be involved in the target setting dialogue
- parents will always be informed
- staff will always be informed
- they will not be used long-term unless requested by parents.

General Monitoring reports usually run for 3 weeks and are then reviewed with students and parents. If significant progress has been made the student may come off report. If sufficient progress has not been recorded then the student may move to the next General Monitoring level.

The first General Monitoring level is a Blue Report card which is managed by the Tutor. The next level is Green which is managed by the Head of House/Year. There is also a Pink positive report where staff report only positive comments. Reports for a specific subject may also be issued by class teachers and Heads of Department. The reports are used when patterns of behaviour suggest that the student needs extra support to help manage their behaviour. The student will have daily discussions with their Tutor or Head of House/Year, usually at the end of the day, as well as with their parents/carers. If the student does not make sufficient progress through these levels, then the student will be provided with further support as outlined below.

We exercise discretion as to the impact of a report card upon the emotional wellbeing of students with additional needs. Therefore, this system is not always strictly followed, for example, SEND students may be monitored with a bespoke support plan.

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A Student Support Plan (SSP) is a further step which includes regular mentoring, parent meetings and a review after 4 weeks. The SSP Report Card has specifically tailored targets which match student needs and is managed by the Pastoral Team.

## **Pastoral Support Plans and support from other agencies**

The Pastoral Support Plan is intended to run for 16 weeks with a mid-term review after 8 weeks.

Setting up a Pastoral Support Plan usually requires advice and support from an outside agency. PSPs identify precise and realistic targets for the student to work towards.

A nominated member of staff will oversee the PSP. The PSP is a report which is managed by the Leader of Pastoral Care. However, any member of the Leadership Team may be in charge of a student's PSP.

The following will always apply:

- students will be encouraged to set their own targets and sign the PSP
- parents will be involved, and will be asked to sign the PSP
- the nominated member of staff will sign the PSP
- PSPs will identify rewards and sanctions
- PSPs are reviewed half-way through their set time.

If at the time of review (usually after 8 weeks or at the end of a 16 week period) it is felt that the student is no longer giving cause for concern then the student will usually be stepped down to a SSP or General Monitoring report.

If, however, at the time for review it is felt that extra support is needed then the student will remain on a PSP with an exploration of alternative interventions.

It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion.

Advice for setting appropriate targets for PSPs and support may be sought from the following external agencies as appropriate:

- Education Support Centre
- Local Authority Integration Team
- School Nurse
- Attendance Improvement Officer
- Student Connexions
- School Counsellor
- Educational Psychologist
- The Police – Community Police Officer

Working with parents and carers we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social Services
- Family Support Worker

PSPs will be individual. For particularly challenging students the following will be considered and implemented where necessary;

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- a different curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of these
- individual mentoring, by a member of staff, where the teacher and student would meet on a regular basis, perhaps weekly or fortnightly.

## Additional Educational Needs

Particular efforts will be made to avoid excluding students who have known disabilities or additional needs and reasonable adjustments are made wherever possible. We also acknowledge our legal duty under the Equality Act 2010 not to discriminate against disabled students by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed term exclusions.

When students with AEN need a PSP, it does not replace the Additional Educational Needs (AEN) assessment process. Where students have Education, Health and Care Plans, the targets they are working towards would be reflected within these plans rather than in a PSP. We recognise that some students who need a PSP do not have particular AEN.

## 6. SEARCHING AND CONFISCATION

### Searching with consent

The Schools' common law powers to search:

School staff can search students with their consent for any item which is banned.

- The Highfield School is not required to have formal written consent from the student. It is enough for the teacher to ask a student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree
- The Highfield School makes clear in Appendix C of this policy; in the student planner; on the website; and in Parent Packs, which are annually sent to parents, what items are banned
- if a member of staff suspects a student has a banned item in their possession they will immediately bring this to the attention of the Leadership Team or the Leader of Pastoral Care who will carry out a search with consent in the presence of another member of staff. At least one of the staff members will be the same sex as the student concerned
- a student refusing to cooperate with the search will be issued with an appropriate sanction
- any confiscated banned items will be returned to parents, if appropriate (see Appendix C).

### Establishing grounds for a search

Staff of The Highfield School will only undertake a search with consent if they have reasonable grounds for suspecting that a student may have in his or her possession of a banned, prohibited or illegal item. The staff member will decide in each particular case what constitutes reasonable grounds for suspicion.

### Location and extent of a search

Searches will only take place on school premises unless there is cause for suspicion on a school trip where a search will take place. In these circumstances, the most senior member of staff present on the trip will take responsibility and follow the guidelines set out here, applicable to searches on school premises.

A search with consent will mean that staff will have no physical contact with the student. The student may be required to remove outer clothing i.e. jumpers, shoes, hats gloves or socks. In these circumstances students will be asked to remove their own outer clothing. Students may also be asked to turn out bags, pockets or lockers with their agreement.

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## Informing parents

The Highfield School is not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search. Complaints about searching should be dealt with through the normal complaints procedure. There is no legal requirement to inform parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, but the school will inform the parents in these circumstances (see below).

## Searching without consent

As policy The Highfield School will not search students without consent even for illegal and potentially harmful items. Where such items are suspected, students will be isolated and kept under supervision by a member of staff. The police, or Police Community Support Officer (PCSO) where appropriate, will be contacted.

Examples of illegal or potentially harmful items include (but are not limited to):

- knives
- weapons of any kind
- items that the school believe may be used as a weapon
- alcohol
- illegal drugs
- legal highs
- suspected stolen items

## 7. THE POLICE

It will be for the Headteacher or a member of the Senior Leadership Team to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents will be informed immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for police interviews to take place at school only in the presence of parents or carers. If parents cannot be contacted, the interview will take place with the Headteacher or a member of the Senior Leadership Team.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

### When to call the Police

- once a 'prima facie' case has been established, school led interviews and investigations should stop and the police should be called
- accurate records of interviews and admissions should be kept as a member of staff could be called as a witness
- once a criminal investigation is under way school investigations and/or interviews MUST stop
- offences where the police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

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Any illegal or potentially harmful items will be passed to the police or the Police Community Support Officer.

With regard to stolen items of low value such as pencil cases, it may not be reasonable to involve the police or pass items on to them. However, the school may deem it appropriate to contact the police regarding any theft.

## 8. BULLYING

Bullying of any kind is unacceptable and will not be tolerated at The Highfield School. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote the Cooperative Values of solidarity and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain.

### Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Academic ability

No form of bullying will be tolerated and all incidents will be taken seriously.

### Reporting bullying

**STUDENTS WHO ARE BEING BULLIED:** If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

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- Report to a trusted member of staff, such as a form tutor or one of the Pastoral Team
- Report bullying by emailing worried@highfield.herts.sch.uk
- Call ChildLine to speak with someone in confidence on 0800 1111

## Reporting – roles and responsibilities

**STAFF:** All school staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a member of the pastoral team.

**SENIOR STAFF:** The Senior Leadership Team and the Head teacher have overall responsibility for ensuring that this policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. The Deputy Headteacher is the Senior Leader responsible for anti-bullying.

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the form tutor or a member of the pastoral team.

**STUDENTS:** Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

## Responding to bullying

When bullying has been reported, staff will:

- Investigate immediately
- Discipline the bully with the relevant sanction which may include: an interview with a member of staff; writing a statement about the incident; meeting with parents; a meeting with the victim; a detention, reflection time, internal exclusion, fixed term exclusion or a permanent exclusion.
- be fair and consistent in applying the relevant sanction, but take into account special educational needs and disabilities of students as well as the needs of vulnerable students
- consider the motivations behind the bullying; this will be considered as this may reveal concerns for the safety of the bully, who may need support themselves
- provide support for the victim and perpetrator
- contact the police or Police Community Support Officer (PCSO) if the misbehaviour is suspected as criminal or poses a serious threat to somebody.
- contact the parents/carers of the victim and perpetrator
- employ restorative justice to help the bully understand the impact of bullying on the victim
- engage relevant agencies. For example, where there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, this will be treated as a child protection concern and we will report concerns to Children's Services.

## Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents/ carers, and students must

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be vigilant to bullying outside of school. When bullying outside school is reported to school staff, we may investigate and sanction accordingly.

## Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, and follow up actions and sanctions, if appropriate, will be taken for students found using any such language, whether casual, indirect or directed.

## Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously, will be investigated and sanctioned accordingly.

## School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying guidance included in the student planner
- Tutor time and assemblies help raise students' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week and LGBT History Month
- The school Co-operative Values of solidarity and equality are regularly shared with students and staff
- Stereotypes are challenged by staff and students across the school
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate

## Monitoring and reviewing

A detailed analysis is carried out termly to monitor the number of reported bullying incidents and the effectiveness of the support provided. This analysis is shared with the Leadership Team and the Governors through the Student Care and Support Advisory Group.

## 9. USE OF FORCE

### Key Points

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders will support their staff when they use this power appropriately.

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions that can be used by teachers that involve a degree of physical contact with students.

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- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

## Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

## When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

## Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving or entering the classroom where allowing the student to do so would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming themselves through physical outbursts.

## Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

At The Highfield School, physically removing a student from a classroom will ALWAYS be an action of last resort.

## Communicating the school's approach to the use of force

- As legally required, this behaviour policy is made known to staff, parents and students.
- The Highfield School acknowledges the legal duty of members of staff to make reasonable adjustments for disabled children and children with SEN.
- The Highfield School does not require parental consent to use force on a student.

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- The Highfield School does not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a student causing harm.
- By taking steps to ensure that staff, students and parents are clear about when force might be used, we hope the school will reduce the likelihood of complaints being made when force has been used properly.

## Telling parents when force has been used on their child

Parents will be informed about serious incidents involving the use of force. All incidents of the use of force will be recorded. In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- the student's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the student or member of staff;
- the child's age;
- whether account needs to be taken of a disability or SEN.

## What happens if a student complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the PERAG07 Disciplinary Policy for Schools, where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person will not be suspended automatically, or without careful thought.
- The School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, the school and the local authority have a duty of care towards employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.
- Students that are found to have made malicious allegations will have breached our Behaviour for Learning Policy and the Headteacher will consider whether to apply an appropriate sanction, which may include temporary or permanent exclusion.

## What about other physical contact with students?

- It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
- Examples of where touching a student might be proper or necessary:
  - when comforting a distressed student;
  - when a student is being congratulated or praised;
  - to demonstrate how to use a musical instrument;
  - to demonstrate exercises or techniques during PE lessons or sports coaching;
  - to give first aid.

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## Frequently Asked Questions

*I'm worried that if I use force a student or parent could make a complaint against me. Am I protected?*

Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

*How do I know whether using a physical intervention is 'reasonable'?*

The decision on whether to physically intervene is down to the professional judgement of the member of staff concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

*What about school trips?*

The power may be used where the member of staff is lawfully in charge of the students, and this includes while on school trips.

*Can force be used on students with SEN or disabilities?*

Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

*I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my students. Am I expected to do so?*

There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

*Are there any circumstances in which a teacher can use physical force to punish a student?*

No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

## 10. RELATED DOCUMENTS

- Home School Agreement
- Equal Opportunities Policies and Schemes
- Special Educational Needs and Disability Policy

Disciplinary Procedure for Schools

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## Appendix A The Highfield School Behaviour Levels Ladder



### Making the Right Choice



	BEHAVIOUR	CONSEQUENCE
<b>W</b>	<ul style="list-style-type: none"> <li>Disruption of Teaching and Learning</li> <li>Lack of adequate work</li> <li>Defiance</li> <li>Lateness to lesson or school</li> <li>Failure to bring equipment/ingredients /PE kit(1<sup>st</sup> offence)</li> <li>Inappropriate behaviour around school</li> <li>Having a banned item/inappropriate school uniform</li> <li>First/second confiscation of a mobile phone</li> </ul>	<p><b>1<sup>st</sup> VERBAL WARNING</b></p> <p>If in class, name on the board by the teacher. Items and phones will be confiscated.</p>
<b>L1 1 behaviour point</b>	<ul style="list-style-type: none"> <li>Continued disruption of Teaching and Learning</li> <li>Continued defiance</li> <li>Continued lack of adequate work</li> <li>Casual/non directed swearing</li> <li>Continued failure to bring equipment or kit</li> <li>Continued inappropriate behaviour in, around or outside school</li> <li>Continued lateness to lesson/school (twice in a half term)</li> <li>Continued inappropriate uniform</li> <li>Chewing gum</li> <li>Eating outside designated eating areas</li> <li>Out of bounds on site</li> </ul>	<p><b>HALF HOUR AFTER SCHOOL DETENTION</b></p> <p>If in class, name on the board, SIMS Log by the teacher.</p>
<b>L2 2 behaviour points</b>	<ul style="list-style-type: none"> <li>No homework without good reason</li> <li>Persistent L1 behaviour</li> <li>Dangerous behaviour</li> <li>Hurtful behaviour towards another student, including online</li> <li>Casual/non directed prejudice based language</li> <li>Inappropriate use of ICT equipment</li> <li>Failure to attend L1 DT</li> <li>Third confiscation of banned items</li> <li>Any association with smokers</li> <li>Inappropriate behaviour in, around or outside school after investigation</li> </ul>	<p><b>ONE HOUR AFTER SCHOOL DETENTION</b></p> <p>If in class, name on the board, SIMS Log by the teacher.</p>
<b>L3 detention</b>	<ul style="list-style-type: none"> <li>Failure to attend L2 DT</li> <li>Disruption of DT</li> <li>Truancy/ out of bounds – including off site at break/lunch without pass</li> <li>Persistent confiscation of a banned item</li> <li>Multiple sanctions received in one day</li> </ul>	<p><b>TWO HOUR AFTER SCHOOL DETENTION</b></p>
<b>L3 3 behaviour points</b>	<ul style="list-style-type: none"> <li>Serious defiance</li> <li>Removal from lesson</li> <li>Rudeness towards a member of staff</li> <li>Incorrect school uniform</li> <li>Smoking</li> <li>Racist, sexist, ableist, homophobic, biphobic, transphobic behaviour and religious discrimination</li> <li>Repeated hurtful behaviour (bullying), including online</li> <li>Damage to property</li> <li>Serious dangerous behaviour</li> <li>Serious hurtful behaviour, including online</li> <li>Multi-sanctions/poor report scores</li> <li>Failure to attend a L3 DT</li> </ul>	<p><b>REFLECTION TIME</b></p> <p>Pending investigation. The sanction will be at the discretion of the Pastoral team.</p>
<b>L4 4 behaviour points</b>	<ul style="list-style-type: none"> <li>Persistent refusal to follow the Expectations of Conduct</li> <li>Sexual misconduct</li> <li>Substance abuse</li> <li>Possession or under the influence of inappropriate substances</li> <li>Persistent bullying or a single case of extreme bullying, including online</li> <li>Bringing an offensive weapon onto the school site</li> <li>Severe racist, sexist, ableist, homophobic, biphobic, transphobic behaviour and religious discrimination</li> <li>Theft</li> <li>Swearing/name calling directly or indirectly at a member of staff</li> <li>Deliberate damage or vandalism</li> <li>Actual or threatened violence against a student/member of staff</li> <li>Bringing the school in disrepute (including behaviour outside of school)</li> <li>Making malicious allegations against a member of staff</li> </ul>	<p><b>EXCLUSION</b></p> <p>Pending investigation. The sanction will be at the discretion of the Headteacher.</p>

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**Please note:** All examples of behaviour and all consequences shown above are for guidance only, and this list is neither exclusive nor exhaustive. Each incident will be judged on its own merits and there may be cases where it is deemed appropriate to deviate from the above guidance

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### Appendix B The Highfield School Positive Behaviour Levels Ladder

 <span style="font-size: 2em; font-weight: bold;">The Highfield School Rewards Ladder</span> 					
<b>Annual Rewards</b> 	<b>Extracurricular Attendance Award</b> (100% attendance to clubs over the year) <b>(100HP)</b>		<b>Outstanding Contribution to School</b> (100HP)	<b>Community Recognition Award</b> (100HP)	<b>Exceptional Contributions to House/ Year</b> (100HP)
<b>Termly Rewards</b> 	<b>Student of half term</b> (50HP)	<b>Regular attendance at clubs over the term</b> (50HP)	<b>No Lates to tutor or lessons in a term</b> (50HP)	<b>No behaviour points or homework detentions in a term</b> (50HP)	<b>Excellent attendance in a term</b> (50HP)
<b>Weekly Rewards</b> 	<b>Positive call/letter home for good effort/behaviour in lesson – including tutor time.</b> (10HP)		<b>Promoting School Values</b> (10HP)		<b>Tutee of the fortnight + certificate</b> (10HP)
<b>Day to Day Rewards</b>	<b>Good work/ behaviour/ attitude in school / home learning – including tutor time</b> (1HP – 10HP)		<b>Completion of Additional/ Extension Tasks</b> (5HP)		<b>Student of the Lesson - including tutor time.</b> (5HP)

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## Appendix C: Additional Information Regarding School Rules

### ***Introduction***

Our rules and the sanctions for breaking them are summarised in students' planners and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following gives more information about some of the rules we regularly reinforce. When rules are broken students receive a sanction in line with our sanctions system.

### ***Uniform & appearance***

Correct uniform must be worn at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students may be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style or length. It should not be cut shorter than a number 2 and must not be shaved-patterned. This also applies to shaved eyebrows. Hair must be a natural colour. Only plain, functional and safe hair accessories are allowed.

Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the Pastoral Office who will contact parents/carers informing them of the confiscation and asking them to collect the item from school.

Students wearing excessive amounts of makeup, false lashes, nail varnish or false nails will be asked to remove it.

### ***Mobile phones, electrical goods and jewellery***

Phones with or without a video or photo taking capability can easily be misused in a school setting. Phones and headphones are to be switched off and kept at the bottom of the student's bag whilst on school premises. They will always be confiscated if seen on school premises. Further sanctions will be taken if the item is being used in a way detrimental to good order.

Confiscated mobile phones will be returned by the Pastoral Office at the end of the school day on the first and second occasion. If further confiscations occur within the term then parents will be asked to collect the item from school.

Students may not, during the school day, use or have on their person, electronic equipment such as smart watches, iPods, MP3 players, CD players or digital cameras. Excessive amounts of jewellery are also not acceptable. These items will always be confiscated if seen in a student's possession on school premises, during school hours and parents asked to collect the item from school. The only exception is if a member of staff has explicitly requested that the student bring in the item. Further sanction will be taken if the item is being used in a way detrimental to good order.

### ***Inappropriate language***

Any student heard swearing will be reprimanded by the member of staff at the time. Verbal abuse towards other people is not acceptable and will be dealt with via our sanctions system. Casual swearing will lead to an immediate Level 1 ½ hour detention. Casual/non directed prejudicial language will lead

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to a Level 2 1 hour detention, and persistent swearing or abusive language to or about staff could result in exclusion.

## ***Damage to property***

The member of staff at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be sanctioned. Damage should be dealt with by the Head of Department in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair. Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our sanction system.

## ***Out of bounds***

Students are expected to be in designated areas in break times, lunch times and before and after school. The following areas are currently out of bounds:

- Inside areas, other than the dining room, toilets (and hall when weather conditions permit)
- the cycle sheds, except for leaving & collection of cycles
- the vicinity of motor vehicles
- the kitchens & staff offices
- all roof spaces, windows and fire escapes
- any area where building work is taking place
- the school field, at certain times of the school year

Additional areas may be added as appropriate.

## ***Truancy***

Parents are requested to contact the school via the absence line before 8.25am on the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be dealt with via our sanction system.

## ***Misuse of computer equipment***

The school has clear guidelines on misuse of computer equipment. Misconduct in this area such as 'hacking' or improper use of the internet can result in loss of privileges and will be dealt with via our sanction system according to the severity of the incident. Any incident is recorded on Sims.

## ***Offensive conduct to other students***

This includes all forms of bullying and includes homophobic, biphobic, transphobic, racist, sexist, ableist behaviour or religious discrimination. Any bullying or harassment will not be tolerated and is always considered serious.

If a student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.

## ***Offensive conduct to members of staff***

Abusive, prejudicial language, rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including exclusion from school. Threatening or aggressive conduct, causing damage or repeated misconduct of this sort would be aggravating factors.

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Violent conduct of any sort towards staff, harassment of a member of staff or their property or family, including beyond the timings of the school day or term would be a very serious offence and would result in an appropriate consequence.

Offensive conduct to staff will be dealt with by a member of the Pastoral or Leadership Team in line with our sanction system which covers permanent exclusion for certain single incidents.

## ***Deliberate classroom disruption***

Classroom disruption is unacceptable as it disrupts the learning of others. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our sanction system.

## ***Theft***

All cases involving theft, including taking property without permission, will be investigated by a senior member of staff. Exclusion is the normal sanction for theft although each case will be taken on its merits. The police may be informed. To avoid difficulties, no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

## ***Smoking/Vaping***

Smoking and or vaping is not allowed on the school site or in school uniform off site. Students who are caught smoking or vaping, or are part of a group in which people are smoking/vaping will receive the sanction as outlined in the sanction system. Even association with smokers/vapers such as standing with another student whilst they smoke/vape will lead to a Level 2 detention. Sixth Form students may not smoke/vape anywhere on site or within 400 metres of the school boundaries, during school hours.

## ***Alcohol & drug-related offences***

When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance either off or on the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

## ***Possession or use of an offensive weapon***

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a very serious sanction.

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## ***Possession of other offensive items***

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the sanction will depend on the degree to which the misconduct would cause real or potential harm. Exclusion may apply in aggravated cases where the conduct was repeated.

## ***Obstruction of justice***

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a sanction. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

## ***Improper conduct***

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including exclusion from school. However, even where contact between students is consenting and reflects normally affectionate behaviour for that age, sanctions may be set where behaviour goes beyond what the school views as appropriate behaviour for the school setting.

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<b>Uniform</b>	<b>Unacceptable uniform</b>	<b>Action if correct uniform is not worn</b>
Plain white aertex collared T shirt with the school logo.	Shirts must be tucked in if worn under the school jumper.	Students to tuck shirts in.
Navy jumper with the school badge.	Non Uniform Jumper, including hooded or sports branded zip tops.	Students to remove before entering school site, if seen it will be confiscated.
Plain black or dark grey full length parallel trousers; boot cut or straight leg.	No cropped or tight trousers, lycra or stretch material, skinny fit, denim, pleats, creases, buckles flares or splits.	Students may be given a suitable alternative to change into if incorrect trousers are worn or sent home to change or given Reflection Time. Parent/carer will be contacted.
Plain black or dark grey knee length skirt; knife or box pleated.	Skirts that are straight, tight and/or shorter than knee length are not allowed. Wrap over style skirts are not allowed.	Students may be given a suitable alternative to change into if incorrect styles are worn or sent home to change or given Reflection Time. Parent/carer will be contacted.
Black shoes of a sensible style, black, grey, navy or white socks.	No boots of any sort, flip flop style shoes, plimsolls or trainers. To clarify, any footwear with sports branding is classed as a trainer and are not acceptable school shoes. No coloured socks or leg warmers allowed.	Students may be asked for socks to be removed and shoes worn without socks or given Reflection Time. Parent/carer will be contacted.
One small ring, one pair of stud or sleeper earrings, one chain tucked in, one wrist watch.	No other jewellery is acceptable. No piercings except for one set of earrings. Plasters are not allowed.	All jewellery, including those for piercings will be confiscated.
Hats, gloves, scarves.	Only to be worn outside, not inside any school building at any time.	Students to take them off.
Dark coloured coat.	To be removed before entering classrooms, canteen or hall.	Students to remove before entering school site, if seen it will be confiscated. Non-uniform jumpers including hooded or sports branded zip tops are not allowed.
School bag large enough to contain an A4 sized book and equipment e.g. pens etc.	Fashion handbags are not suitable to contain books and other equipment needed for school.	Reminder to get an appropriate bag. Note written in planner.
Hair styles must be tidy and not be of an extreme fashion.  Haircuts must not be shorter than a number 2.	Light, natural colours are acceptable but bold, bright colours and dip dyed hair are not. Sculpturing in any form is not acceptable.	Sent home to wash colours out or Reflection Time. In some cases, hair to be tied up.

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		Contact with parents/carers to remind about hair length.
No nail varnish or false nails/acrylics.	Nail varnish should not be worn to school. Acrylic/false nails should not be worn in school.	Sent to pastoral and with parent's/carer's permission, nail varnish will be removed. Sent home to remove acrylic/false nails. Persistent defiance will lead to Reflection Time.
Make up may be worn but only lightly	No false lashes or heavy eyeliner or other make up is acceptable	Sent to toilets to wash make up off
Mobile phones and headphones	Must be switched off and at the bottom of the bag at all times including break and lunchtime. Please see the acceptable use agreement in the student handbook for further details.	Confiscated and returned to student at end of day on the first two occasions only. On the third and subsequent occasions it will be returned to parent/carer.
Electronic equipment such as MP3 players, iPods, digital cameras, smart watches.	These are banned items and are not to be brought to school.	Confiscated and returned to parent/carer only.
Other banned items include cigarette lighters, laser pens, aerosols, fizzy drinks, energy drinks and chewing gum	These are banned items and are not to be brought to school.	Confiscated and disposed.

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## Appendix D : Guidance on dealing with Bullying

### Help Stop Hurtful Behaviour and Bullying

At Highfield, we are committed to supporting all students to reach their full potential in a safe, secure, calm and ordered environment.

#### What is bullying?

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.

#### What does bullying look like?

Bullying can be:

- Hitting or threatening to hit someone
- Touching someone inappropriately or without their consent
- Calling someone names or spreading rumours or gossip about someone
- Stealing, hiding or damaging someone's property
- Deliberately ignoring someone or leaving them out
- Sending hurtful or unkind texts, emails or online messages to or about someone

Remember that bullying isn't just physical and it can happen outside or inside school. If someone is deliberately and repeatedly being hurtful or unkind towards you or someone else, whatever that looks like or for whatever reason, it is bullying.

#### What kinds of bullying can happen?

Bullying can be based on any of the following things:

- Race or ethnicity (racist bullying)
- Religion or belief
- Culture or family background
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special educational needs or disability
- Appearance or health condition
- Home or other personal situation

If someone is deliberately and repeatedly being hurtful or unkind towards you, for whatever reason, that is bullying.

#### What should I do if I'm being bullied or someone else is being bullied?

It is really important to report bullying. It won't make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. If you know that someone is being bullied,

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try to reassure and support them, tell them that what is happening is wrong and help them to tell a trusted adult.

There are many different ways to report bullying, for example:

- Tell a trusted member of staff, such as your form tutor or one of the Pastoral Team
- You can also report bullying by emailing [worried@highfield.herts.sch.uk](mailto:worried@highfield.herts.sch.uk)
- You can call ChildLine at any time for free on 0800 1111 to speak to a counsellor. Remember your call will be confidential which means they will not tell anyone else about what you have said.

School staff will make sure that the bullying is recorded and taken seriously and will follow up to support you or the person being bullied.

## **What will happen to bullies?**

Incidents of bullying will be investigated and sanctioned. Depending on the seriousness this could involve an exclusion from school. This may be the same whether the bullying has happened inside or outside of school. Bullies may also be subject to a police investigation.

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# **Behaviour for Learning: COVID-19 addendum**

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**This addendum to the Behaviour for Learning Policy of The Highfield School is for use during the Covid-19 partial closure for the education and safety of the students who are attending and on school site.** The health and safety of our students and staff is paramount. Therefore, the following guidelines have been added to the current Behaviour for Learning Policy. The Expectations of Conduct are still to be followed as the accepted standards of behaviour. Parents are still asked to work in partnership with the school. Students will still be given the opportunity to behave and will continue to be given a warning. The student will still be given the choice to regulate their own behaviour but if they fail to do so there will still be an appropriate consequence.

All students should continue to adhere to the principles outlined in our Cooperative values and the Expectations of Conduct whilst the school is closed.

## Cooperative Values:

Self Help	Having high expectations of ourselves, including all aspects of our Behaviour for Learning.
Equality and equity	Respecting and supporting everyone's equal right to a safe, calm and ordered environment for learning.
Democracy	Taking part in democratic processes and opportunities
Self-Responsibility	Taking responsibility for, and accepting the consequences of, our actions.
Solidarity	Being part of our community, respecting others, property and our environment.

## Expectations of Conduct:

- DO be prepared for lessons with all necessary equipment, sitting in your seating plan
- DO be on time to registration and your lessons
- DO wear the correct uniform at all times
- DO move around the school calmly, keeping to the left, entering and leaving classrooms in an orderly way
- DO put your litter into the bins and keep The Highfield School litter free
- DO listen and follow the instructions of all adults in the school
- DO challenge yourself to achieve your very best classwork and homework
- DO be respectful, of yourself and others, at all times.

As currently, all detentions have been suspended and there is also no capacity to have the procedure known as Support and Remove, the guidance set out below should be followed.

All examples of behaviour and actions shown below are for guidance only, and this list is neither exclusive nor exhaustive. Each incident will be judged on its own merits and there may be cases where it is deemed appropriate to deviate from the above guidance

Level	Dealt with by	Concern examples	Possible Action(s)
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W	Teacher onsite	<ul style="list-style-type: none"> <li>• Inappropriate behaviour, below the Expectations of Conduct within school during normal operation.</li> <li>• Defiance, this could include rudeness, disrespect or not following instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation with student(s) which could include a verbal warning, and other behaviour management strategies.</li> <li>• Reminder of social distancing and health and safety rules.</li> <li>• Contact with student's parents/carers, if appropriate.</li> </ul>
L1	Teacher onsite	<ul style="list-style-type: none"> <li>• Repeated instances of "W" or:</li> <li>• Continued disruption of independent learning time.</li> <li>• Casual/non direct swearing.</li> <li>• Continued inappropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation(s) with student(s) which could include a verbal warning, and other behaviour management strategies.</li> <li>• Reminder of social distancing and health and safety rules.</li> <li>• Contact with student's parents/carers.</li> <li>• Concern logged on SIMS.</li> <li>• On site LT informed.</li> </ul>
L2	LT member onsite	<p>Persistent "L1" behaviour or:</p> <ul style="list-style-type: none"> <li>• Hurtful behaviour towards another student, including online.</li> <li>• Casual/non directed prejudice based language</li> <li>• Inappropriate use of ICT equipment.</li> <li>• Failure to follow Expectations of Conduct, this could include repeated failure to follow instructions for social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>• Onsite LT informed. Staff may radio LT member for support, if required.</li> <li>• Phone call home to discuss issue with parent/carer and student. Parents/carers may be required to support.</li> <li>• Concern logged on SIMS.</li> <li>• Temporary suspension of student access to emails/learning platforms.</li> <li>• Logging of incidents on CPOMS as applicable.</li> <li>• A continuation of this behaviour may lead to a temporary/longer term suspension from attending school.</li> </ul>
L3	LT member onsite	<p>Persistent "L2" behaviour or:</p> <ul style="list-style-type: none"> <li>• Serious Defiance</li> <li>• Rudeness towards a member of staff</li> <li>• Racist, sexist, ableist, homophobic, biphobic, transphobic behaviour and religious discrimination.</li> <li>• Damage to property</li> <li>• Serious dangerous behaviour, including failure to follow instructions for social distancing and putting other students or staff at potential risk of infection.</li> <li>• Serious hurtful behaviour or bullying behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• If student is deemed MORE 'at risk' studying at school, a temporary/longer term suspension from attending school may be considered. This would be carried out in liaison with all relevant active agencies.</li> <li>• If student is unable to follow instructions repeatedly parent/carer may be asked to collect and remove student from site immediately.</li> <li>• Phone call home to discuss issue with parent/carer and student.</li> <li>• Temporary/longer term suspension from learning platforms, emails.</li> <li>• Log incident on SIMS.</li> <li>• Log incident on CPOMS if applicable.</li> </ul>

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This policy links to the following policies and protocols:

- Child Protection Policy
- Behaviour for Learning Policy
- Home School Agreement
- Online Safety Protocol
- Acceptable Use Agreement (Online)