



Heathside School

Behaviour for Learning Policy including Exclusions Policy

As a school committed to the principles and values of the UN Convention on the Rights of the Child, this policy particularly highlights Articles 1,2,3,4,13,14,28,29

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Part A: Behaviour for Learning Policy

Introduction

At Heathside we believe that everyone has the right to be treated with respect and with this right comes the responsibility to treat others with respect. This notion of 'Give Respect, Gain Respect' is central to the principles and guidance set out in this policy, to the Code of Conduct and to the school Behaviour Expectations. We aim to achieve outstanding levels of behaviour and an exceptionally positive climate for learning through skilled and highly consistent behaviour management by all staff.

The behaviour policy also has clear links with other systems and policies, in particular:

Anti-Bullying

Child Protection

Special Educational Needs

Drugs and Substance Misuse

Positive Touch and the Use of Restrictive Physical Intervention

The school also has a duty under the Equality Act 2010 to ensure equality of opportunity for all members of the school community (See Heathside Single Equality scheme).

Relevant policies are available on the website (www.heathside.surrey.sch.uk).

1: Roles and Responsibilities

The creation of a caring, welcoming ethos, which promotes a safe, secure and stable environment, is the responsibility of *all* members of the school community. Clearly defined and understood roles and responsibilities are also important in order to ensure the effective implementation of the policy.

Governors

Governing bodies have a duty under section 175 of the Education Act 2002 and Section 88 of the Education and Inspections Act 2006 to ensure that schools have an effective behaviour policy and that their functions are carried out with a view to safeguarding and promoting the welfare of children. To this end the Governors' Learning and Progress Committee:

- a) Reviews the policy and its implementation on a regular basis
- b) Consults regularly with the Principal and senior staff to ensure that the school maintains a high standard of behaviour

The Principal

The Principal is responsible for determining the standards of behaviour expected of students and for determining a line management structure for staff which supports and promotes effective implementation of the policy. The Principal may delegate day to day matters concerning behaviour to the Vice Principal, Student Welfare and Learning, and other senior and middle leaders.

Staff

School staff are expected to implement the policy applying it consistently and fairly. They will share in the process for review and communicate any ideas for improvement to the School's Leadership team.

Every member of staff is expected to set and maintain high standards of behaviour. Students' efforts and achievement should be recognised, rewarded, acknowledged and celebrated. Central to maintaining this positive ethos is the student's right to dignity, respect, courtesy and privacy.

Students

Students are expected to adhere to the Code of Conduct, The Chance, Choice, Consequence Behaviour system and the Behaviour Expectations as set out in the student planner. They can also expect the following of Heathside School:

- The opportunity to fulfil their potential
- An understanding of the difficulties which some young people may experience
- To be listened to when explaining those difficulties
- The acknowledgement of and reward for effort
- No discrimination on the grounds of race, colour, gender, sexual orientation, disability, religion or academic ability
- Clearly explained procedures
- A safe environment where bullying is not tolerated
- Representation on the Student Impact Team

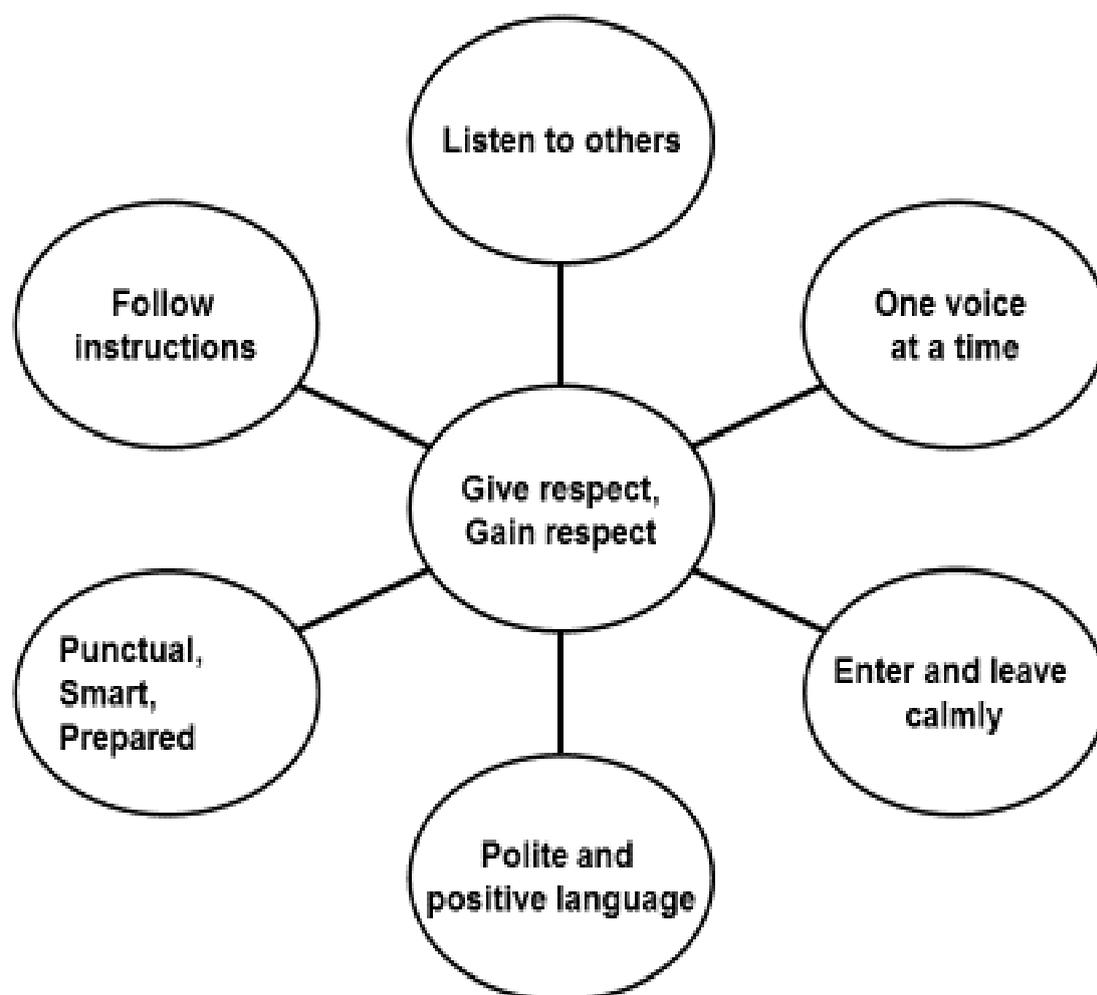
Parents

Parents can help by recognising that an effective Behaviour Policy requires close co-operation between parents, teachers and students. Parents should discuss the school rules with their child, emphasising that they support the rules. Attending Parental Consultation Evenings, Progress Monitoring meetings, Parental Information Evenings and developing informal contacts with school all help to develop effective communication and relationships. Parents will always be involved in any behavioural issues and the staff will work in partnership with parents in resolving the situation as quickly as possible.

2: Code of Conduct, Chance, Choice Consequence and Behaviour Expectations

The above have been developed in consultation with governors, parents, staff and students. They are displayed in classrooms and around the school and set out the expectations of good behaviour, self-discipline and respect which are so important to us. Their use by all staff also promotes consistency across the school.

Behaviour Expectations



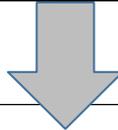
Chance, Choice and Consequence

The 3Cs

C1 I have behaved poorly in lesson and the teacher has given me a **C1**. I now have the chance to correct my behaviour – I will receive no sanction at this point if I take that chance.

I have taken the **opportunity** to improve my behaviour and can continue with my learning.

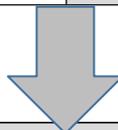
*I have **chosen** to continue disrupting my learning and the learning of others. I will now receive a **C2**.*



C2 I have **chosen** not to correct my behaviour. I will now receive a **twenty minute** after-school detention from my teacher on the **same day**. During this time I will reflect on why my behaviour was poor and the damaging effect that this can have on my learning and the learning of others.

I have **chosen** to correct my behaviour and will only receive the C2 sanction.

*I have **chosen** to continue disrupting my learning and the learning of others. I will now receive a **C3**.*



C3 Removal *I have **chosen** to continue disrupting my learning and the learning of others. I will now be removed from the lesson. I will receive a **C3** and a **45 minute CAM** detention. If I do not co-operate I will receive a **90 minute SLT** detention.*



HEATHSIDE SCHOOL CODE OF CONDUCT

Give Respect, Gain Respect

As members of the school community, we all share responsibility for upholding our most important value, mutual respect.

We do this by:

- R** Behaving **responsibly** in school and when representing our school in the community
- E** Showing **effort** and commitment in our work
- S** Meeting **standards** of uniform, equipment and punctuality
- P** Speaking **politely** to all members of the school
- E** Understanding that everyone should have an **equal opportunity** to achieve potential
- C** **Co-operating** with staff to make the school a safe and enjoyable place in which to learn
- T** Showing **tolerance** towards the different views and needs of others

3: Guidance for Staff

The Code of Conduct and Behaviour Expectations clearly set out the requirements for good behaviour. The school also operates the 'Chance, Choice, Consequence' system, which is designed to promote consistency and ensure that students have an opportunity to correct their behaviour. Further detail on what is deemed to be unacceptable behaviour can be found in Appendix B (School Expectations and Procedures).

We know students do better when they receive recognition; our rewards system therefore aims to acknowledge and promote the behaviour and achievement of all our students. Whilst it is important that we recognise good behaviour and effort, there are times when students need to be held accountable for their actions.

Our aim is to be firm but fair in our dealings with students and to reassure them that it is a student's poor behaviour which is being rejected not the student him/herself. We aim to work with students to enable them to understand why their behaviour has been inappropriate. It is important that students and staff are able to move forward following any instance of misbehaviour so that all students' learning can continue.

Every member of staff is responsible for promoting high standards of behaviour and a positive climate for learning in the classroom and around school. Staff should use the 'C' system and deal with low level disruption themselves in the first instance. If they require additional support they should then seek it from their Curriculum Area Manager.

If there are persistent difficulties with some students, or if the issue is of a more serious nature, it should be reported to one of the Student Support Co-ordinators, Heads of Learning, or Assistant Principals. The Heads of Learning, Student Support Co-ordinators or Assistant Principals may involve the Vice Principal or Principal, depending upon the severity of the incident. Staff may also use Senior Leadership call-out if a student is persistently disruptive and is preventing others from learning. Other sources of support and resources which can be used by staff include:

- Use of Pupil Profiles for identified students
- Meetings held in order for staff to share good practice with regard to individual students.
- Lesson shadowing within each curriculum area so that students who behave poorly can be removed to another classroom
- Attendance at staff training
- Lesson observation

4: Student Support Systems

There are a number of ways in which the school is able to offer support to a student who is finding it difficult to comply with the expectations of the school. Depending on the needs of the student, these can be provided as follows:

- A referral to the school counsellor
- 'On report' system
- Consequences grid
- Social stories
- Time-out card
- A report and/or action plan in a particular Curriculum Area
- Guidance from the Learning Support Department
- A Pastoral Support Plan
- Student mentoring

- A contract, which may be drawn up in negotiation with the student to which the student agrees to adhere for a specified amount of time. It is hoped that this will then set a pattern for success
- Referral to the school nurse
- Involvement of the EWO (Educational Welfare Officer)
- With the agreement of parents, involvement of the Educational Psychologist for diagnostic tests and support
- Liaison with outside agencies such as Children's Services
- Home School Link Worker
- The Police
- Behaviour Support Service
- Use of a Risk Assessment and subsequent behaviour plan
- Support offered by representatives from the Local Authority
- Referral to alternative provision

5: Rewards and Sanctions

House System (Kestrels, Falcons, Eagles and Hawks)

The House system is designed to encourage a sense of belonging to the school and to encourage students to work together and support one another. The House system also promotes achievement by enabling students who gain rewards to earn points for their Houses. The Heads of House, supported by a team of House captains, promote Sports Day, fund-raising events, Curriculum Area competitions and activities and assemblies in order to motivate students and promote a sense of achievement and belonging. They also lead and promote the rewards system.

Rewards

Students in all year groups who are working well will be rewarded with achievement points which are recorded on the school's electronic information system (SIMS). Achievement points are awarded for success in a number of areas including effort, homework, outstanding work and contribution in class. When students achieve certain thresholds they are given a bespoke award such as a pen, lunch pass or badge. Each time a student gains an achievement point this equates to one House point.

There are many other opportunities used to celebrate student success. These include use of letters and postcards home, being invited to the Principal's breakfast which takes place termly, being invited to share their success at a Senior Leadership meeting, achievement assemblies, KS3 Presentation mornings, Senior Prizegiving and the annual Sports Dinner. Excellent attendance is also rewarded.

Sanctions

There will be times when students behave unacceptably. Students need to discover and therefore understand where the boundaries of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner. Each case is treated individually. Generally, students are reminded that they are responsible for their own actions and that not meeting the Behaviour Expectations or Code of Conduct will result in consequences for them.

If a student behaves poorly he/she will be given a C1 which is a warning and a reminder to the student that he/she has the opportunity to correct his/her behaviour. Should behaviour not improve a C2 will be given which will result in a 20 minute same day detention. If a student chooses to continue to disrupt learning he/she will be given a C3 which will result in removal to the Curriculum

Area Manager or to the Senior Leadership team. A C3 will result in either a 45 minute or 90 minute detention depending on the severity of the incident.

Other sanctions may include, loss of free time (such as break-times), moving in class to sit alone, writing a letter of apology or loss of a privilege. There may be occasions when a student is asked to leave the classroom for a very short period in order to reflect on his/her behaviour.

If the unacceptable behaviour is persistent or recurring, a student might then be placed on a daily or weekly report in order to monitor his or her behaviour. If there is no improvement a student will be placed on a disciplinary stage.

6: Overview of School Disciplinary Stages

The school has a six stage discipline procedure. A student is placed on a stage if behaviour points and other evidence indicate that his or her behaviour is giving cause for concern or following a serious incident.

When reviewing an incident or pattern of behaviour, consideration will be taken of:

- Current Stage (see later)
- Previous history
Repeat offences will be taken very seriously as this will indicate an unwillingness or inability to change the pattern of behaviour. A repeat offence is one which is similar in nature or of equal severity to previous offences.
- Aggravating and/or mitigating circumstances

The six stages

- Progression through Stages 1 to 5 will indicate the increasing seriousness of the concerns about a young person's behaviour.
- If a student is placed on Stage 3 there may be a need to liaise with the SENCo in order to identify any additional support needed. A Pupil Profile may also be produced
- Students on Stages 4 or 5 will be considered to be at risk of permanent exclusion and be considered to be a risk to the ethos of the school. At Stage 5 a Pastoral Support Plan will be implemented. As part of this process a multi-agency assessment should be considered.
- A student on Stage 6 will be permanently excluded.
- The entry point onto the stage procedure will be at the discretion of the Student Services staff and the member of the Senior Leadership Team dealing with the situation, after consideration of the relevant factors.
- Any student on a Stage will be part of a supportive pastoral and monitoring strategy exercised in order to try, where possible, to prevent a repetition of, or deterioration in, the situation which led to the stage being implemented.
- A review of Stages at 1 and 2 will take place approximately **six** full school weeks after the implementation of the stage. Those on Stages 3 or 4 will be reviewed after approximately **eight** weeks.

The review will include:

- A 'Round Robin' – collection of information from relevant staff about behaviour, attitude and homework.
- Consideration of the number of incident slips and / or detentions accrued in the 8 week period.
- Any other relevant information relating to the reason the stage was implemented.

A successful review would lead to the student coming down ONE stage. If relevant, further reviews would take place every six to eight full school weeks.

Procedures for Dealing with Each Stage

Stage 1

- When a student is to be placed on Stage 1, the parents will be informed by letter with an explanation of the reason. Where relevant or necessary a meeting will be arranged between the parents and the Head of Learning, together with the Form Tutor and/or Student Support Coordinator.

Stages 2 to 5

- When a student is to be placed on a stage higher than 1 the parents will be invited to attend a meeting to discuss the situation.
- The student will also be required to attend the meeting, dressed in full school uniform.
- A letter confirming the stage will be sent after the meeting has taken place.
- Stage 5 should be considered to be the final warning before permanent exclusion is considered. (A Pastoral Support Plan will be implemented).
- The Chair of the Learning and Progress Committee may nominate a Governor from that Committee to attend and / or chair a Stage 5 meeting.

Meetings with parents and the student will be attended by the following staff:

Stage 2 Student Support Co-ordinator / Head of Learning

Stage 3 Head of Learning and Assistant Principal

Stage 4 Head of Learning and / or Assistant Principal with the Vice Principal

Stage 5 At Stage 5 there will be two meetings:

1: Governors' Meeting attended by the Vice Principal with the Principal and a Governor from the Learning and Progress Committee

2: Pastoral Support Plan Meeting with the Vice Principal and any other staff as needed. A Local Authority representative may also be invited to the meeting.

A Pastoral Support Plan is a 16 week programme for those students who are at risk of permanent exclusion. Additional targets will be set and support identified in order to help a student to reach those targets. An interim review of progress will be held after 8 weeks.

Stage 6 Permanent Exclusion (see Part B)

7: Additional Support for Students with Special Educational Needs and Looked after Children

Certain groups of students are particularly vulnerable to the impacts of exclusion. This includes students with statements of Special Educational Needs and Looked after Children. Where concerns arise about the behaviour of such students, additional support will be sought in order to help a young person improve his or her behaviour. This might include the use of external agencies, the use of alternative provision and the use of multi-agency meetings and/or assessment.

8: Sanctions Explained

Detentions

Formal detentions will be issued as follows:

- C2 detention for poor behaviour (same day 20 minute detention)
- Subject teacher detention (30 minutes) for lack of homework
- Unacceptable Conduct detention (30 minutes). This is issued for uniform and may also be issued by the Senior Leadership team for poor behaviour observed during their walkabouts. Failure to attend will result in a Senior Leadership detention.
- C3 Curriculum Area Manager detention (45 minutes).
- Head of Learning detention (45 minutes). These are issued if a student is late two or three times in one week, regularly fails to get a report signed or for a specific behaviour incident.
- Senior Leadership detention (90 minutes). These are issued if a student fails to attend the Curriculum Area Manager detention, receives a C3 SLT call-out resulting in removal or is late four or more times in a week, or is involved in a serious behaviour incident.

Senior Leadership call-out

If a student has not responded to the C1 and C2 consequences system and if his/her behaviour is preventing others from learning, SLT call-out may be used. The member of SLT will either remove the student to the Curriculum Area Manager's classroom or will ask the student to sit with a senior member of staff for the remainder of the lesson. The SLT call-out will be logged and then followed up.

Withdrawal Room (internal exclusion)

A student is placed in the Withdrawal room for a very serious misdemeanour. Examples include:

- Smoking
- Truancy
- Defiant or persistently disruptive behaviour
- Aggressive or threatening behaviour towards another student
- Bullying including online bullying
- Failure to attend Senior Leadership detention

Students in the Withdrawal room will work in isolation from other students and will take their break and lunch outside normal hours. Parents are asked to provide a packed lunch for the day. The day is also extended until 3.30pm. Parents will be notified by letter of the intention to place a student in Withdrawal. Very occasionally a student may be placed in Withdrawal at short notice whilst an incident is investigated. In this instance parents will be contacted by phone to discuss the incident.

Staggered Start day (2pm-7pm)

In some circumstances, if a very serious misdemeanour has occurred or a situation has escalated beyond the use of the extended day, a student will have to start school at 2pm and remain on site until 7pm working in isolation in the Withdrawal room. The seriousness of the behaviour is such that it would previously have led to a fixed term exclusion. Parents will be given 24 hours' notice of a Staggered Start day.

Mobile Phones

Mobile phones must be switched off in students' bags or lockers during the school day. If a student is found to be using his or her phone it will be confiscated and the following sanctions applied in accordance with the school's policy (See Appendix B).

9: Screening, Searching and Confiscation

Staff may search a student for any item if the student agrees.

The Principal or authorised staff may search a student without consent where they suspect a student may have a prohibited item such as:

- Cigarettes, tobacco or lighters
- Alcohol
- Illegal drugs
- Stolen item
- Dangerous weapons
- Pornographic images
- Fireworks

Staff may only undertake a search without consent if they have reasonable grounds to suspect that a student may have in his or her possession a prohibited item. Further guidance on screening, searching and confiscation may be found in the DfE document '**Screening, searching and confiscation – Advice for head teachers, staff and governing bodies**' (DfE 2012).

10: Behaviour off the School Site

The Heathside Behaviour for Learning policy applies to students on site during the school day, while they are on educational trips and visits, while they are travelling to and from school and if they are clearly identifiable as belonging to the Heathside School community (i.e. in uniform). Appropriate sanctions will be applied for any misbehaviour which could adversely affect the reputation of the school, poses a threat to another student or member of the public or could have repercussions for the orderly running of the school.

11: Use of Reasonable Force

Staff and parents should refer to the school's Positive Touch and Use of Restrictive Physical Intervention policy for further guidance on this area.

12: Pastoral care for school staff

Allegations of abuse against staff must be taken seriously and will be dealt with in a fair and consistent way that provides effective protection for the student and supports the person who is

the subject of the allegation. If an accusation is found to be malicious, the student will be dealt with in accordance with the school's disciplinary procedures.

Part B: Exclusions Policy

Introduction

Exclusions are used only in response to serious incidents, beyond that which would result in a referral to the Withdrawal room or a Staggered Start day.

1: Fixed-Term Exclusions

Fixed period exclusion is where the student is withdrawn from normal classes and sent home from school for a period of time, depending upon the severity of the offence and / or the level on the staged disciplinary procedure reached by the student.

A decision to exclude a student should be taken only:

1. In response to serious breaches of the school's behaviour policy; and
2. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Only the Principal (or in the absence of the Principal, the most senior teacher who is acting in that role) can exclude a student. The Principal may exclude a student for either:

1. A pattern of persistent misbehaviour which can, over time, be seen as disruptive to good order

or

2. A single act of extremely serious misconduct

Factors to consider before making a decision to exclude

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student the Principal should:

- Ensure that an appropriate investigation has been carried out.
- Consider all the evidence available to support the allegations, taking account of key policies such as Behaviour for Learning, Anti-Bullying, Child Protection and the Single Equality Scheme.
- Allow the student to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment.

In addition consideration will be taken of:

- The student's previous record
- The severity or frequency of the behaviour
- The school's opinion of the likelihood of recurrence
- The student's behaviour showing emerging signs of an emotional and behavioural difficulty (EBD) giving rise to Special Educational Needs or a Disability

If satisfied that, **on the balance of probabilities**, the student did what he or she is alleged to have done, the Principal may exclude the student.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. It should, however, still be possible for the Principal to make a judgement on whether to exclude the student.

If a student is excluded, parents will be notified by telephone in the first instance. This will be followed, subsequently, by a letter in which the terms of the exclusion are set out, together with the time and date of the reintegration meeting. The letter will also advise parents that during the term of suspension the student is the responsibility of the Local Education Authority and parents, and that the student must not come within the vicinity of the School. In addition the letter will advise parents of a named person they may contact in the Local Authority if they require advice or guidance. Parents are also advised that they have a right to make representations in writing to the governing body if they wish to challenge the terms of the exclusion. However, for exclusions of five days or less, governors will write to parents after considering the appeal and will not hold a meeting with the parents.

If the exclusion is for more than five school days, but no more than 15 days in any one term or school year, the Principal will immediately notify the governing body and the governing body must arrange alternative suitable full-time education. This provision must begin no later than the sixth day of exclusion. Governors must consider any appeal and hold a Disciplinary Committee meeting, if parents request one, between the 6th and 50th day.

If the exclusion is over 15 days, parents will be informed that a meeting will be held. Governors must hold a Disciplinary Committee meeting between the 6th and 15th day. Governors will invite the parents, Principal and Local Authority Exclusions Officer to attend. Full-time supervised education will be provided by the school from day 6 of the exclusion.

If a student is excluded, work will be set for students to complete at home. This may be sent home with the student, emailed, posted or parents may be asked to collect it from school. Students may also be asked to complete work set on the VLE or study independently, especially if the exclusion is for only one day. Parents will be advised of the method(s) used to set work.

When exclusion is not appropriate

Exclusion should not be used for:

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of school uniform rules or rules of appearance (including jewellery and hairstyle) **except where these are persistent and in open defiance of such rules**
- Punishing students for the behaviour of their parents, for example where parents refuse or are unable to attend a meeting

Alternatives to exclusion

In some circumstances the school may look for possible alternative solutions such as:

- Internal Exclusion in the Withdrawal room or Staggered Start day (see 'Sanctions Explained')
- Restorative Justice

Staff may make use of '**restorative practices**' where appropriate. This alternative form of dealing with a misdemeanour or incident will be implemented with the full agreement of the

victim(s) and the offender(s). Restorative practices will be utilised alongside, or instead of, an existing sanction / punishment. Heads of Learning, Student Support Co-ordinators or Assistant Principal will make the decision based on their professional judgement.

- Use of external provision such as a Pupil Referral Unit or other alternative learning programme
- A Managed Move to another school
This allows a student the opportunity of a 'fresh start' in another school. This should be attempted only with the full knowledge and co-operation of all parties, including the parents and Principals/Headteachers of both schools.

2: Permanent Exclusions

A decision to exclude a student **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and would normally be used as a last resort.

However, in exceptional cases it can be appropriate to impose permanent exclusion for a first or 'one-off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Dealing of illegal substances.
- Carrying an offensive weapon.
- Arson

Where the Principal makes a decision to permanently exclude a student from the school the following procedures will be followed:

The Principal, or the most senior person acting in that role, will immediately (within 24hrs) inform the parents by phone of the decision. This will be followed, subsequently, by a letter in which the terms of the exclusion are set out. Parents are also informed of their rights regarding an appeal of the terms of the exclusion. The Governors' Disciplinary Committee will hold a meeting between the 6th and 15th day. Governors must invite the parents, Principal and Local Authority Exclusions Officer to attend. The committee will examine the reasons for the decision and look at appropriate evidence such as the student's behaviour log, incident reports, witness statements and the strategies used by the school to support the student prior to permanent exclusion.

All paperwork including written statements and other relevant information held by the school should be circulated to all parties at least five working days in advance of the meeting of the Governors' Disciplinary Committee.

Appealing a Permanent Exclusion

Where parents dispute the decision of a governing body not to reinstate a permanently excluded student, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to either a fixed-term or permanent exclusion, parents can also make a claim to the First-Tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An Independent Review Panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed, it can

direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4000. This payment will go to the Local Authority towards the costs of providing alternative provision.

SEN students and Permanent Exclusion

Whether or not the school recognises that a student has Special Educational Needs, parents have the right to request the presence of an SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example whether a school acted reasonably in relation to its legal duties when excluding the student.

Further information and guidance is available in the statutory guidance document '*Exclusion from maintained schools, academies and pupil referral units in England*' (DfE January 2015).

Appendix A: Sixth Form

Heathside Sixth Form has high expectations of its students. The students in the Sixth Form should adhere to the same rules and expectations of the main school. Students are expected to work to the best of their ability, maintain good attendance to lessons, assemblies and registration periods and to behave in a responsible and appropriate manner. To monitor students whose behaviour, academic achievement or attendance is a cause for concern, a three stage discipline structure is in place. This is designed to give students a framework for support, individual guidance, target setting and review throughout their Sixth Form studies. The review stages are monitored by the Principal and the Director of Post 16 Education.

Heathside School Sixth Form

R	Responsibility
E	Effort
S	Support
P	Progress
E	Educate
C	Challenge
T	Teamwork

Sixth Form Sanctions

Failure to produce homework / failure to meet deadlines

1. In the first instance, students should be given an opportunity to present the homework at a later date.
2. If, however, the work still does not appear or failure to produce homework becomes a regular occurrence, parents should be contacted by telephone or by letter. A behaviour report should be created in the school's electronic information system (SIMS)
3. If problems continue the Sixth Form office will then investigate further.

It is not recommended policy to prevent students attending class until the work is complete. Experience has shown that students fall further behind with work and that some simply choose not to attend classes if homework is incomplete fearing they will be sent away in any case. An after school 'catch-up session' is more helpful.

Poor effort in class

1. In the first instance, students should be made aware of the concerns and expectations should be reiterated.
2. If problems continue, parents should be contacted by telephone or by letter, expressing the concerns. In addition, a behaviour report should be completed on SIMS.
3. If problems persist further action will then be taken by the Sixth Form office and the student will be placed on Performance Report.

If it is felt, however, that there is a specific problem or serious issue that is preventing a student from working, then the Sixth Form office should be contacted as early as possible.

Poor Behaviour

- **Rudeness to staff; disrupting the learning environment; intimidation towards other students.**
 1. All incidents of poor behaviour will be logged.
 2. If, however, the matter needs further consideration the Sixth Form office will then take further action, speaking to the students and contacting parents if appropriate.

Poor Attendance

- **Failure to attend lessons**
 1. All student absence should be recorded on class registers and on the missed lesson slips in the staffroom.
 2. Where absence becomes a problem, parents should be contacted by telephone or letter.
 3. For persistent absence *further action* will be taken by the Sixth Form office by placing the student on Attendance Report.

Guidelines for Stage Structure

Stage One

- Students may be placed on Stage One if concerns have been raised by a tutor or one or more of the subject teachers. These concerns may be related to attendance, punctuality, poor attitude to studies in class, missed deadlines or anti-social behaviour.
- A meeting will be arranged between the student and the Director of Post 16 Education to discuss the concerns and targets will be agreed.
- These will be set out in a letter to the student and a copy will be sent to the student's parents or guardians.
- A date will be set for review.

Stage Two

- Students may be placed on Stage Two if they fail to meet the targets agreed after a Stage One interview.
- They may be placed directly onto Stage Two if there are deep rooted concerns across all subject areas; if the student deliberately damages school property or if the student has behaved in a manner which is considered unacceptable.
- A meeting will be arranged between the student, the Vice Principal and the Director of Post 16 Education to discuss the concerns and targets will be agreed.
- The student's parents or guardians may also be invited to attend the meeting.
- A letter will be sent to the student to confirm what has been discussed and to set out the agreed targets. A copy of the same letter will be sent to the student's parents or guardians.
- A date will be set for review.

Students may be moved down a Stage after a review meeting. This will normally be at the end of a half term or full term depending on the nature of the concern.

Stage Three

- Students may be placed on Stage Three if they fail to meet the targets agreed after a Stage Two interview.
- They may be placed directly onto Stage Three if the student has behaved in a manner which is considered contrary to the culture expected in a school based sixth form.

- A meeting will be arranged between the student, the Director of Post 16 Education and the Principal.
- In addition the student's parents or guardians may be invited to attend.

This is a serious and formal interview which could lead to the student being asked to leave the Sixth form.

Appendix B

School Expectations and Procedures

The school expectations have been negotiated between students, staff and governors.

Expectations are kept to a minimum but they nevertheless provide an important framework through which to ensure the safety of everyone within the community.

1. UNACCEPTABLE BEHAVIOURS

The following are examples of behaviours that are unacceptable to the school community

- Violence and aggression towards another person and self
 - Bullying or teasing
 - Sexual/racial harassment
 - Any language or behaviour which causes embarrassment, harassment or upset to another person
 - Swearing at people or public swearing
 - Stealing, misuse of or deliberately damaging someone else's property
 - Preventing others from working and participating in activities
 - Interfering with another person's work or play
 - Deliberately seeking attention at the expense of others
 - Rudeness to any other person
 - Misuse of drugs or solvents
 - Telling lies
 - Walking out of a lesson
 - Smoking
 - Misuse of the School Computer Network
 - Congregating on the green before or after school
2. **SCHOOL TIMES:** The school building is normally open from 8.00 am. Students should be at school by 8.25 am. School commences at 8.30 am and finishes at 2.55 p.m., although a wide range of extra-curricular activities are held after school.
3. **STUDENTS** are not allowed to use the main entrance nor allowed to walk or cycle through the staff car park.

4. **PARENTS** are requested to drop off and pick up students at the end of the lane or in March Road, not outside the school.
5. **BREAK TIMES:** Students should be in playgrounds or in the Dining Rooms or in the Hall.
 - All students must stay on site at both break times.
6. **FOOD:** Food may be eaten either in the Hall at the tables; in the dining rooms or at the picnic tables outside and not in any other area e.g. classrooms or corridors or on the tennis courts.
7. **GROUNDS:** The woods at the rear of the school, cycle shed, car park, Brooklands College grounds and private property in Brooklands Lane are out of bounds. Students are not allowed in the area behind the Gym and Sports Hall. Students must not exit the school via the locked gate at the rear of the school.
8. **LITTER, CHEWING GUM AND GRAFFITI:** Students are expected to keep the school clean and tidy so that it is a welcoming place of which we can be proud. This means putting all litter in the bins, keeping walls and furniture clean and unmarked and taking care of the displays. Students are not allowed chewing gum.
9. **ATTENDANCE AND PUNCTUALITY:** Students are expected to be punctual to school sessions and all lessons. If students are late to school or absent because of sickness, parents are asked to telephone the school before 9.00am and leave a message on the absence line. A note explaining the situation should be sent to the Form Tutor on the student's return to school. This may be written in the student's planner.

Absence for dental, hospital or clinic appointments should be dealt with in a similar way.

- Students who arrive late to school should sign in the late book which is located at Main Reception.
 - Students who arrive late will be required to attend a detention. Students who are late on two occasions in one week will be required to attend a 30 minute Head of Learning detention (or 45 minutes for three lates). Students who are late four or more times in one week will receive a 90 minute Senior Leadership detention.
 - A student leaving school during school hours must inform his / her Form Tutor and also sign out at Main Reception.
10. **END OF SCHOOL DAY:** All students other than those taking part in extra-curricular activities or detentions should leave the premises by 4.30 p.m.

Students may do their homework in the LRC or designated classroom every evening after school until 4.30 p.m.

If a student should miss his / her bus, train or lift home, they should come back to school and report to the Main Reception or the Student Services office.

Students must not congregate on the green and are expected to have moved away from this area by 3.10 p.m.

11. **DETENTION:** A C1 detention of twenty minutes will take place without prior notice, at the end of the school day on which the offence occurs.

If a longer detention, up to one hour and thirty minutes, is required, at least twenty-four hours' notice will be given to parents via the student's diary and / or school comms.

Students may be detained for lateness, bad behaviour, lack of equipment, unacceptable uniform, lack of respect or for the non-completion of schoolwork / homework.

12. **UNIFORM / JEWELLERY / MAKE-UP:** School uniform must be worn. Please refer to the uniform information. A sanction is given to those students who do not conform to the uniform rules. Any items of jewellery or make-up that are confiscated will remain confiscated for the remainder of that term (or if in the last week of term, until the beginning of the next term).

13. **VALUABLES:** Students should not bring valuable objects or large sums of money to school. The school cannot accept responsibility for lost, damaged or missing items. Students are responsible for their own personal possessions (clothing, cycles, money, mobile phones etc.).

14. **LOST PROPERTY:** Although every effort will be made to trace lost articles of clothing and personal property, the school cannot accept the ultimate responsibility for such items. Unnamed articles will be placed in Lost Property.

15. **BICYCLES:**

- Students who ride their bicycles to school must obtain a cycling permit and adhere to the Cycling Code of Conduct.
- Students cycling to school must ensure that their bicycle is in a roadworthy condition and we strongly recommend that they wear a cycle helmet.
- It is advisable for students to have passed a cycling proficiency test.
- Students must provide a suitable lock for their bicycle.

16. **MOPEDS and SCOOTERS:** Students may not ride mopeds or scooters to school.

17. **KNIVES:** and all other objects that could be dangerous are **STRICTLY FORBIDDEN**.

18. **SMOKING:** is forbidden when in school or on the way to/from school. Cigarettes, lighters and matches **MUST NOT** be brought to the school. The school is designated a **NO SMOKING** area for all.

19. **ILLEGAL SUBSTANCES:** The school has a **zero tolerance policy** on illegal substances.

20. **MOBILE PHONES:** Whilst we appreciate that many students have a mobile phone for safety reasons, they are a very disruptive intrusion into the classroom. Students may therefore bring a mobile phone to school for use before school or after school only. They should not be used in the school building. During the school day, mobile phones should be switched off and be out of sight.

If a student's mobile is observed or if a student is found using his / her mobile phone during the school day without permission, or if a student's mobile phone rings during a lesson, the following actions will be taken:

- The first time a phone is confiscated during a term students will be required to wait for fifteen minutes at the end of the school day for the phone to be returned.
- If a phone is confiscated for a **second** time in a term, a letter will be given to the student informing them of this. Parents will also be advised by phone. Parents will be required to sign the reply slip and return it the following day before the phone can be returned.
- If a phone is confiscated on a **Friday**, a decision will be made by a senior member of staff in consultation with parents about the return of the phone.
- If a phone is confiscated for a **third** time in a term, parents will be contacted by phone and a letter will be given to the student asking parents to come into school the following day or as soon as is convenient in order to discuss their child's misuse of his/her phone. Following the meeting, the phone will be returned but students will then be required to hand the phone in at the start of the day for a period of two weeks. The two week period will extend into the following half term if needed and further action will be taken as appropriate if a student continues to misuse his/her phone.

All students will start with a clean slate at the beginning of every term.

21. **SOCIAL NETWORKING:** Students are not allowed to 'post'/'upload' photographs, written comments or videos of any students or members of staff and place them on any social networking sites, take photographs or video clips of other students or members of staff and place them on social networking sites. If a student is caught using inflammatory comments about any member of the school community, disciplinary action will be taken.

Appendix C. Uniform Rules

- All students must have a blazer with a school badge, which must be worn around the school.
- Boys must wear a school tie in the correct House colours, which should show the school badge just below the knot.
- Boys must wear a white shirt that must be tucked in at all times. The top button should always be done up.
- Girls must wear a white open-necked blouse.
- Trousers – for both boys and girls – should be black and must be worn above the hip.

If needed, belts should be a suitable plain black belt with a simple buckle.

Boys' trousers should be of a traditional school type material. Jeans, casual trousers or fashion trousers are not acceptable.

Girls' trousers are optional. Fashion trousers are not acceptable. If girls opt to wear trousers they are required to purchase a pin badge for their blazer in the appropriate House colour.

- Skirts

As an alternative to wearing trousers, girls may wear a black skirt purchased from the school supplier.

- Students may wear a standard plain V necked jumper.

This is an OPTIONAL item and not an alternative for the school blazer.

However, students who have cut holes in the sleeves must either repair or replace their jumper.

- Students' shoes should be black.

They should not wear boots, trainers or canvas shoes. The heels should be a suitable height for school, approximately 3cms.

- Boys should wear plain, dark socks

Girls' socks should be black or white.

Alternatively girls may wear tights which should be plain black or tan.

- Hair should be one colour. It should be the natural colour, not dyed.

Hair extensions are not allowed.

Hair should be in a neat style and should be tied back on formal occasions or for practical subjects with a black or navy hair tie.

Hair should not be shorter than grade 2.

Students should not shave lines or patterns into the hair.

Students should be clean shaven.

- Students are allowed to wear a maximum of
 - a) one small stud earring or sleeper in each ear lobe
 - b) a watch
- Students are NOT allowed:
 - a) ankle bracelets
 - b) nose, tongue or eyebrow studs or piercings in any other visible part of the body
 - c) spacer earrings which widen the ear lobe
 - d) nail varnish
 - e) necklaces
 - f) bracelets (including charity bands and sweatbands)
 - g) rings

No make-up should be worn. In particular, this means mascara, eyeliner, eye shadow, lip stick or lip gloss.

- **Coats**

In cold weather students should wear a suitable coat or jacket over their blazer. They should not wear sweatshirts or non-school jumpers under their blazers. Coats should not be worn whilst in the school building.

- **School Bags**

Students should have an appropriate bag or rucksack in which to keep their books and writing equipment.

Fashion shoulder bags or fashion handbags are not suitable for school.

Staff Member with Responsibility:

Ms A Shakespeare

Role: Vice Principal

Reviewed by:

Governing Committee

Ratification by Full Governing Body:

May 2010

Date of review:

October 2015

Date of next Review:

October 2018

Signed: _____

Chair of Local Governing Body
