



**ELTHORNE PARK**  
— HIGH SCHOOL —

## Behaviour for Learning Policy

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<b>Committee</b>	Curriculum
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## 1. Introduction

### 1.1 Policy Formulation

The policy was formulated in consultation with students, staff, parents/carers and governors at Elthorne Park High School.

Governors Approval: October 2024

Next Review Date October 2025

Management of Policy: Review of policy is led by the Assistant Headteacher with responsibilities for Behaviour and Attitudes.

### 1.2 Legislation and Statutory Requirements

This policy has been created following both statutory guidance and advice from the following sources:

- Behaviour in schools (DfE September 2022)
- Suspension and exclusion guidance (DfE Aug 2024)
- Mobile Phones in Schools Guidance (DfE Feb 2024)
- Searching, screening and confiscation. (DfE July 2022)
- Use of reasonable force in schools. (DfE July 2013)
- The Equality Act 2010
- Children and Families Act 2014
- Special educational needs and disability code of practice 0 - 25 years old. (DfE January 2015)
- Keeping Children Safe in Education (DfE September 2024)
- Education Act 2002
- Education & Inspections Act 2006

This school policy must also be read and used in conjunction with the following school policies and agreements that relate to student behaviour and safety:

- Safeguarding policy
- Rewards policy
- Anti-bullying policy
- E-Safety, IT Use, Social media policies and related IT user agreements
- SEN policy
- Attendance policy
- Equal Opportunities policy
- School Uniform policy

### 1.3 Principles

The School's mission statement is 'Achieving excellence in a learning community'. One of the School's central pursuits is to prepare our students so that they are morally and socially equipped to take their place as responsible citizens in society. We encourage students to take responsibility for their own behaviour and model excellent behaviour at School and in the local community. We are committed to providing a safe and secure learning environment for our students and teach them to be 'ready, respectful and safe.'

**'Excellent Behaviour = Excellent Outcomes'**

**The following principles are at the heart of our School's Behaviour Policy, we believe that:**

- Behaviour management should be positive and preventative rather than negative and reactive
- 'Good behaviour in schools is central to a good education (DfE 2022)'. All students have the right to feel safe and secure at school. Being taught how to behave well in the context they are in is vital for all students to succeed personally.
- Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

- Learning is our core purpose; no student has the right to disrupt another student’s learning. Excellent learning can only take place in lessons where there is valued behaviour, cooperation and a supportive atmosphere
- Management of behaviour is the responsibility of all members of the School community including parents; behaviour should be fairly and consistently administered in line with whole School Behaviour Policy
- All members of the School community should display excellent behaviour in School and the local community
- Valued behaviour is displayed through members of the School community being considerate, polite and respectful to each other
- The School values the use of praise & rewards, restorative and solution-focused approaches to resolve behaviour issues
- The school is committed to its Equalities (Equalities Act 2010) and Safeguarding (Keeping Children Safe in Education - DfE September 2024) duties to ensure that appropriate steps are taken to support all students especially those vulnerable to discrimination and with SEND.

#### 1.4 Our School Values

Elthorne Park High School encourages all members of the school community to model and uphold our school values which exemplify; pride, preparedness, positivity, participation and being principled in all that we do. Alongside the mission statement, these values underpin our approach to conduct inside and outside of School.

Our shared school values outline how we expect all members of our school community to behave in school and in the local community. We expect all members of the school community to be:

Value	Application
<b>Proud</b>	I proudly celebrate my achievements and those of people around me.
<b>Persevering</b>	I am resilient, confident and independent in my learning.
<b>Principled</b>	My actions show I know the difference between right and wrong
<b>Prepared</b>	I have high expectations of myself and others and am prepared for each school day.
<b>Participate</b>	I actively engage with wider opportunities and understand how I can be successful in the next stage of life.

These values set out our expectations that all students are principled in their daily actions and behave in a respectful, responsible, caring and compassionate way towards other members of the school community. We summarise our behaviour expectations within the school community by asking all students to be ‘Ready, Respectful and Safe.’

The governors and senior staff believe that each student at our school is entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all staff and stakeholders that this takes place in an atmosphere which is caring and protective.

In order to achieve this goal, all members of the school community, students, staff and parents need to have an understanding of the positive behaviour and attitudes expected, but also to be aware of the effects and consequences of detrimental behaviours.

#### 1.5 Aims of the Policy

**At Elthorne Park High school we aim to create a safe, calm and supportive environment so that students can learn and thrive. We want all members of the school community to have high behaviour expectations and understand that ‘Good behaviour in schools is central to a good education.’ (DfE Behaviour in Schools 2022)**

**Our behaviour policy aims to:**

- Create a positive learning environment based on respect, co-operation and politeness
- Ensure that all students have access to a safe and enjoyable learning experience, including preventing bullying in any form (see detail in the School’s Anti-Bullying policy)
- Ensure that positive behaviour is recognised and rewarded, and positive and preventative behaviour management strategies are adopted wherever possible

- Provide appropriate support and guidance for students identified with Social Emotional and Mental Health needs (SEMH) by the School
- Develop School procedures that promote inclusion and reduce suspension and exclusion
- Actively work in partnership with parents/carers to support their student's behaviour
- Provide support, guidance and intervention for students with behaviour difficulties identified as having SEND and SEMH
- Ensure that statutory requirements in relation to behaviour and exclusions are adopted and applied

This policy outlines the procedures and routines required to ensure we maintain high standards of behaviour and create a positive & caring culture. The behaviour routines and codes of conduct outline behaviour standards expected in School, the local community (to and from School) and when students are on School trips and visits.

## 2. Roles and Responsibilities

Ensuring we have high standards of behaviour across the school requires all members of the school community to work in partnership and play their part as outlined by their roles and responsibilities below.

### Excellent Behaviour = Excellent Outcomes

#### 2.1 Student Responsibilities:

We expect all students to be **'Ready, Respectful and Safe.'**

##### Student responsibilities:

- To follow **Elthorne Essentials** Code of conduct (see Appendix 6)
- To behave in a polite and respectful manner at all times. Respecting all members of the school community and the school environment.
- To behave positively in all lessons without disrupting the learning of others.
- Positively follow and model the schools code of conduct and behaviour expectations.
- Follow instructions given by staff at the first time of asking.
- Act as positive ambassadors for the School in the local community
- To ensure that you do not bring inappropriate or unlawful items into School.

##### Students have the right ...

- To be informed of the schools behaviour expectations and wider values and culture as part of their induction and through reminders & re-enforcement throughout the school year
- To be taught in a safe environment, conducive for learning and free from disruption
- To expect appropriate action from the School to tackle disruption to lessons, poor behaviour and bullying
- To appeal to the Head teacher and governors if they believe the School has exercised its disciplinary authority unreasonably
- To contribute to the development of the School Behaviour Policy.

#### 2.2 Parent responsibilities

The role of parents is crucial in helping schools develop and maintaining good behaviour.

##### We ask parents to ensure that their children:

- Follow the Elthorne Essentials (code of conduct)
- Attend school each day and arrive on time
- Arrive to school in full school uniform, correct books and ID card and lanyard
- Behave politely and respectfully in school and in the local community
- Behave in a safe manner to ensure they do not place themselves or others at risk
- Complete home learning tasks each evening as set by teachers
- Follow the school's behaviour code of conduct and related procedures outlined in the school's behaviour policy
- Adhere to any conditions/provision set out in Educational Health Care Plans, Pastoral Support Plans, Behaviour Plans or targets on behaviour monitoring reports

##### We also ask parents to ....

- Celebrate and praise their child's achievements
- Work with the School to support their child's behaviour and share any relevant SEND information or home related information that may inform behaviour support
- Attend meetings with school staff regarding their child's behaviour when asked to do so
- Should a suspension be required, ensure that your child is not in a public place during normal school hours and attend reintegration meetings post suspension

#### Parent rights

- To be kept informed about your child's progress and behaviour
- To be able to have your child learn in an environment that is safe, respectful, calm and conducive for learning
- To have regular feedback on your child's behaviour at school
- To have complaints about bullying, discrimination or other unacceptable behaviours appropriately investigated and actioned by the School
- To have rights of appeal against disciplinary decisions made by the School if they feel the School has acted unreasonably
- To contribute to the development of the school's Behaviour policy
- To have access to the school's behaviour policies on the school website

### 2.3 Staff Responsibilities

#### All staff:

- **consistently apply policy and procedures** (rewards and behaviour) **to promote positive behaviour.**
- consistently refer to and use the school's **code of conduct 'the Elthorne essentials'** (display in your classroom) to promote valued behaviour.
- **Rewards & achievements are celebrated** and shared during lessons progressively in line with the school's rewards policy.
- Follow specific approaches outlined in the EHCPs or PSPs of students with identified needs.
- Should **'on-call'** and student removal from a lesson be required, staff complete **on-call removal form.**
- **Attend behaviour for learning CPD**

#### Teachers:

- **'straddle'** their classroom door (overlooking the corridor) to positively welcome students and follow the **'start of lesson routine.'**
- **Take a register within the first 10 minutes**
- consistently apply the **'two minute movement rule'** allocating a detention if a student is late to this session.
- plan and deliver high quality lessons with engaging and challenging activities. Set challenging yet achievable learning objectives for all with appropriate scaffolding where required.
- **circulate** during lessons, **providing positive praise, feedback and support**
- **'Action, Action Sanction** is used to redirect disruptive or off task behaviour. A **re-direction action** (with take up time) is shared to re-engage the student.
- Disruptive behaviour has sanction; staff issuing a **'same-day' detention** must inform the student why it has been issued & consistently in line with school behaviour policy.
- Are encouraged to schedule a **restorative meeting** with a student as required. This will usually be when there are repeated behaviour concerns or call-outs/ins to a lesson.
- Accurately record the events of a high level behaviour or bullying incident.

#### Tutors:

- ensure that tutees are prepared & ready for learning each day; **wearing full school uniform** (including ID card & lanyard) and have **full equipment for lessons.**
- To deliver the Behaviour Curriculum during tutor time.

#### Middle and Senior staff will:

- Ensure staff are aware of individual strategies set by school & parent agreed **Pastoral Support Plans (PSPs) and Education Health Care Plans (EHCPs)**

- **Support the on-call process and follow up interventions.**
- **Jointly consider with teachers and or other staff when communicating with parents,** if required for repeated behaviour concerns or call outs/ins.
- Investigate and make sanction recommendations for high level incidents including bullying and any discriminatory incidents
- Design and deliver an effective CPD programme for staff, tailored to colleagues' experience and level of responsibility.
- Review the behaviour policy annually.
- Analyse data termly.

<b>Areas of responsibility</b>	<b>People responsible</b>
Student Culture and Inclusion	Deputy Headteacher - Ms Reeves
Behaviour & Attitudes including Attendance	Assistant Headteacher - Mr Laryea
Positive Behaviour Culture	Positive behaviour & rewards - Mr Sykes
Personal Development Curriculum	Assistant Headteacher - Ms Crix Deputy Headteacher - Ms Reeves
Designated safeguarding lead	Deputy Headteacher - Ms Reeves
Behaviour and Attitudes - standards across each key stage. Year leaders - standards across each year group.	Key Stage Leaders & Year Leaders Ms N Bowler - KS3 Mr F Hardy - KS4 Ms C Ervin - KS5

### **The role of school leaders**

These include:

- Being highly visible, engaging with students, parents and staff on maintaining the behaviour culture where everyone feels safe and supported
- Ensuring that students remain safe and supported throughout the school day
- Ensuring that all staff understand the school's behaviour expectations (Elthorne Way for Behaviour and Elthorne Essentials) - rules and routines and their consistent implementation & how best to support individual students
- Ensuring that all students understand the school's behaviour expectations and the whole school approach to behaviour - through delivery of the behaviour curriculum
- Support the delivery of CPD to staff to ensure that all members of the school community meet their duties under the school's behaviour and safeguarding policies
- Monitoring of behaviour standards throughout the year including gathering feedback and views of all stakeholders
- Leading on an annual review and update of the school's behaviour policy and ensuring compliance with statutory requirements

### **The role of governors**

These include:

- Provide clear advice and guidance to the head teacher on key principles that should inform the school's behaviour policy
- Have an overview of standards of behaviour in the school and understand actions being taken to support behaviour improvement
- Ensuring the school's behaviour policy meets statutory requirements and is in line with school values
- Support in governor exclusion review panel meetings and other related meetings



### 3. SCHOOL BEHAVIOUR SYSTEMS - RULES & ROUTINES

#### Rules Routines and Consequences

This section of the policy summarises the school's behaviour systems for all stakeholders, with particular focus on school behaviour rules, routines and consequences.

#### 3.1 Behaviour Expectations

The school's behaviour expectations and routines are summarised in following two summaries:

**For staff:**

- The Elthorne Way - Behaviour 2023 - for staff. (Appendix 11)

**For Students and Parents**

- School Code of Conduct - 'The Elthorne Essentials' for students (Appendix 6)
- Behaviour Expectations Year ahead presentation and ppt. (September 2024)
- Parent Carer handbook 2024

**Student expectations are summarised in the following classroom behaviour code of conduct - 'The Elthorne Essentials' for students:**

See also the behaviour code of conduct - consequences table - Appendix 8 of this policy.

#### 3.1 Start and end of lesson routines

To ensure we have a safe and engaging start to each lesson, we ask that all lessons start as per the Elthorne Routine for Learning. This is displayed in each classroom and outlines the expectation of teacher and students at the start of lessons. Beginning learning promptly and positively is a priority.

#### 3.2 Seating Plans

Teachers will develop seating plans (Edulink) to best support learning and promote a positive learning culture in the classroom.

#### 3.3 Maintaining a positive behaviour culture during lessons

Staff will circulate around their classes to provide student feedback, support students who require help and celebrate and reward student achievement & progress during the lessons. This also provides an informal way of redirecting off task students through one to one support conversations. Staff are asked to scaffold and provide one to one support for students where required.

**Teachers are expected to ...**

- Ensure a safe and stimulating learning environment that encourages learning
- Be on time for lessons and greet each student positively as they arrive
- Plan a recall starter that all students can engage in on entry to the classroom
- Develop a seating plan that supports learning, and takes into account students' SEND needs and those with a PSP (Pastoral Support Plan).
- Have well planned lessons that challenge students to learn required curriculum content.
- Use positive language of instruction to develop a positive learning environment.
- Focus on positive aspects of learning that take place in the lesson, consistently using praise and rewards.
- When dealing with inappropriate behaviour – depersonalise it and use re-engagement strategies.
- Model and enforce the classroom Elthorne Essentials and the behaviour they wish to see.
- Follow School policy when behaviour problems arise in the classroom and issue sanctions consistently.
- Ensure students arrive and depart from prepared for their next activity.
- Be proactive, repairing relationships using restorative practice.
- Communicate with parents/carers and relevant staff when behaviour incidents take place.
- Make reasonable adjustments for students with SEND and identified behaviour needs.

#### 4. POSITIVE BEHAVIOUR CULTURE - RESPONDING TO GOOD BEHAVIOUR

The school is committed to rewarding and celebrating students with good behaviour. This encourages repetition and communicates the school community's expectations and values to all students.

This section needs to be read in conjunction with the school's **Positive Behaviour & Rewards policy 2023**. (Appendix 13)

We encourage our staff to regularly reward students in line with our school values and where they display positive behaviours that are caring, kind and supportive of other members of the school community.

##### Examples of rewards include:

- verbal praise in lessons and tutor time.
- communicating praise to parents via phone, postcards, letter or email.
- certificates, awards evenings and rewards assemblies.
- positions of responsibility including prefects and ambassadors to departments or school events.
- whole class or year group awards for specific values and school attribute traits.

Our staff are asked to use the strategies and procedures outlined in the 'Elthorne Way - Behaviour' for staff. See details in Appendix 11.

#### 5. RESPONSE TO DETRIMENTAL BEHAVIOUR, RE ENGAGEMENT & RESTORATIVE PRACTICE

##### 5.1 Responding to Detrimental behaviour

When a staff member becomes aware of **detrimental behaviour**, they should respond predictably, promptly, calmly but assertively to challenge the **detrimental behaviour**. The first priority is to ensure the safety of students and restore a calm environment.

**We ask that staff respond in a consistent, fair and proportionate manner in line with school behaviour policy** so that students know with certainty that detrimental behaviour will always be addressed.

The aim is to restore a positive culture and a calm and safe environment in which students can learn.

Where appropriate, when responding staff should take account of contributing factors e.g. if the student has specific SEND needs, mental health concerns or specific personal circumstances and should adapt their approach accordingly.

##### 5.2 Behaviour – re-engagement techniques

If behaviour incidents occur in lessons the School expects teachers to:

- Reinforce their high behaviour expectations with students
- Have clear routines to deal with behavioural disruption (see behaviour engagement techniques – Appendix 3)
- Apply rules and sanctions consistently and fairly
- Avoid confrontation
- Adopt a solution based response (re-engagement strategies) to ensure that students can quickly re-engage with learning

**Student re-engagement strategies for staff techniques can be viewed at the back of the policy (Appendix 3).**

It is essential that all staff **consistently apply** actions outlined in the School's Behaviour Policy to ensure that all members of the School community have trust and confidence in its application and support of learning.

##### 5.3 ACTION – ACTION – SANCTION - student re-engagement steps

Action-Action-Sanction is the whole-school 'in class' stepped process where re-direction or re-engagement is actioned by the teacher.

If a teacher identifies a student who is off task, displaying detrimental behaviour or stopping others' learning, they need to initiate the 'Action-Action-Sanction process. The teacher communicates with the student if they feel an intervention is needed to support the student making a positive change to alter their behaviour and or re-engage with work.

Although there will often be a need for verbal reminders/warnings prior to this, these do not constitute ACTIONS in isolation.

An ACTION involves a dialogue between the teacher and student, in which, an acknowledgement and agreement is made that there needs to be a change in behaviour.

The teacher will need to go through the following stages in a 'one to one' conversation with the student during which the student is required to reflect and change their behaviour.

In addition, staff may request some additional interventions, for example - a group or seating change to support completion of the activity. Further examples of re-engagement strategy ACTIONS can be found in Appendix 3.

An ACTION could be recorded on the student's desk by use of the letter A but should not be in public view. Once an ACTION is given it remains in place and cannot be worked off.

Sanctions are only applied if after a second (different) ACTION is attempted and there is still insufficient engagement from the student. After a second action with no change to behaviour, the teacher must issue a consequence - L1 same day after school detention.

#### **5.4 USE OF ON CALL Higher Level Behaviour Incidents - Persistent Behaviour Concerns**

High level behaviour incidents such as a fight, threat, discriminatory incident or persistent defiance towards a teacher's requests i.e. students refusing to follow ACTION requests made by the teacher; will prompt the need for 'on call'.

'On call' is triggered by the member of staff sending an email to the main reception requesting 'on call' support. On call will be attended by either senior members of staff and or pastoral support workers. On arrival, staff members must liaise with the attending member of staff to explain the reason for the on-call request.

The initial aim of 'on call' is to re-engage the student. The staff member supporting in discussion with the teacher may stay to support student's reintegration into the lesson (call in) or support removal (call out) from the lesson to work in the school's reflection room. When a student is removed during an on-call request, work must be immediately provided by the teacher for completion in the reflection room. Subject to investigation, 'on call' may trigger a Level 2-4 detention or a higher level sanction (following investigation)

Any student who receives two on-call requests in quick succession (in a single day/one week), will trigger a parental meeting with either a senior leader, Key Stage Leader or Year Leader (assistant Year Leader). Two on-call requests in a single day (subject to investigation) may also trigger a (next day) internal suspension.

#### **EMERGENCY ON-CALL - SAFEGUARDING SUPPORT**

**If a student is found or suspected to be in possession of drugs or illegal substances, a bladed item or any other weapon, on-call must be requested immediately and a member of the Senior Leadership team informed. This type of incident may lead to a student being permanently excluded.**

#### **5.5 Restorative Meetings & Practice**

Staff are asked to promote a culture of restorative practice throughout the school. Feelings such as empathy, sensitivity, consideration and respect cannot be taught through a system of rewards and sanctions alone, therefore

we ask all staff to engage in restorative meetings with students following high level behaviour incidents, use of 'on call' or when persistent behaviour concerns arise (Appendix 13).

### **Staff and Student-Restorative Meetings**

These practices ensure that emotional impact and student and staff feelings are considered as part of these discussions, the impact being taught to students by adults after a behaviour concern. This means feeling, and demonstrating, respect and empathy for those responsible, whilst also holding individuals to account for their actions.

Following the setting of a sanction, staff are encouraged to develop, maintain and where necessary repair relationships with students by engaging in restorative conversations. These practices enable students to redress the harm caused to others following an incident, particularly after bullying and serious behaviour incidents; and also help to foster an ethic of social responsibility.

### **Students with Staff - Restorative Meetings**

Following serious bullying or behaviour incidents, restorative meetings are usually chaired by Key Stage Leaders, Year Leaders, Curriculum Leaders or Pastoral Support Workers. These are used to address issues of concern and improve relationships between peers and students with staff.

We encourage all students to attend these meetings to re-establish positive relationships with staff and other students. Students must be ready emotionally to attend these meetings, attendance is not considered compulsory but strongly advised.

## **5.6 Behaviour expectations around the school site**

We ask students and staff to follow our movement and break and lunchtime codes to ensure that all members of the school community stay safe.

This information is shared with all students as part of our induction and in-year expectations presentations with students. Staff on duty and circulating the site are asked to ensure these codes are being followed by students.

## **5.7 Behaviour Incidents Outside of Subject Lessons.**

All students are expected to follow our Elthorne Essentials code of conduct for behaviour around the school site.

For site-related concerns, staff can issue an (L1) detention for *NOT PROUD - disrespecting the school community* if the student does not respond to their intervention. Staff are asked to write a brief comment about what happened on SIMS behaviour.

Higher-level incidents on the school site or in the local community will be discussed with Year Leaders and Key Stage Leaders to identify follow-up actions & interventions required.

## **6. CONSEQUENCES FOR DETRIMENTAL BEHAVIOUR**

Sometimes a student's behaviour will be unacceptable and in such cases, a consequence will be applied in line with the school's code of conduct.

### **The school uses a range of different consequences that may use:**

- Verbal reprimand and redirection
- Detention
- Written tasks to account for and reflect on a behaviour
- Loss of privileges
- School-based community service
- Regular reporting in relation to an area of behaviour concern.

## **6.1 Detention System**

The School runs a centralised 'same day' end of the school detention system. Detentions are issued when a student breaches the School's code of conduct. In addition, 'late to school' detentions are also the same day, but take place at lunchtime run by the Senior Leadership team. The Sixth Form runs a slightly different detention system due to period 6 lessons. Please see the Sixth Form handbook for more information about the detention systems.

### **Detentions - Students with Specific Identified Special Educational Needs**

On a termly basis, the School's SENDCO meets with Senior Leaders with responsibilities for Behaviour/Inclusion to identify students with specific Special Educational Needs who may need amendments to the typical and sanction processes such as alternative locations or time. Parents/carers will be notified by the School's SENDCO or Behaviour/Inclusion leads if their child is included in this specific group.

The school runs a progressive detention system that provides a fair and proportionate sanction in relation to different behaviours.

## **6.2 Detention Levels**

Detentions are progressive and issued in relation to the seriousness and level of the behaviour concern. Failure to attend a detention at one level leads to a next-level referral. A student may, however, be issued an immediate higher-level detention for a high-level misdemeanour.

Although not limited by, a list of consequences relating to detention can be found in Appendix 5. The final decision on the detention level being set is at the discretion of the Headteacher.

### **Level 1 detention**

This is a same day after school detention (30 mins), set either for lateness to lessons, a behaviour concern, homework, pastoral concern, etc. as listed in the school's detention level table.

A level 1 detention adds 1 behaviour point to a student's behaviour record. Students who receive more than one, level 1 detention in a day, automatically sit a L2 (40 mins) detention on the same day.

If a student does not follow expectations in detention, the teacher can extend a L1 to a L2 detention **OR** ask the student to re-sit the detention at the next level the following day/cycle.

### **Level 2 detention**

Students who fail to complete their Level 1 detention will sit a Level 2 or next level detention the following day. Middle leaders can also set L2 detentions for mid-level incidents. All L2 detentions are 40 minutes long and carry 2 behaviour points.

### **Level 3 detention – Senior Leadership Team detention**

This is a once weekly 60 minute detention run by members of the Senior Leadership Team on Monday at 3.10pm. A level 3 detention is issued when:

- Students fail to attend a Level 2 detention.
- There is a higher level breach of the School's code of conduct, including truancy (more than 2 minutes late).

### **Level 4 detention – Headteacher detention**

This is a once weekly detention (90 minutes) run by the Headteacher on Friday at 3.10pm. A Level 4 detention is issued when:

- Students fail to attend a Level 3 detention
- There are higher level breaches of the School's Behaviour Policy
- Students fail to attend a Level 3 detention they may have to repeat the detention the following week

Students are required to report to the main reception area for their detention.

### **Level 5 – Internal suspension**

A student who fails to attend a Level 4 Headteacher detention may receive a next day internal suspension in the School's inclusion room. Persistent failure to attend a L4 detention may result in an extended period of external suspension.

**Level 3+ sanctions need to be approved by the KSL and or linked SLT member attached to that key stage.**

Staff are not permitted to set blanket 'whole class' detentions. Individual students will be issued a detention as a sanction for their individual breach of the School's Behaviour Policy/code of conduct.

### **6.3 Lateness to School - Detention**

We expect all students to be punctual for school each day. If a student arrives at their tutor room after 8.45am they will be marked as 'late' to school and will receive a same day lunchtime detention (20 mins)

If a student is persistently late in a week (2 or more lates in one week) the Year Leader can request that an additional L3 detention is issued to the student; in such cases the Year Leader will meet with parents to develop a Punctuality Improvement Plan.

### **6.4 Non-completion of Home Learning**

If students do not submit home learning on time or submit incomplete home learning, they will be issued with a 'first chance' notification. This will be logged on SIMS by the subject teacher. A 'first chance notification' will only be used once by the subject teacher for the first homework concern in that subject area.

A second missed piece of homework in that subject area will be sanctioned with a L1 detention.

#### **Persistent Home learning (HL) concerns**

If a student accumulates six L1 detentions (across all subject areas) for non-completion of home learning (HL) in the same half term, they will not be set any further L1 detentions and will move into weekly (compulsory) HL club with the Year Leader.

The Year Leader can remove students from the HL club register if they demonstrate 100% completion of home learning over the course of a school week.

### **6.5 Detention Procedures**

#### **Issuing and Recording a Detention**

Staff are required to verbally inform the student of their detention and the reason why.

Please record your detention on SIMS using the correct drop down to add the reason for the detention. For bullying incidents, use the additional drop down to log as a bullying incident.

**It remains the responsibility of the student to attend their set detentions.**

#### **Informing parents/carers of set detentions**

Parents/carers will be informed of set detentions by email or text on the same day of the detention.

Parents/carers will also be emailed if their child has a weekly L3 (SLT) or L4 (Headteacher detention).

If a student is late to School, parents/carers will receive an email informing them of their child's late arrival to school. The email will state the reason why the detention was given.

It is the responsibility of parents/carers to inform the School in writing of changes to personal details such as email and telephone/mobile numbers.

#### **Detention clashes**

A higher level detention (Level 3 or 4) takes priority over a lower level detention (Level 1 or 2). Students must attend their higher level detention in such circumstances.

#### **Parental queries regarding detention**

If a parent has a query regarding the reason for a set detention, they must communicate directly with the member of staff who set their child's detention. General enquiries need to be forwarded to the School's detention administrator [Kcrossman@ephs.ealing.sch.uk](mailto:Kcrossman@ephs.ealing.sch.uk)

### **Detentions & behaviour points**

Tutors receive a weekly cumulative report summarising credit totals, behaviour points, punctuality and attendance rates of each student in their form class. This information is to support discussion and intervention to foster improvement.

Behaviour point thresholds (see Appendix 9) trigger communication with parents/carers, (initiated by year leaders and their tutors) differing levels of support and monitoring for students.

Actions relating to thresholds are implemented by the Year Leader and Key Stage Leader.

Persistent accumulation of behaviour points may also result in the removal of specific privileges such as representing the School, attending trips and use of sports facilities during break and lunchtime.

### **6.6 Community Service**

Community service is used by the School as part of the School's sanction process. A student may be asked to engage in a community service activity such as litter picking, tidying a classroom, tidying the dining hall tables as part of or in place of a centralised detention. Community service may be used by the school in place of a detention.

### **6.7 Restorative Meetings & Practices - meeting a student during an allocated detention**

Staff are permitted to collect and meet with a student during their detention to complete a restorative meeting.

## **7. SUSPENSION & PERMANENT EXCLUSION**

The Headteacher can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions or interventions.

This section outlines the School's procedures in relation to suspension (internal and external) permanent exclusion. It also outlines strategies used by the school to try to reduce suspension and exclusion.

The School follows national and local authority guidance in relation to its procedure for exclusion including:

- Behaviour in schools (DfE Feb 2024)
- Suspension and exclusion guidance (DfE Aug 2024)
- The Equality Act 2010
- Childrens and Families Act 2014
- Special educational needs and disability code of practice 0 - 25 years old. (DfE Sept 2024)
- Keeping Children Safe in Education (DfE Sept 2024)
- Education Act 2002/11
- Education & Inspections Act 2006
- Exclusions Guidance - LB Ealing 2024 - Ealing grid for learning.

### **7.1 Suspension Types**

The School uses three types of suspensions and also internal exclusion in its on-site inclusion room facility.

The three types of fixed term exclusion are:

- **Permanent Exclusion** – subject to appeal, the student will not return to the School
- **Suspension external** (at home) - this is a temporary suspension from school of between 1 and 45 School days in length. No student may be excluded for more than a total of 45 School days in any one academic year. Alternative provision is made on the sixth day of suspension.
- **Suspension internal** (in school) - this is a temporary suspension period in School - under supervision - as an alternative to external suspension which takes place at home.

- **Lunchtime suspension** - this is a form of fixed-term exclusion where the student is excluded from the School premises for one or more lunchtimes

The school will ensure that work is set and marked during a suspension period and for the first 5 days of a permanent exclusion.

## 7.2 The Decision to Suspend

Only the Headteacher can suspend or exclude a student on disciplinary grounds. When establishing the facts in relation to a suspension or permanent exclusion the Headteacher must apply a civil standard of proof 'on the balance of probabilities' it is more likely than not that a fact is true.

A decision to permanently exclude a student will only be taken in response to a serious breach or breaches of the School's Behaviour Policy e.g. in response to persistent poor behaviour **and** if allowing the student to remain in the School would seriously harm the education or welfare of a student or others in the School.

In most cases exclusion will only be used as a final step when a wide range of other strategies have been tried and failed. It is an acknowledgement by the School that it has exhausted all appropriate strategies for dealing with the student.

There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student 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
- Drug or alcohol related incidents
- Carrying a blade, knife or weapon

The School follows Local Authority guidance regarding procedure for students who have been permanently excluded (see Ealing Schools Exclusion Procedures available on the Ealing Grid for Learning 2024)

## 7.3 Notification of Suspension

The headteacher can cancel any suspension that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the student should be reinstated.

Where an suspension is cancelled:

- The headteacher must notify the parents, the governing board, the LA any external support (i.e. student's social worker), with details for the cancellation.
- The governing board's duty to consider reinstatement ceases (no requirement for a meeting to consider reinstatement).
- Parents (or allocated social worker and or child looked after) will be offered the opportunity to meet the headteacher to discuss the circumstances that led to the suspension being cancelled.
- The student must be allowed back into the school from which they were suspended with immediate effect.
- Any days spent out of school as a result of any suspension, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the student has already been suspended for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

## 7.4 Notification of Suspension

The school will notify parents and external agencies as follows once an suspension has been agreed:

- **Parents** - without delay and no longer than three after the decision, notify parents
- **If a student has a social worker or is looked after** - without delay and no longer than three days after the decision, notify the social worker of the Virtual School Head as applicable
- **The London Borough of Ealing exclusions team** - without delay and no longer than three days after the decision.



Once a suspension has begun, the Headteacher cannot bring it to an end earlier than the end date that was originally fixed; similarly the Headteacher cannot bring a permanent exclusion to an end after it has begun.

### **7.5 Duties under the Equality Act 2010 and Children & Families Act 2014**

The school is aware of its duties under the Equality Act 2010, 'schools must not discriminate against, harass, or victimise students because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity or gender reassignment.

The school will ensure it fulfils its duty to make reasonable adjustments for SEND students. As a school we understand our duty not to treat a student unfavourably because of something that arises as a consequence of their disability, save where it is a proportionate means of achieving a legitimate aim.

When considering behaviour sanctions and exclusion we will consider and respond to SEND students differently, especially students who can't regulate their behaviour in the same way because of their condition e.g. autism

For children with a disability, this includes a duty of care to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage and the provision of auxiliary aids and services.'

These duties are complied with when deciding whether to exclude a student. The school also ensures that any provision, criterion or practice does not discriminate against students by unfairly increasing their risk of exclusion.

The Governing Body must also comply with their statutory duties in relation to SEND when administering an exclusion including using their 'best endeavours' to ensure the appropriate special educational provision is made for students with SEND and having regard to the SEN Code of Practice.

The School is aware of the high national suspension rates of specific student groups: those with SEND, eligible for free School meals and students from specific ethnic groups. The School will endeavour to put in place early intervention for all students at risk of exclusion and permanent exclusion. The Headteacher will take into account each student's specific needs when making a decision to exclude. Other than in exceptional circumstances the School will avoid permanently excluding a student with an EHC Plan.

### **7.6 Suspensions**

The law allows the Headteacher to suspend a student for up to 45 days in a School year. The majority of suspensions used by the School are for short time periods of between 1 to 3 days.

#### **Days 1 to 5:**

During the initial period of up to five School days, the parents/carers of the suspended student must ensure that he or she is not present in a public place during normal School hours without reasonable justification. The School will provide students with work to complete at home.

The School must ensure that work is set for the student to complete during the first five School days of the suspension and that it is marked.

#### **Day 6**

For the subsequent days after day 5, alternative provision will be made for the student (off site) to complete the remaining period of their suspension. The student will be set work and will be supervised by a member of staff.

### **7.7 Suspension - reintegration meetings**

Following a suspension, parents/carers and the suspended student are required to attend a reintegration meeting with their Year Leader and Key Stage Leader and or appropriate senior member of staff.

At the meeting the following will be discussed:

- Student support requirements
- Monitoring requirements
- Review of Special Education Needs

- Development or review of Pastoral support plan (PSP)

### 7.8 Lunchtime suspension

Students whose behaviour is disruptive at lunchtime may be suspended from the School premises for the duration of the lunchtime period; this is counted as one half of a school day's suspension period.

### 7.9 Internal Suspension

Internal suspension may be used as an alternative to a suspension at home. Students will be set work whilst supervised by staff in the School's inclusion unit. The student will complete work set by subject staff and will engage in mentoring activities with their Pastoral Support Worker at the end of the normal school day.

The School views internal suspension as having the same importance and weighting as suspensions completed at home.

### High Level Incidents that may trigger a suspension

Examples of incidents that may trigger an internal or fixed term exclusion are contained in Appendix 8.

### 7.10 Suspensions

Any incident warranting a suspension will be reviewed by the student's Key Stage Leader and/or Assistant Headteacher - behaviour and attitudes. Pastoral recommendations will then be forwarded to the Headteacher for final consideration. A list of incidents that may lead to suspension and exclusion can be found in the table below with further details in Appendix 8.

Incident	Recommended Suspension Period
<ul style="list-style-type: none"> <li>● Physical assault against a pupil/staff</li> <li>● Verbal abuse or threatening behaviour against a pupil/adult</li> <li>● Bullying following warnings set out in the School's Anti Bullying policy</li> <li>● Racist abuse</li> <li>● Homophobic abuse</li> <li>● Sexual misconduct*</li> <li>● Abuse related to a disability</li> <li>● Damage or abuse of School property</li> <li>● Theft</li> <li>● Persistent disruptive or defiant behaviour</li> <li>● Possession or use of an illegal or banned substance</li> <li>● Failure to attend a Level 4 – Headteacher detention</li> <li>● Deliberate defiance</li> <li>● Disrupting School investigations.</li> <li>● Bringing the school into disrepute</li> <li>● Incidents of anti social behaviour</li> </ul>	<p><b>1 – 5 days.</b></p> <p>However in extreme circumstances the School can use fixed term exclusion for a period up to 45 days and in serious cases may consider permanent exclusion.</p>

\* **Sexual misconduct** broadly refers to both consensual and unwelcome (sexual harassment) student behaviour of a sexual nature. Examples may include inappropriate sexual language directed towards another student, sexual advances, inappropriate touching or exposure, electronic sexual communication and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual misconduct including electronic communication of a sexual nature that impacts on a student's welfare at school will be reported to the School's Safety Officer for follow up action.

### 7.11 Recording and Reporting suspensions and exclusions

#### Recording

All suspensions and exclusions will be logged on the School's SIMS exclusion module. Exclusion reports will be shared with the Governing Body and the LA on a regular basis.

Year Leaders need to ensure that all paperwork relating to a suspension is added as a linked document on SIMs.

## **Reporting**

Pastoral leaders engage in regular analysis of suspension and exclusion data and related intervention support for students and student groups. The governing body will review school suspension and exclusion and off roll data including those students attending off site provision.

### **7.12 Cumulative Suspension and Formal Warnings – Students at Risk of Exclusion.**

A first suspension after a cumulative total of 15 days' fixed term exclusion (fixed term or internal exclusion days combined), may prompt a formal warning from the Headteacher informing parents that their child is at risk of exclusion. If a student receives another suspension (internal or fixed term) after this warning, it may result in the student being excluded from School.

A serious 'one off' incident can lead to a student progressing to a formal warning stage or consideration of exclusion from the School.

### **7.13 Recognition of behaviour improvement – students at risk of exclusion.**

The School will recognise and reward students who show sustained improvement with their behaviour.

If a student successfully improves their behaviour during an academic year, following a recommendation from their Year Leader or Key Stage Leader, they may be moved down an exclusion stage. This will be logged on SIMS and parents informed by letter.

### **7.14 Direction to off-site provision for the improvement of behaviour and School to School Placements**

Where appropriate the School may direct a student off-site as a temporary measure to improve the student's behaviour, following the procedures outlined in 29a Education Act 2002, particularly when an individual is at risk of exclusion. Off-site provision will only be used where in school interventions have been unsuccessful or deemed inappropriate. This can be in another school setting or a form of alternative provisions. It is used as a way to improve behaviour not as a sanction or punishment for misconduct. The student will remain on roll at Elthorne Park High School during the prescribed period that the student is attending the off-site provision. Parental consent is not required in order for the School to direct a student off-site under this provision.

### **7.15 Other guidance relating to exclusions and support for students at risk of permanent exclusion:**

Exclusion may be considered for either a 'one off' serious high level behaviour incident (see above) or for a 'final straw' incident following a period of continuous or persistent disruptive behaviours.

### **7.16 Pupils with disabilities and Special Educational Needs including those with Education, Health Care Plans (EHCPs)**

The Equality Act 2010 requires schools to make reasonable adjustments for disabled students. This duty in principle applies to both suspensions and permanent exclusion processes and to the disciplinary sanctions imposed. Under the children and families Act 2014, governing boards must use their 'best endeavours' to ensure the appropriate special educational provision is made for students with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

At Elthorne Park High School, we engage proactively with parents in supporting the behaviour of students with additional needs. Where the school has concerns about the behaviour of a student with additional needs, a disability or EHC plan, we will work in partnership with parents and professionals supporting the child to consider what additional support or alternative placement may be required to avoid the further risk or suspension or exclusion.

The school will contact the local authority and request an early annual review of any child with an EHC plan at risk of exclusion.

### **7.17 Pupils who have a social worker or looked after children**

Where a child has a social worker e.g. Child in Need (CIN) or Child Protection plan (CP) or is a Looked After Child (CLA) and they are at risk of suspension or exclusion, the school will inform their social worker and the student's parents.

The social worker and parents will also be informed of suspensions and exclusions and invited to attend or send representation to governor exclusion panels or independent review panel meetings.

Looked after children and those with a Personal Education Plan (PEP) . If appropriate, behaviour and exclusion risk and support will be discussed at PEP review.

### **7.18 Governing Body exclusion review meetings and Independent panel meetings**

The Governing Body follows guidance and protocol for exclusion review meetings and independent panel review meetings as outlined in Suspension and Permanent Exclusion Guidance (DfE 2024) and related guidance from the London Borough of Ealing exclusion guidance (2024).

## **8. PREVENTATIVE MEASURES TO SUPPORT STUDENT BEHAVIOUR**

### **8.1 Types of Support**

The school will discuss with parents any measures relevant to each student's individual needs to try to reduce the likelihood of a student being suspended or excluded from school. The School will consider the most appropriate support to address each student's needs.

Discussion around interventions appropriate for each student take place at school panel meetings for each year group. These meetings are attended by Year Leaders, Key Stage Leaders, SENDCO (as required) and the senior leaders with responsibility for Behaviour/Inclusion.

Where there are concerns about detrimental behaviour, students will be raised at the School's fortnightly student forum meetings. The group will consider appropriate assessment, support and external agency involvement for the student and family.

Students with identified SEND concerns will be placed on the School's SEN register at the appropriate stage.

### **8.2 Support for students with behaviour needs**

The School will work closely with parents/carers to support students who experience difficulties with their behaviour. When incidents of poor behaviour arise, the School will consider and take into account each student's individual needs.

#### **How are behaviour needs identified?**

Students' behaviour concerns can be communicated in the following ways:

- Direct staff referral, following repeated behaviour concerns or barriers to learning
- Referral or report from parents/carers
- Referral or report from the student's previous school or external agencies
- A trigger incident such as a child protection referral or exclusion
- Feedback in relation to a student's failure to respond to allocated support.

Referrals will be discussed at the School's student forum/panel meetings to allocate appropriate support.

### **8.4 Allocation of support and review of student progress**

Student support will be allocated and reviewed at one of the following meetings:

- Student Panel meetings (fortnightly) – where behaviour concerns are based around social and emotional needs
- SENplan meetings (termly) – where the source of the behaviour concern is based around a learning or physical need

Deputy Headteacher with responsibilities for Inclusion and SENDCo panel runs each term. The panel will review and amend their programme of support.

### **8.5 Behaviour Support Plans**

Students with identified behaviour & SEND needs will be assessed and may be added to the School's Special Educational Needs register by the School's SENDCO.

A support plan will be developed, outlining strategies to support the student's needs. A Behaviour contract or Pastoral Support Plan (PSP) for students with behaviour needs will be developed. Support plans will be shared with parents/carers, students and staff at the School.

The student's Year Leader and the School's SENDCO will contact parents/carers to set up periodic reviews of support plans.

### **8.6 Behaviour Incidents involving students with Behaviour Support Plans and SEND**

As part of behaviour incident investigations and sanction recommendations, the School will take into account and consider the special educational needs and support plans of each student.

## **9. ADDITIONAL BEHAVIOUR PROCEDURES & ROUTINES**

### **9.1 School uniform breaches**

Students are required to attend School wearing full School uniform (with shirts/blouse tucked in) and a lanyard with ID card. Tutors and subject staff carry out daily uniform checks at the start of tutor time, during lessons and when students enter the canteen.

If a parent has a genuine reason (financial or medical) for their child being out of uniform, a note must be forwarded to the Tutor and Year Leader explaining why they are out of uniform. A medical certificate is required if there is a sustained medical reason for them being out of uniform. In this instance, a time limited 'permission to be out of uniform' slip will be issued.

Any student without a valid reason will be sent by the tutor with a note to their Year Leader's office to be issued an 'out of uniform slip' by either the Year Leader, Assistant Year Leader or PSW. Parents will be contacted to ensure the student is back in full school uniform as soon as possible. This may involve making use of the school's supply of uniform. Parents may also be asked to drop off correct uniform items to the school reception for their child.

Students out of uniform without a valid reason or inappropriately worn (untucked shirt/blouse, inappropriate skirt/length) will receive an **L1 detention**. Persistent breaches of the uniform policy (2 or more notifications in one week), will result in the setting of a **pastoral detention, (L2)** and the tutor or Year Leader is required to communicate or meet with parents. The child may be kept out of circulation during break and lunch periods until the uniform is corrected. (Appendix 7).

Detentions can be set by tutors or subject staff If a student arrives at sessions out of uniform without a permission slip during the school day.

Sixth form students must adhere to the Sixth Form dress code, failure to do so will mean the student is referred to the Head of Sixth Form by their tutor and will be sent home to change into appropriate clothing. A detailed outline of the Sixth Form dress code is in the Sixth Form handbook.

### **9.2 Jewellery and make-up – breaches of policy**

Jewellery is not permitted by the school's uniform policy will need to be removed and handed to Year leaders for safe keeping. An L2 detention will be issued by the tutor and detention set for persistent breaches. Further information can be found in the Uniform Policy. Confiscated items will only be returned to parent/carers following completion of the L2 detention. (Appendix 7).

### **9.3 Equipment breaches**

Students are required to bring the following equipment to School each day:

- lesson appropriate exercise and text books
- full stationery equipment in a pencil case (see parent/carer handbook)

Tutors will carry out weekly checks to ensure students are fully equipped, if a student does not possess the relevant equipment they will receive an L1 Detention which tutors monitor weekly to offer support. Persistent equipment issues could however result in the setting of a pastoral detention.

#### **9.4 Mobile phones and Smart tech**

##### **Mobiles phones should never be 'Used, Seen or Heard.'**

The School recommends that students do not bring mobile phones to School (this also includes smarttech - smart watches etc). Should students bring their mobile phone to School, it is under the following strict conditions:

- Mobile phones must be switched off and out of sight kept in student bags during the School day whilst on School premises; this also applies to break and lunch time
- Mobiles are only permitted to be used by students once they have left the School site
- The School accepts no responsibility for replacing lost, stolen or damaged mobile phones
- Sixth form students are permitted to use mobile phones in School but only in the designated Sixth form areas or when given express permission in lessons - failure to do so will result in phone confiscation till the end of the following school day.

Students using mobile phones, headphones or smarttech will have them confiscated and forwarded to the school safe; students will be issued a Level 1 detention by the confiscating member of staff.

Mobile phones will be returned at the end of the following school day from the school reception, following student attendance at their Level 1 detention. Parents are able to collect the phone the same day if they wish between 15:45 - 17:00 from the school reception. Persistent failure to comply with the mobile phone policy may result in phones being held for a longer period of time and/or an increased sanction.

Students may only be given permission to use mobile phones/headphones by their teacher in some lessons i.e. Music lessons or MFL lessons where listening activities take place or Sixth form lessons. Teachers must give express permission to students in these circumstances (Appendix 12).

#### **Searching**

There may be occasions where a member of staff is required to search a student's personal belongings to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening).

- If during a search a phone is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off.
- All non-school-approved phones and school-approved phones that are not switched off will automatically be confiscated as part of a search.

**Videoring of students or staff is a serious breach of the School's behaviour** & child protection and safeguarding policies. Any student found to have carried out such actions will be issued a high level sanction.

All mobile phones and computer devices e.g. watches and similar devices must be handed in to the examinations officer at the start of public and internal examinations. Should a student be found in possession of a mobile telephone in an examination (public or internal) it will result in them being disqualified from the examination and possibly from other examinations relating to the same examination board.

#### **9.5 Smoking and Vaping**

Smoking of cigarettes, E-cigarettes or vaping by students is not permitted on or off the School site.

Any student caught smoking or vaping on or off site in School uniform will be reported immediately to their Year Leader and the incident must be logged on SIMS behaviour by the reporting member of staff. Following an investigation, a student may be sanctioned using either internal or external suspension.

Staff are required to confiscate cigarettes, vapes and lighters and dispose of these items. Parents/carers will be informed and asked to attend a meeting with their child's Year Leader. Students will be referred for support to help them stop smoking or vaping.

### **9.6 Graffiti and Damage to School Property**

We expect all students to respect the School's buildings and property. Students who damage School buildings or property will be issued with an appropriate sanction proportionate to the incident. Students will be required to remove and clean the graffiti (community service) clear litter and or rectify the damage.

Parents/carers will be invoiced by the finance department for the full cost of property replacement/repair and labour costs. Staff reporting, will log the incident on SIMS behaviour management.

**It is an offence under the law to set off a fire alarm falsely or interfere with fire safety equipment such as fire extinguishers.** To do so can cause serious injury or death to people using the building. Any student setting off the fire alarm when there is no fire or other emergency or interfering with or damaging fire safety equipment will be subject to disciplinary penalties, may be vulnerable to exclusion and may also be subject to criminal prosecution and subject to a fine.

### **9.7 Littering**

Students are required to respect the school environment and use the bins and recycling facilities provided around the School site. Staff are required to challenge students who drop litter. Students who drop litter will be issued a level 1 detention and may also be asked to engage in a community service activity (litter picking) supervised by their Year Leader.

### **9.8 Chewing Gum**

Students are not permitted to bring chewing gum to School. If a student is caught chewing gum in School, they will be issued with a L1 detention (*Not Proud - Disrespect school community*), community service and the chewing gum will be confiscated and disposed of by the reporting member of staff.

### **9.9 Corridors, movement between lessons and use of toilets**

Students are required to move quietly, safely and sensibly as they move along corridors and around the site. There is an expectation that students will walk on the left in the corridors and on the stairs for the purpose of health and safety. Students must not loiter between lessons. Students who fail to comply with these expectations may be issued with an L1 detention ('disrespecting the School community').

Students are not permitted to use the toilets (unless essential) and water fountains during lesson times. In essential circumstances staff will issue a note for access to the toilet.

### **9.10 Ball sports**

Students are permitted to play ball sports (football and basketball) in the designated areas – the field, MUGA cages and basketball court at lunchtime. Students are not permitted to play football on the main School site as lessons will be taking place. Small soft tennis balls may be used for patball, in safe walled areas away from windows and doors.

### **9.11 Truancy**

The health and safety of our students is of paramount importance. It is the duty of all staff to challenge any student moving around the School site during lesson time. Students without a note permitting them to be out of lessons must be escorted back to their lesson by the intercepting member of staff. In cases of internal truancy, 'call-out' must be used.

Truancy is a serious health and safety concern and is considered by the School to be any deliberate action leading to non-attendance to School or lessons (Appendix 4). Year Leaders will issue a Level 3 detention and parents will be required to attend a meeting at school. Repeated cases of truancy will lead to higher-level internal suspension and loss of privileges.

### **9.12 Behaviour outside of school premises (anti social behaviour) and travelling to and from school**

At the end of the school day, unless attending a supervised club or activity, students are required to go straight home and change out of their school uniform. Students are not permitted to play or engage in unsupervised activities in the MUGA, School fields or park area after school in school uniform.

We expect all students to behave in a safe and respectful manner in the local community. Anti-social behaviour in the local community will be actioned in line with the whole school behaviour policy. Students may be sanctioned for misbehaviour outside of the school premises (including online): when travelling to and from school, when or representing or participating in events, activities or trips outside of school, when wearing school uniform or when in some way identifiable as a student at the school. (Appendix 7)

Students who misbehave or display anti-social behaviour in the local community (including online) or bring the school into disrepute will be sanctioned in line with school policy. Criminal behaviour will be reported to the School Safety officer.

## **10. ANTI-BULLYING PROCEDURES**

### **10.1 Bullying**

Bullying (in person or online) or harassment in any form will not be tolerated at Elthorne Park High School. The emotional distress caused by bullying can prejudice school achievement, lead to truancy and in extreme cases suicide.

We ask that all incidents of bullying are reported immediately to a member of staff. All incidents of bullying will be logged on the SIMS behaviour management (bullying log) by the referring member of staff. Reported incidents will be investigated by the students' Year Leader/Key Stage Leader. Feedback will be provided to parents/carers by their child's Year Leader.

Bullying incidents will be sanctioned in line with the School's Behaviour and Anti-Bullying policies 2023. Victims of bullying will have the opportunity to engage in restorative meetings led by the Year Leader or a member of the pastoral team.

### **10.2 Anti-Bullying Policy**

EPHS has a discrete Anti-Bullying Policy. Elthorne Park high School is a 'Telling School', where learners feel comfortable talking to members of staff about bullying. Students are encouraged not to be bystanders, instead following a '**See it, Say it, Stop it**' policy. This policy is for both learners and staff.

The School's anti-bullying policy can be accessed on the School's website.

The School records and investigates all bullying, racism, homophobia or sexual harassment. Parents/carers (victim and perpetrator) will be informed of all reported bullying incidents.

The School monitors bullying and racist, racist, homophobic and sexist incidents. Annual reports are produced for the Governing Body and Local Authority to monitor the pattern and frequency of bullying and racist and xenophobic incidents.

## **11. USE OF REASONABLE FORCE & SEARCHING - SCREENING & CONFISCATION**

### **11.1 Use of reasonable force**



Staff at the School have a legal power to use 'reasonable force.' The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. 'Reasonable' means using no more force than is necessary. Force is usually used to control or restrain a student.

Control means either passive physical contact such as standing between two students or active physical contact such as leading a student out of a classroom by the arm. Restraint means to hold back a student physically or to bring a student under control, for example in extreme situations when two students are fighting and need to be separated.

**Reasonable force may be used by staff to prevent students from hurting themselves or others, from damaging property, or from causing disorder.**

Use of force must always be proportionate, meaning no more than is necessary to achieve the objective. Staff will always try to use alternative methods before reasonable force if considered.

**Staff at the School may use reasonable force in circumstance such as:**

- Guiding a student to safety
- Breaking up a fight or to prevent a student from attacking a member of staff
- Removing a disruptive student from the classroom where they have refused to follow an instruction to do so or in situations where they pose a risk to other students
- Preventing a student from behaving in a way that disrupts a School event, trip or visit
- Preventing a student from leaving the classroom where allowing the student to leave, would risk their safety or lead to behaviour that disrupts the behaviour of others
- Restraining a student at risk of harming themselves or others through physical outbursts

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. There is a legal duty for staff to make reasonable adjustments for disabled students and students with SEN.

**Staff cannot use force as a punishment.** It is unlawful to use force as a punishment.

There are certain restraint techniques that should not be used by staff; these are outlined in the DfE's non-statutory guidance on 'use of reasonable force.' (DfE Use of reasonable force 2013)

**Staff must record all incidents that involve the use of 'reasonable force,'** logging the incident in writing and passing this to the Deputy Headteacher (pastoral) and the Headteacher.

Following an incident where reasonable force has been used, parents/carers will be informed by the student's Year Leader or Key Stage Leader. The school will inform the Ealing Local Authority Designated Officer (LADO)

If a student or parent complains about the use of 'reasonable force' the incident will be investigated by the School. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true. (DfE guidance – Dealing with allegations of abuse against teachers and other staff - 2011)

## **11.2 Searching and Confiscation**

### **Searching**

School staff can search a student for any item banned under the school rules, if the student agrees.

The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under his power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited items found as a result of a search or which they consider harmful or detrimental to school discipline.

The Headteacher and authorised members of staff also have the right to search devices, such as mobile phones, if they feel there is good reason to do so. What is then done with the device, and/or the material found on it, is at the discretion of the school, and may involve external agencies, such as the Police.

Searching will be done with a member of staff of the same sex as the student and it will not be done alone. There should be at least two members of staff present.

All details of the search should be recorded on SIMS and the Year Leader informed. This is for the protection of staff.

### **Searching with consent**

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets & bag. If the student refuses, the teacher can apply an appropriate sanction as set out in the School's Behaviour policy.

### **Search without consent**

The School can carry out searches for prohibited items such as knives or weapons, illegal drugs and stolen items, if they 'reasonably suspect' a student to be in possession of a prohibited item. Reasonable force may be used by the member of staff conducting the search.

Searches can be carried out by the Headteacher or staff authorised by the Head teacher. Staff carrying out the search will be the same sex as the student being searched; there will also be another member of staff present as a witness of the same sex – if at all possible.

The power of search without consent enables a personal search involving the removal of outer clothing e.g. coats and jumpers and the searching of pockets.

Staff are permitted to search lockers and desks without student consent. It is a condition of having a locker that student consent has been provided for staff to search their locker when required to do so.

The School is not required to inform parents/carers before a search takes place.

### **11.3 Screening**

As a preventative measure, if requested, the School may require students to undergo screening by a walk-through arch or hand-held metal detector (arch or wand). This may take place as a preventative measure even if the school does not suspect them of having a weapon and without the consent of students. Any member of the School staff can screen students. When screening takes place, parents/carers will be notified.

If a student refuses to be screened, the School may refuse to have the student on the premises. In such circumstances the police will be notified. In such cases the School has not excluded the student and the student's absence would be treated as unauthorised.

### **11.4 The power to seize and confiscate items**

Schools' general power to discipline (Section 91 – Education Act 2006) enables a member of staff to confiscate, retain or dispose of a students' property as a disciplinary penalty, where reasonable to do so.

Members of staff will be asked to confiscate any prohibited items brought to school by a student e.g. knives and weapons, drugs and alcohol, edibles, laser pens and banned electronic items.

Where a confiscated item is thought to be an illegal item it will be passed on to the police e.g. weapons, knives, drugs & alcohol, fireworks, stolen items or items that are evidence of an offence. Parents/carers will be informed by the student's Year Leader when an illegal item is confiscated.

Confiscated items (legal items – but prohibited by the School) will be retained by the student’s Year Leader. Confiscated items will be returned to the student’s parents/carers following a meeting with their Year leader or Key Stage Leader.

## **12. COMPLAINTS & ALLEGATIONS AGAINST STAFF**

### **Dealing with allegations of abuse against staff or volunteers**

The school asks that any complaints against a member of staff are brought to the attention of the Headteacher. All complaints will be investigated without delay by the school. If an allegation is made against a member of staff, the quick resolution of that allegation will be a priority to the benefit of all concerned.

The School will follow the LA policy procedures and guidelines in Allegations Against Staff & Volunteers (2022) and Keeping Children Safe in Education 2024 when investigating allegations of abuse. The Ealing LADO will be informed.

Where students are found to have made malicious allegations, the School will consider whether to apply an appropriate sanction, which may be a suspension or exclusion. There may also be a referral to the Police if there are grounds for believing a criminal offence may have been committed.

## **13. MONITORING & EVALUATING SCHOOL BEHAVIOUR**

The school has a clear monitoring and evaluation cycle for behaviour. The school monitors and reports to the Governing Body on the following areas of behaviour:

- behaviour data: detentions, on call removal, suspension and exclusion
- student rewards
- student behaviour in lessons- attitude to learning grades
- attendance and punctuality
- alternative provision allocations and off site directions
- incidents of searching and screening
- stakeholder feedback- survey of students, parents and staff

This information is used to support review and improvement of school behaviour and rewards policies and procedures.

## **14. THE SCHOOL’S BEHAVIOUR & PERSONAL DEVELOPMENT CURRICULUM**

### **14.1 Our Personal Development Programme**

One of the major outcomes we hope to see from our personal development programme is high aspiration, consistent valued behaviour and a roundedness in character across all student groups. The School’s Personal Development curriculum including PSHCE lessons are adapted to support the needs of students to support their personal development including promotion of positive behaviour, supporting the emotional needs and general well-being of students.

### **14.2 Behaviour curriculum**

Once a week, tutors deliver a learning and discussion sanction connected to the schools behaviour curriculum. The behaviour curriculum has been designed by key stage leaders to ensure that all students are aware of school behaviour expectations and reasons for school behaviour policy and rules. We believe that when all students are taught the expectations and rationale for valued behaviour and detrimental behaviours, we can ensure a fair and consistent implementation of the school’s behaviour policy, supported and understood by all stakeholders.

## **15. GUIDANCE ON SPECIFIC BEHAVIOUR ISSUES**

### **15.1 Child-on-child sexual violence and sexual harassment**

Sexual violence or harassment (in person or online) are never acceptable and will not be tolerated. All staff are asked to challenge inappropriate behaviours and language between students. Students who fall short of these expectations will be subject to consequences in line with school behaviour policy and the police and social care may be required to be involved.

Incidents of child-on-child sexual violence or harassment must be reported immediately to the Designated Safeguarding Lead (DSL) using MyConcern with a follow up same day staff meeting. The school will follow advice and guidance set out in Keeping Children Safe in Education 2024. e.g. child on child sexual violence and abuse and will also lead to the school informing the local authority.

### **15.2 Behaviour Incidents Using IT or Online**

The school makes clear to students that the same standards of conduct are expected online as offline; in line with the school value of Principled, everybody should be treated with kindness, dignity and respect.

Inappropriate online behaviour including bullying, use of inappropriate language, the soliciting or sharing of nude/semi nude images and videos or sexual harassment will be addressed in the same way as offline behaviour as detailed in this policy.

Staff are asked to follow guidance set out in the schools safeguarding policy and make a referral using MyConcern to inform the DSL (as appropriate) and also report the incident for further investigation to Year Leaders. When an incident involves images of nudes or semi-nudes the member of staff MUST refer the incident to the DSL using MyConcern and should not view the images. Incidents will be investigated and students will be sanctioned in line with school behaviour policy; the police and social care may be required to be involved.

### **15.3 Suspected Criminal Behaviour**

In cases where a member of staff suspects criminal behaviour, the school's pastoral leaders will make an initial assessment (this will be documented) to see if the police need to be informed. This must be reported to the student's Year Leader for initial investigation.

Once the decision has been made to report the incident to the Police, the school will ensure it does not interfere with the Police investigation. However, the school retains the discretion to continue investigation and enforce our own sanctions. We will do our best to ensure no conflict with Police actions.

## **Appendices**

Appendix 1 Home-School Agreement | Key Stage 3-4

Appendix 2 Home-School Agreement | Key Stage 5

Appendix 3 [Action. Action. Sanction Process](#)

Appendix 4 [Detention Levels 2024](#)

Appendix 5 [Detention Procedures for Staff](#)

Appendix 6 [Elthorne Essentials](#)

Appendix 7 [Uniform Expectations](#)

Appendix 8 [Consequence Table](#)

Appendix 9 [Behaviour points and thresholds support levels](#)

Appendix 10 [Support and action stages for students at risk of permanent exclusion](#)

Appendix 11 [Behaviour Management: The Elthorne Way](#)

Appendix 12 [No Phone](#)

Appendix 13 [Positive behaviour & rewards](#)