

# Bullers Wood Girls School

## Behaviour Policy



<b>Policy reviewed 2023 by:</b> AHT, (Behaviour), Leadership	<b>Date of Adoption:</b> September 2023	<b>To be reviewed:</b> July 2024
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## Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how students are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

## Legislation and statutory requirements

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

## Introduction

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive” (DfE 2022).

It is the expectation of every member of staff that the behaviour of students within our community at Bullers Wood School will be of a very high standard at all times. Behaviour management is a collective responsibility; all staff contribute to maintaining a positive atmosphere (in lessons and around site) based on the shared core values of *mutual respect* and *ready to learn*. We aim to build positive relationships, which establish an ethos of Behaviour for Learning (BfL) where learning is sacrosanct, with consequences for any behaviour that disrupts this process.

Bullers Wood School holds an important position in the broader community, educating the young people of tomorrow in a way that will ensure that they take a positive and proactive role within society.

This behaviour policy **must** be applied **consistently** to all students on and beyond school site, where our students are ambassadors for school.

Our aim is to develop each student's sense of self-worth, his or her respect for self and others and to make it evident that **bullying of any kind is unacceptable**.

### **Student expectations and core behaviour values**

Our expectations of students' behaviour are as follows:

#### Mutual Respect

- Show respect for myself, for other students, adults, school rules and the environment.
- Follow the dress code.
- Be a good role model in the community.

#### Ready to Learn

- Arrive at school and lessons on time.
- Bring the correct equipment, books and homework to support my learning.
- Make sure that my mobile device is off and away in school.

The student expectations are summarised in the school core values of *mutual respect* and *ready to learn*. They are also reinforced regularly in lessons and through assemblies. All discussions with students regarding unacceptable behaviour should reference and reaffirm these values. Refer to Appendix 12

### **Parents/Carers**

The most effective schools have the best relationships with parents, we endeavour to keep parents well informed, not just when behavioural issues arise but also to celebrate successes. The School aims to work in partnership with parents and other support services to maintain high standards of student behaviour.

### **Parent/carers expectations**

We expect our parents to:

- Respect our values whenever on the School site or when communicating by telephone or email. Understand that both teachers and parents need to work together for the benefit of our students.
- Book appointments with school when they wish to discuss an incident.
- Treat all members of the school community with respect.
- Set a good example in terms of speech, conduct and behaviour.
- Seek to clarify a student's version of events with the school's view in order to bring about a peaceful resolution to an issue, allowing the school time to investigate incidents fully.
- Correct their own child's behaviour, especially when it could lead to conflict or unsafe behaviour.
- Approach us proactively to help resolve any concerns.
- Support our School behaviour policy.

### **Form Tutors**

Form tutors are responsible for providing pastoral care and are the first and most important contact at Bullers Wood School. They take an active role in student welfare by supporting and motivating students to strive to their utmost by being there to recognise achievements, challenge and sanction unacceptable behaviour and to encourage students to take the fullest part in the school community.

## Form Tutor expectations

- 1) **Attendance.** Students should sit in silence on chairs (not desks) whilst the register is taken. Monitor attendance patterns and if attendance falls below the school target make the initial contact home. Students should be awarded (by their form tutor) two house points per month for 100% attendance and one house point if they improve their attendance compared with the previous month.
- 2) **Safeguarding.** Recognise potential issues and report to HoY or DSL as appropriate.
- 3) **Monitor punctuality.** Inform and remind students of late detentions. Deal with non-attendance and follow up. Identify any patterns.
- 4) **Assembly.** Lead their form to year and whole school assembly. Ensure students enter in silence and sit with their form. Sanction any behaviour that does not meet our expectations.
- 5) **Behaviour.** Regularly promote the school values and behaviour expectations, follow up on incidents promptly. Discuss rewards and celebrate individual, form and house successes. Monitor behaviour and house points using SIMS. Make the initial contact with home after first five behaviour points.
- 6) **Academic.** Monitor and encourage academic achievement. Review progress with students after data collections and reports.
- 7) **Communication.** Be the first point of contact for tutees' and parent concerns Pass on messages from parents to HoY office, teaching staff as necessary.
- 8) **Personal Development** Contribute to and deliver the Character Development (CD) programme as instructed by HoY. Promote development of skills (e.g. Organisation, independent learning, resilience, leadership, etc.) Plan assemblies and charity events with your form. Develop a sense of community cohesion and support between class members.
- 9) **Extra-curricular.** Encourage participation in extra-curricular clubs and sports. Encourage and make use of student leadership.

## Staff expectations

All staff have a vital role to play in establishing the shared values and building the positive relationships with students that define Bullers Wood School. Where there is inconsistency in the application of our student expectations, there will be inconsistency in student behaviour. Staff are expected to model the behaviour and manners they expect of students and demonstrate the following principles of good practice:

- Be consistent, persistent and insistent with regards to the behaviour expectations in lessons and around the site.
- Remain calm.
- Build positive relationships with students.
- Reference the shared behaviour values and school expectations.
- Meet and greet all students at the classroom door.
- Complete accurate registers at the start of every lesson using SIMS.
- Use seating plans and differentiate delivery.
- Ensure that all students receive rewards (every time they have earned them).
- Ensure that all students receive a proportionate sanction every time their behaviour does not meet our expectations.
- Use early intervention and contact home where there is unacceptable behaviour.
- Remove students from lessons if they disrupt learning (exit room).
- Conduct restorative conversations outside of lesson time.
- Promptly deal with the unacceptable behaviour of individuals, rather than use group sanctions.
- Challenge promptly any behaviour observed whilst on duty, around site or outside of the school day that causes concern.
- Update staff as appropriate of serious or persistent behaviour incidents (always informing the form tutor)

## **Teaching and Learning Responsibility (TLR) holders and Leadership expectations**

All TLR holders (HoY, HoD and co-ordinators) supported by the Leadership group play a vital role in maintaining the positive ethos and values of school by maintaining a high profile around school on a daily basis. In addition to the list above TLR holders and leadership will:

- Provide guidance, support and CPD on behaviour management.
- Make sure form tutors are informed about any behaviour issues, time in Inclusion, etc.
- Maintain teacher support mechanisms such as walkabout, on call, duty DHT/HT, Inclusion, separation, etc.
- Follow up promptly on any serious behaviour referrals and investigate incidents.
- Monitor behaviour around school (including between lessons) and outside of school and act on any concerns.
- Monitor that the buildings and site are clean and well maintained.
- Ensure sufficient staff are on duty.
- Note the positive contribution of staff and challenge staff who fail to implement the behaviour policy.

## **Dress Code and School Rules**

The up-to-date Dress Code regarding acceptable student appearance and equipment for learning (Appendix 2) and the School Rules (Appendix 3) are published on the school website and detailed in the Contact Book (Year 7 only) Students who fail to comply with the Dress Code will spend time in Inclusion until they are appropriately dressed and can return to lessons.

## **Recognition**

We want to recognise students who go above and beyond and aim to reward and celebrate academic and personal success. Praising students for effort and approach is particularly powerful in helping students to learn from their mistakes, re-think their behaviour, develop how they learn, adapt and improve. SIMS is used to record all student rewards, students who reach various milestones are allocated rewards and certificates in assemblies. Some examples of the types of rewards used at school are:

- Face to face praise
- Written praise via email or on students marked work
- Stamp/sticker
- House Points (25 Bronze, 50 Chrome, 75 Silver, 100 Gold and 150 Platinum)
- Note in Contact Book
- Certificates
- Phone call, letter or post card home
- Work displayed
- Invitation to Head Teacher tea party
- Prizes e.g. pens, pencils, mugs, etc.
- Competitions
- Outings
- Student leaders
- Student of the week, month, term, subject.
- Awards Events
- Meeting with the DHT/HT

## **Sanctions**

When efficiently implemented and managed sanctions should promote an understanding of expected behaviour and connect the student with the original incident. Sanctions should focus on the unacceptable behaviour and not the individual.

The primary member of staff directly involved in the incident should promptly issue a sanction. The consequence must be proportionate to the misbehaviour and should take account of any relevant context, but the unacceptable behaviour must be challenged nevertheless. The list below is for guidance and not a rigid list that has to be followed through in strict order. It would be usual to warn a student before exiting them from the lesson but this may not always be the most appropriate course of action.

- Look, verbal reprimand, use of student name
- Standing/sitting near the student
- Warning (one not three! – as discreetly as possible)
- Moving the student to another part of the classroom
- Restorative discussion in student's own time (discreetly)
- Detention (to be noted in Contact Book and added to SIMS)
- Phone call/contact home
- Loss of end of term privileges (events, own clothes day, early dismissal, etc)
- Temporary/permanent removal from lesson or isolation
- Inclusion/exclusion

## **Detentions**

Detentions can be before school, during the school day or at the end of the school day. Students can be kept in school for up to one hour at the end of the school day. In the event that a student has been issued with a same day detention, parents will have been contacted (e.g. student is spending a day in inclusion until 4pm).

After school detentions are sat the day after they are issued, School Comms sends an automated message to parents informing them of the detention. Students record the detention information in their contact book/note book. Staff issuing the detention should consider the student's personal circumstances (young carer, SEND, other) or if the student is at risk by attending the detention and contact the form tutor or HoY if unsure. We do not negotiate detentions on specific days based on student or parental requests but do show flexibility if there is a valid reason e.g. a pre-booked medical appointment, evidence may be requested.

If a detention is to be effective, the aim must be to improve behaviour. Effective detentions are:

- Executed as soon as possible
- Used as a framework for discussion with the student regarding school expectations, and should reference and reaffirm the core school behaviour values.

If a student misses a thirty-minute detention then a 45-minute detention should be issued. Failure to attend a 45-minute detention will result in a Leadership Detention (1 hr 45 mins on Thursday) Only HOY or members of the Leadership Team can place students in a Leadership Detention after a referral from a TLR holder outlining other sanctions which have been unsuccessful and contact with home. Failure to attend a Leadership Detention will result in time in Inclusion until the Leadership Detention has been completed.

## **Recording student rewards and behaviour**

Staff use SIMS to record all rewards and incidents of unacceptable behaviour (Appendix 4). Parents are informed via school comms each time a house point or behaviour point is added.

## Child on child abuse

Students are encouraged to report any incidents, to a member of staff. Child on child abuse will not be tolerated and staff are obliged to challenge inappropriate behaviours however minor. All staff receive regular training on identifying child on child abuse early to prevent it from escalating. They maintain an attitude of 'It could happen here approach' and are given advice on how to respond and support victims and alleged perpetrators.

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy [Anti Bullying Policy July 2017 \(bwsgirls.org\)](#)



## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be: ➤

Proportionate

➤ Considered

➤ Supportive

➤ Decided on a case-by-case basis

Sanctions for sexual harassment and violence, Refer to appendix 4 for a list the sanctions for incidents of sexual harassment and violence

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

➤ Responding to a report

➤ Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

[Child Protection/Safeguarding Policy \(bwsgirls.org\)](http://bwsgirls.org)

## **Behaviour around site**

Our site is unique and students often walk a great distance around site each day. Any form of behaviour that disrupts learning or intimidates other students is unacceptable. Shouting, screaming and unacceptable language (prejudiced, swearing, slang, etc) are not permitted on school site, or when travelling to and from school in uniform.

## **Malicious allegations against staff**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other students.

## Referral System

All behaviour issues must be resolved through a restorative discussion with the primary member of staff. Formal referral for support with a restorative discussion or the completing of a sanction should only be used for serious or persistent incidents of unacceptable behaviour. Any incident which is a breach of the law is automatically considered as serious.

INSIDE THE CLASSROOM	OUTSIDE THE CLASSROOM
<p>Teacher</p> <p>↓</p> <p>Head of Department / TLR Holder</p> <p>↓</p> <p>AHT subject</p> <p>↓</p> <p><i>Form Tutor and Head of Year informed and/or consulted as appropriate</i></p>	<p>Member of staff/teacher</p> <p>↓</p> <p>Form Tutor</p> <p>↓</p> <p>HoY (depending on behaviour)</p> <p>↓</p> <p>AHT year group</p>

## Exit rooms

A centrally held rota of exit rooms is available through the school staff TEAMS Information page for all teaching and cover staff. Students can be asked to leave the classroom with a member of support staff for a couple of minutes to calm down. If a student needs to be removed to the departmental exit room for the lesson, a responsible student should be sent with a message to call for a colleague in the department or if this is not possible Walkabout can be alerted through SIMS.

Any student who is removed from a lesson for unacceptable behaviour will complete a 30 minute after school detention the next day. The member of staff or HOD (when appropriate) exiting the student should aim to complete a restorative discussion with the student during the detention or before their return to the lesson. Where the behaviour is a more serious breach of the behaviour expectations then HOY/AHT will intervene to agree a sanction, this may include leadership detention, time in Inclusion or a fixed term suspension.

## Duties, Walkabout and On-Call

Staff duties aim to avoid incidents of poor behaviour by having proactive staff out and about on our unique site. Staff on duty should arrive promptly, engage with students (to build positive relationships) and actively challenge any behaviour that does not meet our expectations. Staff in large duty areas should walk around and not remain in one location. The leadership group undertake duties in the local community on a regular basis and in response to specific incidents that may occur. Walkabout and on-call ensure that behaviour incidents are dealt with promptly and that all staff feel supported and students can learn without disruption. Any member of staff can request that a lesson is placed on the Walkabout timetable (Appendix 5).

## Student support and interventions

Various interventions and support are in place for behavioural issues:

- Form tutor/student behaviour mentoring
- Report system (see Appendix 7)
- Parent meeting
- Pastoral support plan
- Student contracts
- Walkabout / On Call
- Referral to HoD (lessons) form tutor / HoY (outside lessons)
- 1:1 student mentoring in-house or 1:1 teacher support
- In-house interventions e.g. Mindfulness
- Support with re-integration to lessons

- Referral to school SENCO
- Referral to school counsellor
- Referral to external agencies for assessment, advice or support
- Referral to Bromley Trust academy for outreach support

## **Inclusion**

Persistent and/or serious unacceptable behaviour may result in a fixed period in Inclusion. When students are placed in Inclusion, parents are informed by HoY/AHT. Students work in the inclusion classroom and stay until 4.00pm. Students are referred to Inclusion by HoY/AHT/Deputy Headteacher or the Headteacher. The length of the Inclusion referral is dependent on the nature of the incident (Appendix 8) and the context for that individual student. Whilst in Inclusion, students have an opportunity to reflect, re-think and discuss their behaviour as well as continuing with their studies. The Inclusion Manager will go through any concerns and comment on progress with the student at the end of each day. Upon exit from Inclusion, students could be placed on a re-integration report to the Inclusion Manager to support and monitor the student's return to lessons.

When investigating serious incidents, parents should be informed promptly (by on-call, HOY, AHT), even if this is just to let parents know that an issue is being investigated. When investigating an incident, a student may need to be separated from other students so that s/he can reflect on the incident and provide an independent written account about what has happened. This sometimes means that a student may be required to sit in Inclusion whilst the member of staff investigating, collates the information required to make a judgement about the incident and the appropriate consequence. This **is not a sanction**, but a safe, quiet space where the student can be supervised whilst an investigation is taking place.

## **Restorative conversations**

Following incidents where there has been a serious or persistent issue of poor behaviour, a restorative conversation meeting will take place before the student returns to that lesson or leaves Inclusion. Restorative conversations are mediated by an impartial member of staff (usually a TLR holder or the Inclusion Manager) to facilitate a discussion about the incident and to discuss a way forward to ensure that when students return to lessons they are ready to meet our behaviour expectations.

Suggested script for restorative discussion:

- What happened?
- Who has been affected?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

## **Suspension**

Students are at risk of a fixed term suspension for serious breaches of the school behaviour policy or for persistent poor behaviour. Suspension is used where alternative sanctions including Inclusion have not been effective or for the most serious of incidents.

## **Reintegration Meeting**

On return from suspension there is a reintegration meeting with parents/carers and HoY or member of the Leadership Group prior to return to lessons. The purpose of the reintegration meeting is to agree a strategy so that the student can :

- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with your school's culture
- Foster a renewed sense of belonging within the school community
- Build engagement with learning.

Students returning from a suspension are also placed on report to an appropriate member of staff which may be the HOY, AHT or the Inclusion Manager. The report will have SMART targets agreed at the meeting.

## **Permanent exclusion**

Permanent exclusion may be used as a last resort in response to a serious breach or persistent breaches of the School's Behaviour Policy; and where allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Further information is set out in our exclusions policy. [Exclusion-Policy-September-2021.pdf \(bwsgirls.org\)](#)

## **School trips and behaviour**

We need to be confident that students who participate in trips or visits do not pose a risk to the safety of themselves, other students and staff by failing to follow instructions or behaving in an inappropriate manner when off site.

Students who have failed to meet the school behaviour expectations will have their participation in school trips reviewed and may be banned or withdrawn from school trips. Students with 10+ behaviour points and/or those students who have spent time in Inclusion or been excluded will have their participation reviewed by the HoY and member of staff leading the trip or visit. A list of students who are not to participate in school trips or visits is maintained by the HoY and trips and visits co-ordinator.

## **Out of school behaviour rationale**

We have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives us a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." The misbehaviour could be witnessed by a staff member or reported to the school.

We therefore reserve the right to discipline a student for:

- any misbehaviour when the child is: taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to themselves or another pupil or member of the public or could adversely affect the reputation of the school.

The punishment will be proportionate to the misbehaviour and could be up to and including a fixed term or permanent exclusion.

## **Recognising the impact on SEND on behaviour**

Students need to feel valued, confident and secure to make maximum progress in their learning. Bullers Wood School is committed to promoting the social, emotional, and mental well-being of our students. Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND/SEMH. However, where there are ongoing behaviour concerns that may reflect underlying mental health difficulties there should be an appropriate assessment arranged by the HoY and SENCO to identify the student's underlying needs. This assessment should be evidenced and recorded, and if necessary, a referral should be completed. Reasonable adjustments are considered before a Child In Care or a child with an EHCP / identified additional need (s) receives an suspension or exclusion. The DSL / Designated Teacher are consulted and their advice sought before a decision is taken. The Bromley virtual school is contacted and kept updated.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

[Microsoft Word - Safeguarding and Child Protection Policy \(MAT\) 2022 \(bwsgirls.org\)](https://www.bwsgirls.org/)

## **Student reports and Pastoral Support Plans**

Student reports are part of the Pastoral Support Plan system and are used to encourage positive behaviour for learning and to monitor progress.

There are four stages of report, which follow a hierarchical structure (Appendix 8):

- Form tutor (general concern) / HoD (single subject concern)
- HoY
- AHT
- Deputy Headteacher

### **Pastoral Support Plan**

A PSP is put in place by the HoY and agreed with parents (appendix 8). The purpose of a formal PSP is to monitor behaviour and put in place the required support when there are concerns, it sets targets and has a defined follow up period.

We also use reports on:

- Return from Inclusion (minimum 5 days)
- Reintegration from exclusion (minimum 5 days)

## **Mobile devices**

We do not allow students to use mobile devices on site unless instructed to do so by a member of staff as part of learning. This policy is in place to:

- minimise classroom disruption,
- prevent bullying, and
- restrict student use of inappropriate websites during the school day.

If students choose to bring mobile devices and headphones into school, they must remain switched 'off and away' whilst on site and be stored out of sight in students' bags (appendix 9).

Sixth Form students are permitted to use mobile devices in the immediate vicinity of Inglewood (this does not include the Sports Hall) but not in their lessons. In Sixth Form lessons, mobile devices should not be visible or heard. Mobile devices must be off and away when students exit Inglewood car park as they walk towards the main school. Should a student be observed, heard or be suspected of using a mobile device on the premises, it will be confiscated and placed in the school office (Appendix 10).

On occasions, Kindles and other E-Readers may be used in lessons (or the Library) for closely supervised student reading. Kindles and other E-Readers may not be used around site at break or lunch unless in the Library.

### **Please note that we cannot accept responsibility for valuable items that are lost or stolen.**

Searching and screening pupils is conducted in line with the DFE's latest guidance July 2022

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

## **Searching students and confiscation of items**

We do not randomly search students, but students occasionally are searched for substances not allowed in school, which we have cause to believe they may have in their possession. Examples of the substances that we may search students for include stolen property, dangerous, e cigarettes illegal or banned items or items harmful to others (in particular weapons or drugs).

In order for a search to take place authorisation must be given from the headteacher or a member of the senior leadership team. Staff will follow the DFE guidance on Search and Screening and confiscation at school which includes;

- Two members of staff both preferably of the same gender as the student must be present when searching a student (one member of staff should ideally be a member of the Leadership group, HoY or HOD).
- Staff should ask for permission from the student before searching.

School staff can seize any prohibited item found during a search. They can also seize any item, however found, which they consider potentially harmful, dangerous or detrimental to the safety of students at school.

The power to search enables a personal search, involving the removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Any search by a member of staff for prohibited items and all searches conducted by police officers should be recorded on CPOMS, including whether or not an item is found. This will allow the designated safeguarding lead to identify possible risks and initiate a safeguarding response if required. The following information will be recorded;

- when date, time and location of the search;
- who conducted the search and any other adults or pupils present;
- which pupil was searched;

- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow up action was taken as a consequence of the search.

### **Use of Reasonable Force and power to search**

**[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)**

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. If a student refuses to be searched then members of school staff have a legal power to use reasonable force (Appendix 11). This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school-organised visit.

In addition to the general power to use reasonable force the Headteacher, Leadership group and HoY can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers (or any smoking paraphernalia)
- vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

Searching and screening pupils is conducted in line with the DFE's latest guidance

**[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk)**



# HOME SCHOOL AGREEMENT

**PARENT/CARER – I/We will**

- encourage my/our daughter to work hard
- encourage her to participate in extra-curricular activities
- provide an environment supportive of study at home
- attend school events including Parents/Carers' Evenings and Information Evenings
- support and encourage the school's values of Ready to Learn and Mutual Respect
- ensure my/our daughter follows the school's behaviour expectations
- agree to the detention policy of the school
- inform staff of any concerns or problems which might affect my/our daughter's work and/or behaviour
- show respect and good manners when I contact the school
- promote excellent attendance and punctuality and inform the school office of the reason for any absence on each day before 8.30am
- avoid, where possible, making routine medical/dental appointments during school time
- not take holidays in term time
- allow my/our child to attend off-site visits
- inform school in writing if I do not wish for photographs and film of my daughter to be used by school for marketing
- inform school in writing if I wish to request withdrawal from sex education or RE lessons
- endeavour to ensure work submitted by my/our daughter, and particularly work submitted for examination units, is on time, my/our daughter's own work and includes no form of plagiarism
- ensure my/our daughter does not bring to the school anything which is dangerous, illegal, banned from school or harmful to others (in particular knives, weapons, drugs or alcohol)
- support the school's efforts to safeguard my/our daughter by monitoring her use of the internet and remaining vigilant to external influences which could cause her harm
- encourage my/our daughter to adopt a healthy lifestyle with regard to food, drink, exercise and rest

Signed: .....(parent/carers)

Please print: .....

# HOME SCHOOL AGREEMENT cont.

## **STUDENT - I will**

- be ready to learn and work hard to the best of my ability
- participate in extra-curricular activities
- show respect for myself, other students, staff, visitors and the school environment
- follow school rules and wear the correct school uniform
- be an ambassador for my school and a good role model in the community
- arrive at school and lessons on time
- bring the correct equipment, books and homework to lessons to support my learning
- make sure that my mobile device is off and away in school
- speak to a member of staff if I have concerns about my safety or the safety of others
- look after my contact book and keep it with me at all times
- show common sense and self-control
- aim for excellent standards of attendance
- follow the rules of safe and sensible use of the internet and the e-safety policy
- make sure that any work I hand in is on time, my own and not copied
- give letters and other information about school to my parents/carers and return any reply to the school quickly
- not chew gum on school premises
- not bring into school anything which is dangerous, illegal, banned from school or harmful to others (in particular knives, weapons, drugs or alcohol)
- adopt a healthy lifestyle with regard to food, drink, exercise and rest

Signed: .....(student)

Please print: .....

# HOME SCHOOL AGREEMENT cont.

## **SCHOOL GOVERNORS AND STAFF - We will**

- provide an environment which promotes high quality teaching and learning
- set work which is challenging, yet suitable for the age and ability of the student
- provide a wide variety of learning experiences and a range of resources
- provide high standards of student support and individual guidance
- model the behaviour we expect and build positive relationships
- apply calmly and consistently the school behaviour policy
- promote and encourage the school's values of Ready to Learn and Mutual Respect
- use positive recognition to reward effort and achievement
- respond quickly to students' worries and communicate concerns about attendance or problems that affect your daughter's work or behaviour
- provide regular communication through the contact book, newsletters, letters, website, parents/carers' evenings and reports
- actively promote and reward good attendance and punctuality, provide parents with a record of attendance and punctuality and intervene where necessary
- provide access for parents to meet with staff given reasonable notice
- provide a means of assessing, recording and reporting student achievement that is comprehensive, meaningful and accessible to parents
- hold at least one Parents/Carers' Evening per year for each year group
- inform parents/carers quickly of any problems and/or praiseworthy issues
- respond quickly, positively and respectfully to parents/carers concerns and complaints
- remain vigilant to and act upon any safeguarding concerns, and communicate as appropriate with parents/carers and outside agencies

Signed:



Mr S Hardwick

## Appendix 2 – Uniform

Governors and parents/carers fully endorse our uniform policy and you are required to wear the correct school uniform **AT ALL TIMES** unless specifically advised otherwise (e.g. for Own Clothes Day to raise funds for charity). You are also required to wear the correct uniform on school trips unless specifically advised not to. All items of uniform and P.E. kit should be clearly labelled with your name.

### Uniform List

- School regulation navy blazer\* (**Compulsory** for Year 7,8 ,9, 10 Sept 2023) optional but encouraged for Yr 11)
- Navy V-neck pullover or cardigan with the School Badge.\* (**Optional** for students with blazers; compulsory for those in Yr 11 without a blazer)
- 'A' line Black Watch tartan skirt with inverted pleats, knee length or below\*
- Full length navy trousers with the School Badge\*
- Cream blouse\*
- Navy or black below knee length or short socks, or plain navy or black tights. Leggings or patterned tights are not permitted. Socks may not be worn over tights.
- Black, sensible, low-heeled, traditional shoes or low ankle boots (To be no higher than ankle bone) No trainers, canvas shoes, open-toes, sliders, flip flops, sling-backs or casual style footwear. (See Appendix 14 for guidance)
- Black or navy plain, fabric coat with long sleeves. No hoodies or sweatshirt style jackets with hoods. (Large logos, denim, leather, suede, PVC and fur coats/jackets are not allowed) • Black Watch tartan scarf or plain scarf/hat and/or gloves (optional) in any of the school colours (i.e.cream/white/navy/dark green/red/black). **This may not be worn in lessons**
- A strong, waterproof plain black school bag large enough for A4 books and files

### Protective Clothing and PE Kit

- Apron for Home Economics - navy with white stripe (can be purchased through HE department, payable via the School Gateway, or from Bromley Schoolwear)\*
- White Science laboratory coat\*
- Sports trainers – no Converse/Vans/pumps
- Football boots with British Safety Standard studs when taking part in hockey, rugby and football • Mouthguards and shinpads for hockey, rugby or football lessons
- Bullers Wood PE Kit – polo shirt, track pants or leggings, navy knee length socks, shorts or skorts, fleece or thermal^^
- Club PE Hoodies are only worn in PE lessons or for participation in matches, clubs, etc.

\* items available from Bromley Schoolwear – [www.bromleyschoolwear.co.uk](http://www.bromleyschoolwear.co.uk) ^^  
items available from SWI Direct via [www.swidtp.co.uk](http://www.swidtp.co.uk)

### Jewellery, Make-Up, Nails, Hair, Eyelashes and Eyebrows

Jewellery is **NOT** part of school uniform. The only items permitted are

- one pair of small, plain silver or gold stud earrings for pierced ears (one earring in each lower ear lobe) and/or
- a small chain with a religious symbol, if appropriate.
- a watch (which is encouraged).

Other body jewellery, including any form of facial, helix or body piercing (other than earrings in the lower ear lobe) are not permitted. You must not cover piercings or use spacers. If you abuse this system you will have your jewellery confiscated.

Make up of any description SHOULD NOT be worn. You will be asked to remove your make up with wipes or wash it off in the cloakrooms. Eyelashes and eyebrows should be of natural appearance, false eyelashes should not be worn.

Nail varnish, false nails or gel/acrylic nails are not permitted. You will be asked to remove before returning to lessons.

Hair accessories should be of school colours – cream, white, navy, dark green, red or black. No large flamboyant hair accessories.

Hair should be of a natural colour and appearance. You will spend time in Inclusion until breaches are rectified.

### **Appendix 3 - School Rules and items banned from school**

Bullers Wood School operates a zero-tolerance policy on the following items which are banned from school:

- aerosols, perfume sprays or energy drinks
- any substance which is dangerous, illegal, harmful to others (in particular knives, weapons or harmful drugs including alcohol).
- pornographic images or inappropriate material
- any article that school staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- All legal drugs are banned from the school site including alcohol, tobacco, volatile substances, amyl nitrate (poppers), Khat and legal highs. E-cigarettes, vapes and any smoking paraphernalia are banned.

Medicines may be authorised to be brought on site by students or their parents/carers, but only by prior and recorded arrangement and in accordance with our Managing Medicines & Accidents Policy (2018).

Alcohol, illegal drugs and weapons are not permitted to be brought to school, or otherwise obtained on the school premises or on a journey to or from school, or at any point during the school day, including when on school trips and visits.

Students must not be under the influence of drugs or alcohol whilst on the school premises, or on a journey to or from school, or at any point during the school day including when on school trips and visits.

Any student found to be, or having been in, possession of alcohol, illegal drugs or weapons, pornographic or inappropriate material, or under the influence of alcohol or illegal drugs on the school premises, on a journey to or from school, or at any point during the school day, including when on a school trip or visit, is likely to face permanent exclusion and a possible criminal record.

Smoking or vaping is not allowed anywhere on school premises, when students are off site wearing school uniform or in proximity of the school site. Students caught smoking or vaping, or in the company of smokers/vapers or in the possession of vapes, lighters, papers or any form of smoking/vaping associated paraphernalia will be referred to Inclusion. Repeat offences can result in a suspension.

Please note that this list is not exhaustive and the Headteacher may consider other items to be inappropriate if he/she believes the item will cause harm, distress or injury to another.

## Appendix 4 – Logging behaviour incidents on SIMS

There are two levels of behaviour recorded on SIMS. When issues escalate, the most serious issue is logged on SIMS with reference to the primary incident.

Any serious unproven allegation of poor behaviour or bullying is recorded as B0. A comment should be written in SIMs for each BP and more detailed information provided to the HoY for all B2 incidents. Behaviour points are used to record incidents in SIMS they are not the consequence.

	Behaviour concern	Possible Actions
B0	Other	No action taken but want to record an issue
B0	Bullying allegation	No action taken but want to record an issue
B0	Exclusion	
B1	Non submission of homework	Warning - Detention
B1	Incorrect dress code	Rectify – Inclusion if cannot be rectified
B1	Make up	Rectify – Inclusion if cannot be rectified
B1	Jewellery	Confiscation – Inclusion if student refuses
B1	Failure to bring equipment books	Detention
B1	Chewing gum	Removal and detention
B1	Failure to follow school expectations	Detention
B1	Use of unacceptable language	Detention
B1	Mobile Device	Confiscation – Inclusion if student refuses
B1	Missed detention	Escalated detention (30-60-LeadershipInclusion)
B1	Off Task Behaviour	Warning – Detention

B1	Disturbing/Distracting others	Warning – Move seats - Detention
B1	Late to lessons	Warning – Make up time – Detention if no valid reason
B2	Rudeness to staff	Detention – Leadership – Inclusion – Exclusion
B2	Abusive language with intent or purpose	Leadership detention – Inclusion – Exclusion
B2	Deliberate damage to property	Detention – Leadership – Inclusion - Exclusion
B2	Theft	Detention – Leadership – Inclusion - Exclusion
B2	Threatening behaviour Sexual harassment or Sexual violence	Leadership – Inclusion - Exclusion
B2	Physical aggression	Inclusion – Exclusion
B2	Persistent refusal and /or failure to follow instructions/follow school expectations	Exit – Detention – Leadership – Inclusion – Exclusion
B2	Malicious accusation against school staff	Leadership – Inclusion – Exclusion
B2	Bullying	Inclusion - Exclusion
B2	Bullying racial	Inclusion - Exclusion
B2	Bullying homophobic (or any other protected group)	Inclusion - Exclusion
B2	Smoking / vaping	Inclusion - Exclusion
B2	Truancy	Detention – Leadership – Inclusion - Exclusion
B2	E-Safety (eg. misuse of social media)	Detention – Leadership – Inclusion - Exclusion
B2	Bringing prohibited items into school	Leadership - Inclusion - Exclusion
B2	Bringing the school into disrepute	Leadership - Inclusion - Exclusion
B2	Leadership detention	



**Form tutor, HoY and AHT to monitor behaviour incident recorded on SIMS.**

**General guidance regarding behaviour points**

All contact with home to be recorded in SIMS. Weekly behaviour report totalling points to be run by the Inclusion manager and sent to HoY/AHT.

<b>Total Bpts</b>	<b>Action by</b>
5+	Form tutor – phone call home, report
10+	HoY – parental meeting, report, class teacher / HoD involvement if appropriate
20+	AHT – parental meeting review of support thus far, report, written student agreement, Pastoral Support Plan
30+	DHT – review of support in place and parental meeting

## Appendix 5 - Walkabout / On-call Protocol

**Aim:** To establish a positive learning environment around school during lesson times and to ensure that any serious behaviour incidents are dealt with quickly.

Two members of staff – including a member of SLT who is ‘on-call’ to co-ordinate and lead investigations of any ongoing behaviour incidents.

Both staff (walkabout and on-call) collect a radio from reception promptly at the start of the lesson.

Walkabout 7-11	On call (usually Leadership or HoY)
<p>In priority order:</p> <ol style="list-style-type: none"> <li>1. Locate missing students (check parents have been informed).</li> <li>2. Visit locations on the walkabout hot spots timetable. Please enter the room, circulate, stay for a few minutes or until the member of staff indicates all is well. Aim to go back for a second visit towards the end of the lesson.</li> <li>3. Visit all cover lessons and go in.</li> <li>4. Ensure missing registers are completed.</li> <li>5. Remind students of late detention.</li> <li>6. Deliver messages around school.</li> </ol> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• If requested by member of staff, accompany a student who is removed from a lesson to the subject exit room and then inform HoD (copying in form tutor and HoY). Note detention in contact book 30 minutes detention that day.</li> <li>• Question any student out of lesson and escort back to lesson if student does not have a pass in their contact book.</li> <li>• If a group is dismissed from a lesson early, send back to the lesson.</li> </ul>	<p><i>Investigate</i> any on-going behaviour incidents. The priority is to resolve incidents as quickly and effectively as possible.</p> <p>This will likely involve:</p> <ul style="list-style-type: none"> <li>• Calming students down.</li> <li>• Making sure students are safe.</li> <li>• Separate and isolate students as appropriate (this does not mean place them all in Inclusion).</li> <li>• Ask student to write accounts on the correct proforma (appendix 6) if bullying see anti bullying policy (report form).</li> <li>• Inform parents/carers that a serious incident is being investigated and someone will be in touch when it is resolved.</li> <li>• Go through all accounts and produce a written summary of the incident (this will likely involve going back to students and re questioning).</li> <li>• Hand over ongoing incidents to Reception for next member of staff ‘on call’ or hand over to HoY if available.</li> </ul>

**De-escalation tactics for walkabout and on call SLT when called to support with students who are de regulated, consider the following;**

- Give processing time and reassurance to the student
- Students may wish to offload their frustrations, listen calmly away from class to minimise disruption
- Students may need a few minutes walking before they are calm to go to the exit room
- Give calm choices which are personalised
- Distraction, can be about anything
- Tactical ignoring when walking student to alternative place
- Positive engagement and choices
- Hypothesise "I wonder if....."
- Remind of the outcome for a positive pathway
- Acknowledge feelings "I can see something isn't quite right, I wonder if it is" .
- Calm voice, open body language, simple language
- Reduce eye contact
- Give space
- Offer a way out with dignity
- Be aware of own body language
- If your radio is on turn down so student does not hear loud voices or staff talking about them/other students

**If a student or students lock themselves in a toilet cubicle;**

- Always use a calm voice and time for student to regulate
- Acknowledge feelings " I can see something isn't quite right, I wonder if it is..."
- If student still not coming out then explain that you are concerned and that you will need to call another member of staff to support whilst you call home to inform parents and ask for their support. Give plenty of time for them to process this.
- Don't threaten student with sanction (sanctions will be discussed when they are out of the toilets)
- If student still does not respond SLT to call parent / carer and request that they come to school as their child will not come out of the toilet cubicle
- **Site team should not be called to intervene unless done so by DSL, DDSL, DHT or HT in the event that the child is in immediate danger to themselves**

**Bullers Wood School**

**Student Account**

<b>Your name:</b>	<b>Your form:</b>
<b>Today's date:</b>	
<b>Date of incident:</b>	
<b>Where did it happen?</b>	
<b>Who else was there?</b>	
<b>What happened?</b>	

**Signed:**\_\_\_\_\_

**Inclusion/Form Tutor/Head of Year/Assistant Headteacher/Deputy Head teacher report (please circle)**

**NAME OF STUDENT:**\_\_\_\_\_

**FORM :** \_\_\_\_\_

This report must be signed by the member of staff teaching you at the end of each lesson. It must be taken to \_\_\_\_\_ at \_\_\_\_\_ each day and signed by parent/carer each evening.

DATE	Form Time	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson PD	Lesson 5	Lesson 6	Staff	Parent/Carer

**Staff :** Please complete boxes using number/grade appropriate to work/behaviour

Numbers 1-4 Work	A-D Behaviour
---------------------	------------------

Any

additional comments may be added  
overleaf. Please give date, subject and  
comment.

<b>1</b>	<b>A Good</b>
<b>2</b>	<b>B</b>
	Satisfactory <b>3 C</b>
	Some cause for concern
<b>4</b>	<b>D</b>

24

Targets

1.

2.

## Appendix 8 - Pastoral Support Plan

### BULLERS WOOD SCHOOL

#### PASTORAL SUPPORT PLAN

Date		Formal Review Date	
------	--	--------------------	--

Student Name	
Form	
Date of Birth	
SEND	
Monitoring Teacher	

**Please attach copy of most recent Academic report**

#### Areas of concern

1.	
2.	
3.	

**General Targets**

1.	
2.	
3.	

25

**Action Required by Student**

1.	
2.	
3.	

**Action Required by Parent/Carer**

1.	
2.	
3.	

**Action Required by School**



1.	
2.	
3.	

### Other

--

### Agreement

We the undersigned agree with the above targets and actions. We are willing to co-operate and make every effort to ensure the successful completion of the pastoral support plan.

Student		Date
Parents/Carer		Date
School		Date

BBS		Date
-----	--	------

Appendix 9 - 'Off and away' poster



## **Appendix 10 – Mobile devices and contacting home during the school day**

Should a student be observed or be suspected of using a mobile device on the premises, it will be confiscated and handed to the School Office. Confiscated mobile devices are placed in the school safe (that day) and a behaviour point is recorded on SIMS by the office. This triggers an automatic email which is sent to the form tutor and HoY. Parent/carer receives a school comms text message. Students in Yr 7-11 can collect their device at the end of the half-term and students in Yr 12-13 can collect their device on Friday at 3:10pm from the office. Alternatively, a student can ask their parent/carer to come and collect their phone from the school office.

Please note that if a student in Year 7-11 has a mobile device confiscated during the school day and makes contact with home during that day on another mobile device a further consequence will be put in place by the HoY.

When the mobile device is collected by the parent the office staff ask parents to sign a form stating that the parent/carer understands the school policy and will support the school. Repeatedly breaking the school expectations regarding mobile devices will result in a Leadership Detention.

**Return of confiscated mobile device to be signed by parent/carer** Please remind your son/daughter of the following:

We do not allow students to use mobile devices on site. This policy is in place to:

- minimise classroom disruption,
- prevent bullying, and
- restrict student use of inappropriate websites (during the school day).

If students choose to bring mobile devices and headphones into school, they must remain switched 'off and away' whilst on site and be stored out of sight in students' bags.

Sixth Form students are allowed to use mobile devices in the immediate vicinity of Inglewood (this does not include the Sports Hall) but not in their lessons. In Sixth Form lessons mobile devices should not be visible or heard. Mobile devices must be off and away when students exit Inglewood car park as they walk towards the main school. Signs remind students of this rule around site.

### **Contacting students during the school day**

Parents wishing to contact their daughter in an emergency during the school day should contact the School Office to pass on a message, rather than contacting their daughter directly. Please note whilst every effort is made to pass on urgent messages to students in a timely manner this is dependent on staff availability.

If, in an emergency a student needs to call home for an appropriate reason:

- lack of credit on Gateway,
- cancelled club or visit or
- with written note from a form tutor or HoY

This can be done outside of lesson time via student services, form tutor or HoY. Students may not ring home to request books, equipment, or to tell parents their mobile device is confiscated, etc.

## **Appendix 11 - Reasonable Force (guidance for staff)**

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 force (no more force than is needed) can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

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.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

The following examples outline some circumstances when reasonable force might be used:

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


We have a legal duty to make reasonable adjustments with regard to the use of reasonable force with disabled students and those with SEND.

Parents will be informed when reasonable force has been used and such incidents will be recorded on SIMS as part of the usual behaviour referral system.

Please consult the link below for additional advice regarding:

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-in-schools)

## Appendix 12 – Student Expectations Poster

<b>Behaviour Expectations</b>		
<b>Mutual Respect</b>		
<ul style="list-style-type: none"><li>. I will follow the school dress code and other school rules</li><li>. I will show respect for myself, other students, staff and visitors</li><li>. I will show respect for the school environment and the community</li><li>. I will be an ambassador for my school and be a good role model</li></ul>		
<b>Ready to Learn</b>		
<ul style="list-style-type: none"><li>. I will arrive to school and my lessons on time</li><li>. I will make sure that my mobile device is off and away whilst at school</li><li>. I will bring in the correct equipment, books and homework to school to support my learning</li></ul>		
<b><i>Quod Potes Tenta</i></b>		<b><i>Strive to Your Utmost</i></b>

## Appendix 13 - Daily Routines and expectations to promote an orderly school On Corridors & Stairs

- Students must walk sensibly at all times and display patience
- They must adhere to one-way systems and be mindful of others' personal space
- Bags must be carried/worn so they do not obstruct/harm others
- Doors should be held open for others
- There should be no waiting for other students on corridors and stairs

### In Classrooms

In addition to the Respect and Ready to Learn expectations, the below non-negotiables must be followed to ensure a prompt and ordered start and end to learning and to promote a positive learning environment.

Students must:

- Be greeted as they enter the room
- Enter, and remain, in silence stood behind their chair until instructed

- Get their equipment out, so they are 'Ready to Learn'
- Be silent when asked

Seating plans must be adhered to and are non-negotiable

- At the end of the lesson, stand behind chairs in silence and be dismissed & leave calmly in small numbers i.e. row by row

Teachers will have their own additional routines and expectations based on their subject specialisms, e.g. for safe Science practical lessons.

### **In Assemblies**

These are formal occasions, and as such:

- Students must be lined up in register order in silence before entering the hall
- Students must enter, and remain, in silence
- Students must sit in register order in form groups and wait to be dismissed
- Talking may only begin once outside of the assembly
- Bags and coats are to be stored under the chair. Year 7-9 blazers are worn
- Staff must remain present with their Form and address any poor behaviour

### **At break and lunchtimes**

- It is the responsibility of students to dispose of their own litter in the bins provided.
- Students should form an orderly queue
- There is no holding of spaces or pushing in the queue
- Food is to be taken to a table or outside to eat
- Students must sit at a table
- Students must dispose of their own litter in the correct recycling bins and notify a member of staff of any spillage

### **Use of the Toilets**

- There is no use of toilets during lessons, unless a toilet pass is held or in extenuating circumstances permission has been granted by the teacher (teacher to write a note in contact book or planner which is taken by the student with them)
- It is the responsibility of all students to keep the toilets in the condition they would expect to find them

**During a wet break/lunch**

- Students may use additional indoor classrooms as guided by HOY
- Students should not be on the corridors or stairs, other than to move to other spaces
- Quiet activities should be undertaken
- All litter must be placed in the bins and chairs replaced

**Arriving and Leaving the site**

- Students are to enter the school site using either entrance. KS3 students exit via Chislehurst Road gate only. KS4+5 exit by either gate
- Students should not gather in large groups blocking the pavement or drive

**Upon hearing the fire alarm**

A speedy and orderly evacuation of the building is essential for the safety of all. Upon the sounding of the alarm calmly remind students of the expectations and procedure:

- Strict silence must be observed throughout
- All belongings must be left in the room
- Exit by the nearest route and move quickly and sensibly to the assembly point, remaining in silence
- Staff supervise students in their class to the assembly point. Students are registered by teaching staff
- Students are to remain in silence only answering their name for the register
- Await instructions and only talk when re-entering the building

Should the alarm be sounded before school, in assembly, at lesson change over, during break/ lunch or after school students must move to the assembly point.



## School Uniform

When buying new school shoes, it is our expectation that shoes should be sensible, low - heeled, traditional shoes or low ankle boots (on or below the ankle bone). Laces should be black if worn. No trainers, canvas shoes, open toes, backless or casual style footwear.

### permitted



### Not permitted

