



# Behaviour Policy

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Governors' Sub-Committee	<b>Students, Parents, Community and Safeguarding</b>
Statutory Policy	<b>Yes</b>

Signed:

A handwritten signature in blue ink, appearing to be 'J. Smith', written over a dotted line.

**Chair of Governors** Date: **Sept 2025**



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## REFERENCE DOCUMENTS

### 1. Legislation, statutory requirements and statutory guidance

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 student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the School to have a written Behaviour Policy and paragraph 10 requires the School to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

This policy complies with our funding agreement and articles of association.



## FROM THE GOVERNORS

### **We are committed to:**

- Having a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent and reflect Government legislation.
- Consistently applying the guidance set out in the Governor's Statement of Principles (See Appendix 3).

### **We aim to:**

- Ensure that all staff are aware of the powers available to them, both to discipline and praise students.
- Ensure that students and parents are introduced on entry to the school's expectations via the Home School Agreement and associated documents.
- Ensure that all students are clear about the school's expectations regarding behaviour.
- Ensure that students review these expectations regularly.
- Ensure that students are familiar with the 'Praise' and 'Behaviour' systems for managing student behaviour and issuing praise; and that staff apply these consistently; and that these are regularly monitored.
- Ensure Equality of Opportunity for all students, embracing the legal responsibilities for students with SEND and making reasonable adjustment when necessary.
- Maintain a non-discriminatory culture reinforced by the behaviour policy.
- Ensure the safety of our students whilst in school and while travelling to and from school.
- Consider the impact of each individual's behaviour on the school community as a whole.
- Work as part of a multi-agency network to ensure that all students are supported.
- Promote clear values and a clear moral code.
- Deal consistently and effectively with all cases of reported bullying.
- Enforce fair, consistent and appropriate sanctions when necessary.
- Involve parents and governors wherever it is appropriate or required.
- Ensure that processes are in place to deal with complaints.
- Utilise parental support and involvement



## Vision, Values & Ethos

At Higham Lane School we expect students to demonstrate our school ethos at all times. This means we expect our students to 'be the best they can be' by displaying our Higham Lane Learner Values of 'Work hard, be kind and take responsibility' both inside and outside of lessons when on the school site, and also in our local community.

We aim for students' actions and behaviours to be shaped firstly by honesty and kindness, this being in the interest of strong and positive relationships within the whole school community where students are encouraged to take responsibility for their actions. Having the discipline and resilience in both their personal and academic efforts, is key to their success and achievements, and we help students to acquire these key skills for life. All of this in turn, enables students to display confidence, to be proud of what they have achieved, and to feel confident of their own identities, having been given the skills to discover and develop this during their time at Higham Lane School.

The School Community insists on the highest standards of behaviour. To this end, we expect all students to maximise learning by displaying the Higham Lane Learner Values:

1. **Work Hard:** Working hard is the cornerstone of our educational philosophy. We firmly believe that dedication, determination and diligence are the keys to achieving one's full potential. At Higham Lane School, we foster a culture of academic excellence, where students are encouraged to stretch their limits, explore their capabilities and pursue their passions with unwavering commitment. We understand that success is not merely a destination, but a continuous journey of hard work and self-improvement. Our teachers are committed to providing the support and resources necessary to help students realise their academic aspirations.
2. **Be Kind:** Being kind is at the heart of our school's ethos. We believe that true success is not just measured by academic accomplishments, but also by the positive impact we have on others and the community around us. We strive to cultivate a warm and inclusive environment where empathy, compassion and respect are the cornerstones of our interactions. Our students learn that kindness is a universal language that transcends cultural and social boundaries, and they are encouraged to make a difference in the lives of others through acts of kindness, service and support.
3. **Take Responsibility:** Taking responsibility for your actions and following the rules is an essential component of our school's values. We understand that rules provide structure and order, creating a safe and conducive environment for learning and personal growth. Our students are taught the importance of responsibility and accountability. By adhering to our school's guidelines and respecting the rights and dignity of others, they develop the character traits necessary for success in both academic and life endeavors. We believe that students need to take responsibility for their behaviour and when students have displayed unacceptable behaviour they must engage with our restorative process to resolve conflict and rebuild positive relationships with staff and students.



This policy aims to:

- Create a positive culture that praises, recognises and rewards students who demonstrate our school values, 'Work hard, be kind and take responsibility.'
- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the ethos of the school and Higham Lane Learner Values 'Work hard, be kind and take responsibility'
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

The principles which underpin our Behaviour Policy are as follows: -

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- Positive relationships are imperative to our practice between all members of our school community.
- Restorative Approach: Relationships are key in all that we do with students and restoration is needed to initially build and then maintain relationships when things have not gone as expected for our young people.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by students and staff.
- The Suspension and Permanent Exclusions Policy explains that permanent exclusions and suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

### **School behaviour curriculum**

Positive behaviour reflects the values of our school, readiness to learn and respect for others. Our behaviour curriculum defines the expected behaviours in school which are then developed through key habits and routines. These expected behaviours are taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. Positive reinforcement is used when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support our whole-school culture.

Please refer to Appendix 1 for the 'The Higham Lane Way' which outlines our key rules and routines along with other examples of our expectations of students. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.



## ROLES AND RESPONSIBILITIES

- **The Trust** has established, in consultation with the advocates, headteacher, staff, students and parents/carers the policy and will keep it under review ensuring that it is communicated to students and parents/carers. The Trust, headteacher and staff will ensure that the concerns and particular needs and views of students are listened to and appropriately addressed.
- **The Headteacher, Senior Leadership Team, Pastoral staff and Teaching staff** will lead the school and be responsible for the implementation and day-to-day management of the policy and procedures. It is the aim of the Senior Leadership Team and school staff to promote, recognise and encourage positive behaviour and regular attendance. The positive ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression or prejudice will be actively discouraged at all levels. (see Anti Bullying Policy).
- **All school staff including Teachers, Support Staff and Volunteers** will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Students should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the Headteacher and the Senior Leadership Team, for creating a high-quality learning environment, promoting good behaviour and implementing the agreed policy and procedures. Class teachers will use an emotion coaching approach with students where appropriate and record any interventions or communications on Classcharts. Staff will engage in the restorative process to improve the students' behaviour, resolve conflicts and build positive relationships.
- **Students** are expected to 'be the best they can be' by displaying our Higham Lane Learner Values of 'Work hard, be kind and take responsibility'. They will take responsibility for their own actions and develop effective behaviour for learning, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They will be made fully aware of the school policy, The Higham Lane Way (school routines & processes) and expectations. Students should be actively encouraged and supported in feeling able to report any incidents of misbehavior including bullying, aggression or any form of harassment. Students will engage in the restorative process to improve the student's behaviour, resolve conflicts and build positive relationships.
- **Parents/Carers** will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school to promote and contribute to the further development of the Behaviour Policy through consultation when appropriate. Parents will sign a Home School Agreement at the commencement of their child's placement to show their commitment to this.



<b>Students</b>
<b>Before School</b>
<ul style="list-style-type: none"><li>➤ Students will <b>take responsibility</b> for their organisation and preparedness for school by ensuring uniform and equipment meet school expectations.</li><li>➤ As they travel to school, students are representing the school and will <b>be kind</b> and respectful to others.</li><li>➤ Students will <b>take responsibility</b> for their attendance and punctuality by arriving at school on time fully equipped for learning.</li><li>➤ Student will uphold the mobile phone policy of '<b>not heard, not seen</b>' whilst entering school and on school site before the start of the school day.</li></ul>
<b>Line up and Tutor Time</b>
<ul style="list-style-type: none"><li>➤ Students will <b>be kind</b> and respectful to peers and staff.</li><li>➤ Students will <b>take responsibility</b> for their punctuality and be on time to line up at 8:40am.</li><li>➤ Students will <b>work hard</b> to be organised and <b>take responsibility</b> for being equipped and in correct uniform.</li><li>➤ Students will <b>work hard</b> during tutor activities.</li><li>➤ Students will <b>take responsibility</b> and notify their tutor if they do not have their timetable so that their tutor can provide them with one.</li></ul>
<b>Lessons</b>
<ul style="list-style-type: none"><li>➤ Students will <b>take responsibility</b> for their punctuality and be on time to lessons.</li><li>➤ Students will enter the classroom calmly and sensibly, sitting in their chair according to the seating plan and begin the Rapid Recall task promptly, <b>taking responsibility</b> for their actions.</li><li>➤ Students will <b>be kind</b> and respectful to staff and students at all times.</li><li>➤ Students will <b>work hard</b> to overcome challenges and will try their best in lessons.</li><li>➤ Students will <b>take responsibility</b> to remove any outdoor clothing, getting equipment on the desk and wear full uniform in lessons.</li><li>➤ Students will <b>work hard</b> for the duration of the lesson and not leave lesson until the teacher dismisses them.</li><li>➤ Students will <b>take responsibility</b> for tidying away any equipment, rubbish and their general area.</li><li>➤ There are no drinks allowed to be placed on classroom work surfaces - only water is permitted.</li></ul>
<b>At lesson changeover</b>
<ul style="list-style-type: none"><li>➤ Students will move around the school in a calm and orderly manner, <b>being kind</b> to others by respecting their personal space and applying the expectation of 'no hands on'.</li><li>➤ Students will move with pace and purpose to their next lesson and <b>take responsibility</b> for their punctuality.</li><li>➤ Students will have a copy of their timetable on them at all times.</li><li>➤ Students will follow the one-way system and walk on the left as they move around school, in corridors.</li></ul>
<b>At break and lunch time</b>
<ul style="list-style-type: none"><li>➤ Students will <b>take responsibility</b> for their behaviour at break and lunch times and conduct themselves in a calm and orderly manner.</li><li>➤ Students will ensure they follow staff instruction first time and respecting others personal space and apply the expectation of 'no hands on' by not making inappropriate contact with other students (e.g. play fighting, pushing, shoving)</li><li>➤ Students will <b>be kind</b>, respectful and polite to canteen staff, duty staff and other students.</li><li>➤ Students should place all litter in the bin.</li><li>➤ Students should queue respectfully and calmly for the canteen.</li><li>➤ Students will move with purpose to their next lesson and <b>take responsibility</b> for their punctuality.</li></ul>
<b>At the end of the day</b>
<ul style="list-style-type: none"><li>➤ Students will leave lesson for the end of school when dismissed by their teacher after the bell has sounded.</li><li>➤ Student will continue to uphold the mobile phone policy of '<b>not heard, not seen</b>' whilst they are leaving school and until they have left the school site.</li><li>➤ Students will exit the school building in a calm and orderly way.</li><li>➤ As they travel home, students are representing Higham Lane School and will <b>take responsibility</b> for their behaviour and <b>be kind</b> and respectful to others.</li><li>➤ Students will <b>take responsibility</b> for their behaviour by attending detention (when required) and engage in the restorative process with staff to improve behaviour, resolve conflict and build positive relationships.</li></ul>



### Class Teachers

- Encouraging students to be punctual. The scaffolds and support in this policy can be used where appropriate in order to ensure consistency across, praise, rewards and consequences. Class teachers should always act in the best interests of the student which may include being proactive in both positive and negative communication home.
- Teachers should follow the school's behaviour routines. Class teachers should be at the door at the start of lessons to meet and greet students and monitor behaviour and conduct in the corridors.
- Teachers should consistently reward House Points to students for demonstrating the Higham Lane learner values of **work hard, be kind and take responsibility**.
- Challenge lateness, inappropriate interpretations of the school uniform and slowness in settling down to engage in the lesson.
- The 'Rapid Recall' activity should be available to encourage an orderly and purposeful start to lessons.
- Class teachers will escort students to detention at the end of Period 5.
- Class teachers should attend restorative interventions where needed, including engaging in a restorative conversation with students they have placed in detention.
- When on duty or moving around school site, class teachers should be wearing their Hi-vis vest for optimal presence and visibility.
- Class teachers will use an emotion coaching approach with students where appropriate and record any interventions or communications on Classcharts.
- Staff will meet with student in detention and engage in the restorative process to improve the student's behaviour, resolve conflict and build positive relationships.

### Middle Leaders

- **Progress Leaders and Subject Leaders** should track students with emerging poor behaviour or multiple counts of poor and disruptive behaviour that has impacted the learning of others.
- Middle leaders should intervene where there are issues before escalating to the Senior Leadership Team. This could be by a **Subject Leader** arranging a restorative conversation between a class teacher and student, **Progress leader** placing a student on report, and monitoring the behaviour data weekly if the issues are across several subjects or **Subject Leaders** placing a student on subject report when issues are specific to one subject. **Subject Leaders** should also support class teachers in ensuring they are meeting the teaching and learning expectations of the school and are striking a good balance between the awarding of positive and negative points.
- When on duty or moving around school site, middle leaders should be wearing their Hi-vis vest for optimal presence and visibility.
- Middle leaders will use an emotion coaching approach with students where appropriate and record any interventions or communications on Classcharts.

### Form Tutors

- Form tutors are the first point of contact for staff and parents for a student issue. Form tutors and subject teachers should communicate clearly and consistently when behavioural issues arise to apply restorative practice at the earliest possible stage to promote positive relationships, resolutions and **taking responsibility**. When a student hits the required behavioural threshold, a student may be placed on report to a form tutor, the form tutor will record this on Classcharts communicate with parents.
- Form tutors will be on time for morning line up at 8:40am and will perform uniform and equipment checks as well as reiterating any messages from the Progress Leader.
- Form tutors are responsible for their tutor group during line up and should move up and down the line ensuring that their tutor group is in alphabetical order, is silent when asked and is behaving appropriately.
- Form tutors will use an emotion coaching approach with students where appropriate and record any interventions or communications on Classcharts.



### Senior Leadership

- Will be highly visible across the school.
- Will ensure that staff in the areas which they are responsible for understand the school's behaviour policy and routines and will provide high quality support as needed.
- Will lead and support with centralised detentions, including student collection and restorative conversations, and the provision within the reflection room.
- Will maintain a trauma informed approach, apply emotion coaching techniques and promote restorative intervention and conversations where appropriate and hold other staff to account in respect of this.
- Will support with the management, checking and quality assurance of morning line up, ensuring all students are present and compliant with the expectations.
- Will be present and visible at lesson changeover times to ensure students arrive to lessons on time.
- To intervene and support with students who repeatedly are unable to meet school expectations and whose behaviour does not fit with the values of Work Hard, Be Kind, Take Responsibility.
- To consistently promote a culture of success and achievement through positive reinforcement and praise.
- Will model trauma informed approaches including restorative practice and emotion coaching where appropriate and encourage staff to use these strategies. These interventions and communications will be recorded on classcharts.

### Parents/Carers

- Abide by the Home School Agreement.
- Support Higham Lane Schools Praise and Behaviour Policy.
- Share concerns about their child's education, welfare and behaviour with the school.
- Take an interest in their child's work and achievements.
- Attend Parents' Evenings and support school events.
- Support the school in achieving a minimum of 96% attendance rate for their child.
- Inform the school of any absence at the earliest possible opportunity.
- Ensure their child arrives at school on time, in full school uniform and wears that uniform correctly.
- Utilise Classcharts to monitor their child's behaviour and be aware of any sanctions that are taking place.
- Ensure their child **works hard** and **takes responsibility** by completing homework and coursework to the best of his or her ability.



## EFFECTIVE BEHAVIOUR FOR LEARNING

### Inside school:

#### **Classroom expectations and behaviour process**

At Higham Lane School, our policy for behaviour involves all staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

Our policy is based on the premise that:

- It is not acceptable for students to disrupt the learning of others
- Each student has the right to learn
- Each student should do their best and strive to be the best they can be.

It is expected that all students respect the right of others to learn within the classroom. With this in mind it is important that students regulate their behaviour to enable this to happen. Higham Lane School operates the following behaviour process:

- **Step 0** Examples of behaviour- Use of toilet during lessons/Use of time out pass/Parent/carer not signed organiser. No consequence/ used to track repeat incidents.
- **Step 1** Examples of behaviour- Low level disruption, lack of effort & work, first incident of uniform breach) a verbal reminder will be given to the student from the member of staff and recorded on Classcharts, with the expectation that the student will modify their behaviour.
- **Step 2** Examples of behaviour-Continued Step 1 behaviours, Poor behaviour in lesson or social time, Mobile phone confiscation, Lateness to school/Punctuality to lessons, Incorrect uniform & equipment, Homework not submitted/Missed deadline. This will result in a same day 45 Minute Detention at end of school day and a verbal final warning before issuing S2+ (Good Neighbour).
- **Step 2+ (Good Neighbour)** Examples of behaviour- Continued Step 2 behaviours including continued disruption, failure to follow instructions and/or lack of effort after final warning at S2. This will result in same day 45 Minute Detention at end of school day and removal from lesson into a 'good neighbour' classroom for the remainder of the lesson.
- **Step 3 (On Call)** Examples of behaviour-, Internal Truancy/ Refusal to attend lesson. This will result in students being removed from lesson and placed in on call room for remainder of lesson. Internal Exclusion next day or same day if appropriate. and 45- minute detention. Contact made with Parents/Carers by class teacher.
- **Step 4:** Examples of behaviour- Dangerous/Violent /Sexual/ Discriminatory behaviour/Verbal abuse towards staff, theft and possession of prohibited item. This will result in student removed from lesson and placed in on call room or Reflection Room for remainder of the day. Following investigation this could lead to further sanction e.g. Internal exclusion or suspension.



### **Uniform/Dress Code, valuables, Mobile Phones and Devices**

- Students should be tidy in appearance and always wear clothes appropriately that meet the agreed school dress code (details of uniform are available on the school website and in this policy Appendix 6- Expectations for school uniform).
- If a student has incorrect uniform or equipment, they can borrow any item from Student Services before 8.35am without any sanction (S0 is recorded). Uniform and equipment breaches that take place after 8:40am will be logged by Form Tutors on Classcharts as S1 warning for first time and S2 for repeated incidents and there will be a same day after school 45-minute detention. Students may be removed from lessons if they refuse to amend uniform breaches.
- Outdoor clothing such as coats, scarves and gloves should not be worn in lessons and all hats therefore should be removed before entering the classroom.
- Hooded tops must not be worn underneath the blazer or as an alternative to a coat.
- Students are not permitted to smoke, or have smoking or nicotine related materials including snus, electronic vaporising cigarettes, with them anywhere on the school site. Students will be made aware, as staff are, that the Higham Lane School is a non-smoking site. Students as members of the Higham Lane School, travelling to and from the site or on trips/visits are not permitted to smoke.
- Mobile phones and devices are not permitted to be seen or heard on school site before, during or after the school day, in accordance with the DfE Guidance 2023 on Mobile Phones. This includes inappropriate use of Smart watches e.g. sending messages via Smart watch. Any device seen, heard or used on the school site will be confiscated. This is in accordance with DfE Guidance 2011 on the confiscation of student property. Further actions may include asking the parents/carers to restrict the mobile device from being brought to school. For further information please read appendix 9 Mobile Phone and Devices Policy.
- Mobile phones or any other devices used to make recordings of staff members **(including taking photos, videos or voice recording)** without consent is a serious breach of privacy and our Praise and Behaviour Policy therefore will result in a sanction which may include a school suspension and jeopardise your child's place at Higham Lane.
- Excessive amounts of money and items of considerable personal value should not be brought into school except in exceptional circumstances. All payments for trips, music lessons and school dinners must be made online using Parent Pay.

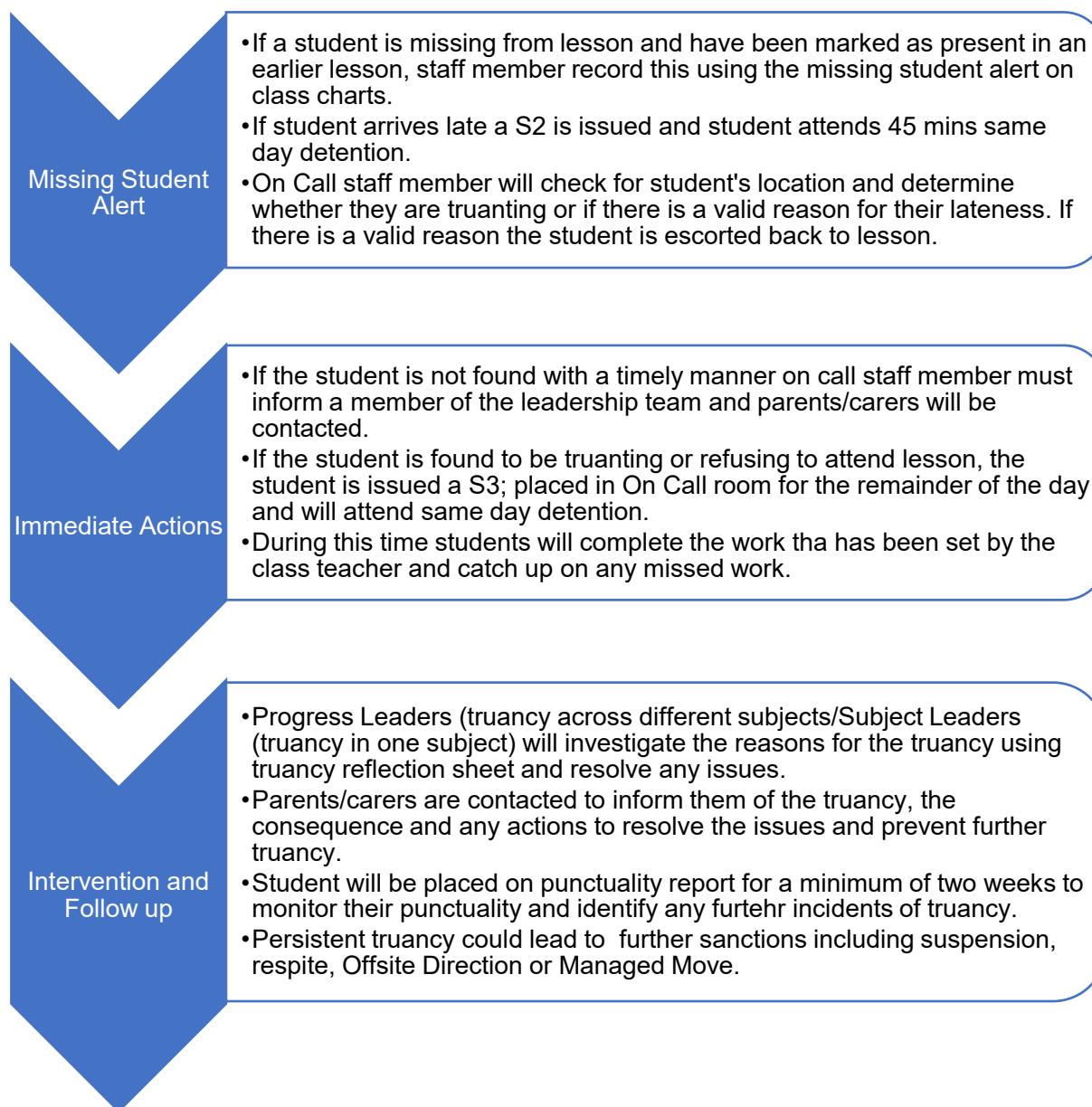


- During PE lessons, the changing rooms are locked, mobile phones are collected at the start of lessons and other valuables should be left in bags during the lessons. The school takes no responsibility for the damage or loss of valuables whilst on school site.
- Personal possessions that cause a distraction in class may be confiscated for safe keeping until collection by a student or their parent/carer.



### **Punctuality to lessons and Internal Truancy**

- Students must always take the fastest route via the one-way system to their lesson and enter the building nearest to their lesson following break and lunchtimes.
- Students must walk with pace and purpose to their lessons ensuring they arrive on time without delay.
- Students should not go to student services, toilets or to see a member of staff during lesson time. This should only take place during break, lunchtime or scheduled meeting times.
- To ensure the safety of our students, teachers are expected to take registers at the start of the lesson. If a student has not arrived by the start, the following process will be initiated to identify a missing student:





### **Out of Class Behaviour**

- Students should always walk sensibly in corridors and stairwells and follow the one-way system around school.
- During break times and lunch times, students are expected to be either outside or in the dining room. However, students visiting the Library, Halls, Extra Curricular Clubs or members of staff by prior arrangement may be inside the building during these times. Students will be asked to leave the building if these exceptions do not apply and students that are persistently inside the building without consent will be issued with a Step 2 same day 45-minute detention.
- Students should always respect others' personal space and apply the expectation of 'no hands on' by not making inappropriate contact with other students (e.g. play fighting, pushing, shoving or taking another student's tie). Students that do not apply the 'no hands on' expectation will receive a Step 2- same day 45-minute detention.
- Students have two options of where to be based at lunchtime: they can stay on site and have school lunch or sandwiches or go home. If they go home, parents/carers must apply for a lunch pass and, in doing so, take responsibility for their child whilst they are offsite. Students who go home are not allowed to visit friends' houses or wander around the local area. They must go home directly and return to school 5 minutes before the afternoon session. Students who stay on site are expected to follow the school lunchtime rules.
- Sanctions for poor behaviour at lunchtime may include verbal warnings, loss of social time and after-school detentions and for more serious offences, Reflection, Internal Exclusion and suspensions. Students who regularly misbehave at lunchtime will be banned from the canteen at lunchtime and be required to bring a packed lunch.
- Mobile phones cannot be used by students and if they are seen or heard, they will be confiscated, and a Step 2 45-minute same day detention will be issued in line with this Praise and Behaviour Policy.
- There should be no need to visit the toilets during lesson times except for occasional emergencies. For medical conditions, students can be issued with an out of lesson card, which they keep and use when needed. These are issued by the Progress Leaders in consultation with parents or carer and are regularly reviewed.
- All forms of bullying, discrimination and intimidation will not be tolerated. Any incidents will be dealt with according to the school's Anti-Bullying Policy, including support for the victim and the perpetrator. (For full details of Anti Bullying strategy please refer to the Anti Bullying Policy).



### **Arriving to and leaving the school site**

- Students are allowed on school site from 8:15am onwards where there is supervision in the library. Outside spaces are not supervised and therefore students arriving before 8:30am must go directly to the library and must enter only via the Brookdale Road entrance. Students should be on school site by 8:35am, ready to line up with their form tutor on the playground at 8:40am. The main school gate on Higham Lane will close at 8:40am and students arriving at 8.40am or after, need to report to Student Services via Brookdale Drive entrance. In line with this Praise and Behaviour Policy, any late students will be issued with a Step 2 and will serve a 45-minute detention on the same day from 3:15pm until 4:00pm.
- Mobile phones cannot be used by students whilst they are on school site, this includes before school and leaving school site at the end of the school day, If they are seen or heard whilst on school site, they will be confiscated and a Step 2 (45 mins same day detention) will be issued in line with Appendix 1- Praise and Behaviour Flowchart.



## **Child on Child Abuse and Harmful Sexual Behaviour (HSB)**

Higham Lane School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images or videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, up skirting, and initiation/hazing ceremonies. Higham Lane School takes a **zero-tolerance approach to child on child abuse, sexual violence and sexual harassment and it is never acceptable and will not be tolerated.**

- The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as 'banter', 'just having a laugh', part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children (for the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school).
- Higham Lane School will avoid not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as this can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- In the event of an incident of HSB, Higham Lane School will investigate, taking the advice of external agencies where appropriate, and sanction in accordance with Appendix 1- Praise and Behaviour Flowchart.
- Higham Lane School will adhere to guidance set out in Keeping Children Safe in Education (2023) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of child-on-child abuse
- If a report is shown to be deliberately invented or malicious, Higham Lane School will consider whether any disciplinary action is appropriate against the individual who made it.



### **Discriminatory Language/Behaviour**

Higham Lane School **will not tolerate discriminatory behaviour/language of any sort**. The school maintains a zero-tolerance policy relating to this issue.

- Any incident involving the use of language/behaviour which is considered to be discriminatory towards any person with a protected characteristic will be investigated and sanctioned in accordance with Appendix 1- Praise and Behaviour Flowchart.
- This policy addresses discriminatory language and behaviour which occur both on and off the school site, as well as face to face and/or online.

### **Role of students outside School**

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school, and behaviour when wearing school uniform in a public forum, such as on public transport.

We therefore have outlined our expectations to make it clear how our students should conduct themselves:

- Students will respect the community and other people's property at all times.
- Students should recognise that during their journeys to and from school they are still part of the Higham Lane School community and hence, their actions are seen by others as a reflection on all members of the school. Therefore, the school will, if appropriate, issue sanctions relating to incidents of inappropriate behaviour, either to or from school which may relate to times outside of the school day. This includes all forms of public transport where the students can be visibly seen as a representative of Higham Lane School.
- Students are prohibited from travelling to or from school by e-scooter. Students are also not allowed to store an e-scooter on our school site as we cannot facilitate the storage of an item that has potentially been used in an illegal act (riding on a pavement or public highway). If a student was to bring an e-scooter onto the school site, the school reserves the right to confiscate the e-scooter. Under these circumstances, we will not return the e-scooter to the respective student and school will keep the item in our possession until a parent/carer collects the item.
- Students will not smoke/vape on the way to and from school.



- Students will respect each other and the community on all forms of public transport and will behave sensibly and safely.
- Members of the school are expected to accept that the Anti-Bullying Policy applies during their journeys to and from school, on trips and visits and at all school related events.
- Students using a bicycle to travel to and from school will ensure that it is kept in a roadworthy condition and that on arrival at school, it is placed in the bicycle storage area and secured with an appropriate lock. Care should be taken to ride bicycles sensibly and to always follow the Highway Code, and a cycle helmet should be worn when cycling to and from school. Students that do not apply these rules will have their permit removed and will no longer be allowed to bring their bike onto school site.



## STUDENT PRAISE AND REWARDS

Our Praise system ensures that all students are recognised and rewarded for their commitment to learning, academic progress, leadership and going the extra mile.

The individual student reward system is based on house points. When students receive a house point it is recorded by the staff member on Class Charts.

### **Students can be awarded house points for the following:**

1 house point - Student displays exemplar Higham Lane learner values of work hard, be kind and take responsibility e.g. A student **works hard** to create an excellent piece of written work.

Teachers are expected to issue 5 house points per lesson.

5 house points- Student consistently displays exemplar behaviour/attitude/standard of work in lesson or produces exceptional work or an achievement over a prolonged period of time (e.g. half term) - e.g. completing coursework/project to an exceptional level.

10 house points - Students are awarded 10 house points for an Outstanding Achievement beyond the classroom. This may include Representing County, National Success School team or event success.

Rewards Assemblies take place at the end of every term and students are rewarded for the amount of house points they have received, using the following criteria:

- 300 House Points=Bronze badge
- 600 House Points=Silver badge
- 1250 House Points=Gold badge
- 1500 House Points=Headteacher's badge
- 2000 House Points=Governors' badge
- 2500 House Points=Mayor's badge

In addition to the house point system, effort, achievement and good behaviour are also recognised by the following:

Positive praise - in lessons and in the school and wider community for positive contributions and academic progress.

Praise postcards - sent home to recognise continual achievements or individual outstanding pieces of work. Student receives 5 house points.

Students of the week- these students receive certificates in the following week's line up/assembly, Student receives 5 house points.

Headteacher's Award – these are for students with significant achievement, outstanding contributions and progress. Student receives 5 house points.

Positive Calls to Parents/Carers - communication to inform them of good work completed, outstanding contributions and progress. Student receives 5 house points.

Certificates and prizes - awarded for academic progress, attitude to learning, attendance and punctuality.

Year 11 Prom - where being able to attend is based on good behaviour, attendance and attitude to learning.

Termly rewards assemblies and SLT and Headteacher celebration events.



### Reward Shop

Students can use their house points in exchange for prizes at the Reward Shop which is located outside the admin office by Coombe Hall. The Reward Shop is open every day at break time for the following year groups: Monday - Year 7, Tuesday - Year 8, Wednesday - Year 9, Thursday - Year 10 and Friday - Year 11.

Rewards List:

All Items Subject to Availability and House Point values subject to change:

50 House Points	150 House Points
Stationery items - pen, pencil, ruler etc. Jump the Queue Lunch Pass – one day Small bag of sweets Termly raffle ticket	Pencil case with stationery Drawstring bag Playing cards Jump the Queue Lunch Pass – one week
300 House Points	500 House Points
Revision cue cards Large bag of sweets Jump the Queue Lunch Pass- half term	Football, Basketball, Netball or Rugby ball Coloring book £5 Voucher Jump the Queue Lunch Pass- term



## SANCTIONS AND RESTORATIVE APPROACH

Higham Lane School is an orderly school with the very highest expectations of behaviour where students act with care and consideration. We use our praise system to promote and encourage good behaviour; however, sanctions are necessary for students who have not behaved in an appropriate manner in accordance with this policy.

The flow diagram provided in Appendix 2- Praise and Behaviour Flowchart outlines the range of sanctions we use at Higham Lane School with some examples of behaviours that would trigger sanctions. Please note that this is not an exhaustive list. Great care is taken to consider that sanctions are proportionate and reasonable.

If a sanction has been given, this will be recorded on Classcharts where behaviour points are logged. These points will be reported to parents/carers via the live data on Classcharts and via the school reporting system. We expect to work with parents/carers to ensure that students have a successful and worthwhile education; therefore, sanctions are given when negative behaviour occurs and when the member of staff feels that it is appropriate. We will use our professional judgement to ensure that the praise and behaviour policy is implemented appropriately and within context.

At Higham Lane School sanctions are issued to address poor behaviour swiftly and restore relationships between staff & student. Students that have been issued an S2/S2+ will complete a same day detention after school for 45 minutes, finishing at 4:00pm. Students' failure to engage in this process will result in an internal exclusion and 45-minute afterschool detention the following day.

The Department of Education states that schools do not legally need a parent's permission to detain a child and no longer have to give 24 hours' notice. There is no legal obligation to inform you that your child is being kept back after school and schools do not need to provide a reason as to why a detention has been issued. Teachers have a legal power to put a student aged under 18 in detention; this includes detention outside of school hours. For further information on the DfE guidance, please follow the link: <https://www.gov.uk/schooldiscipline-exclusions/discipline>. However, it is our priority to work in partnership with parents/carers for the benefit of the child. Therefore, we will inform parents/carers via Classcharts and email if their child has an after-school detention.

We use a whole-school restorative approach alongside our sanctions to resolve conflict, repair damage and ensure responsibility is taken by those who have caused harm by having students reflect on their behaviour and impact on others. We have restorative conversations with students using the following questions:

### **Restorative questions**

- What has happened?
- What were you thinking at the time?
- Who has been affected by the actions?
- How have they been affected?



- What needs to be done now to make things right?

The aim of the restorative conversation is to ensure that the student recognises where their behaviour or conduct has fallen short of our standards and helps students understand how such behaviour impacts adversely on others in the school community and the steps that the student must take in future to ensure their conduct is appropriate.

Students will prepare for their restorative conversations by completing a reflection sheet. Restorative meetings take place during afterschool detentions between the staff member and student. Where necessary, other staff members (e.g. Senior Leaders, Progress/Subject Leaders, SENDCO) may support the member of staff and/or student with restorative conversations.

### **Isolation (Reflection Room)**

The law states that schools are able to use isolation rooms for a disciplinary measure. (Please see <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>). Higham Lane School has a policy of using Isolation as a sanction.

Students who are involved in serious incidents of misbehaviour or have refused to attend their after-school detention will be placed in either the Reflection or On Call Room. The period of isolation can range from half a day to a number of days. Students can also be placed in the Reflection or On Call Room for individual lessons. Parents/carers will be informed via Classcharts and by a phone call/email. Staff will be informed via email by the Reflection and Behaviour Intervention Officer and will be required to set work on Google Classroom.

### **Internal Exclusion**

Internal Exclusion is a process used by the school for dealing with serious incidents of poor behaviour. Students who are internally excluded work in the Reflection Room and are provided with schoolwork. Internal exclusions are for a fixed period and last from 8.40am until 4:00pm each day.

When a student is internally excluded, parents/carers will be contacted. If the student does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the Internal Exclusion may be extended.

### **Behaviour in the Reflection Room**

- All students must read the rules of the Reflection Room and sign the Code of Conduct to say that they have done so and will abide by them.
- Mobile phones must be turned off and handed in on arrival.
- Students must work in silence and not talk or attempt to communicate with other students.
- Students must not attempt to disrupt the behaviour or learning of other students.
- Students are expected to complete work to the best of their ability, provided by the members of staff on duty.
- Students will not be allowed out of the Reflection Room at break or lunchtime. Students will pre-order their meals and they will be brought to them in the Reflection Room.
- Students will be escorted to the outside of the toilet in The Hub block by staff at pre-arranged times.
- Any negative behaviour in the Reflection Room will result in further sanctions which could be a further day in the Reflection Room or a suspension.



## **Exclusions**

The Headteacher decides whether to exclude a student, for a fixed term or permanently, considering all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

## **Suspensions**

- This sanction would be for either a single serious incident such as violent behaviour, verbal abuse or damage to property, or where a student has repeatedly failed to follow the required standards of behaviour.
- In addition, students may also spend some time in the reflection room. This could also be prior to a suspension during the initial investigation into the incident or behaviour, or as part of their integration plan.
- Parents/carers are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days, the school will arrange suitable alternative education from the 6<sup>th</sup> day.
- Parents/carers and students are expected to attend a reintegration meeting following a suspension. Prior to the meeting students must complete the Suspension Logbook to reflect on their behaviour and record work that was completed during the suspension period. This must be brought to the reintegration meeting.
- At this meeting a student's behaviour will be reviewed and a reintegration programme drawn up which may include the student being placed on Behaviour Report, either to their Form Tutor, Progress Leader, Behaviour Manager or a member of the Leadership Team.
- Where a student has been suspended for 5 days or more (either for one suspension or a series of different suspensions) the student, along with their parent/carer, may be asked to attend a meeting with relevant school staff regarding next steps and possible escalation.

## **Permanent Exclusion**

A permanent exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated).

The decision to exclude a student permanently should only be taken:

- in response to serious breaches or persistent breaches of the school's behaviour policy.
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first or one-off offence.

The Secretary of State for Education has made it clear that they would not normally expect the Governors' Disciplinary Committee, or an Independent Appeal Panel to re-instate the student.



### **Off Site Direction**

In agreement with other secondary schools in the North Warwickshire area, students may be placed on an offsite direction at other establishments for a period of time (usually 10 weeks). This will involve students spending time in another school with the aim of improving their behaviour. In order to do this effectively, information will be provided to the host school about the student, including contact details, address, behaviour record, medical details and SEND needs. The host school will also provide appropriate work.

Students will be expected to adhere to the host school's behaviour procedures and arrive and leave at the host school's agreed times. It is the parent/carer's responsibility to arrange appropriate transportation to and from the host school. Students will be expected to wear the uniform of the host school.

### **Managed Move**

Students who continue to experience behavioural issues, despite the tiered system of interventions, may be recommended for a Managed Move. This will involve the student moving to another school in the Northern area of Warwickshire for a fixed period of time (usually 10 weeks) with a view to the students moving on a permanent basis if the placement is successful. As with off-site placements, the student's school record will need to be shared with the chosen school. Managed Moves will be considered under the following circumstances:

- A student persistently fails to follow the School's Behaviour for Learning Policy despite the tiered intervention/support outlined in the policy.
- A student whose behaviour has not improved despite this intervention.
- A student is involved in a serious breach of the school rules, and their actions have put the safety of staff and other students at risk.
- A student has received multiple Internal Exclusions or suspensions.
- A student is at risk of Permanent Exclusion.

### **Governors' Disciplinary Panel**

If a student receives several suspensions and behaviour shows no sign of improvement, they will be asked to attend a Governors' Disciplinary Panel with their parent/carer. The Headteacher, Behaviour and Attendance Manager and/or the student's Progress Leader will discuss the student's behaviour record and why the school is concerned about this. This Panel will draw the students' attention to governors' expectations and concerns. The students' behaviour will be monitored carefully by the Governors' Disciplinary Panel, and the student and parents/carers will be expected to engage fully in any strategies recommended by the Panel e.g. referral to outside agencies, participation in support programmes and so on. If the student's behaviour does not improve, they risk Permanent Exclusion from the School. This will be made clear at the Panel.



### **Preventing Bullying**

Bullying is defined as the repetitive, intentional harm 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

At Higham Lane School, we have a separate policy which deals with the procedures we follow in instances where bullying has been reported. The school practices a preventative strategy to reduce the occurrences of bullying, and our Anti-Bullying Policy is instilled within our curriculum and our expectations at the school. It is made very clear to students what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action. Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy. The school wants to ensure that all students feel safe at school and accepted into our school community. Our ethos is one of Reflection; bullying of any kind is regarded as a serious breach of our Behaviour Policy and will not be tolerated. This include online bullying, such as making comments or taking actions online that may cause stress to others and/or could be considered online bullying.

### **Student Restraint**

The Education Act 2006 provides clear guidance on restraint. Further advice is available to schools in the DFE guidance "Use of reasonable force" July 2013.

Staff are authorised to use physical force to control or restrain students if a student's behaviour is so serious that:

- there is a danger of physical injury to the student themselves or someone else.
- there is a danger of damage to property.
- the student is prejudicing the maintenance of good and discipline within the school.
- a criminal offence is being committed.

In circumstances when restraint has been necessary, it is likely that this would be seen as an offence where a student would be punished by time in the refocus room, fixed term exclusion (suspension) or permanent exclusion. We expect our students to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school.



## **The power to screen, search and confiscate items**

The Education Act 2002 provides clear guidance on screening and confiscation.

### **Screening**

#### **What the law allows:**

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.
- We work alongside our local police forces and participate in programmes which aim to raise the dangers of carrying weapons both inside school and outside. This process involves screening of classes and students using a metal detector and searching bags to ensure students are safe and there are no prohibited items.

#### **Also note:**

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorized. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.



## **Searching**

School staff can search a student for any item if the student agrees.

Staff authorised by the Headteacher also have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and other nicotine related paraphernalia such as vapes or snus
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of any person (including the student)
- headteachers and authorised staff can also search for any item banned by the school, such as electronic cigarettes, laser pens/lights, lighters, matches.

School staff also have the power to search students if they believe they are in possession of a banned item such as a mobile phone (if used on the school site).

Searches will take place wherever possible by two members of staff, with at least one being the same sex as the student, and a member of staff acting as a witness. The search should be conducted quietly and discreetly, if possible, away from other students. Any item found during the search will be confiscated by the staff members.

## **Confiscating**

School staff can seize any prohibited or banned item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

It is our intention that seized items will not be returned to the students, and in some instances may be referred to the police. However, there may be instances where items could be returned to parents/carers and in these circumstances, we will contact parents, for their support and to arrange an appropriate time for them to collect any items that can be returned.



## APPLYING REASONABLE ADJUSTMENT

### Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 student caused by the School's policies or practices ([Equality Act 2010](#))
- Using our best endeavors to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student 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 student concerned. These may include: -

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

### Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the School will take into account:

- Whether the student was unable to understand the rules or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student 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 student 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.

### Students 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 student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.



## **Responding to misbehaviour from Looked After Children/Previously Looked After Children**

The school recognises the impact of the emotional, psychological and social trauma experienced by Looked After Children and the possible effect this can have on them and their behaviours, and the effects loss and separation from birth families can cause.

The school acknowledges that some children with attachment difficulties may find it difficult to build sustainable relationships of trust with adults because of their experiences, and consideration is also paid to how this might affect the child's behaviour.

When incidents of misbehaviour arise, we will consider them in relation to the above, although we recognise that not every incident of misbehaviour will be connected to this. Decisions on an incident of misbehaviour will be made on a case-by-case basis.

### **Respect for teachers' professional role as teachers and their workload**

Higham Lane School will ensure that teachers' role in school discipline matters is consistent with their statutory and contractual terms and conditions of employment, including the School Teachers' Pay and Conditions Document. Teachers' professionalism depends upon being valued and respected. It means that students should be ready to learn and that schools need to act to address problems of low-level classroom disruption and also prevent and respond to violent and abusive behaviour by students. Staff's professional judgement will be supported, including appropriate access to training and professional development.

### **Right of staff to a safe working environment**

The Board of Trustees of Central England Academy Trust, as employer, is required to take reasonable steps to ensure, in so far as practicable, a safe working environment exists for staff. Reasonable steps will be taken to prevent and tackle any bullying or harassment of staff, whether this occurs on or off the school premises or during term times. The school will act to prevent the misuse by students of the internet, mobile phones or other technology to ridicule or attack staff. School management will access the DfE guidance on tackling cyberbullying of teachers. Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. The Governing Body has legal powers to prohibit access to the school premises. Where a person threatens or assaults a member of staff, this will be reported to the Police.

### **Support from other schools**

Higham Lane School will support and contribute to Behaviour and Attendance Partnerships to help share resources and expertise in managing the most challenging students, including arranging respites, off-site directions, managed moves and referrals to alternative provision as appropriate.

### **Support from the police**

Higham Lane School has an excellent working relationship with our Police Community Support Officers which form part of our Safer Neighbourhoods Team. These colleagues regularly visit the school, lead student workshops and also facilitate support from other agencies such as the Youth Offending Teams and probation services. Higham Lane School will seek help from the Police, for example, with the screening or searching of students, tackling gang culture and other crime issues, and truancy sweeps.



## Appendix 1

### The Higham Lane Way Our routines and processes

At the start of lessons	During lessons	At the end of lessons	Movement between lessons
<ul style="list-style-type: none"> <li>➤ Students will arrive promptly and enter the room quietly</li> <li>➤ Teachers greet students at the door and students are expected to be polite and greet the teacher with a 'Hello' or something similar</li> <li>➤ Teachers will have organised students into a seating plan, and students will take the seat specified on the seating plan</li> <li>➤ Students take off any outdoor clothing and get organisers and equipment on the desk</li> <li>➤ Write out the date and title and complete Rapid Recall task set by the teacher</li> <li>➤ Teacher takes the register, and students respond politely - yes sir/miss</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers will plan activities to ensure students can make progress towards achieving excellence.</li> <li>➤ Students will work hard and complete the work set to the best of their ability</li> <li>➤ Students must ensure they are working hard and taking responsibility by following instructions and not disrupting the learning of others.</li> <li>➤ Staff will use teaching strategies to try to avoid using Steps where possible but when needed, Steps will be issued.</li> <li>➤ Staff will issue a minimum of five house points per lesson for excellent work and attitude.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Record any homework in organiser.</li> <li>➤ Use your organiser to find out where your next lesson is</li> <li>➤ Students should pack up and stand behind chairs.</li> <li>➤ Complete self-check- (tie, shirt, blazer).</li> <li>➤ Wait in silence for the teacher to dismiss you a row at a time calmly and silently, checking uniform as you leave.</li> <li>➤ Leave the lesson politely, say 'Thank you' to your teacher for the lesson.</li> <li>➤ Students should not leave before the bell, which is for teachers and not for students</li> </ul>	<ul style="list-style-type: none"> <li>➤ Always take the fastest route via the one-way system to your lesson and enter the building nearest to your lesson.</li> <li>➤ Walk swiftly, quietly, calmly and in single file to the left of the corridor, facing the direction you are walking.</li> <li>➤ Greet others with a smile, make eye contact say Hello/Good morning/afternoon</li> <li>➤ Hold the door open for others - showing respect.</li> <li>➤ Behave sensibly, no eating/drinking, keep personal space from others.</li> <li>➤ Ensure your appearance is smart wearing the correct uniform.</li> </ul>



## Appendix 2

### Praise and Behaviour Policy flowchart

<p><b>Praise Stage</b> All students demonstrate Higham Lane Learner Values (Work Hard, Be Kind &amp; Take Responsibility), contributing to a positive learning environment, house points awarded</p>	<p><b>+1 +5 or +10 House Points</b></p>
<p><b>Step 0 (S Zeros)</b> Step 0s are issued with no consequence but used to track repeat behaviours and incidents e.g. use of toilet during lesson time.</p>	<p><b>0 Behaviour Point</b></p>
<p><b>Step 1 (S1)</b> <b>Verbal Warning</b> &amp; reinforcing expectations of Higham Lane Learner Values</p>	<p><b>1 Behaviour Point</b></p>
<p><b>Step 2 (S2)</b> <b>45 Minute same day detention &amp; final warning issued</b> Continued S1 behaviours, homework/work missed deadline/ Lateness, Mobile Phone confiscation, Bullying/Unkind Behaviour, Persistently Incorrect uniform/equipment (form tutor)</p>	<p><b>2 Behaviour Points</b></p>
<p><b>Step 2+ (S2+ Good Neighbour)</b> <b>45 Minute same day detention &amp; student works in 'Good Neighbour' Classroom for remainder of the lesson.</b> <b>Continued S1/S2 behaviours</b> in lesson e.g. disruptive behaviour, failure to follow instructions and/or lack of work/effort.</p>	<p><b>2 Behaviour Points</b></p>
<p><b>Step 3 (S3)</b> Continued failure to follow teacher instructions after S2+ (Good Neighbour) issued, Internal Truancy/Refusal to attend lesson, Bullying/Unkind</p> <ul style="list-style-type: none"> <li>• Student immediately removed from lesson and placed in On Call Room for remainder of lesson</li> <li>• Student placed in Reflection Room for following day or remainder of day, if appropriate + 45-minute detention</li> </ul>	<p><b>3 Behaviour Points</b></p>
<p><b>Step 4 (S4)</b> <b>Dangerous/Violent/Sexual/Discriminatory behaviour, Verbal abuse towards staff, Possession of prohibited item, Theft, Bullying</b></p> <ul style="list-style-type: none"> <li>• Student immediately removed from lesson &amp; placed in On Call Room or Reflection Room for remainder of the day</li> <li>• Following investigation this could lead to Internal exclusion or suspension- PL/SLT to decide if any further actions are necessary</li> <li>• If you are found in possession of a weapon, drugs or drug paraphernalia then it is extremely likely that you will be permanently excluded.</li> </ul>	<p><b>4 Behaviour Points</b></p>



## Appendix 3

### The Governors Statement of Principles

#### Introduction:

The purpose of this statement is to give guidance to the Headteacher when drawing up the school's Praise and Behaviour Policy by stating the principles which the Governors expect to be followed. The purpose of such a policy is to promote outstanding teaching and learning and high standards of attainment; preserve the reputation of the school and fulfil the Governors' duty of care to students and employees at Higham Lane School.

This statement is for the attention of parents, students and staff.

#### The Governors' statement:

1. Higham Lane School has a duty to keep all students safe, happy, able to learn, and to enable staff to teach and promote learning without interruption, bullying or harassment.
2. The aim of our school is to engender an atmosphere in which a young person feels safe and valued. In that environment everyone needs to be committed to learning, to studying and to achieving their potential.
3. We are committed to creating a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared, consistent and reflect current Government legislation.
4. Sanctions are issued fairly and consistently, and students are made aware of what these are and the behaviour that leads to them.
5. All sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.
6. The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.
7. The school utilises exclusion from school as a significant sanction. Exclusions are overseen by the Advocates'. The authority to exclude is held by the Headteacher.

All exclusions are carried out in accordance with published DFE guidance.



8. The school also operates a policy of praise, to ensure that students are recognised for the good they do and the contributions they make to the school.
9. The school has the following powers:
  - a) The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.
  - b) The ability to detain students during breaktime, lunchtime or afterschool detention on the same day, Parental consent is not required.
  - c) The ability for a member of staff, authorised by the Head, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.
  - d) The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
  - e) The ability to search a student for offensive weapons, where there are reasonable suspicions that a weapon is concealed. Reasonable force may be used if necessary.
  - f) The ability to search a student with their consent for any item which is banned by the school rules.
  - g) The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.
10. The school has the right to issue Parenting Contracts and Penalty Notices. This guidance came into force in September 2007 alongside revised exclusion guidance. The new law allows:
  - a) schools to issue Parenting Contracts;
  - b) schools to apply for behaviour related Parenting Orders;
  - c) schools to issue penalty notices; to apply when students are found in a public place during the first 5 days of all exclusions; for poor punctuality and attendance; for behaviour infringements.



11. Teachers can discipline students at any time when the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for misbehaving outside school.
12. Teachers may discipline students for any behaviour when the child is:
  - a) taking part in any school-organised or school-related activity;
  - b) travelling to or from school;
  - c) wearing school uniform;
  - d) in some other way identifiable as a student at the school.
13. Teachers may discipline students for: misbehaving at any time, whether or not the conditions in the previous section apply, that:
  - a) could have repercussions for the orderly running of the school;
  - b) poses a threat to other students or members of the public;
  - c) could adversely affect the reputation of the school.
14. The school has a clearly displayed complaints procedure that seeks to ensure quick resolution to any valid concern raised. This relates to both staff and students.
15. The school works corroboratively with the Police. It is now obligatory for schools to give the Police any evidence of a criminal act discovered. This might include drugs, weapons and telecommunication bullying.



### Appendix 4- Higham Lane Learner Values

‘Be the best you can be’		
Work Hard	Be Kind	Take Responsibility
I take pride in my work and always complete work to the best of my ability	I always show courtesy and gratitude to all staff members	I respect the school rules to ensure that teachers can teach, and students can learn
I pursue my passions and aspirations with unwavering commitment	I support our positive and inclusive environment by greeting others in a polite manner	I am punctual to lessons and manage my time to meet deadlines
I am not afraid to take risks and am resilient when presented with challenges	I always show tolerance and listen to the views of others	I am organised, I bring the correct equipment and wear the school uniform with pride
I persevere when presented with challenging tasks and homework, responding positively to feedback	I always support other students and will be an upstander against bullying or discrimination	I follow the school routines to create a safe and positive learning environment for everyone
I demonstrate the dedication, determination and diligence to fulfil my potential	I always demonstrate empathy, compassion and respect to others	I engage with the restorative process to resolve conflict and build positive relationships with staff and students



### Appendix 5- Home School Agreement



# HOME SCHOOL AGREEMENT

NAME \_\_\_\_\_ FORM \_\_\_\_\_

THE SCHOOL	THE PARENT/CARER	THE STUDENT
<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>Support your child to <b>'be the best they can be'</b> in all aspects of school life by promoting our Higham Lane Learner values of <b>'work hard, be kind and take responsibility'</b></li> <li>Provide a balanced curriculum and meet the individual needs of your son/daughter</li> <li>Aim to achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility</li> <li>Keep you informed about general school matters and about your son's/daughter's progress in particular</li> <li>Aim to ensure that your son/daughter achieves his/her full potential as a valued member of the school community</li> <li>Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school</li> <li>Aim to ensure that your son/daughter is healthy, happy and safe at school</li> </ul> <p>Signature _____ M Gannon (Headteacher)</p>	<p><b>I/We will:</b></p> <ul style="list-style-type: none"> <li>Support the school and my child to <b>'be the best they can be'</b> in all aspects of school life by displaying our Higham Lane Learner values of <b>'work hard, be kind and take responsibility'</b></li> <li>Ensure my son/daughter <b>takes responsibility</b> to attend school, on time, in correct uniform and properly equipped</li> <li>Make the school aware of any concerns or problems that might affect my son's/daughter's work or behaviour</li> <li>Support the school's policies and guidelines on behaviour, detentions and school uniform</li> <li>Ensure my child works hard and takes responsibility by completing homework and coursework to the best of their ability</li> <li>Attend student progress evenings and discussions about my son's/daughter's progress</li> <li>Support the school in achieving a minimum 96% attendance rate for their child by not taking my son/daughter on holiday in term time and inform the school of any absence</li> <li>Support school by monitoring my child's behaviour by regular accessing Classcharts</li> </ul> <p>Signature _____ Date _____ Parent/carer</p>	<p><b>I will:</b></p> <ul style="list-style-type: none"> <li>Always endeavour to <b>'be the best they can be'</b> to all aspects of school life by displaying our Higham Lane Learner values of <b>'work hard, be kind and take responsibility'</b></li> <li><b>Take responsibility</b> to attend school, on time, always in correct uniform and fully equipped.</li> <li>Follow the school Praise and Behaviour Policy at all times</li> <li><b>Work hard</b> and take pride in my work and always complete work to the best of my ability</li> <li><b>Be kind</b> and respectful to peers and staff.</li> <li>Keep the school free from litter and graffiti</li> <li><b>Work hard</b> to pursue my passions and aspirations with unwavering commitment including engaging with opportunities in school e.g. extra-curricular programme and leadership roles</li> <li>Make a member of staff aware of any concerns or problems I have, for example if I feel ill, unhappy or unsafe</li> </ul> <p>Signature _____ Date _____ student</p>



## Appendix 6- Expectations for school uniform

### Our school's uniform

#### School Uniform, Jewelry, Make-Up and Hairstyles Expectations

##### A. Uniform

- Blazers- All students must wear the official branded school blazer in school and on their way to and from school. Sleeves must be worn at full length; they must not be rolled up or pulled up.
- Coats- A plain, full-length black coat or anorak, covering the top of trousers/skirts. Unacceptable items include Coats of any other colours; leather or leather-look jackets or coats; hoodies; tracksuit tops; fleeces; sweatshirts; jackets; denim jackets; coats containing large wording; camouflaged, patterned coats; markings, symbols or stripes; coats with excessive, unnecessary zips; coats from sports teams, any other leisurewear.

Please note that a jacket is an item that fits mid-stomach and tends to be lighter and less insulating than a coat. Jackets of all types are not allowed.

Acceptable Coats	Unacceptable Coats/Jackets
	

- Shirts/Blouses and Ties- Plain red shirt or blouse tucked in please.
- Higham Lane branded clip-on tie only, except for Year 7 they must wear the new House tie; top button done up on shirt, please.
- Sweatshirt and Sweater- Optional: Official branded Higham Lane plain, black, V-necked sweatshirt or sweater with embroidered Higham Lane School logo. Unacceptable items include: any other sweater, sweatshirt, jumper or cardigan.
- Trousers and Skirts- Plain black, polyester trousers in good condition, not fraying. They should be tailored, suitable for business wear and full length trousers that meet the shoe showing no skin at the



ankle. Unacceptable items include leggings, cords, cotton or denim or flares. Trousers that are skin-tight and also limit the ability to tuck shirts in.

- Skirt: Either the official branded plain black pleated HLS skirt with school logo. Or: a plain, black, pleated skirt with no logo that is of an appropriate length - that sits just on or above the knee and is not rolled up or worn high above the knee. Unacceptable items include lycra, pencil or skater skirts.

Acceptable Skirt	Not Acceptable Skirts	Acceptable Trousers	Not Acceptable Trousers
			

- Belts- Plain black belt only. Unacceptable items include belts of other colours; large buckles and patterned belts.
- Socks/Tights- Plain dark socks only should be worn with trousers. Plain black opaque or flesh coloured tights or plain black ankle socks should be worn with the skirt. Knee high socks are not permitted.
- Shoes and Boots- Flat-heeled, plain, smart black leather or leather-look formal shoes. Plain, smart, ankle-height, black leather or leather-look formal boots. Shoes and boots should be worn with trousers covering ankles and have only black laces. Boots cannot be worn with skirts.

Acceptable Shoes	Not Acceptable Shoes	Acceptable Boots	Not Acceptable Boots
			

Unacceptable items include trainers - this includes plain black training shoes that look like shoes. Training shoes tend to have a sports logo and/or brand on them such as Adidas, Nike, Puma, Lonsdale, Umbro etc. They also have a rubber sports sole. These types of



shoes are not acceptable. Leisure trainers and/or casual shoes such as Vans and Converse are also not acceptable. High-heels, shoes with coloured sections. Suede shoes or boots. Pumps. Canvas shoes or boots. Boots above ankle-height, particularly military-style, construction worker-type, Dr Martens etc. Coloured or multi-coloured laces.

• Hats & Scarves

Hats should not be worn on the school site unless we have very cold or very sunny weather. No hats should be worn inside the school buildings. Scarves should not be worn inside the school buildings.

Students who attend school in incorrect uniform, including unacceptable footwear, will be lent the correct item from Student Services in exchange for a personal item (e.g. mobile phone) that will ensure that the students return the borrowed item at the end of the day. Refusal to wear these items will result in the student being placed in the Reflection Room. Repeated refusal to cooperate with our expectations may result in the student being given a suspension until they wear the correct uniform. Please note: it is not acceptable for students to be excused from wearing the correct uniform because they are waiting for repair or for items to be delivered. Alternative footwear for medical reasons may be considered but this is at the school's discretion.

B. Make-up- Years 7 and 8 are not allowed to wear make-up. Years 9, 10 and 11 can wear discrete amount but may be asked to remove excessive amounts. Eyeliner flicks are not allowed. Students refusing to remove make-up will be placed in the Reflection Room and parents/carers will be contacted. False eye lashes, coloured nail varnish and/or false nails are also not allowed.

C. Jewellery- No jewellery other than a watch, school badges and one, small, plain ear stud per ear may be worn. Other piercings such as spacers, lobes, forward helix, nose piercings and industrial piercings are not allowed. The school decision on this is final. If a student is unsure about the suitability of a piercing, they should check with their Progress Leader before having it done. The wearing of jewellery in PE is not allowed for health and safety reasons. PLEASE NOTE: necklaces and jewellery should not be worn.

Acceptable earrings	Not Acceptable earrings	Acceptable Jewellery- watch	Not Acceptable jewellery
			

PLEASE NOTE: it is not an acceptable excuse for a student to ask to wear unapproved jewellery to prevent a pierced ear or nose from closing up. Covering piercings with a plaster or another item is not acceptable. In these circumstances, a student refusing to remove an item of jewellery will be placed in the Reflection Room and parents/carers will be contacted.



D. Hairstyles- Long hair should be tidy, should not cover the eyes and should be tied up for health and safety reasons during certain lessons such as PE, Science and Technology. Hair slides/bands/scrunchies should be plain in colour and design. No other hair accessories such as bandannas, flower garlands or flowers are allowed. We also do not allow any haircuts below a blade 2

Not Acceptable colours	Not Acceptable Hair cuts
	

Parents/carers should not allow their children to have hairstyles that break the rules during term time. If these instructions are not followed, students will be placed in the Reflection Room and parents/carers contacted. Please bear in mind that hair dyes take several days to wash out and tramlines take several days to grow back. Please save experimentation for the summer holiday.

Not acceptable: Colouring that stands out and is obviously different from the students' natural hair colour (e.g. pink, blue, green, red etc.); tramlines; shaved areas that leave hair at different lengths; hair shaped into patterns.

Please be aware of recent trends where the sides and back of the head are cut short leaving a distinct line/edge between that area and the rest of the hair (sometimes known as an 'undercut' or 'disconnection'). This type of haircut is not allowed.

E. Tattoos- Students are not allowed to have tattoos.

F. No Balaclavas/face coverings (unless for medical purposes)





Higham Lane School

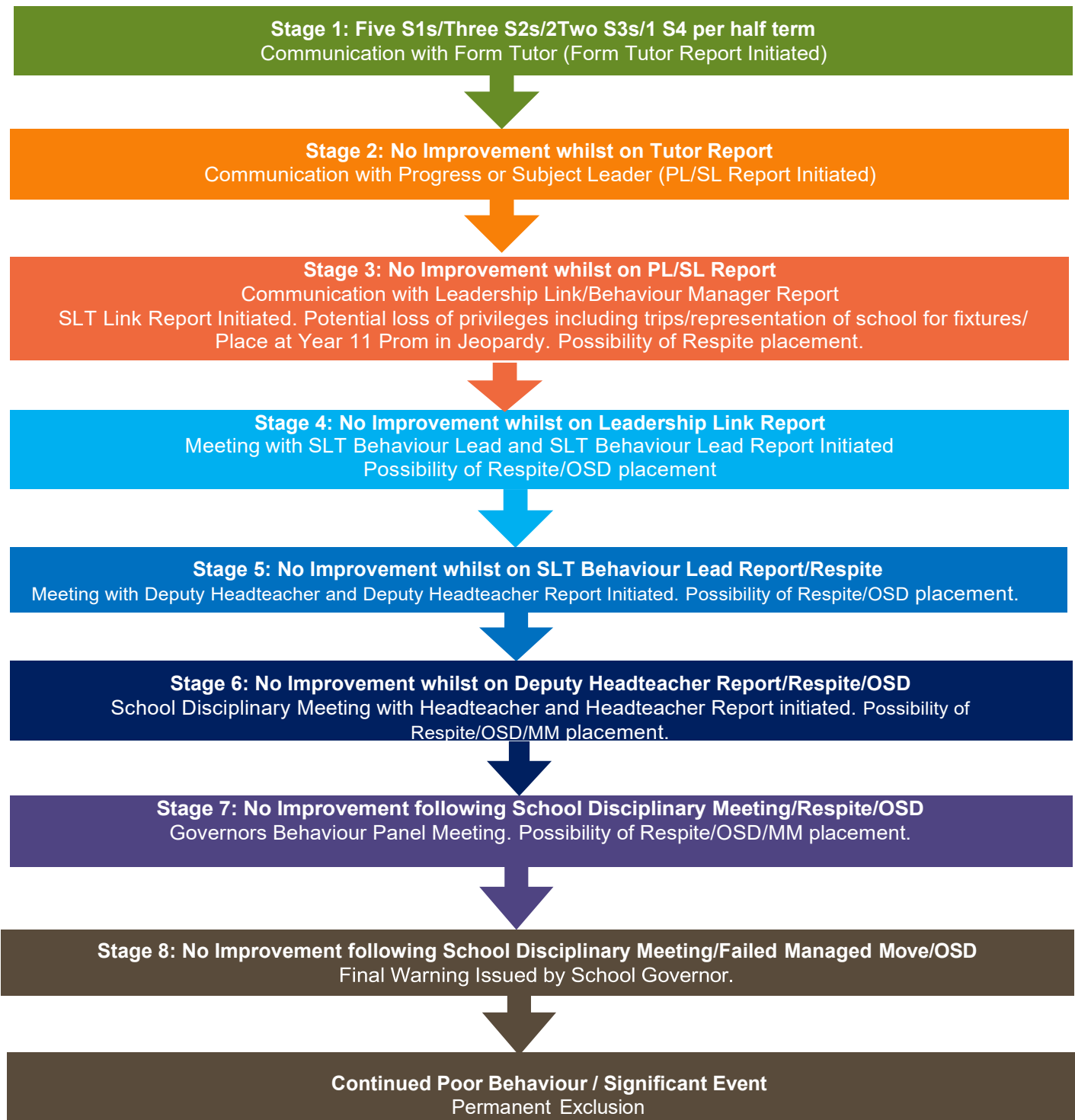


### Appendix 7- Expectations for equipment





## Appendix 8- Stages of Intervention



Higham Lane School reserves the right to escalate the behaviour policy based on staff professional judgement or due to any significant incident, including bringing dangerous/banned items onto school site. This includes any type of bladed article, weapon or modified weapon or drugs/drug related paraphernalia of any kind. This is not an exhaustive list. Higham Lane School reserves the right to utilise Respite, Off-Site Direction, Managed Move or Permanent Exclusion at any point if considered appropriate to the student's behaviour.



## Appendix 9- Mobile Phone and Devices Policy

Mobile devices are not permitted to be seen or heard on the school site, this includes before, during or after the school day, in accordance with the DfE Guidance 2023 on Mobile Phones. This includes inappropriate use of Smart watches e.g. sending messages via Smart Watch.

Any device seen, heard or used on the school site will be confiscated. This is in accordance with DfE Guidance 2011 on the confiscation of student property. A student will be issued with a Step 2 (S2) 45-minute same day detention, however, if they refuse to have their mobile phone confiscated this will result in a Step 3 (S3)- 1-day Inclusion + 45-minute Detention.

During PE lessons, the changing rooms are locked, mobile phones are collected at the start of lessons and other valuables should be left in bags during the lessons. The school takes no responsibility for the damage or loss of valuables whilst on school site.

