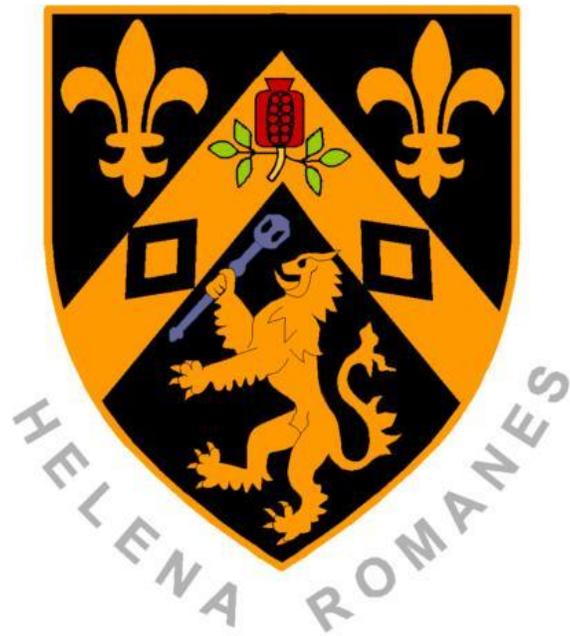


# The Helena Romanes School



## Behaviour Policy

## **Introduction**

The Helena Romanes School believes that good behaviour creates a climate where effective learning can take place. The Student Discipline policy along with the Behaviour for learning framework is set up to:

- promote self-discipline and proper regard for authority amongst young people.
- encourage good behaviour and respect for others
- secure a standard of acceptable behaviour where students are encouraged to uphold the school ethos of honesty, respect and care for each other.
- embed moral values and create a fair and realistic regard for right and wrong.

We recognise that it would be both difficult and inadvisable to give hard and fast procedures for dealing with inappropriate student behaviour, as every situation is different.

## **Our Principles**

The Governing Body believe that in order to enable effective teaching and learning to take place good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:-

- promoting good behaviour and discipline, rather than simply punishing bad behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and proper relationships based on mutual respect;
- ensuring fairness of treatment for all; encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention; providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

## **Roles and Responsibilities**

**The Governing Body** will establish in consultation with the Headteacher, staff, parents and

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carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and to parents and carers, is non-discriminatory and the expectations will be clear. Governors will support the school in maintaining high standards of behaviour.

**The Headteacher/Senior Leadership Team (SLT)** will be responsible for the implementation and day to day management of the policy and its procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and SLT.

**Staff** including teachers, support staff and volunteers will be responsible for ensuring that the policies are followed, and consistently and fairly applied. Mutual support amongst staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and its procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, cultural, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

**Parents and Carers** are responsible for the behaviour of their child both inside and outside the school and they are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy.

**Students** are expected to take responsibility for their own behaviour and are made fully aware of the school policy procedure and expectations. Students also have a responsibility to report incidents of disruption, violence, bullying and any form of harassment.

**The procedures** arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community. **The procedures will be based on mutual respect.**

## **Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards will be one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and that it is clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

## **Sanctions**

Sanctions will be needed in response to inappropriate behaviour. A range of sanctions are clearly defined in the Behaviour for Learning framework. Behaviour and sanctions are analysed in the Student Welfare Analysis Report each half term.

## **Training**

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support staff and students.

## **Involvement with outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **The Law**

The Education and Inspections Act 2006 gives all teachers and other staff in charge of students power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct.

The 2011 Education Act in Part 2, Discipline, provides updated guidance on:

- The power of members of staff to search students
- Exclusion of students from schools in England
- Repeal of requirement to give notice of detention to parent

Here, at The Helena Romanes School we employ an appropriately wide range and scale of disciplinary sanctions, allowing responses that are reasonable and proportionate.

Sanctions will be used to:

- Impress on the perpetrator that what he or she has done is unacceptable
- Deter the student from repeating that behaviour
- Signal to other students that the behaviour is unacceptable and deter the repetition of similar behaviour.

It should be emphasised that good discipline is a product of a partnership between school and home. However, while taking individual parental views about a particular issue into account, the school must reserve the right to make the final decision. By placing their children in our charge, parents accept the policies and procedures outlined in this document. It would be neither fair nor practicable for parents to be selective over such an important matter.

## **Use of physical restraint**

Where at all possible, staff should call for the support of Student Managers or SLT, where a situation is developing and physical restraint may be required.

If a member of staff is unable to wait for support and feels the need to intervene physically to carry out their duty of care they should do so. The following is taken from the DfE guidance:

What is reasonable force?

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

When can reasonable force be used?

The guidance offers the following examples of when it would be appropriate to use reasonable force:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so (Always call for assistance).
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others. (Generally at HRS not impeding a student and allowing them to leave a classroom avoids a physical escalation. The student can be followed up by contacting Student Managers).
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

A clear point is made that force should never be used as a punishment and that to do so would be unlawful. It would actually constitute an assault.

## **Screening and searching students, including items which are prohibited and may be searched for (Updated advice from Searching, Screening and Confiscation, DfE 2104)**

Staff at the school have the power to search a student if it is suspected that they are in possession of an item that the school rules identify as prohibited. Schools are not required to have formal written consent from the pupil for this sort of search.

Staff are required to notify a member of the Student Manager Team if they suspect that a

student is in possession of a prohibited item.

Examples of banned items in school:

- Drugs/drug paraphernalia
- Weapons such as firearms/replica firearms/knives or any item that staff suspect could be used as a weapon
- Alcohol
- Fireworks
- Tobacco/smoking paraphernalia (including e-cigarettes)
- Pornographic images
- Items suspected as stolen
- Any item which could be used to commit an offence
- Any item that could cause personal injury or damage to property
- Banned foods such as energy drinks or chewing gum
- Any item that the school considers prohibited

### **Searching with consent**

If a pupil is suspected to have a prohibited item in his/her possession, a Student Manager/SLT will instruct the pupil to turn out his pockets or bag. Any prohibited item(s) would be confiscated and school sanctions would be applied. The school will retain and/or destroy any item found as a result of a “with consent” search.

### **Searching without consent**

A pupil refusing to co-operate with a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

The member of Student Managers/SLT searching should be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. Student Managers/SLT can carry out a search of a pupil of the opposite sex to them and without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The school may also seek the assistance of the police if the suspected item(s) are of a serious nature such as illicit substances or weapons.

Any prohibited items found as a result of a ‘without consent’ search will be retained, disposed of or delivered to the police as the school deems appropriate. School sanctions would be applied.

## **The power to discipline beyond the school gate**

Section 89(5) of the Education Act 2006 gives Headteachers the power to regulate students' behaviour when off school premises and not supervised by school staff to such extent as is reasonable.

Disciplining beyond the school gate covers the school's response to inappropriate behavior which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school will make an appropriate response to any inappropriate behaviour when a student is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Each incident will be judged on:

- The severity of the behaviour
- Whether the behaviour could have repercussions for the orderly running of the school or poses a threat to other students or staff e.g. bullying a student or insulting staff
- Pose a threat to another pupil or member of the public
- How it affects the reputation of the school
- If the misbehaviour might affect the chance of other students being offered similar work, study or sporting opportunities in the future

Sanctions will then be applied in line with the school's normal procedures

Incidents on school transport will be dealt with in liaison with the school's transport operator and may result in a verbal reprimand, a letter to parents, a fixed term ban from school transport or a permanent ban from school transport.

## **Raising standards**

This document summarises the school's policies concerning discipline and attendance issues. These policies were produced by a team of staff and were then modified after consultation with teachers and students in staff meetings.

### **Aims**

- To celebrate success and achievement and to motivate by use of rewards
- To have a clear, consistent and structured approach to disciplinary matters and use of sanctions
- To make expectations clear and raise standards

### **Regular checks/monitoring**

#### **By SLT**

Each week the Headteacher and other members of the Senior Leadership Team (SLT) will schedule Learning Walks during which they visit classrooms, checking attendance, dress code, work, behavior, learning and progress etc.

#### **By HoFs, DoLs, ADoLs and Head/Deputy Head of Sixth form**

- Similar checks for the appropriate year groups

#### **By form tutors**

- Spot checks: equipment and dress code
- Planners – regular checking

### **Sanctions**

#### **General discipline issues**

All staff aim to be 'firm, but fair'. Staff will ensure that a consistent approach is adopted, based on mutual respect.

The teacher concerned will deal with problems of indiscipline in the first instance. If necessary, other staff such as a Head of Faculty, Student Manager or a DoL may become involved.

The types of behavior and resulting sanctions are detailed in the Behaviour for Learning Framework which can be found under School Policies on our website. Behaviour is dealt with in a staged approach with the stages escalating in the event of behaviour not improving. More serious instances of indiscipline may warrant immediate action higher up the sanctions scale and the involvement of Senior Staff. Such instances will be investigated by Student Managers and referred to DoLs/SLT.

#### **Sanctions**

The details below gives an indication of the degree of sanction that may be used, but is not a prescriptive list to be followed in strict hierarchical order.

Incidents are recorded on student files using SIMS.

Sanctions that may be used:

- Verbal reprimand
- Faculty Referral
- Written apology
- Detention - break, lunchtime or after school

- Service to the school e.g. picking litter, cleaning desks
- Letter to parents or parental interview in school - in both these cases the Head of Faculty, Head of Student Welfare or DoL will be involved
- Student being on report – this may be to a Head of Faculty for an individual subject or to Head of Student Welfare, DoL or SLT to monitor general behaviour.
- Withdrawal for a lesson for a limited period in the subject where a problem has arisen, in consultation with the Head of Faculty Ban from trips, school activities etc. (where behaviour has given cause for concern about participation in such activities)
- Isolation – the length of isolation will depend on the severity of behaviour
- Internal Exclusion – length determined by severity of behaviour
- SLT Behaviour Panel meeting
- Fixed Term Exclusion - this will always involve the Headteacher or, in his/her absence, a Deputy Headteacher.
- Modified Timetable
- Work Placement
- Pastoral Support Plan
- Head's Final Warning
- Managed Move
- Alternative Education
- Governor's Final Warning
- Permanent Exclusion - this will always involve the Headteacher or, in his/her absence, a Deputy Headteacher.

A Student Welfare report is produced each half term to inform SLT and DoLs about a range of patterns and trends in each group such as - behaviour, detentions, isolation/exclusions, attendance and punctuality. This data is analysed by the DoL in line management meetings and actions are then added to the DoL's development plan. The SIMS weekly behaviour log is sent to the Directors of Learning who share this with their tutor team allowing tutors to suggest appropriate action at year team meetings. A behaviour points system was introduced in Sept 2013 to inform parents via e-mail when a student reaches a specific number of behaviour points. A specific action is initiated at each level, eventually resulting in parent meetings with the DoL, Head of Student Welfare and SLT.

### **Lateness**

This includes both lateness to school (registration am/pm) and lateness to lessons and is recorded on SIMS (School Information Management System).

### **Punctuality**

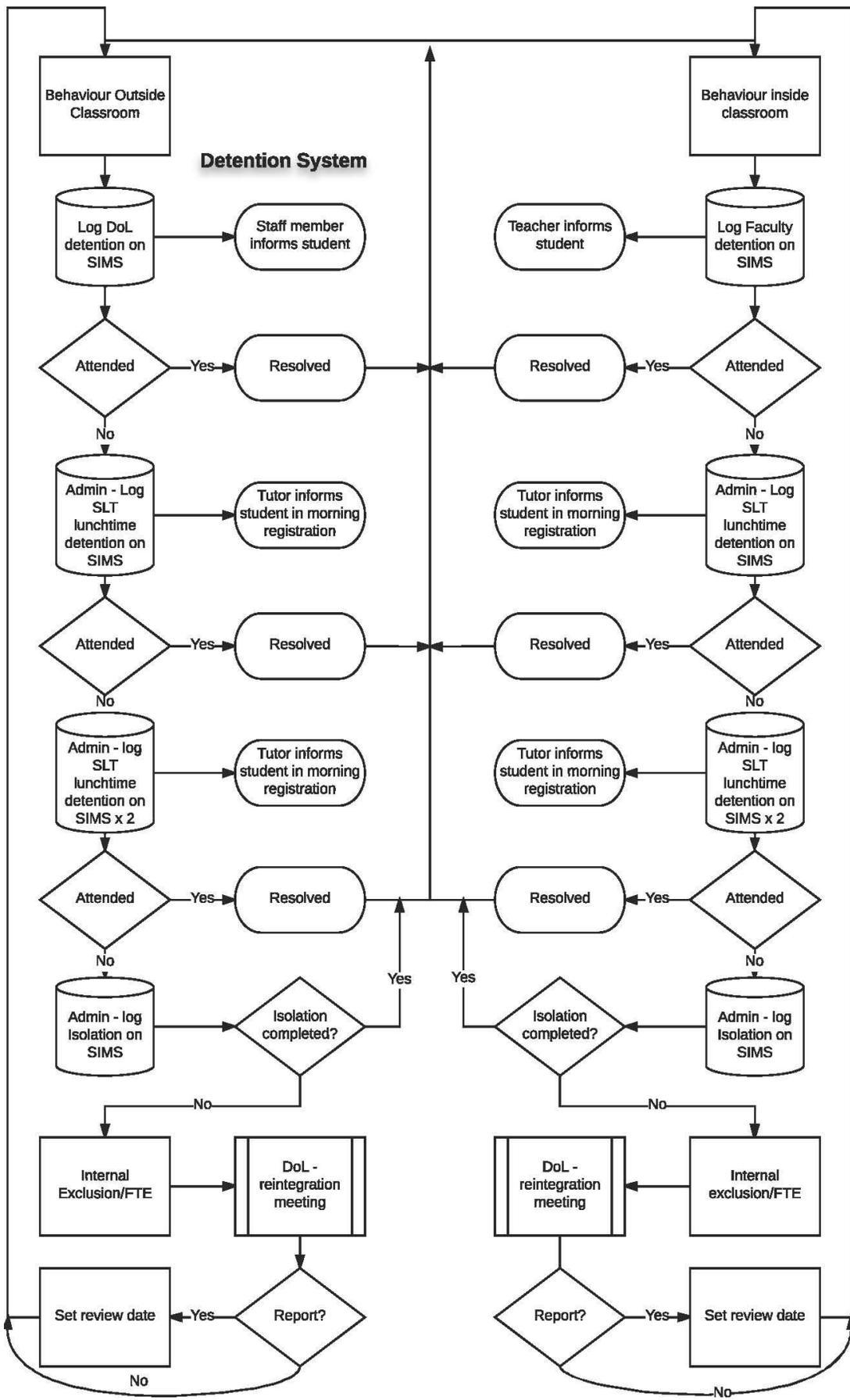
We actively encourage students to be on time to school and lessons and believe when a student arrives late they are actively disrupting the learning of their peers. To ensure parents and carers are aware of their child's punctuality an email will be sent if their child is recorded as late at registration to notify parents of their child's tardiness. If punctuality does not improve a meeting will be arranged between the school, parents and child to put support in place to ensure long lasting improvements are made.

### **Lateness to lessons**

Appropriate action will be taken by the subject teacher when, without good reason, a student is late. This may include the use of detention.

- If it becomes apparent that there is a pattern of lateness, action will be taken by the appropriate Head of Faculty, DoL or tutor.
- Persistent offenders across several subject areas, identified via SIMS will be put on an attendance/punctuality report, supervised by the appropriate DoL.

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# Exclusions Policy

## Behaviour

Forms of behaviour that might lead to exclusion are detailed in the Behaviour for Learning Framework.

## Support (PSP)

It is likely that many of the following steps will have been taken as part of a Pastoral Support Programme (PSP):

- Fixed-term exclusion
- Student has been on report to Director of Learning (DoL)
- Regular meetings with parents
- Assessment of the student's special needs
- Use of our own internal support structures
- Use of Essex Windscreen of Need
- Use of external LA support services if available, e.g. Educational Psychologist
- Warnings of likely permanent exclusion
- Use of home/school contract

## Governor Disciplinary Panel:

Students may be required to attend a Governors' Disciplinary Panel, accompanied by their parents, if they repeatedly fail to meet the school's expectations. If a student or their parents refuse/fail to attend the Governor's Disciplinary Panel (taking into account reasonable attempts to schedule or reschedule the Panel in line with parent's work or caring commitments), the school may consider higher level interventions or sanctions up to and including Permanent Exclusion. A behaviour contract will be signed at the meeting and the contract will be held on the student's file for future reference to ensure the student is complying with the agreed targets.

## Fixed term Exclusions:

The 2006 Education Act outlines the law in relation to school discipline from September 2007. These are summarised below:

- Fixed term (i.e. temporary) exclusions may be up to 45 school days in one year. The Helena Romanes School can exclude a student for one or more fixed periods not exceeding 45 academic days in any one school year. The limit of 45 days applies to the student and not to the institution. Therefore, any days of fixed exclusion served by the student in any school or PRU in the same school year will count towards the total.
- From September 2007 schools must arrange full-time education from and including the sixth day of any period of fixed term exclusion of six days or longer. The education must not be provided at the school.
- Section 5 of the Act gives school legal backing to detain students after school on disciplinary grounds. (In effect schools can place a child in detention without parents' permission).

Review of the 2011 Education Act pertaining to exclusions did not necessitate any amendments or modifications to our existing policy and procedures with regard to exclusions.

If your child is excluded from school you will be responsible for his/her whereabouts during school hours for the first 5 days of any exclusion.

- If your child is excluded from school and is found in a public place, during school hours, without good reason, then you are liable to a fine.
- If your child is excluded from school, work will be set by the school, and it is important that the work is completed and returned to school.

- If your child is excluded from school a re-integration interview will be arranged which you must attend. - If parents do not attend, the student will be placed into isolation for one school day and the re-integration will then take place without the parents if they are unable to attend a rearranged meeting.
- You could become subject to a parenting order if you do not engage.

Following a Fixed Term Exclusion a re-entry meeting with the student and parent/carer will be arranged to address any identified needs and support the students return to school. The student will go on to a Report for a designated period upon their return and behaviour targets will be agreed; if necessary a behaviour contract will be signed by student, parents/carers, DoL.

### **Permanent Exclusion**

Permanent exclusion is a last resort. One of our guiding principles will be that the continual presence of the excluded student would have an adverse effect on other students. All students are entitled to feel safe at school and have an education which is not disrupted by others.

Normally permanent exclusion will take place following a long and documented record of unacceptable behaviour. Exceptions to this would include serious breaches of S4/S5/S6 behaviour (see Behaviour for Learning Framework) or supplying drugs. In addition, the Student Discipline Sub-Committee of the Governing Body will meet to consider a student's future at the school whether or not the parents wish to make representation.

There are three exceptional circumstances in which individual students may be removed from the school site, namely where:

- There is sufficient evidence that a student has committed a disciplinary offence. In these circumstances the student may be excluded from the School for a fixed period or permanently.
- A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated off site for a fixed period, subject to review at regular intervals. This is not an exclusion.
- A student is accused of having committed a criminal offence within the school's jurisdiction, which will necessitate a report being made to police. In such cases the Headteacher may exclude a student pending further investigation by police, for the protection of the victim (where applicable) and the student against whom the allegation has been made. This will be until such time that the police are happy for the school to make its own investigations without impeding those of the police.
- A student's presence on the school site represents a serious risk to the health or safety of other students or school staff. In these circumstances the Headteacher may send the student home that day after consultation with the parents. This is not an exclusion and may only be done for medical reasons.

### **The decision to exclude will be taken:**

- a) In response to serious breaches of the school's discipline and behaviour policy and
- b) If allowing the student to remain in school would seriously harm the education or welfare of the others in school.

Only the Headteacher, (or, in the absence of the Headteacher, a Deputy Headteacher) can exclude a student.

### **Factors to consider before making a decision to exclude:**

Before deciding whether to exclude a student, either permanently or for a fixed period, except where to do so could impede a police investigation (as above), the Headteacher will:

- a) Ensure that a thorough investigation has been carried out;
- b) Consider all of the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended;
- c) Allow the student to give his or her version of events;
- d) Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment;
- e) If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the governing body.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher may exclude the student. However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.

### **Setting work**

In the case of a permanently excluded student, the Headteacher will plan for the student's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the student's name will be deleted from the school roll.

### **Informing parents about the exclusion**

Whenever a Head excludes a student, the parent will be notified, ideally by telephone, then by a letter within one academic day. Letters of notification of exclusion will state:

- (a) for a fixed period exclusion, the precise period of the exclusion;
- (b) for a permanent exclusion, the fact that it is a permanent exclusion;
- (c) the reasons for the exclusion;
- (d) the parent's right to make representations about the exclusion to the Governing Body and how the student may be involved in this;
- (e) the person whom the parent should contact if they wish to make such representations.

### **Drugs**

Drug misuse is defined as taking a substance which harms or threatens to harm the physical or mental health or social well-being of an individual, or of other individuals or which is illegal. Within this definition we place

- alcohol
- tobacco products of all types
- e-cigarettes (including vaping pens, "mods", any device which contains vaping oil or any similar device or substance)
- solvents
- illegal drugs
- "legal highs" or any similar substance

### **Sanctions**

These sanctions apply both on the school premises, en route to and from school and on school visits/residential trips.

### **Smoking**

Helena Romanes is a non-smoking site for all staff, students and visitors. Sanctions will be put in place for students caught smoking and those associating with smokers. This also applies to E-Cigarettes.

### **Alcohol and solvents**

Any pupil intoxicated or found to be using alcohol or legal solvents on school premises will normally be given a fixed-term exclusion, the length depending on individual circumstances.

### **Illegal Substances**

Possession, possession with intent to supply or the actual supply of illegal substances will normally result in permanent exclusion and may also be reported to the police.

### **Uniform**

Uniform plays an important role in setting the correct tone for learning. The Helena Romanes School believes in the adage “*dress smart, think smart*” and, accordingly promotes high standards of personal presentation.

The correct wearing of the school’s uniform is also an essential element of the school’s anti-bullying policy and supports the school’s drive against the premature sexualisation of students. It should be noted that some aspects of the school’s uniform policy are also vital to ensure the safety of students at the school; for example, when moving around potentially crowded corridors or in PE lessons.

By applying to attend The Helena Romanes School, parents/carers and students agree to adhere to the following uniform code; no other clothing may be worn. If parents/carers have any financial difficulties in this matter, then please contact the school.

Uniform is to be purchased only from authorised suppliers. Alternatives are not acceptable.

Uniform must be worn in full and correctly at all times, including in lessons, and to and from school whether on a school or public bus, walking or using another means of transport. Blazers and ties may be removed when playing outside during morning break or lunch break but must be put back on when entering the school buildings. Blazers may only be removed during lessons with the express permission of the teacher in a particular lesson and must be put back on when leaving that classroom.

For the avoidance of doubt, wearing the uniform correctly means that blazer sleeves must not be rolled or pushed up, shirt sleeves must not be rolled or pushed up, shirts must be tucked in, kilts must not be shortened or rolled up, all shirt buttons must be done up; modifications to the uniform are not acceptable. Kilts are available in two lengths: 20 (twenty) inches and 22 (twenty-two) inches; the appropriate length must be worn. Students taller than 5’4” will be expected to wear the longer length; skirts must not be shortened in any way.

Pupils not wearing approved school trousers or kilt or wearing them incorrectly, or not wearing appropriate shoes will be given a school-purchased alternative to wear for the duration of that school day. In such instances, where incorrect items are worn, parents/carers will be notified and must ensure that the student wears the correct uniform and/or shoes within 5 (five) school days of the incident.

Outdoor wear (such as coats, scarves, gloves and hats) should be plain, dark-coloured and without any logo or decorative adornments (such as sequins, ribbons, studs, hooks, loops etc.). Coats, scarves, gloves, hats and similar outdoor wear may not be worn inside school buildings and must be removed upon entry. Hoodies, sweatshirts and similar items may not be worn at any time.

Shoes must be black and made of either leather or leather-look materials. They must have a hard, black sole, must support the foot adequately and not go above the ankle. They must have enclosed toes and heels. Sling-backs are not permitted. Boots of any style or length (including ankle boots) are not permitted. Shoes must fasten with laces or Velcro; coloured or decorative laces are not permitted. Heels must be less than one inch and platform or built-up soles are not

permitted. Any shoe which has the appearance or partial appearance of a trainer or sports shoe is not acceptable. Ballet-pump type shoes or slip-on shoes which do not adequately support the foot or which may slip off are not acceptable. Stripes, logos, buckles and other shoe adornments (e.g. stripes, soles which are not black, gold bows, shiny buckles etc.) are not permitted. Shoes of any type which are made of canvas, suede or any non-leather or leather-look material, including plimsolls, are not permitted.

Piercings- A single plain stud earring is permissible in each ear. Hoops, bars and facial piercings such as those in the nose, lips or eyebrows are not permitted. If a student is seen with an unauthorised facial piercing they may be sent home or isolated until it is removed or a clear plastic non-protruding retainer is used. We would ask parents and students to think carefully about when piercings are done, preferably during summer holidays, so that they can be removed safely for PE lessons.

Nail varnish, false or acrylic nails are not permitted. Make up is not permitted in Years 7 to 9, from Year 10 make up should be discreet. Students will be asked to remove make up if it is seen to be excessive.

Extreme hairstyles are not acceptable and hair should be of a natural colouration.

Socks must be black or navy blue; they must be ankle length. Socks must not have any decoration, pictures or trimming. Trainer socks and bare feet are not acceptable. Leggings, whether worn with socks or not, are not permitted. The wearing of socks over black tights is not permitted. Ankle socks may only be worn over plain / flesh-coloured tights.

Items of PE uniform may ONLY be worn in PE; items of general uniform must NOT be worn in PE; and vice versa. For example, the general uniform specifies black or navy blue socks, or tights whilst the PE uniform permits white socks or school team socks. White socks may NOT be worn with general uniform and black or navy socks, or tights of any colour may NOT be worn during PE.

If a pupil is cold and wishes to wear an extra garment under the uniform shirt it must be plain white, without any logo or any decoration, and must not be visible above the neckline or beyond the cuffs of the shirt.

Underwear should not be visible at any time. In particular, vests and brassieres should not be of a colour or style which is visible through the shirt.

If there is a valid, temporary reason as to why a student is unable to wear the correct uniform, then the parent/carer must send a written, dated letter to the relevant head of year, with an indication of when the issue will be resolved. It is not acceptable for "temporary" issues to last for more than two weeks unless written medical evidence is also provided.

## **Boys**

Burgundy blazer with embroidered badge  
Grey trousers with fleur-de-lys logo

White shirt with fleur-de-lys logo  
HRS school tie  
Black formal shoes  
Black/navy socks  
Plain black belt (optional)  
HRS school jumper(optional)

### **Girls**

Burgundy blazer with embroidered badge  
HRS plaid kilt or grey trousers with fleur-de-lys logo  
White shirt with fleur-de-lys logo  
HRS school tie  
Black formal shoes  
Plain black/navy or natural tights or black/navy ankle socks  
HRS school jumper(optional)

### **Mobile phone and other technologies policy**

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This applies to mobile telephones, headphones and all similar equipment (music devices, games devices, smart watches etc.). Any reference to “mobile phone” also includes any other, similar equipment.

The presence and misuse of such devices in school can be a considerable source of disruption to lessons. They can also cause behaviour issues outside of lessons such as online bullying and abuse, as well as causing delays during lesson changeovers.

The school recognises that, given the rural nature of its location, some students may need to be able to contact parents/carers on the way to and from school. Therefore, if a student chooses to bring a mobile phone to school, he/she does so entirely at his/her own risk. Any mobile phone brought to school must be switched off (not just “on silent”) whilst on school premises during the school day.

If a parent/carer needs to contact their child in an emergency, then the parent/carer must contact the school’s student reception who will relay a message. If a student needs to contact a parent in an emergency, then he/she must do so through student reception.

As a result, students do not need access to mobile phones during the school day (8.40am – 3.10pm), mobile phones must not be used during these times. Any device seen or heard will be confiscated.

## **Attendance and punctuality**

Agreed by Governors 30-01-18  
Reviewed and agreed by the Trust Board 03-09-19  
To be reviewed September 2020

Regular attendance at school is essential to the achievement of a student's potential. Irregular attendance can have a significant impact on a student's learning.

For example, 80% attendance is the same as 20% absence. This means that a student is absent, on average, one day every week. Over the Key Stage 3 and 4 years, this means that student with 20% absence would effectively have been absent for an entire year.

For 90% attendance (i.e. 10% absence), the effective absence over Key Stages 3 and 4 is three half terms or half a year.

For 95% attendance (i.e. 5% absence), the effective absence over Key Stages 3 and 4 is approximately 10 weeks.

The school monitors attendance on a continuous basis. The Attendance Officer produces regular reports which are discussed with the Director of Learning and students whose absence is a cause for concern are identified and follow-up action taken.

Where possible, medical and other appointments should be made for out of school hours. Where this is not possible, prior written notification should be given to the school by supplying a copy of an appointment card or similar evidence.

When a child is absent through illness or other unforeseen circumstances, the school should be notified as soon as possible and in any case no later than 9am on each school day of absence. If such notification is not received, then the school's truancy procedures will be initiated.

The school does not authorise absence for holidays except in the most exceptional circumstances. Where the school has reason to believe that the reasons given for absence are not accurate, a home visit may be undertaken. Parents/carers who allow their child to be absent from school without authorisation may be fined under the relevant legislation.

The school day starts at 8:40 when students are expected to be on-site, ready to move to morning registration. Morning registration is at 8:45. Any student arriving between 8:45 and 9:05 should go to their form where they will be marked present but late by their form tutor, who will note how late the student is. Any student arriving after 9:05 must sign in using the automated system at student reception; this will record how late the student is.

Registers are taken throughout the day at the start of each lesson. Students must arrive promptly for lessons. Any lateness will be challenged by the teacher and recorded. If there is not an appropriate reason for the lateness, then the number of minutes late will be recorded on the school's registration system.

Lateness is monitored and as soon as accumulated late minutes reach the equivalent of one hour, the student will be required to attend an after-school detention to make up the lost time.

## **Food and drink**

Students are added to the school's biometric payment system for the purchase of food and drink on the school premises. It is the responsibility of parents/carers to ensure that their child's account has adequate funds. Students may only purchase items from the school's food outlets if there are sufficient funds on their account as credit will not be given. If you do not wish your child to be included in this system, then please contact the school.

Adequate nutrition is a vital to student well-being. Research has shown that it can have a direct impact on behaviour, ability to concentrate and learning. With this in mind, the school offers breakfast, mid-morning snacks and lunch at its catering outlets. If parents/carers chose to provide their child with home-prepared food and/or a packed lunch, then we would ask that appropriate consideration be given to ensure that it is as nutritious as possible. Parents are requested to avoid products which have little nutritional value, can create "sugar highs" and which can cause problems with litter (e.g. packets of crisps, packets of biscuits, sweets, products with high levels of artificial colourings).

Energy, high-sugar and caffeinated drinks are not permitted (e.g. Red Bull, Monster, full-sugar carbonated drinks etc.) on the school premises at any time.

Chewing gum and similar products are not allowed on the school premises at any time.

Food and drink purchased in the school's indoor dining halls must be consumed within the hall where it is purchased. Products purchased from one of the school's outdoor outlets must be consumed outside the school buildings and may not be brought into the school buildings. Students who bring food and drink from home may consume it either in the old gymnasium (at lunchtime) or outside the school buildings. Food and drink may not be consumed in school corridors, classrooms, stairwells or any other similar indoor area.

All litter must be placed in the bins provided. The school operates a rewards system to recycle packaging from its catering outlets and students are encouraged to participate.

Students should ensure that they drink adequately during breaks. Students are not allowed to drink during lessons, unless permission has been given by the teacher. If such permission is given, then only plain, still water may be drunk. When used in a classroom, water bottles should be not be larger than 500ml and should not have been pre-frozen or have lumps of ice inside them.