



# Highlands School

## Positive Behaviour Policy

Date of Last Review	November 2017
Next Review Due	November 2019
Governors Committee	School Priorities

## Highlands School Positive Behaviour Policy

### Aim

At Highlands School we want to create a positive environment in which everyone can fulfil their individual potential and develop self esteem. We want high quality teaching and learning in lessons, high quality relationships and high quality surroundings. The purpose of this policy is to support the aims of the school community and to ensure that the conduct of all members of the school community is consistent with the values the school holds both at school and in the wider community. We welcome and actively seek the support of parents / guardians in educating students to behave in a responsible manner. In the application of this policy the school will take account of the Disability Discrimination Act.

### The rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning

We aim to encourage appropriate and positive behaviour by the acceptance of all adults, students and parents involved in the school of a common responsibility for maintaining good discipline and promoting and implementing the school's "Code of Conduct" and "Home School Agreement for years 7-11" and "the 6<sup>th</sup> Form Learning Contract" for years 12 and 13. The Code of Conduct is the guiding document for establishing good behaviour in the school. The Home School Agreement and 6<sup>th</sup> Form Learning Contract are the basis for the establishment of a three way partnership between student, parent and school.

### Our Code of Conduct

**At all times we will show consideration, tolerance, respect & understanding for all members of our community, for our resources and for our environment**

### ***AROUND SCHOOL***

**I will be respectful and in return I will be given the same level of respect on condition that I:**

- Treat others as I would like to be treated;
- Respect each others' cultures and our right to be individuals;
- Take a pride in how I look and what my school looks like;
- Look after the school buildings and equipment;
- Eat and drink in the dining areas;
- Don't use chewing or bubble gum;
- Keep to the right and not run when moving inside the school building.

## ***IN CLASS***

**I will be offered the opportunity to partake in all aspects of class work and be able to express my views and opinions on condition that I:**

- Listen to others when it is their turn to speak;
- Listen to the teacher whilst instructions are being given;
- Do not use terms of abuse, disrespect or rude language;
- Do not insult or deliberately provoke others.

### **I AM EXPECTED TO:**

- Come to class on time and if possible to notify my teacher in advance of any reason why I need to arrive late or leave early;
- Be suitably dressed according to the agreed School Uniform Policy;
- Wait for my classes and enter rooms in a respectful and orderly way;
- Avoid the unnecessary distraction of other students or teachers;
- Have the correct equipment, including a pen, pencil, planner, my books (if not left with the teacher), and homework if it is due.

## **OUR HOME SCHOOL AGREEMENT**

### **For years 7 - 11**

#### **The Student**

I shall:

- Attend school regularly and on time
- Wear the correct uniform without alterations or additions;
- Bring all the equipment and books I need every day;
- Use my School Planner to help my personal organisation;
- Do my classwork and homework as well as I can;
- Support the school's code of conduct by behaving in an appropriate way;
- Be respectful, polite and co-operative to members of staff and other students
- Treat with respect school property and that of others.

#### **The Parents/Guardian**

I/we shall:

- Work co-operatively with the school to answer any concerns or solve any problems which might affect my son/daughter's behaviour;
- Deal with the staff in a polite and respectful way;
- See that my son/daughter goes to school regularly, and avoid taking holidays in school time;

- See that my son/daughter goes to school on time, in uniform and properly equipped;
- Keep the school informed of any concerns or problems which might affect my son/daughter's work or behaviour;
- Support the school's policies and guidelines for behaviour;
- Support my son/daughter in homework and other opportunities for home learning;
- Attend parents' evening and discussions about my son/ daughter in order to work with the school to ensure his/her progress.

## **The School**

The school will:

- Work hard to ensure that its aims and aspirations become a day to day reality;
- Care for your son/daughter's safety and happiness;
- Provide a balanced curriculum and meet the individual needs of your son/daughter;
- Keep you regularly informed and consulted about general school matters and about your son/daughter's progress in particular;
- Offer a broad curriculum from 11-16 and a wide range of public examination opportunities;
- Invite your son/daughter to participate in a wide range of extra curricular opportunities;
- Work with you to solve any problems, which could affect your son/daughter's progress at school.

## **The Legal Framework**

At Highlands School, we are guided by our statutory powers set out in the Education and Inspections Act 2006. In applying the policy and particularly the sanctions of detention there is an expectation that staff adopt an approach that is both reasonable and appropriate to the circumstances. Following the enactment of the **Education and Inspections Act 2006** there have been significant changes to the power of schools to discipline pupils:

In School:

- Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct;
- All teachers and other staff in charge of pupils have the power to discipline;
- The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

Outside school premises:

- Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff;
- Regulation must be reasonable.
- Schools should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable.

Confiscation:

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy;

- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case;
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case;
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Detention:

- School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days;

Detentions are lawful if:

- Pupils and parents have been informed that the school uses detentions as a sanction; and
- The school gives parents 24 hours notice of detentions longer than 20 minutes outside school sessions. However, the school will, wherever possible give 24 hours notice for detentions longer than 20 minutes.

### **Rewarding Positive Behaviour**

At Highlands we believe that a comprehensive system of recognition and reward of positive behaviour and effort is a pre-requisite for achieving outstanding behaviour. We, therefore, have in place a wide range of rewards that include the following:

- Verbal praise;
- Written praise on work;
- House points;
- Acknowledgement at assemblies;
- Praise Postcards home;
- Telephone and letters home to parents and carers;
- Notes in planners;
- Faculty awards;
- Head of Year Awards;
- Awards at Achievement Evenings;
- Head teacher's award.

House points are awarded for:

- Exceptional presentation of work, application, classwork or homework;
- Exceptional kindness, politeness and helpfulness to another member of community;
- Showing outstanding leadership.

Students will be able to check the number of Year points achieved using INSIGHT. They can exchange Year points for vouchers from the e-shop in INSIGHT.



## The Sixth Form Learning Contract – Highlands School

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The Sixth Form Student Learning Contract sets out the agreement between student, parent and school and makes clear the expectations of each party.

### The school expects the student to:

- \* Attend all lessons and all other timetabled activities.
- \* Maintain overall attendance between 95% and 100%
- \* Complete work set on time and to an acceptable standard.
- \* Observe all health and safety regulations.
- \* Behave in a responsible manner and act as a role model to younger students.
- \* Respect others' right to learn in lessons.
- \* Maximise use of study periods to complete work and additional reading and research.
- \* Attend scheduled individual or group tutorials and take part in reviews of your progress.
- \* Use ICT appropriately and not for recreation
- \* Follow the sixth form dress code
- \* Take a sixth form leadership position in the school or outside the school (subject to approval) and complete a minimum of 20 hours.

School Copy

### The student can expect the school to:

- \* Provide subject teachers, who will:
  - o offer high quality teaching & learning,
  - o help you to manage your learning,
  - o set work, mark and return it within an appropriate timescale and give helpful feedback.
- \* Provide a form tutor, who will
  - o offer pastoral support and guidance concerning the sixth form leadership process
  - o promote personal development and offer support in developing essential skills,
  - o monitor attendance, behaviour and academic performance.
- \* Make regular and accurate reviews of progress and share these with you and your parents/carers through the Interim Report.
- \* Celebrate your achievements and find routes for accrediting your skills.
- \* Work with you and your parents/carers to identify concerns and formulate action plans as necessary.

### Progression to Year 13

In order to secure a place to continue study in the sixth form after Year 12, we expect that students have demonstrated an appropriate level of understanding.

- o For A level this is usually a grade E or better in the Year 12 examination
- o For BTEC this is usually a Pass or better in the units studied
- o All Year 13 students are required to take 3 subjects (or BTEC equivalents)

I have read and agree to the condition set out above that form the Sixth Form Learning Contract. I understand that my place in the sixth form is dependent on meeting these expectations and that my performance will be reviewed each half term.

Name of student \_\_\_\_\_

Signed \_\_\_\_\_ (student)      Signed \_\_\_\_\_ (parent)

Signed \_\_\_\_\_ (Director of Sixth Form)



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# REWARDS





Faculty Detentions		Year Detentions	Late Detentions
<b>1</b>	<ol style="list-style-type: none"> <li>1. First and final warning</li> <li>2. 30 min teacher detention</li> <li>3. Faculty call out – 45 min faculty detention</li> </ol>	Out of class contraventions of the code of conduct – 30/45 mins	<ol style="list-style-type: none"> <li>1. Same day 20 min detention</li> <li>2. 45 min year detention for non attendance</li> </ol>
SLT Detention			Saturday Detention
<b>2</b>	<ol style="list-style-type: none"> <li>1. SLT call out during a lesson</li> <li>2. Failure to attend faculty or year detention</li> <li>3. Other serious incident</li> </ol>		<ol style="list-style-type: none"> <li>1. For damaging reputation of school in wider community or damaging school community</li> </ol>
Internal Exclusion			
<b>3</b>	<ol style="list-style-type: none"> <li>1. 2 (or more) call outs in 1 or 2 days</li> <li>2. Consistently walking out of lessons</li> <li>3. 3 SLTs in a term</li> <li>4. Consistent disruption</li> </ol>		<ol style="list-style-type: none"> <li>5. Violent behaviour</li> <li>6. Not attending SLT detention</li> <li>7. Persistent offending</li> </ol> <p style="text-align: right;"><b><i>Parental Interview for re-integration required</i></b></p>
Green/Yellow Report, where appropriate Parents to sign report every day			
External Exclusion			
<b>4</b>	<ol style="list-style-type: none"> <li>1. Not responding to internal exclusion – no more than 3 internal exclusions in one term</li> <li>2. Criteria described in Positive Behaviour Policy</li> <li>3. 6 SLTs in a term</li> </ol> <p><b><i>Parental Interview for re-integration</i></b></p>		
		<b>Red Report where appropriate</b> <b><i>Parents to sign report everyday</i></b>	
		<b>PSP will be considered at this stage</b>	
<ol style="list-style-type: none"> <li>1. Generally set up after the first external exclusion, or turbulent behaviour in school</li> <li>2. Run by Head of Year – reviewed every 6-8 weeks</li> </ol>			

Disciplinary Behaviour Panel (Headteacher & Deputy Heads)			Governors warning
5	Pupil to see Stage 1 behaviour panel following three fixed term external exclusions (although there are exceptions)		Occurs after receiving three external exclusions following on from stage 1 behaviour panel, or if none of the previous is working
<b>Permanent Exclusion or Managed Move</b>			
6	<ul style="list-style-type: none"> <li>• Persistent bullying including racial or sexual harassment or homophobia (persistent as recorded in the sanctions system)</li> <li>• Actual or threatened violence against a member of staff</li> <li>• Serious actual or threatened violence against another pupil</li> <li>• Sexual abuse</li> <li>• Dealing in illegal substances</li> <li>• Second offence of possession of illegal substances</li> <li>• Possession of an item that could be used as an offensive weapon such as a knife</li> <li>• Persistent violence towards pupils</li> <li>• Actions that put the health and safety of any other member of the school community at serious risk</li> <li>• Persistent and malicious disruptive behaviour, including open defiance or refusal to conform with agreed school policies</li> <li>• Repeated breaches of the school code of conduct. These should be documented through the sanctions system and are likely to be after the student has been on a Pastoral Support Programme and there has been no improvement</li> </ul>		

## Sanctions

Sanctions are necessary for pupils who behave inappropriately and choose not to follow the School Code of Conduct. At Highlands School we accept that it is our responsibility to support those pupils so that they can make better behavioural choices in the future. As such all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on pupils to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modeling expected behaviours when intervening and interacting with pupils. Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

Adults are further expected to:

- Make clear they are dealing with the behaviour, rather than stigmatising the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- Avoid whole group sanctions that punish the innocent as well as guilty
- Never issue a sanction that is humiliating or degrading;
- Use sanctions in a calm and controlled manner;
- Encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community as part of everyday teaching and through the “Restorative Justice” opportunities provided.

## Sanctions: whole school strategies

**Common whole school strategies include:**

- **Note in student’s planner** to inform both parents and tutor of concerns regarding equipment/ behaviour/ application;
- **Referral Form** (letter template available from staff shared area) should be completed by the subject teacher and addressed to the Head of Faculty after a serious incident or repeated misbehaviour (with reference to Faculty’s procedures);
- **Incident report** (letter template available from staff shared area) should be completed by students independently after a serious incident and addressed to the relevant Head of Year or member of the behaviour team;
- **Referral for Racist incident** (pink forms are available from the main office) must be completed in every case of verbal/ physical racist abuse (template in Staff Handbook folder);
- **SLT Call-out for Behaviour Team**, with reference to the Faculty’s behaviour management procedures and the Ladder of Consequences. If the concern is about student defiance, SLT support must be requested specifically.

## In The Classroom

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom.

Adults are therefore expected to:

- Use the Ladder of Consequences;
- Deal with the issue as it occurs;
- Make it clear that they are condemning the behaviour not the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid whole group sanctions that punish the innocent as well as guilty;
- Avoid humiliating or degrading sanctions.

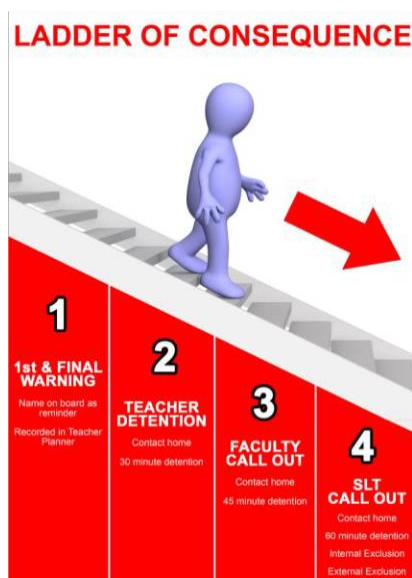
The following is guidance to classroom teachers on establishing good behaviour in lessons using the Ladder of Consequences:

**Stage 1** – for any offence issue a clear warning giving the student their first and final warning. This is not open to discussion in any way;

**Stage 2** – If the same offence or other offence is committed by the same student a 30 minute teacher detention is issued;

**Stage 3** – If the student offends again then a Faculty call out is made with a 45 minute Faculty Detention being issued (Stage 2 can be omitted for more serious offences);

**Stage 4** – For the most serious offences that might lead to a whole school sanction, a Senior Team call out is made. This can also be used if there is no response to a Faculty call out;



### Outside The Classroom

It is the responsibility of all staff to ensure that the school's behaviour policy is consistently applied. This responsibility applies before school, between lessons, during morning break, lunch and after school. Students on their way to school from home or on their way back home from school (all times when in Highlands uniform) are ambassadors of the school. At all times students are representing the school and are responsible for the reputation of the school. Poor behaviour during any of these times will be challenged and appropriate sanctions issued.

**Any of the following sanctions may be used in school as appropriate for misbehaviour inside or outside the classroom:**

- Verbal reprimand or warning;
- Detentions at lunchtime or after school. Children may be detained for up to 20 minutes at the end of the school day without prior notice. For longer detentions at least 24 hours notice must be given;
- Compulsory service to the school and/or its community including Saturday detentions;
- Withdrawal of privileges;
- Removal from a lesson/s;
- The setting of additional work tasks;
- Referral to Behavioural Mentor;
- Being on report in lessons and/or social times;
- Removal by Senior Leadership Team (SLT)/Behaviour team on call;
- Internal Exclusion;
- Fixed term exclusion;
- Permanent exclusion.

**Detentions**

School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days.

Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction;

Detentions can be issued by any member of staff at Highlands.

**Subject Teacher detentions** – issued and supervised by the class teacher – 30 minute detention

**Faculty detentions** – issued by class teacher or Head of Faculty and supervised by Faculty staff – 45 minute detention


**Year detentions** – issued by any member of staff for offences outside of the classroom - 30 or 45 minute detention.

Examples of infringements that would warrant a Year detention are:

- Incorrect uniform;
- Inappropriate behaviour in the corridors;
- Rudeness to staff (all staff);
- Refusal to follow instructions;
- Disrupting a lesson other than their own

**Senior Leadership Team detentions (SLT detentions)** – issued by Heads of Faculty/ Year for non attendance at Faculty/Year detention, SLT for serious offences. Supervised by a member of SLT 60 minute detention, non attendance results in a 90 minute detention.

**DETENTION NOTIFICATION**



Dear Parent / Carer,

I regret to inform you that it has been necessary to set

.....

of Tutor Group .....

a 30 minute detention       a 45 minute detention

for the following reason(s):

<input type="checkbox"/> Rudeness to staff	<input type="checkbox"/> Disrupting the learning of others
<input type="checkbox"/> Unacceptable uniform	<input type="checkbox"/> Other .....
<input type="checkbox"/> Refusing to follow instructions	.....

Period ..... Location .....

Staff Code ..... Date Issued .....

Date of Detention ..... To be held in Room.....

MUST BE COMPLETED IN FULL

**Community Debt (Saturday) detentions** – issued by Behaviour Team or member of SLT for offences against the school community e.g. vandalism, theft, offensive language in public. 2 hour detention.

**Late Detentions** – these will be set in line with our Punctuality Policy (Appendix D). The aim of Highlands School’s Punctuality Policy is to promote and support positive learning behaviour and readiness for learning and greater responsibility for being “in the right place at the right time”. Late detentions are issued for the same day. Parents will be notified through the INSIGHT system (email or SMS alert issued).

This policy makes it clear that Highlands school will use detentions as a sanction and that for any detention over 20 minutes at the end of the school day at least 24 hours notice will be given. Parents will be notified of a detention through the INSIGHT system (email or SMS alert issued). There will be a “late stamp” in the student planner where appropriate. Students receiving a year detention will be issued with a detention slip; parents can access details through INSIGHT. It is the responsibility of the pupil to bring these detentions to the attention of the parent or carer.

**Mobile Phones (see Mobile Phones Policy appendix A)**

Mobile phones are allowed in school, but only in line with the Mobile Phone Policy (Appendix A)

**“On Report” booklets**

The following “on report” booklets are used as a strategy aid to monitor and help correct behaviour:

Type	Issued By	Issued For	Report To
Subject (Various)	Subject teacher/Head of Faculty	Concerns about performance in subject.	Head of Faculty
White	Tutor	At request by student to improve on own performance at school.	Tutor
Green	Tutor/Head of Year	Concern about academic underachievement. Concern about behaviour and approach to work.	Tutor
Yellow	Head of Year	Failing to correct concerns whilst on Green Report.	Head of Year
Red	Head of Year	Failing to correct concerns whilst on Yellow Report. At risk of exclusion	SLT

**Internal Exclusions**

The Internal Exclusion Room is a sanction available to school which may be used as an alternative to external exclusion. It is a room designed as a sanction for internally excluded students, to deter them from behaviour that disrupts the learning of themselves and others and is part of the Behaviour Support Team’s activities which are managed by the Behaviour Support Team manager.

Its purpose is to allow students to:

- reflect on their behaviour;

- catch up with work;
- act as a deterrent.

Parents will be informed of placement in internal exclusion, as agreed by Head of Year or member of SLT.

It can also be used as a holding facility for students who are pending investigation into more serious incidents.

An internal exclusion will normally require a reintegration meeting.

### **External Exclusions**

#### **Fixed Term**

##### ***Examples of Actions That Would Normally Lead To Fixed Term Exclusion***

As a school we hold that the most important right is to be secure at all times. Behaviour likely to undermine that security is consequently regarded as a serious breach of discipline.

The following offences are totally unacceptable and warrant an automatic sanction, normally exclusion for a fixed period of time.

- Serious bullying (including racial or sexual harassment or homophobia serious as recorded in the sanctions system);
- Swearing at a member of staff;
- Threatening behaviour;
- Violence towards another pupil;
- Possession of illegal substances;
- Deliberate damage to property;
- Theft;
- Actions that put the health and safety of any other member of the school community at risk;
- Repeated disruption to teaching and learning;
- Repeated refusal to obey reasonable instructions thus challenging and undermining the authority of staff

A fixed term exclusion will require a reintegration meeting.

#### **Permanent Exclusion**

##### ***Examples of Actions That Would Normally Lead To Permanent Exclusion***

- Repeated and/or serious bullying including racial or sexual harassment or homophobia (persistent as recorded in the sanctions system);
- Actual or threatened violence against a member of staff;
- Actual or threatened violence against another pupil;
- Sexual abuse;
- Dealing in illegal substances;
- Second offence of possession of illegal substances;
- Possession of an item that could be used as an offensive weapon such as a knife; Persistent violence towards pupils;

- Actions that put the health and safety of any other member of the school community at serious risk;
- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform with agreed school policies;
- Repeated breaches of the school code of conduct. These should be documented through the sanctions system and are likely to be after the student has been on a Pastoral Support Programme and there has been no improvement.

The above lists are not exhaustive and other offences may lead to exclusion.

### **Behaviour Panel**

Student and Parents will be asked to attend a behaviour panel (stage one or stage two, if already attended stage one) following fixed term exclusion due to repeated poor behaviour. A serious one-off offence involving drugs or offensive weapon will go to stage 2.

#### **CRITERIA:**

- Persistently challenging behaviour as recorded in the sanctions log(PARS and SIMS)
- Pastoral Support Plan in place, strategies having little or no impact in improving behaviour or approach to school
- Sanctions continue to be accrued but having no impact on correcting behaviour
- Normally at least 3 fixed term exclusions within the last 12 months should initiate Stage One Panel
- Normally at least 3 fixed term exclusions in a term or 5 fixed term exclusions in the last two years should initiate Stage Two Panel

#### **PANELS:**

##### Stage One:

Panel comprised of Head Teacher, and two Deputy Heads.

##### Stage Two (for final warning)

Panel would consist of three Governors.

### **Uniform**

All students are expected to wear uniform in line with Uniform Policy (Appendix E)

#### **Uniform Desk**

At morning registration, any pupil out of uniform, **EVEN IF THEY HAVE A NOTE**, is sent to a desk which will be set up in the school entrance, and will be staffed by two duty members of staff.

A record will be made of all pupils out of uniform.

The following action will be followed:

If pupils have a note and the duty member of staff accepts this reason, a uniform pass for the day will be given to the student. A sticker will be put in their planner and signed.



If the pupil does not have a note, a uniform pass for the day will be issued, as well as a detention slip.

Serious breaches of uniform may be dealt with by the member of Senior Leadership Team on call.

### **Pastoral Support Plans**

Pastoral Support Plans (PSP) are constructed by pastoral staff for any student who has had multiple exclusions from school, in order to ensure that every available strategy has been considered. A copy of the PSP pro forma is in Appendix B.

### **Monitoring and Evaluation of This Policy**

**This policy was last reviewed in January 2018**

**The policy is due to be reviewed again by January 2020**

