



Notley High School & Braintree Sixth Form

Behaviour & Expectations Policy

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Contents

Policy summary:	4
Enjoy, Enrich, Achieve, Aspire.	4
Section One: Vision and Ethos at Notley High School & Braintree Sixth Form	5
Section Two: Rewards and Celebration of Achievement	6
Section Three: Sanctions - Positive Action for Learning (PAL)	7
Monitoring	9
Behaviour curriculum	9
Safeguarding	9
Behaviour expectations and SEND	9
Specialist support services	10
Detentions and Sanctions	10
Head of Faculty (HOF) Detention	11
Senior Leadership Detention (60 minutes)	11
Other Sanctions	11
Isolation & Reflection	11
Governor Disciplinary Committee:	11
Process	12
When considering a behavioural sanction for a student with SEND, the School will consider:..	13
Section Four: Outside the School Gates	13
Section Five: Anti-Bullying	13
The Step Process (Action to Be Taken)	14
Cyber-bullying	15
Section Six: Screening, Searching and Confiscation	16
Section Seven: Use of Reasonable Force	17
Section Eight: Allegations Made Against Staff	18
Section Nine: Malicious allegations	18
Section Ten: Mobile ‘phones	19
Section Eleven: Suspensions	19
A suspension would be in response to a serious breach of this Behaviour Policy.	19
Fixed Term Suspension	21
Permanent Exclusion	22
Other Alternatives to Permanent Exclusion	23
Off Site Direction	23
Alternative School Day	23
Multi-agency Assessment	23

Parental Involvement.....	23
Section Twelve: Complaints	23
Appendix 1: Uniform and Dress Expectations	24
Appendix 2: Home School Agreement	26
Appendix 3: Notley High School Reintegration Strategy	26
Reintegration should occur whenever a sanction has been issued.....	26
Understanding impact of behaviour on self and others (student).....	27
Understanding any additional needs of the student	27
Understanding the views of the parent/carer	27
Reflections from school staff / other professionals	27

Policy summary:

The main purpose of the Behaviour Policy is to ensure that all students are safe and that the School creates a culture where everyone is supported to have positive behaviour. All students should be able to learn in environments that are calm, safe and supportive and are free from disruption.

Excellent behaviours will be achieved through a positive and consistent school culture, underpinned by:

Enjoy, Enrich, Achieve, Aspire.

Behaviour for learning and developing character is crucial and underpins everything we do here at Notley High School.

It is an integral part of teaching and learning and contributes highly to school improvement, higher attainment, higher achievement, a happier and safer environment and the well-being of all.

Notley High School strives to be an outstanding school and therefore students' consistently thoughtful behaviour should be an outstanding factor in their successful learning and help to create an extremely positive school ethos.

The '**HEART**' of Notley

Our approach to creating high standards of behaviour in lessons is known as the 'HEART' of Notley which is our positive tool to help develop 'Behaviour for Learning' and character in each and every young person.

H – High expectations

E – Effort

A – Active Listening and Learning

R – Respect

T – Teamwork

It is made clear to students that their behaviour should not negatively impact on the learning of others, and that if it does, '**HEART**' positive behaviours are not being demonstrated.

Students who behave in a manner that disturbs learning and do not show respect for it are issued a clear warning. This makes it clear to the student that their behaviour must improve. If learning continues to be disturbed by the same student, they are asked to move seats and if there is still no improvement, they are removed to work in an alternative teaching room and issued a sanction.

Students should be highly considerate and very supportive of each other in and out of lessons. Behaviour for all groups around the school is expected to be exemplary and students should encourage others to conduct themselves well.

Outstanding behaviour in all aspects of school life is necessary. We seek to create a positive, caring, learning environment in the school by:

- Promoting outstanding behaviour and discipline.
- Promoting confidence, self-control and regard for authority.
- Promoting 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 behaviour management.

We also recognise the importance of rewarding students for positive behaviour and outcomes.

The rewards we use include: **HEART** achievement points, issuing of certificates and postcards, praise phone calls home, Headteacher's breakfast and celebration events such as assemblies.

There are three school 'rules' (basic expectations):

1. Be kind and respectful to each other;
2. Always give your best;
3. Be on time.

Section One: Vision and Ethos at Notley High School & Braintree Sixth Form

● **Enjoy:** Confidence, Motivation, Love of learning

We have the highest expectations of our students and we will reward their hard work and effort to ensure they build and sustain their motivation to succeed and flourish as individuals. We want our students take pride in being part of a community. High expectations of students' behaviour, alongside our rewards system and use of praise, allow students to develop their self-esteem and the love of learning that will help them become lifelong learners.

● **Enrich:** Working together, Open Minded, Self-control

We believe students should give their best in and out of the classroom at all times and become resilient in tackling challenges within learning and during enrichment activities. We believe students, regardless of their prior attainment, should make excellent progress. Our rigorous and detailed tracking systems allow us to ensure that all students are meeting our high expectations. Our behaviour systems allow students to grow in understanding of themselves and develop strategies for self-regulation as well as working with others.

● **Achieve:** Perseverance, Ambition, Personal Best

We believe that all students should be given the opportunity to follow a career pathway that is relevant to them after Notley High School & Braintree Sixth Form. We expect all our students to aspire for excellent academic achievement, regardless of their prior attainment. We believe that outstanding teaching and learning should take place in every lesson. We believe in the importance of helping our students achieve their future ambitions through a curriculum pathway that suits their individual ambitions and we aim to ensure that students develop the skills to deal with any setbacks. We believe in the importance of helping our students develop into independent, confident British citizens. We offer a range of school trips, sporting clubs, teams and performing arts clubs as well as other extra-curricular and enrichment activities to help support and complement the learning that goes on in the classroom.

The Governors of Notley High School & Braintree Sixth Form and the Trustees of the Bridge School Trust are fully committed to supporting the school to ensure that all students have the opportunity to fulfil their potential. In order for this to happen, governors and the trustees believe that there needs to be good order and discipline in the school and every member of the school community must play their part in ensuring that learning can take place in an environment conducive to this. The trustees, governors and school leaders also believe that all members of the school community have a right to be taught in an environment that is safe and conducive to learning, to be treated equally, and not to be bullied, ridiculed or subject to discrimination.

Good behaviour is encouraged through high expectations, clear Behaviour Protocols (Positive Action for Learning), a rewards culture and a school ethos which promotes mutual respect between all members of the school community. In line with our vision, we do not expect the students to behave in a way that would bring the School's good name into disrepute. Hence, their behaviour outside of school is covered by this policy where appropriate.

We expect parents to prepare their children appropriately for school, for example, by ensuring their children are observing the School Uniform Expectations (Appendix 1) and to support the School's Behaviour Policies, including rewards and sanctions and do what they can do to help.

We expect parents to be polite and courteous when dealing with our staff. We will not tolerate any parent who behaves in an unacceptable manner to our staff and the governors and the trustees will support action taken by the school to deal with these situations.

The Trustees and the Governors believe that by working together, students, parents and staff can support each other to ensure every student has the opportunity to fulfil their potential. This is further clarified in The Notley High School & Braintree Sixth Form, Home/School Agreement (Appendix 2).

Other policies to be read in conjunction with this policy:

- Mobile 'Phone Policy

See section 10 for further information.

- Acceptable Use Policy

The School has adopted all statutory powers given to schools by the Education Act of 2011 and guidance given to schools, which include that the School has a statutory right to enforce procedures that ensure good discipline in the school environment.

- Exclusions Policy

Guidance adopted by the School includes:

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2021)
- Use of Reasonable Force (July 2013)
- Preventing and Tackling Bullying (July 2017)
- Cyberbullying: Advice for headteachers and school staff (2017)

Section Two: Rewards and Celebration of Achievement

At Notley High School & Braintree Sixth Form, we firmly believe that the achievements and efforts of those students that work hard and follow the expectations set out in this policy should be praised, rewarded and celebrated.

There are many different awards, a few of which include:

- Verbal praise.
- HEART points in line with Notley High School values.
- Character points.
- Communicating with parents via a 'phone call, or email or a postcard being sent home.
- Class of the Week.
- Student of the Week.
- HEART badges.
- Celebration assemblies.
- Awards Evening.
- Headteacher's breakfast.

- Acknowledgement in the Notley High School bulletins.
- Positions of responsibility, such as Prefect status.
- House Points: These are won through competitions. Individuals can earn points for their House as well as team activities.
- Attendance Awards: Awarded half termly to students with 100% attendance. Students who achieve 100% over the whole academic year will receive the 100 badge to add to their collection. Students with less than 100% attendance due to personal circumstances will also be recognised for their efforts to attend.
- Headteacher Award: Awarded for efforts above and beyond normal school expectations.
- Progress Awards: Following every reporting cycle, students who are making good progress are recognised and rewarded.
- Learning Behaviours Awards: Following every reporting cycle students who are working hard across all subjects are recognised and rewarded.
- Achievement Boards and Displays around the School.
- Other Age-Related Rewards: Regular rewards trips for individual year groups with published criteria which students can work towards.

Section Three: Sanctions - Positive Action for Learning (PAL)

At Notley High School & Braintree Sixth Form, we have developed our own bespoke approach to managing behaviour. To recognise our positive ethos, we have devised the Positive Action for Learning (PAL) behaviour system which provides a clear and systematic approach to managing the standards of behaviour expected of the students. As a school, we expect students to complete all the work that is assigned to them and will not tolerate low level or other disruption to learning. All staff will strive to implement this on a consistent and fair basis and are expected to take ownership with support from their Head of Faculty, Raising Standards Leader or Senior Leadership Team as appropriate.

The Notley High School Positive Action for Learning (**PAL**) policy within the classroom is a tiered approach:

- **PAL 1:** The student is warned by the classroom teacher and has the opportunity to correct their behaviour within the classroom.
- **PAL 2:** To help an individual focus back on their learning they will be moved to another seat within the classroom.
- **PAL 3:** In order for the individual to continue to work productively and minimise the disruption to the learning of other students, the student will be removed to another classroom located within the faculty. Smaller subjects will be grouped together to facilitate this.

All PAL3s will result in a detention being set by the classroom teacher for a maximum of 20 minutes. This detention should be of a restorative nature. This detention may be set and run by the teacher, or may be set by the teacher but supervised centrally after school. All PAL3s are monitored and tracked daily by the Raising Standards Leader; a record of these is kept on the individual student record on Arbor (the school's internal management system). Parents and Carers should be informed by the class teacher on the day of the incident that a removal has happened, and the reasons why.

Failure to attend any PAL3 detention will result in the issue of an after school 60 minute detention.

Failure to attend this detention can result in isolation, internal or external (off-site direction) or the issue of a fixed term suspension for persistent defiance to follow school policy and expectations. External isolation is where the student serves the day's isolation in another local school as an off-site direction. This is not a fixed-term suspension but can add severity to the sanction and avoids contact with the school community.

● **PAL 999:** A teacher will call for immediate assistance in the classroom if they feel that the situation is unsafe or the behaviour of the student is extreme. If a student is removed from a classroom under a PAL999 then the sanction issued will be appropriate to the act. This can include Headteacher's detention, isolation, internal or external or the issue of a fixed term suspension.

To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using the following de-escalation techniques. This list is not exhaustive, and staff may use responses tailored to the individual needs of a student:

- **Ensure that, if appropriate, all reasonable adjustments have been implemented e.g., use of a fidget toy.**
- **Use eye contact, hand signals or questions to distract and to signal their misbehaviour has been noted.**
- **Use first names, check the student's understanding of what it is they need to do.**
- **Use clear, consistent language to explain the task and expected behaviours.**
- **Use positive language, signals and praise for doing the right thing.**
- **Encourage students to use their 'Time Out' card if appropriate.**
- **Provide opportunities to re-focus.**
- **Encourage students to try the de-escalation techniques covered in student inset.**
- **Stand closer to the student (being aware of their personal space) to signal their behaviour is being monitored.**
- **Verbalise self-regulation techniques and offer support e.g. 'I can see you are becoming anxious/stressed/annoyed, try taking three deep breaths and then we can look at this task together'.**
- **Remind the student of expected behaviours again and consequences for further disruption.**

Low level disruptions can also occur outside of the classrooms, while moving around the school and during break and lunch times. Staff, including duty staff, catering and support staff will apply the same approaches and intervene quickly and calmly using the de-escalation techniques outlined.

A student can expect the following to happen after being issued with a PAL3:

- **First PAL3:** Form Tutor discussion with student.
- **Second PAL3:** RSL discussion with student to include warning of parental meeting if a further PAL3 is received.
- **Third PAL3:** Parents/Carers invited to a meeting with the student, and class teacher if from the same subject or Form Tutor and Pastoral Manager if they are from different subject areas. Paperwork completed. Targets set. Home/School Agreement resigned.
- **Fourth PAL3:** Pastoral Manager meets with student and revisits targets set in previous meeting - agrees additional support as appropriate. Informs parents of meeting.
- **Fifth PAL3:** Raising Standards Leader (RSL) meets with student and reviews current support.
- **Sixth PAL3:** Parents/Carers invited to meeting with student, Pastoral Manager, RSL. (Class teacher and HoF may be invited if a number of PAL3s come from the same subject area).

Any sanctions are always combined with an acknowledgment and offer of the support that the student may need to help them maintain their positive behaviour. Bespoke support offered may include mentoring, report card, access to a Counsellor, referral to the 'Bridge' in school and workshops, a Behaviour Support Plan, outside agencies, adapted timetable and a Pastoral Support Plan (PSP) for those at risk of permanent

exclusion. Consideration is made as to whether the misbehaviour indicates that a student is suffering from, or is likely to suffer significant harm, or is the result of unmet educational or other needs - the school will consider a multi-agency assessment where necessary.

Beyond the 6th PAL3, students and parents can expect a tiered approach to further sanctions. This will include intervention from the RSL, then with the Assistant Headteacher, Deputy Headteacher, Headteacher and finally, being asked to attend a Governor Disciplinary Panel. Sanctions imposed can include isolations, internal or external, fixed term suspension, an offsite direction to another school, positive referral to alternative provision or ultimately a permanent exclusion.

Monitoring

Raising Standards Leaders will receive a daily report summarising the number of PAL 2s and 3s issued that day. The data will highlight patterns for individual students, particular subjects and any student groups (FSM, Ever 6, SEND etc.).

The Deputy Headteacher will receive a daily report summarising the number of PAL 999s.

The Senior Leadership Team will receive a weekly report of PAL 2s, 3s and 999s. This will allow them to review both trends and actions over time.

Behaviour curriculum

Students will also be taught explicitly and regularly about behaviour the teaching of a behaviour curriculum centred on HEART expectations across all subjects and additionally including PSHE, assemblies and form time provision.

Any students who join mid-term will be given information about the School's behaviour system and their understanding of this will be monitored by a member of the Pastoral Team.

Safeguarding

The School recognises that changes in behaviour may be an indicator that a student is in need of help or protection. All staff should maintain professional curiosity and proactively consider whether a student's behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.

Any safeguarding or student protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using MyConcern. The DSL, after liaising with appropriate staff or other agencies, will determine whether early help intervention or a referral to children's social care is appropriate.

Behaviour expectations and SEND

Some students who frequently display challenging behaviour may lack the ability to self-regulate because of a SEND or mental health issue. Perceived 'misbehaviour' may also be a sign that they are unable to access the work that has been set.

While it should not be assumed that every incident of misbehaviour will be connected to their SEND, all staff should consider behaviour in relation to a student's SEND in the first instance. Consideration should be given as to whether students' needs are being adequately met and whether they can effectively access the curriculum.

Students learn best to manage their self-control, behaviour and learning when they feel well supported by staff who are caring, understanding, curious and consistent. Staff will try to anticipate triggers of misbehaviour and put in place preventative measures to reduce the likelihood of a behaviour incident.

Staff will be supported in this by the School's SENDCO, and Deputy Headteacher for Behaviour, Safety and Attitudes, the SEND team, and Raising Standards Leaders and will have reference to the latest SEND policy and the DfE's Mental Health and Behaviour in Schools guidance³ Mental health and behaviour in schools - GOV.UK (www.gov.uk).

In line with the Equality Act 2010⁴ and the Children and Families Act 2014, the School will:

- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled student and,
- Use their 'best endeavours' to meet the needs of those with SEND (including students who have unidentified SEND).

Students who have an identified SEND will be supported with their behaviour through the graduated approach of assess, plan, do, review. Where a student continues to experience difficulties, despite evidence-based support and interventions, the school may involve the following specialists:

- Ed Psych.
- CAMHS.
- Counsellor.

Specialist support services

The SENDCO, school staff, together with any specialists, and involving the student's parents, will consider a range of evidence and effective teaching approaches, appropriate equipment, strategies, and interventions to support the student's progress. Outcomes to be achieved through the support will be agreed, including a date by which progress will be reviewed.

Where, despite the School having taken all relevant actions to meet the SEND needs of the student, they have still not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.

If a student already has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Patterns of challenging behaviour by students who are not on the SEND register, will be raised as a concern to the SENDCO for investigation into unmet or unidentified SEND or mental health issues using the School's Unmet Needs referral form.

Detentions and Sanctions

Detentions are one of the main sanctions imposed at the school to ensure the orderly running of the school. All teachers at the school have the right to issue a detention to students. There is time after all lunchtime detentions to ensure that students are allowed time to eat and use the toilet.

Parents need to be aware that their consent is not required for a detention. However, when issuing an after-school detention, we do believe that the maximum length of a no notice detention should be restricted to 20 minutes. We will consider if suitable, safe travel arrangements home can be made but inconvenience to the parent is not a consideration.

In the spirit of our ethos, vision, and in line with this policy, teachers are expected to communicate to parents any longer after school detention. Communication can be by 'phone, text or email. Arbor messages are our preferred method of communication, and it is the parent's responsibility to ensure that their contact details are correct on the school information system and to read communications sent by the school.

The School operates paperless communication, so letters are not sent for routine detentions.

A teacher may set detentions if they feel that the student has not met the School's expectations regarding levels of effort, class work or behaviour. Staff, students and parents are aware of our high behavioural standards and there is an expectation that all sanctions and rewards are implemented fairly and consistently. Students may also be referred to a support session if they fail to complete their homework. Students who persistently fail to complete homework may also be issued detentions and internal isolation.

A detention can vary from a discussion after a lesson, loss of break or lunchtime or up to a 60 minute detention after school. Sanctions issued by teachers may also include, but are not limited to, the following:

- Verbal reprimands.
- Extra work, or being instructed to repeat unsatisfactory work.
- Written tasks.
- Loss of privileges.
- School-based community service i.e. for behaviour such as littering, vandalism, graffiti or bringing the school into disrepute.
- Behaviour monitoring i.e. Report cards.
- Early morning reporting.
- Missing social time.

Please note that The Education and Inspections Act 2006 established the school's statutory right to detain students, regardless of parental consent. Parents/carers should note that repeated failure to attend detention is a serious breach of the school's behaviour policy and will be dealt with accordingly.

Head of Faculty (HOF) Detention

The Head of Faculty detention will be on a set evening for 40 minutes after school. In the main, it is set for failing to attend subject or faculty detentions. Parents are contacted in advance of the HOF detention by the original staff member who set the faculty detention. Work is provided by staff from the original detention.

Failure to attend by the student will result in the issue of a detention after school of up to 60 minutes. Students who fail to attend or fail the detention will receive a referral to the internal isolation room.

Senior Leadership Detention (60 minutes)

In the main, for failing to attend a restorative meeting or faculty detention, or for any behaviour outside of lessons (Form time, before, after school, break, lunchtimes, lesson changeovers, outside of school) where a student demonstrates inappropriate behaviour and disregard for the School rules and expectations.

This can also be issued for persistent and severe misbehaviour; examples are listed but are not exclusive to; receiving a PAL999, persistent defiance of school expectations, significant disruption to learning or failure to attend HOF/ RSL detentions.

Each individual case will be discussed with the appropriate staff on its own merits. However, the detention will occur on Fridays after school for up to 60 minutes.

Failure to attend will result in a referral to internal isolation (The Hub). This takes place from 8.40am-3.15pm. Persistent disruption to learning and defiance may also result in a student being internally isolated and removed from their subject lesson(s) until the barriers to learning have been addressed.

Other Sanctions

Isolation & Reflection

When an allegation has been made regarding a student(s) involvement in a serious incident, the School will always withdraw the student(s) from lessons until such time as it is in a position to conclude all investigations into the incident. This is a neutral act that will allow the school to carry out its investigation impartially and in a manner that is fair to all involved and is not a punishment for those withdrawn.

When a student is isolated as a sanction they will not attend their lessons or take their breaks with the other students. They are expected to hand over their phone for the day and will spend their day with a senior member of staff or their form tutor or in the Hub. The day will be from 8.40am-3.15pm.

Governor Disciplinary Committee:

A Governor Disciplinary Committee is typically convened to review the School's actions in supporting a student in making positive behaviour choices when behaviour is a serious concern. An outcome could be

to put forward a recommendation of further support. This could be through a number of factors, not all of which are illustrated below:

- Serious breach or persistent breaches of this policy.
- Number of internal or external isolations.
- Number of PAL3s received.
- Constant sanctions are having to be applied to an individual who continues to cause concern.
- Persistent low level disruption to lessons.
- Failure to engage with support offered.
- If the safety of staff and students is deemed to be at risk due to the reckless behaviour of the student, in or out of lessons.
- Bringing the school into disrepute, acting in a way which is outside the ethos, expectation and vision of the school.

Process

- Deputy Headteacher to request a meeting to be organised with a week's notice through Governors' Clerk or Headteacher's PA.
- At least one Governor is required for the panel, along with the Deputy Headteacher and Raising Standards Leader.
- 48 hours beforehand necessary information will be presented to the panel.
- Actions to be written up 48 hours after the panel has met and copied to panel, Headteacher and parent/carer, student.

Separate to this, a Governor Disciplinary Committee will also be arranged when a student's behaviour is causing the School a serious concern, through a high number of fixed term suspensions and specifically more than 15 days in any on term for instance).

This formal panel will include a least three Governors. In this instance, the outcome from the formal panel could be, but is not limited to:

- Warning issued to student and placed on student file, monitoring period set with targets.
- Pastoral Support Plan (PSP) to be put in place if the student is at risk of permanent exclusion..
- Off Site Direction to another school.
- Suspension from school.
- Positive referral to alternative education.
- Multi-agency assessment and additional support put in place.

Process

- Deputy Headteacher to request a meeting to be organised with a week's notice through Governors' Clerk or Headteacher's PA.
- Three Governors required for the panel, along with the Deputy Headteacher and Raising Standards Leader and the Headteacher if required.
- 48 hours beforehand necessary information will be presented to the panel.
- Minutes and actions to be written up 48 hours after the panel has met and copied to panel, Headteacher and parent/carer, student.

When considering a behavioural sanction for a student with SEND, the School will consider:

- Whether the student was unable to understand the rule or instruction.
- Whether the student was unable to act differently at the time because of their SEND.
- Whether the student is likely to behave aggressively due to their SEND.

If the answer to any of these questions is yes, the School must ensure that reasonable adjustments to the behaviour policy have been put in place to support the student fully.

Any adaptations to sanctions because of a student's SEND will be recorded on their SEND profile and clearly communicated to staff, parents and student.

If a sanction is applied to a student with SEND but their behaviour continues to fall short of the School's expectations, a review of the student's needs and current support should be undertaken as a next step, rather than giving them an immediate further sanction or increase to the level of sanction.

If required, further advice and guidance will be sought from the School's SENCO.

Section Four: Outside the School Gates

This policy applies to behaviour and conduct of students both inside and outside of school.

The school will not tolerate student behaviour that brings the School's good name into disrepute, behaviour that can affect the orderly running of the school or could harm the education or welfare of the student concerned or pose a threat to others in the school.

Notley High School & Braintree Sixth Form teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteacher's a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'. Any criminal behaviour which occurs and is reported to the school will be referred to Essex Police and our full support given to any investigation that may be initiated.

Section Five: Anti-Bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power Imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

We recognise some more vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.

No member of the Notley High School community should be the victim of bullying. Each member of our community has the right to feel and be safe while at school. This is important for the student's well-being and also because students who feel safe learn more easily. Our aim is to create an ethos of good behaviour through this policy and our Personal Development Curriculum.

Bullying in schools is against the law which means that victims of bullying and harassment can seek redress using various aspects of legislation. Notley High School will treat all incidents of bullying seriously and in a consistent, fair and prompt way.

The School believes in early intervention and staff are encouraged to be proactive and report any information about issues between students which might provoke conflict. Bullying will always be sanctioned; the consequence of bullying will reflect the seriousness of the incident. Where appropriate, we will work with students who have been bullied to help them develop the self-esteem and the skills to discourage others from bullying them.

1. All students to be made aware that instances of bullying will be considered as serious breaches of the school rules and will be followed by punishment and support as appropriate.
2. All students receive, as part of the Personal Development Curriculum, drop down days and assemblies, appropriate instructions/information regarding the unacceptable nature of bullying, prevention being easier and better than cure.
3. All students are encouraged to understand that to fail to notify staff of incidents of bullying is both to condone and encourage it.
4. All staff to be made aware of the school procedure for dealing with cases of bullying.
5. All students and staff to be made aware of the 'Step Process' to follow or encouraged to speak with a member of staff.
6. Anti-Bullying Week will always focus on a strand of bullying.
7. Anti-bullying Workshops run regularly in the Hub.

The Step Process (Action to Be Taken)

- The student who is being bullied should tell a teacher/support teacher, friend, parent or guardian.
- All incidents of bullying will be logged.
 - It is a confidential process. The student being bullied does have the right for their name not to be used.
- The victim should generally decide if the step policy is to be initiated.
- Each case is taken individually and appropriate actions are taken accordingly.

The Step Process is used as a guideline and subject to change. It has been devised following a review in June 2024.

Step 1

- The bully is identified by the student (if they feel comfortable with this). The teacher talks through the incident with the student being bullied and with the bully and discusses how the student being bullied may be feeling. A clear warning given for it not to happen again.
- Bully advised not to discuss with other students but directed to staff if needed.
- Bully meets with the student (with a teacher present) to apologise if the student feels comfortable with this.
- An appropriate detention will be given, or extra-curricular activities/trips may be denied.
- Form Tutor/RSL will monitor situation.
- If the student wishes, a note book will be given to record events.
- Parents of the student being bullied contacted (with their consent) and the bully's parents notified. In some cases, we may disregard.
- Anti-Bullying workshop to be offered to the victim and may be compulsory to the bully.

- Sixth Formers/Prefects to act as peer support/mentor if student wishes.
- Subject teachers notified if in the same class to monitor. Victim given the option to respite from the group.

Step 2

If the bullying continues despite Step One, the following will occur:

- Bully meets with the student (with a teacher present) to talk through the situation if the student feel comfortable with this, to understand how the victim is feeling.
- Parents of student being bullied are notified and invited in if the student wishes.
- Parents of bully and student to have a meeting with the teacher dealing with the incident, to discuss situation and give a clear warning for this not to happen again.
- A series of sanctions may be imposed.
- Additional mentoring/monitoring of the student by the Form Tutor or RSL.

Step 3

If the bullying continues despite Step One and Two, the following will occur:

- A targeted report card will be given to the bully with specific targets.
- The bully meets regularly with the RSL or Senior Member of Staff.
- Meeting convened by teacher with student being bullied, bully and other representative such as Student Voice representatives.
- Both sets of parents contacted and invited in (separately).
- Both bully and student being bullied should be offered counselling / mentoring.
- Bully may be isolated as a sanction or a more serious sanction depending on the circumstances and given appropriate work linked to bullying.

Step 4

If the bullying continues, despite Step One, Two and Three, the following will occur:

- The bully may be suspended from school. The length of the suspension would depend on the individual circumstances.
- A re-entry meeting with the bully and their parents, with a Senior Member of Staff would follow a suspension.
- A clear warning given to the bully that the next incident could result in Permanent Suspension.
- All students involved will continue with counselling, anti-bullying workshops or other appropriate support.

Note: All incidents of bullying are acted upon and logged on the Bullying Log.

The School adopts the statutory advice given:

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61622/Preventing_and_tackling_bullying.pdf).

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a student or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Where any type of bullying is found to be happening the issue will be investigated and each issue treated on an individual basis with the victim and perpetrator both being supported.

The School adopts the non-statutory advice given by the Department for Education:

[Cyber bullying: advice for headteachers and school staff \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/cyber-bullying-advice-for-headteachers-and-school-staff.pdf)

[Advice for parents and carers on cyberbullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/advice-for-parents-and-carers-on-cyberbullying.pdf)

Student Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Student Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Student Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting'.

Section Six: Screening, Searching and Confiscation

In addition to the details relating to confiscation of mobile phones or other electronic devices in Section 7, based on DfE Advice January 2018 - Screening, Searching and Confiscation, Headteachers and staff can search a student for any item if the student agrees. There is no need for written consent and parental consent is not required.

Notley High School & Braintree Sixth Form retains the statutory power to search students or their possessions, under the direction and/or authority of the Headteacher, without consent, where a student is suspected of being in possession of prohibited items.

Such as:

- Knives and weapons.
- Alcohol.
- Illegal Drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.

- Pornographic images.
- Any item which has been used to commit an offence.
- Any item which is likely to cause personal injury or damage to property.
- Any other item banned by the school i.e. energy drinks, mobile phones, drugs paraphernalia, vapes.

This is not an exhaustive list, if the Headteacher has any concerns relating to the safety of an individual or group, the student will be searched.

Illegal items such as controlled drugs, stolen items, knives and other weapons, items suspected to be evidence of an offence, and extreme or student pornography should be given to the police.

Items such as mobile phones and/or digital music players found to be in school will be confiscated by staff and sanctions issued. The School will give electronic devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.

School staff can seize any prohibited item found as a result of a search or which they consider to be detrimental to school discipline and good order. The School staff may use electronic scanners when searching students.

The Headteacher will decide when, or if, an item is returned. The school may ask parents to collect the items. Items confiscated will be kept securely, but the school is not liable for damage to, or the loss of, any confiscated items.

Illegal items may be shared with the police.

Section Seven: Use of Reasonable Force

The term 'reasonable force' covers a broad range of actions used by teachers that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student 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.

The use of physical intervention will, wherever possible, be avoided. However, it can be used to manage a student's behaviour if it is necessary to prevent a student committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. When reasonable force is used it will be undertaken in such a way that makes every effort to maintain the safety and dignity of all concerned.

The School adopts the non-statutory DfE advice given in the document 'Use of reasonable force': advice for Headteachers, staff and governing bodies July 2013 namely that;

- Any use of force should be reasonable and dependant on the particular circumstances of the individual case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means that the degree of force used should be no more than is needed to achieve the desired result.
- School staff should expect the full backing of the Headteacher when they have used reasonable force and suspension should not an automatic response.
- The School does not require parental consent to use force on a student but will speak to parents about serious incident involving the use of force.
- The School acknowledges its legal duty to make reasonable adjustments for disabled students and students with special educational needs.
- The following are some examples of circumstances in which force may be used:
 - A student attacks a member or staff or another student (self-defence).

- A student attacks a fellow student / students are fighting.
- A student is engaged in or about to commit deliberate damage or vandalism to property.
- A student is causing or is at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.

A student is running on a corridor or stairway in a way that might cause an accident or injury to themselves or to others – particularly likely to be the case in crowded areas with smaller students.

- A student is behaving in a way that is seriously compromising good order and discipline.
- Restrain a student at risk of harming themselves through physical outbursts.
- A student is behaving in a way that is seriously disrupting the lesson, if they are kept there. Assistance should be sought in such circumstances.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. The Trustees and the governors will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where touching a student might be proper or necessary:

- When comforting a distressed student.
- When a student is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

For full information on the appropriate use of reasonable force, please refer to our Physical Restraint and Reasonable Force Policy May 2019.

Section Eight: Allegations Made Against Staff

Allegations made against staff will be taken seriously. Notley High School & Braintree Sixth Form will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Allegations will initially be discussed with the Local Authority Designated Officer (LADO). The purpose of the initial discussion is for the LADO, and the School, to consider the nature, content and context of the allegation and agree a course of action.

Section Nine: Malicious allegations

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

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

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

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

Section Ten: Mobile 'phones

Students are permitted to bring a mobile 'phone to school. However, during tutor time, all mobile devices will be turned off and stored in a lockable unit which will be stored safely. Students are not permitted to carry a 'phone on their person during the school day, even if it is out of sight. At the end of the school day, students will be allowed to collect their mobile phones in order to take them home

Allowing access to mobiles in the school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning.

Failure to comply will result in confiscation and further sanctions.

In exceptional circumstances, and to support individual students, a student may be permitted by the Headteacher to use their mobile 'phone during the school day as a reasonable adjustment.

All students in the School will be informed about the potential reasons for exceptional use as part of the behaviour induction process.

Section Eleven: Suspensions

The Headteacher has the right to suspend students on disciplinary grounds; only the Headteacher or a Deputy Headteacher can issue a suspension.

A suspension would be in response to a serious breach of this Behaviour Policy.

A student can be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed term suspension can be for parts of the day. For example, if a student's behaviour is disruptive at lunch time, they may be suspended from the school premises for the duration of the lunch time period. Lunchtime suspensions count as half a day. The behaviour of a student outside of school can be considered grounds for a suspension.

Any decision to suspend should be rational, reasonable, fair and proportionate. If the incident is significantly serious, it may be appropriate to issue a fixed term suspension in light of the initial findings and then issue a permanent suspension in light of further evidence which has come to light following a thorough investigation.

It must be noted that when establishing the facts in relation to a suspension, the Headteacher must apply the civil standard of proof; i.e. on the 'balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the Headteacher should accept something happened if it is more likely that it happened than that it did not happen.

The School will treat every incident individually and will look closely at the circumstances of each student involved in each incident. When an allegation has been made regarding a student(s) involvement in a serious incident, the School will always withdraw the student(s) from lessons until such time as it is in a position to conclude all investigations into the incident. This is a neutral act that will allow the school to carry out its investigation impartially and in a manner that is fair to all involved and is not a punishment for those withdrawn.

The Headteacher must not discriminate in the decision and for disabled students; this includes a duty to make reasonable adjustments. The Headteacher can suspend a student with an EHCP but must have regard for the SEND Code of Practice. The Headteacher will, as far as possible, avoid permanently excluding vulnerable students and will take all steps to ensure that the school takes input from multi-agencies and has a system of early intervention in place to address underlying causes of disruptive behaviour.

The list below is not exhaustive, but it indicates what may be considered a 'serious' breach of this Policy:

- Persistent disruptive behaviour.

- Refusal to follow instructions.
- Refusal to attend lessons.
- Removal from lessons by a senior member of staff.
- Persistent defiance to school rules including refusal to have mobile phone confiscated.
- Persistent punctuality issues, including lateness to school and lessons.
- Repeated failure to attend detentions.
- Refusal to be placed into reflection/isolation.
- PAL999.
- Using foul and abusive language towards any other members of the school community.
- Bullying; behaviour by an individual or group, repeated over time, that intentionally hurts another member of the school community either physically or emotionally.
- Threatening or intimidating behaviour towards any other members of the school community (including cyber bullying).
- Violence or physical assault against a student.
- Violence or physical assault against a member of staff or adult.
- Malicious and/or vexatious accusations against members of staff.
- Discrimination against, harassment or victimisation because of sex, gender, race, disability, religion or belief.
- Unacceptable use of social media, examples being:
 - Inappropriate comments made on social media towards staff and students.
 - Inappropriate content (images) shared and distributed on social media related to any member of the school community.
 - Creation of fake or fabrication of social media accounts used to upset, undermine or cause distress to members of the school community.
 - Liking, following or commenting on a social media post that is created to cause harm, offence or upset to anyone in our school community.
 - Uploading images, videos or other forms of multimedia that relate to or impersonate any member of the school community, onto the internet without prior permission of the School.
- A behaviour which brings the School's name into disrepute.
- Recording (either via audio, video or photography) a member of the school community without permission of the school.
 - Exhibiting anti-social behaviour or attitudes in the local community.
 - Carrying prohibited items in school. These items can be searched for without parental consent and include vapes, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article likely to be used to commit an offence or cause personal injury or property damage.
 - Using drugs, vapes, nicotine, tobacco, alcohol or illegal drugs on the school site or on the way to and from school (including lunchtime).
 - Supplying drugs (including vapes, nicotine, tobacco, alcohol or illegal drugs).

- Reckless or deliberate destruction of school property.
- Reckless behaviour that results in injury to others.
- Being in possession of a weapon that could cause harm to others.
- Sexual harassment includes sexting, unwanted physical touching, unwanted language (further guidance refer to DoE guidance: Sexual violence and sexual harassment between students in schools and colleges May 2018).
- Theft (either from other students, staff or school property).
 - Failure to follow School's internal exam hall expectations which result in disruption (External exam behaviour is covered by Exam Policies and JCQ Regulations but please note that the result would be students' disqualification from GCSE/ A level Examinations).
- Persistent defiance of the School's uniform policy.
- Bringing anyone onto the school site.
- Attending the school site under the influence.

Whenever a student has been suspended, the School will notify parents without delay of the period of suspension and the reasons for it. Initially this may be by telephone and then the parent will receive written confirmation by either email or letter.

Fixed Term Suspension

A Fixed Term Suspension is when a student is suspended from school for a set number of days. The limit for the length of fixed term suspension is 45 days in any school year. Following any Fixed Term Suspension, a compulsory reintegration meeting between the parents of the suspended student and the school will take place. Failure to attend this meeting may result in the student not being readmitted to mainstream lessons, and isolated for a period of time until the meeting takes place.

The Local Governing Council must consider the reinstatement of a suspended student within 15 school days but only if the suspension:

- Is permanent.
- Is a fixed period suspension which would bring the student's total number of school days of suspension to more than 15 days in a term; or
- Would result in the student missing a public examination.

The requirements are different for suspensions of more than 5 days but less than 15 days. In these cases, the governing body must consider within 50 school days whether the student should be reinstated. In the case of a suspension which does not bring the student's total number of days to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

The Governors' duties are covered in Section 6 of the Suspension from maintained schools, academies and student referral units in England Statutory guidance for those with legal responsibilities in relation to suspension September 2023.

When a student is at risk of permanent suspension following a number of suspensions for serious breaches of the Behaviour Policy, then the School will work with a variety of external agencies to try and support the student. A Pastoral Support programme will be drawn up to outline the support being utilised. This is an individualised, graduated response for when behaviour may be the result of educational, SEND, mental health or other needs or vulnerabilities. It will include an assessment of student need and clear, transparent targets set. There should be regular reviews set in place. The Student Discipline Committee may also wish to speak with the student to see what further support can be offered.

Permanent Exclusion

A Permanent exclusion is when a student is permanently suspended from school. The Headteacher (or Deputy Headteacher acting in the Headteacher's absence) is the only person who can permanently suspend a student. The decision to suspend a student will be taken:

- In response to a serious breach and or persistent breaches of this Behaviour Policy.
- When the School has sought to use all available strategies prior to the decision to permanently exclude but unfortunately the student was no longer able to respond to them effectively or consistently.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In the Headteacher's judgement it may be appropriate to permanently suspend a student for a first or 'one off' offence. These may include (not an exhaustive list):

- Serious actual or threatened violence against another member of the school community.
- Sexual violence / harassment (further guidance refer to DoE guidance: Sexual violence and sexual harassment between students in schools and colleges - May 2018).
- Supplying, using or carrying illegal drugs.
- Carrying an offensive weapon or prohibited item likely to be used to commit an offence or cause personal injury or property damage.
- Harassment or defamation of character of any member of our school community via any social media platform Schools will consider whether or not to inform the police or other agencies such as Youth Offending Teams or Social Workers where a criminal offence may have taken place.

(Further information refer to 'Improving Behaviour and Attendance: Guidance on Suspension from Schools and Student Referral Units', Part 2, paragraph 15 & 16, DCFS, September 2007). If there are parallel criminal proceedings, the Headteacher need not postpone taking a decision on a suspension solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the Headteacher will need to take a decision on the evidence available to them at the time. It is the Headteacher's decision whether to suspend, and can issue a permanent exclusion. The Headteacher will inform the parent by phone to discuss the decision and in writing state:

- The fact that it is a permanent exclusion;
- The reasons for the permanent exclusion;
- The arrangements to be made by the school for enabling the student to continue their education during the first 5 school days of a suspension, including the setting and marking of work. It is the parent's responsibility to ensure that the work sent home is completed and returned to school; and to ensure that the parents are aware that their student is not present in a public place during school hours without justification; and that the parent may be prosecuted, or be given a fixed penalty notice, if they fail to do so;
- A panel of Governors must meet within 15 school days. The parent may attend and/or be represented at the meeting and /or make written representations. In the case of students who are on an ECHP or have a SEND need, support may be available through the Parent Partnership Service.

The notification from the Headteacher will document, for reference, any previous warnings, suspensions or other disciplinary measures that have been taken against the student. The Headteacher will prepare a full written report for the Governors' Panel and copy of this report and any other relevant information will be sent to the parents of the permanently suspended student prior to the meeting and to the representative at the Local Authority. The Governors' Panel will meet to consider representations from parents against the decision to permanently suspend their student. The panel will then either direct the school to reinstate the student or will uphold the decision to permanently suspend the student. If the permanent exclusion is upheld, then the Governors' panel must inform the parents of their right to appeal against their decision. If

an appeal is lodged by parents, then an Independent Appeal Committee would then be convened to hear all representations. The Appeal Committee's decision is binding on all parties concerned.

Other Alternatives to Permanent Exclusion

As a part of the West Essex Behaviour and Attendance Partnership (BAP) the West Essex Schools along with Essex are trying to reduce the number of Permanent Suspensions and therefore work together to find other arrangements.

Off Site Direction

In certain circumstances, it is appropriate to transfer a student to another school to reduce the risk of the student being permanently suspended and their educational experience being detrimentally affected. Such a move will be in response to a serious breach of the school's Behaviour Policy. This is an arrangement made between the Headteacher's of schools. If a student is in need of a change of environment or a fresh start, a trial period at a local school could be arranged. This can only be arranged if all parties are in agreement that it will be a good and positive option, this includes schools, students, parents and governors. If the arrangement does not work for any reason, then the student returns and other options are sought after. Failure of a managed move may still result in a Permanent Suspension.

Alternative School Day

Should a student need a period of respite from mainstream classes, we may offer a shortened day whereby the student arrives and leaves at a different time to the main school population. This is a short term supportive measure and tutoring may be provided in the core subjects. Their education would also be supplemented with pastoral guidance or multi-agency input to address their needs.

Parents are responsible for students outside of these adjusted school hours. Students on an alternative day must leave the school site before the main population. Whilst on an alternative day, students must comply with this behaviour policy.

A plan will be put in place to allow the student to reintegrate into the mainstream setting.

Multi-agency Assessment

A multi-agency assessment will be considered for students who display continuous disruptive behaviour. A TAF (Team Around the Family) meeting may be held if the school believes there are other factors that may be affecting the student's behaviour that could be supported further by external agencies. These may include the School Nurse or Social Care.

Parental Involvement

Notley High School has a policy of involving parents as much as possible in all matters relating to their student's education. We are committed to working in partnership with parents to ensure the highest possible standards in all areas of school life, including behaviour. The liaison between school and home is vital in ensuring that all students can achieve the aims of the school set out in the mission statement.

Section Twelve: Complaints

Complaints regarding any aspects of the Behaviour Policy will be addressed under the BAT Complaints Policy.

Concerns about wrongdoing at Notley High School in relation to the behaviour policy, such as malpractice, mismanagement or breach of health and safety law or any other illegal or unethical act either on the part of management, the Local Governing Council or be fellow employees should be raised using the Whistleblowing Policy.

Appendix 1: Uniform and Dress Expectations

[Uniform Policy - Notley High School & Braintree Sixth Form](#)

[Student Dress Code - Braintree Sixth Form](#)

Uniform Infringements

Uniform Infringement	Role of Parent/Carer	Role of the Form Tutor	RSL Intervention	Pastoral Manager	PE staff
No school tie	Parent/Carer should provide a note to the form tutor explaining the situation (electronic or on paper)	Send to PMs to borrow school tie		If tie is not returned at end of day, email parents and carers, and if no return after 24 hours, charge on ParentPay	
Inappropriate footwear, e.g. trainers due to medical need	If trainers required, parent/carer to provide medical evidence			Issue pass if medical evidence.	
Inappropriate footwear, e.g. trainers (no medical need)	Parent/Carer should provide a note to the form tutor explaining the situation (electronic or on paper)	Send to PMs to borrow shoes if no medical evidence; on the sixth day of no shoes – inform RSL	RSL to ensure there is purchase of new shoes by liaising with home and SLT	Issue shoes and retain trainers as a deposit if none provided. Five day pass can be issued if there is a clear plan to buy shoes	
No blazer	Parent/Carer should provide a note to the form tutor explaining the situation (electronic or on paper)	Send to PMs to borrow blazer		Issue blazer. If blazer not returned at the end of the school day, contact parent/carer and issue charge on ParentPay if not returned within 24 hours.	
Persistent lack of blazer		On sixth day, contact RSL	Contact home to resolve situation. Student out of action at		

			social time until situation resolved		
Skirt too short		Contact home – is there any financial issue?			
Persistent skirt too short		On sixth day, contact RSL	Contact home to resolve Student out of action at social time until situation resolved		
No PE kit	Parent/Carer should provide a note to the form tutor and teacher explaining the situation (electronic or on paper). This should include anticipated time off games. Students should bring PE kit even if unable to participate in almost all circumstances as they may need to accompany a class outside		Will be informed of persistent offenders who have not responded to sanctions by subject leader.		Per term: 1 st offence: 10 minute detention at break/lunch/after school 2 nd offence: 20 minute detention at break/lunch/after school 3 rd offence: Faculty detention of 40 minutes after school Where clean spare kit is provided, this should be worn – otherwise sanctions may be escalated.

Appendix 2: Home School Agreement

[Home School Agreement - Notley High School & Braintree Sixth Form](#)

Appendix 3: Notley High School Reintegration Strategy

Reintegration should always follow a sanction. One of the purposes of a sanction is to improve behaviour by supporting students to understand and meet the behaviour expectations of the School. The reintegration strategy should support the student to reengage as soon as possible in their mainstream education timetable.

The aim of the reintegration strategy is for the student to:

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

Reintegration should occur whenever a sanction has been issued.

For low level sanctions this may include:

- A quick restorative conversation with the relevant staff member.
- A discussion with the student to explain what they did wrong and the impact of their actions.
- A reminder of the behaviour expectations.
- Communication with parents.

To support successful reintegration, there may also be a requirement for a formal recognition of behaviour expectations using a short-term behaviour report card or behaviour contract.

Reintegration following more serious sanctions, off site direction, suspension or rescinded permanent exclusion

The School will arrange a reintegration meeting following serious sanctions e.g., repeated removal from classroom, off site direction, suspension, or rescinded permanent exclusion. The meeting should always include the student and, wherever possible, parents, school staff and any relevant agencies to agree a plan with personalised targets. The plan will also include:

- Reasons for the student's behaviour that led to the sanction.
- Support that will be offered by the school.
- Signposting or referral to support available outside of the school, if appropriate.
- SEND assessment or support, if appropriate The school will always communicate the importance of both the student and their parents attending the meeting.

However, where parents do not attend, the School will not:

- Refuse to let the student return to the School.
- Extend the sanction within the School by, for example, issuing an internal isolation period, or extending a suspension or off-site period if the school cannot arrange a meeting time.

If parents don't attend, the School will provide them with a copy of the meeting notes and reintegration plan, as well as details of how they can access any support (for example, Early Help or counselling services).

Guidance on the reintegration meeting

All meetings should reflect individual contexts and consider the needs of the student. The student may not be able or ready to verbalise their feelings around the issues. If this is the case and a student presents as 'shutting down', the following could be considered:

- Provide alternative means of communication e.g., writing, drawing.
- Ask the student if they would prefer to speak to a different adult.
- Outline clear expectations of behaviour and return to the wider issues at a later time or date.

What questions might be asked during a reintegration meeting?

Understanding impact of behaviour on self and others (student)

- Have you reflected on what happened? What are your thoughts?
- What were you thinking/feeling at the time?
- How did this make people feel/was anyone affected by your actions? In what way?
- What do you think now?
- What could we/you do to put things right?
- How might we/you do things differently in the future?
- How could you be supported to try to make sure that this doesn't happen again? [process to improve behaviour over time]

Understanding any additional needs of the student

- What do you find hard/tricky? [probe subjects, relationships, times of school day etc]
- What would help you?
- What strategies should you/staff use?
- What is working well?

Understanding the views of the parent/carer

- How are you supporting your student? What works/what is not working?
- What does your student do well? What makes you proud?
- What can we do to help?

Reflections from school staff / other professionals

- What does the student do well? What works/what is not working?
- What could we offer the student to support improvements in behaviour? What areas for development for the student might be considered?

Plans for teaching behaviour explicitly

- Practising rules, routines, and expectations for in class behaviour.
- Practising rules, routines, and expectations for out of class behaviour.
- Developing respectful relationships with adults.
- Developing calm and positive relationships with students.
- Managing strong emotions

Motivation to succeed

- Areas of strength.
- Areas of enjoyment.
- Rewards.
- Short, medium and long term goals.