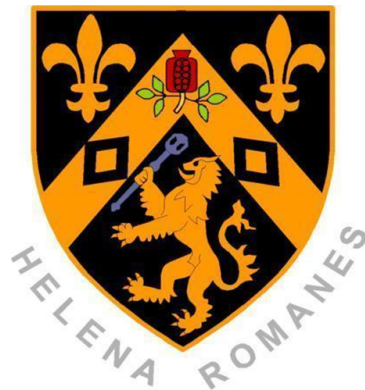


Behaviour Policy



<i>Approved by Governors:</i>	<i>8th September 2026</i>
<i>Key staff:</i>	<i>Manjit Hazle</i>
<i>Review date:</i>	<i>September 2027 (annually, following DfE and Essex updates)</i>

This policy is regularly reviewed following recommended guidelines

Introduction Helena Romanes School believes that good behaviour creates a climate where effective learning can take place. This policy aims to set out clearly and simply the principles, methods and monitoring systems which together seek to ensure that learners at Helena Romanes School treat all members of the school community and wider community with respect and tolerance, develop a sense of responsibility and exercise self regulation. In doing so, good order, safe and appropriate behaviour will be maintained.

Legislation and statutory requirements

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

- Behaviour in Schools Advice guidance February 2024
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
- Searching, screening and confiscation in schools July 2022
- Restrictive interventions, including the use of reasonable force, in schools (effective from 1st April 2026)
- Mobile phones in schools 2026
- Alternative Provision February 2025
- The Equality Act 2010
- Working together to improve school attendance July 2026
- Supporting pupils with medical conditions at school (SEND Code of Practice)
- Keeping Children Safe in Education
- Mental health and behaviour in schools November 2018

In addition, this policy is based on:

- Schedule 1 of the Education (Educational Provision for Improving Behaviour) Regulations 2026
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Our Principles

The Local Governing Body believe that in order to enable effective teaching and learning to take place, good behaviour in line with our Community Code and School Rules in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- promoting desired behaviour
- promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- ensuring equality and fair treatment for all
- promoting a culture of praising and rewarding good behaviour to support all pupils to achieve
- challenging and disciplining misbehaviour
- providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- encouraging positive relationships with pupils, parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- developing positive relationships with pupils to enable early intervention

Roles and Responsibilities

The **Local Governing Body** will establish, in consultation with the Headteacher, staff, parents and carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and to parents and carers, is non-discriminatory and the expectations will be clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher/Senior Leadership Team (SLT) and wider leadership group will be responsible for the implementation and day to day management of the policy and its procedures. Senior staff will endeavour to be highly visible throughout the school day to maintain the behaviour culture and an environment where everyone feels safe and supported. This is implemented during timetabled lessons by regular learning walks and an 'On Call' rota to support staff in lessons. During social times, the Leadership Group also contributes significantly to the duty rotas.

Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and SLT.

Appropriate training is put in place so that all staff understand the behavioural expectations of the school, the importance of maintaining them and the procedures to do this. All new staff have induction sessions to introduce them to the policy and procedures when they start, as well as ongoing support from their line managers. In addition, there are training sessions organised at the beginning of each academic year and further sessions and updates provided throughout the year as need dictates, such as the SENCO advising staff on how best to deal with a student with additional needs. The school's CPD programme is designed to have a degree of flexibility within it so that there is a more bespoke approach for staff who may need more specific training regarding behaviour, such as those who are on their Initial Teacher training or an Early Careers Teacher.

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

Teachers and support staff will be expected to draw on the following principles of good practice:

- setting good habits early to help pupils establish regular punctual attendance and good behaviour from the start, involving parents in the process
- early identification with prompt intervention where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- rewarding achievements through positive recognition of individual pupils', classes' or year groups' achievements in good attendance and behaviour, and through mentions in assembly, certificates, or prizes
- supporting behaviour management by employing our staged behaviour system, peer mentoring and buddying to help improve and maintain high standards of behaviour and discipline
- identifying underlying causes of poor behaviour so that support may be provided to address poor behaviour effectively

Teachers and support staff should make every effort to solve any discipline problems themselves as they arise. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Further guidance is given in the procedures section.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy procedures and expectations. Pupils are informed before they start at the school, such as during induction days and during admission meetings, and receive regular reminders via assembly and in tutorial time, of the schools' behaviour standards and expectations of pupils both in and out of lessons. Pupils are also advised where they can get pastoral support that they may need and the consequences of their actions which

are clearly laid out in the B system. Additional support is given as needed via the pupils' form tutor, Pastoral Leader, Head of Year or the SEN team.

Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

When dealing with behaviour we aim to be *consistent in our principles but flexible in our practices*. Each incident is judged on its own merits and if there are deemed to be contributing factors, there may be some deviation from the guidance. In these instances, staff will mediate decisions/sanctions with appropriate staff, such as a member of the leadership group, safeguarding lead or SENCO. **This does not mean that the pupil will be exempt from a sanction, including an internal exclusion, suspension or permanent exclusion.** Over time, the school's special educational needs co-ordinator (SENCO), designated safeguarding lead (DSL) and leaders with oversight of behaviour will evaluate a pupil who exhibits challenging behaviour to review their needs. Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, engagement facilitator, Inclusion partner, TAFSOs, Virtual School's Head, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. However, if despite additional support programmes the child's behaviour remains concerning, the child will be excluded in line with the policy.

Parents and Carers will be expected to take responsibility for the behaviour of their child both inside and outside of the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour, attendance and punctuality, through adhering to the home school agreement and attending parent meetings, in particular, reintegration meetings. If parents have a concern, they are encouraged to contact the pupils' Head of Year and work with the school to resolve the issue.

Working in partnership with parents: The school will communicate the policy and expectations to parents. Where behaviour is causing a concern parents will be informed, and given an opportunity to discuss the situation (*this may be after a sanction has been applied and may form a plan of next steps or a reintegration following suspension*). Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. It is important that parents attend meetings that are set up to review behaviour and plan next steps in discussion with members of staff and their child/children. As such there are a series of communication methods available, these include, but are not limited to:

- Phone calls from teachers, tutors, Heads of Faculty, Heads of Year or Pastoral Leaders
- Meetings with Heads of Year
- Reintegration meetings
- Review meetings with Assistant Headteacher
- Referral meetings with the Deputy Headteacher
- Headteacher review panels
- Governors' review boards

Reviewing effectiveness

Behaviour instances will be recorded on Arbor by members of staff. Record keeping of suspensions and exclusions will be kept on our MIS system, Arbor.

Data will be regularly analysed to enable issues and trends in behaviour to be identified and addressed for example through assemblies, PSHE/RSE, workshops or pupil groups. Pupils will be given opportunities to reflect on behaviours and if necessary, supported to take part in intervention learning/mentoring/discussions.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. We expect staff to plan for the needs of individual students, alongside using adaptive teaching strategies to scaffold and challenge students.

It follows that lessons should have clear objectives, be understood by the children and adapted appropriately to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing information to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

Rewards

We believe that praise and 'narrating the positive' should be sincere, appropriate and reinforce positive attendance, behaviour and work.

Positive behaviours include:

- Displaying our **school values** of Ambition, Respect, Kindness, Resilience, Independence and Broad Mindedness
- Being **prepared** for learning
- Being **engaged** in learning
- Being an active **learner**
- **Good progress and attainment**
- **Consistent effort and progress**
- Regular school attendance
- Good punctuality
- Positive contributions to the school community
- Good ambassador for the school

It is important that pupils are recognised when behaving and achieving well. The following should be considered to acknowledge this: oral praise, written feedback, positive points on Class Charts, contact home to parent, publicise in assembly, or through our school HRS highlights. We may also organise rewards trips or 'prizes' for pupils that meet certain criteria.

Examples of rewards include:

- praise and recognition
- half termly attendance 'prize' draws
- class teacher termly awards
- faculty termly awards
- Head of year awards
- Headteacher award
- Certificates for amassing reward points at various levels

- Annual awards evenings
- badges
- postcards
- cinema afternoon
- queue jump pass
- Hot chocolate/pizza lunch/ice cream

Consequences and sanctions

The use of consequences and sanctions are designed to:

- enable successful teaching and learning free from disruption
- establish positive and respectful relationships
- promote accountability and reduce inappropriate behaviour

All members of the school have a responsibility for creating a safe and positive school environment. Consequences and sanctions are used when a pupil's behaviour does not meet our high standards. These consequences are put in place with an emphasis on children reflecting on their own behaviour(s), their own choices, their own feelings as well as of others involved. Staff encourage children to be empathetic, accountable and understanding of the effect of their behaviours. The use of consequences should be characterised by certain features:

- it must be clear why the consequence is being applied
- it must be made clear what changes in behaviour are required to avoid future punishment, ideally identified by the child in a reflective conversation with a member of staff
- group consequences should be avoided as they breed resentment
- there should be a clear consideration of the severity of the offence
- the focus should be on the behaviour rather than the person
- expectations of behaviour should be consistent throughout the school
- all members of staff are responsible for following the behaviour and discipline policy to ensure fairness and consistency.

All staff aim to be 'firm, but fair'. Staff will ensure that a consistent approach is adopted, based on mutual respect. The teacher concerned will deal with problems of indiscipline in the first instance. If necessary, other staff such as a Head of Faculty, Pastoral Leader or a Head of Year may become involved. Behaviour is dealt with in a staged approach with the sanctions escalating in the event of behaviour not improving. More serious instances of indiscipline may warrant immediate action higher up the sanctions scale and the involvement of senior staff. Such instances will be investigated by Pastoral Leaders and referred to HOYs/SLT.

The following is a list of behaviour that would lead to a sanction:

(this is not exhaustive and the school reserves the right to sanction other types of behaviour which falls below our standards)

- uniform infringements
- lateness
- inappropriate behaviour

- littering
- bad language
- chewing gum
- use of mobile phones/other technologies
- truancy
- defiance
- damage to property (the school will make reasonable efforts to recoup the cost of damage from parents)
- prohibited items (see banned items section)
- discrimination (see discrimination section)
- verbal abuse
- physical assault
- arson

A range of strategies may be appropriate to deal with inappropriate pupil behaviour. The following is a list of a range of responses that the school may use:

- entries in the Responsibility Card
- school report system
- reminder of expectations and standards
- verbal warning
- a breaktime detention (pupils will be given time to get refreshments and use the toilet after the detention)
- a lunchtime detention (pupils will be given time to get refreshments and use the toilet after the detention)
- opportunity to re-set in another room with supervision (faculty referral)
- after school detention
- SLT detention
- internal exclusion (Reflection room)
- suspension
- referral to external agencies
- pastoral support plan (PSP)
- Headteacher/Governor behaviour meetings with parents/carers
- offsite direction
- alternative provision such a Pupil Referral Unit (PRU)
- permanent exclusion

Curriculum Behaviour for Learning: - In class Behaviour for Learning is based on a system of clear warnings. All staff apply the Behaviour for Learning strategy consistently and this remains one of its unique strengths. The B system is used to show clearly how the warnings escalate. Prior to consequences being initiated, staff might use verbal or non-verbal signals to encourage a pupil to modify their behaviour. Should the behaviour continue, the following actions should be taken:

Tariff		Examples of behaviour (<i>not exhaustive</i>)	Actions/ Sanctions
B1	Verbal warning (formal)	• speaking/calling out • not engaging with work • not following basic instructions	• in class restorative (<i>if needed</i>) • -1 credit

B2	Restorative conversation	- continued disruption or lack of engagement with work - moved within the classroom to re-set	- restorative conversation - repeated= contact home -2 credits
B3	Faculty referral	- persistent disruption to learning (own and peers) - preventing effective teaching and learning	- removal from the lesson and placed into another one - communication home 20 mins faculty detention - repeated= report -3 credits
Faculty-on call		- failure to attend, settle or work within the faculty referral - serious incident within the classroom- verbal or physical assault of peers/adults	- isolation for the lesson/day if repeat 60 mins afterschool detention -5 credits

It is important that pupils have a fresh start each lesson. Previous poor behaviour should not be referred to when issuing warnings. Pupils may be placed in the corridor as a short-term measure especially if they have a 'time out' card, to address unsettled behaviour, but the intention should be to return the pupil to the lesson as quickly as possible.

Responsibility Card

This is issued at the start of each term to all pupils as a reminder of the school rules. If a pupil is observed breaking one of the school rules outside of lessons then the staff member will ask for the card, enter the type of behaviour, date and sign the card. Sanctions are given when:

- 4 entries - 20 minute lunchtime detention
- 8 entries - 60 minute after school detention
- 12 entries extended after school detention
- A lost card will result in a detention. This could be up to an extended SLT detention for multiple instances.

If there is an ongoing concern, and a pupil is receiving a large number of entries on their card, then a member of the pastoral team will contact the parents to discuss the issue and put plans in place to support/sanction the student.

Punctuality

We encourage pupils to be on time to school and lessons and believe when a pupil arrives late they are actively disrupting the learning of their peers. The pastoral team runs reports to monitor how many minutes students are late to lessons. The following sanctions are applied for minutes late.

15-30 minutes late	20 minutes pastoral lunchtime detention
31-60 minutes late	60 minutes after school detention
61+ minutes late	60 minutes after school detention and a parent meeting. Repeated instances will lead to wider additional,

If punctuality becomes a concern, strategies will be put in place to support the pupil and a meeting will be arranged between the school, parents and child to discuss these measures. This may include making up missed learning at break, lunch or after school and partnership working with external agency partners.

Uniform

Uniform plays an important role in setting the correct tone for learning. Helena Romanes School believes in the adage “*dress smart, think smart*” and, accordingly promotes high standards of personal presentation and pride in the school. Uniform infringements will be recorded on the Responsibility Card.

By applying to attend Helena Romanes School, parents/carers and pupils agree to adhere to the uniform code as published on the school website. If parents/carers have any financial difficulties in this matter, then they are encouraged to contact the school and we will look at ways in which we may be able to support them.

If there is a valid, temporary reason as to why a pupil is unable to wear the correct uniform, then the parent/carer must send a written, dated letter to the relevant head of year, with an indication of when the issue will be resolved. Any medical related reasons should be supported by a medical note from a GP, medical consultant or hospital. Parents/carers may be requested to update these throughout the year depending on the nature of the medical need.

Where pupils fail to comply with the dress code they will be given the opportunity to correct their dress code and meet the school’s expectations. Where a pupil is unable to do this quickly in school, they may be sent home to correct it before returning to school the same day. Where pupils are unable or unwilling to correct it they are likely to be placed in isolation until the dress code issues are rectified. Refusal to go to isolation will likely result in a suspension instead. Persistent failure to wear the school kilt correctly will result in pupils being told to wear trousers.

Bullying

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

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Helena Romanes wants all pupils to feel safe and accepted in our school community. Our values are underpinned by respect, tolerance, inclusion and equality. Bullying, harassment, victimisation and discrimination will not be tolerated.

Over time pupils may fall in and out with each other, have arguments, stop talking to each other and have disagreements. This is defined as ‘relational conflict’ and is a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement themselves without adult help. This type of behaviour is not typically repeated behaviour over a period of time however pupils will make an effort to try and resolve the problem. Relational conflict would be recorded as a friendship issue to keep track of the situation and adults would monitor and check back with

pupils.

However, repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power such as a group acting against an individual. At this stage the behaviour would be recorded as bullying.

Bullying can be physical or verbal in nature and the school will not tolerate any type of abuse. We want a safe school environment for pupils and should never be passed off as 'banter', 'play fighting/touching', 'we were just having a laugh' or 'it's part of growing up' as this could lead to a culture of unacceptable behaviour and an unsafe environment for pupils.

At Helena Romanes every member of staff is responsible for promoting good behaviour and the school values. Safeguarding training supports staff in being vigilant to risks facing young people and any changes in behaviour and reporting of any concerns. Pupils are reminded that they can communicate with us in a number of ways if they are worried about themselves or a friend. The fostering of good relationships with staff and the support of the pastoral team encourages pupils in communicating with us and feeling less fearful.

Despite a commitment from staff to eliminate bullying things sometimes do go wrong. We are aware of this and will continue to remain vigilant and responsive to concerns. Members of the pastoral team/Heads of Year/senior leaders will check in with pupils and work with them and parents of both parties if repeated incidents occur.

Discrimination

Helena Romanes School understands that, under the Equality Act 2010, all schools have a duty to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality between different groups
- foster good relations between different groups
- promote mental health and wellbeing.

We are dedicated to ensuring that every pupil receives an education that offers them the best chance of fulfilling their potential, and to promote mental wellbeing amongst our pupils. Helena Romanes School aims to:

- nurture talent, and provide opportunity for all
- enable pupils to develop the social and emotional skills needed to believe in themselves, show consideration for others and value diversity

Our aims are to ensure that:

- we do not discriminate against pupils on the grounds of their gender, disability, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity; these can be called the Protected Characteristics, in line with requirements in the Equality Act 2010 and covers both direct and indirect discrimination
- we promote the principles of fairness and justice for all through the education that we provide in our School
- we ensure that all pupils have equal access to the full range of educational opportunities provided by the School
- we constantly strive to remove any forms of indirect discrimination that may form barriers to learning
- we challenge stereotyping and prejudice whenever it occurs
- we celebrate the cultural diversity of our community and foster good relationships between people of different groups

Instances of discrimination will be taken very seriously by the school as it contravenes our school values. Context will always be taken into consideration but disciplinary action will be taken, in line with this behaviour policy and our school campaign, **It's not ok**. The parents and carers of perpetrators and victims will be informed of the incident and action taken. Repeated instances of discrimination, or one-off serious incidents, may lead to consideration under child protection procedures. When discrimination occurs, the school will work with the perpetrator to ensure they understand why their behaviour was inappropriate.

Mobile phone and other technologies policy

This applies to mobile telephones, headphones and all similar equipment (music devices, games devices, smart watches, air pods/ear pods etc.). Any reference to "mobile phone" also includes any other, similar equipment.

Mobile devices can have a detrimental impact on student learning and wellbeing. As such, HRS are using the Yondr pouch system for pupils to secure their mobile phones and other devices (for example, smart watches, airpods). If a pouch is damaged, compromising its integrity, the phone will be collected in and returned at the end of the day. Parents will be expected to replace the pouch via ParentPay. Any pupil who fails to place **all** applicable devices in their Yondr pouch will be placed in our isolation room for the remainder of the day. If a phone is seen out of a pouch during the school day, the phone will be confiscated and the pupil will be placed in our isolation room for the remainder of the day. If a pupil forgets their pouch, their phone will be collected and returned at the end of the school day. If the pupil continuously forgets their pouch, we would consider this to be lost and ask parents to replace the pouch. If a pupil says that they have forgotten their phone, we will ask for their consent to be searched. If no phone is found, they will be given an exemption note for the day. Pupils who refuse a search will be disciplined as if they have a prohibited item. This will usually lead to isolation (*refer to p12 for searching with and without consent*). In some circumstances, the school may decide to issue a suspension. An example of this (not exhaustive) would be persistent breaches or deliberate attempts to go against our school rules and policy regarding mobile phones and technology.

Confiscation

We will confiscate any item which is harmful or detrimental to school discipline or against the school rules. If it is a first offence, then it will be returned at the end of day. If it is confiscated at the end of the day, when pupils are leaving school, then the pupil's name will be noted and this will be counted as their first offence. If incidences continue, the Pastoral Team will contact parents to discuss next steps. This could include keeping confiscated items in school until parents come to collect them or requiring pupils to hand in items such as jewellery when they arrive at school for collection at the end of the day for the remainder of that half term.

Malicious or False allegations

If after a thorough investigation into an allegation made by a pupil against a member of staff, that allegation is determined to be malicious or false (as set out below) an appropriate and proportionate response will be taken by the school to reflect the severity of impact that allegation has had on the member of staff concerned. In the most serious cases the allegation and outcome may be reported to the police for further action and/or lead to permanent exclusion from the school.

- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation

Use of physical restraint

In some circumstances staff may have cause to use reasonable force:

- to prevent students from hurting themselves or others
- to prevent students from damaging property
- to prevent students from causing disorder

In all cases the 'reasonable force' means using no more force than is needed and for the minimum amount of

time necessary. Reasonable force will only ever be used in line with the guidance issued by the Department for Education.

At other times it may be necessary for staff to make physical contact with students, examples of this are:

- to comfort a child or young person in distress (appropriate to their age and individual specific needs identified through a risk assessment)
- to direct a child or young person
- for curricular reasons (for example in PE, Music, Drama etc.)
- in an emergency, to avert danger to the child or young person or others

Again this contact would be minimal in duration and be used in a way that maintains the safety and dignity of all concerned.

If a situation has required that a member of staff use reasonable force it will always be recorded on the school's restraint log and parents/carers will be informed.

For further details, refer to Appendix A at the end of this policy.

Searching with consent

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Any prohibited item(s) would be confiscated and school sanctions would be applied. The school will retain and/or destroy any item found as a result of a "with consent" search.

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

Searching without consent

If the pupil still refuses to cooperate, but the school believes that a search is necessary to avoid the pupil harming themselves or others, damaging property or from causing disorder, then a member of staff may search without consent.

Screening and searching students, including items which are prohibited and may be searched for (Searching, screening and confiscation Advice for headteachers, school staff and governing bodies) July 2022

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Schools are not required to have formal written consent from the pupil for this sort of search.

Staff are required to notify a member of the Pastoral Leader Team and SLT if they suspect that a student is in possession of a prohibited item.

Examples of prohibited items in school:

- Knives or weapons, including replicas
- Alcohol or intoxicating substances
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
 - To cause personal injury to, or
 - Damage to the property of, any person (including the pupil)
- Vapes, e-cigarettes, nicotine or otherwise
- Devices that have not been secured in a Yondr pouch (phones, smart watches, smart glasses or other 'smart' technologies, airpods, recording or photographic devices)
- Energy drinks
- Chewing gum

At this point, the school may ask the parent/carers to attend or may seek the assistance of the police if the suspected item(s) is of a serious nature such as illicit substances or weapons.

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

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

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

Searches can only be carried out on school premises or, if elsewhere, where the member of staff has lawful charge of pupils, for example on school trips or events (in England only).

Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

The power to discipline beyond the school gate

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

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

- taking part in any school-organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable or identified as a pupil at the school

Each incident will be judged on:

- the severity of the behaviour
- whether the behaviour could have repercussions for the orderly running of the school or poses a threat to other students or staff e.g. bullying a student, insulting staff, taking and sharing of images

- pose a threat to another pupil, staff member or member of the public
- how it affects the reputation of the school
- if the misbehaviour might affect the chance of other students being offered similar work, study or sporting opportunities in the future

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

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

Incidents that occur outside of school but are disclosed to us in school may lead to us contacting parents/carers of the victim (unless this would put them at risk of harm) and alleged perpetrator (unless this would put them at risk or harm or unless prohibited by the police). Support would be given to the pupil/family to take the incident to the police. A referral to social care would be made and the school would follow advice given. It may be necessary to complete and implement a Risk Assessment. Additional support for pupils in school would be reviewed.

Smoking

Helena Romanes is a non-smoking site for all staff, pupils and visitors. Sanctions will be put in place for pupils caught smoking and those associating with smokers. This also applies to E-Cigarettes/vapes and other related paraphernalia. Pupils will also be sanctioned **if found smoking on the way to or from school**.

Alcohol and solvents

Any pupil intoxicated or found to be using alcohol or legal solvents on school premises, or on the way to or from school, will normally be suspended, the length depending on individual circumstances.

Practice and procedures

Reports and PSP (pastoral support plan)

Pupils will be placed on report if it is decided that their behaviour warrants monitoring and additional support. This decision will be made by either the Pastoral Team, Head of Department/Faculty or SLT. At the beginning of the report pupils will be set targets by the member of staff responsible for the report who will monitor the report daily or weekly. Classroom teachers will complete the report after each lesson and pupils are expected to maintain a certain level of behaviour to successfully complete the report. After a period of time the decision to put the pupil on report will be reviewed. If a pupil has shown sustained improvement they may come off report. If a pupil's behaviour is still a concern but has not got worse then they are likely to remain on report. Where a pupil's behaviour has got worse or shown no improvement over a longer period of time then a decision to escalate may be taken. This may result in a pupil being placed on a Pastoral Support Plan (PSP) usually over a period of 16 weeks where they will be closely monitored with specific targets at the end of the period. If a pupil does not meet their targets they may find that matters are escalated to a managed move/off site direction, a referral to a Pupil Referral Unit (PRU) or permanently excluded.

Types of reports:

- Faculty reports
- Tutor reports
- Head of Year reports
- Pastoral Support Plan (PSP)

Support strategies

Members of the school staff work closely together to utilise in school support and make referrals to external agencies where appropriate:

Examples include:

- Kids Inspire referral
- CAMHS referral
- In school counselling referral
- In school SEN referral for possible undiagnosed need
- In school mentoring/guidance with DDSL
- Time out card
- Positive reports (pastoral)
- Key safe adult(s)
- Key safe space
- Graduated referral room
- Review of One Plan/student passport
- Forest school, gardening, zones of regulation
- Affinity referrals
- Off site direction **Off-site direction (arranged by the governing board) is when a pupil is required to attend another education setting (alternative provision or mainstream school) temporarily to improve their behaviour where interventions or targeted support have not been successful in improving a pupil's behaviour.*
- Managed moves **a managed move is on a permanent basis and is voluntary. This may follow on from an off-site direction if a pupil is placed in a mainstream school, upon review of the time limited placement/off-site direction*
- Adapted curriculum
- Education access referral
- Educational Psychologist involvement
- GP or school nurse
- Safer Schools / Community Police
- Youth Offending Team
- Social Care referral
- Family Solutions referral
- Kids Inspire referral

Internal exclusion

Internal exclusions are the most serious sanction a school can issue and sits just below a suspension from school. Internal exclusions will be recorded on the pupil's school file. Only a member of the pastoral team in consultation with a member of SLT can authorise an internal exclusion. Pupils will be expected to complete time in the school's Reflection room which may be graduated for pupils with identified SEN, mental health, safeguarding needs or with SLT authorisation. The Reflection room staff support pupils to complete a reflection task to give pupils an opportunity to: reflect on why the behaviour displayed is not acceptable; identify what emotions the pupil may have been feeling and how this may have influenced their actions; the impact their actions may have had on individuals and the wider school community. Internal exclusions may be scheduled or occur on the day in response to behaviour that is considered a serious or persistent breach of the school's rules. Pastoral staff will support the pupil to reintegrate, including having restorative conversations, where appropriate.

Pastoral teams are responsible for ensuring that pupils and parents/carers are informed of an internal exclusion. If a pupil refuses to work in partnership with the school in accepting a sanction of internal exclusion, this will most likely escalate to a formal suspension from school. If a pupil receives 3 or more internal exclusions, pastoral staff will meet with parents/carers and pupils to discuss additional school support and possible referrals to external agencies for support.

Internal exclusions will normally be used for but not exclusively for:

- the use of highly offensive, discriminatory or obscene language towards staff or pupils;
- internal truancy and persistent lateness (not attending scheduled/timetabled sessions and/or in a punctual way);
- being in toilet cubicles with other pupils;
- breach of the schools mobile phone and technologies policy;
- possession/and or use of prohibited (not illegal) items in schools;
- refusal to attend detentions despite support from staff;
- persistent breaches of school discipline which cannot be resolved through the use of less serious sanctions;
- serious in school behaviour on the day which disrupts the calm, safe school environment and/or well being of the school community

**this is not an exhaustive list*

Suspensions

Suspensions and Permanent Exclusions are extremely serious and will be recorded on students' files and references. Suspensions and Permanent Exclusions can only be agreed by the Headteacher or Deputy Headteacher when the Headteacher is not available.

Suspensions will normally be used for but not exclusively for:

- repeated instances of highly offensive, discriminatory or obscene language towards staff or pupils
- violence, or threats of, towards other pupils or staff
- persistent breaches of school discipline which cannot be resolved through the use of less serious sanctions (including smoking offences)
- persistent defiance and refusal to adjust behaviour, such as internal truancy
- being in toilet cubicles with other pupils
- theft and/or vandalism
- repeated breaches of the school's mobile phone and technologies policy
- other malicious activities designed to disrupt school life or damage school property
- bringing the school into disrepute

**this is not an exhaustive list*

In exceptional cases, usually where further evidence has come to light, for example where there has been further investigation of the pupil's misconduct during the initial suspension and the headteacher has determined that the initial suspension was not an enough of a sufficient sanction, a further suspension may be issued to begin immediately after the first suspension ends.

General Principles:

The Head of Year will arrange for work to be set either by subject teachers, or for a pre-prepared pack of work to be given to the student.

- wherever possible the parent will be telephoned immediately by the Head of Year, Pastoral Leader or delegated member of staff. A letter confirming the exclusion will be sent by post.
- the suspension will normally begin on the next working day except where this could seriously damage the pupil's progress, such as during examinations
- the pupil will usually be isolated in school for the rest of the school day on which the suspension is issued or parents may be asked to collect them if it is deemed necessary
- procedures will be followed in accordance with the latest DfE guidance

Re-integration Procedure:

The Head of Year/Pastoral Leader/ SLT will meet with the pupil and parent/carers before readmission to the school. Readmission might be subject to certain conditions governing future conduct and requiring the pupil and parent/carers to sign a behaviour contract. In addition, measures will be taken to support the pupil on their return to school to prevent a recurrence of poor behaviour. Such measures could include a re-negotiated

curriculum, Special Needs support, professional counselling or referral to external agencies for support. The Form Tutor and/or Head of Year will support and closely monitor a pupil's readmission to school and the parent/guardian will be kept informed of progress and developments. Where parents/carers do not attend a reintegration meeting, the school will meet with the pupil to go through a reflection activity and discuss next steps. Any actions will be communicated to parents and their non-attendance recorded on the child's school files.

Permanent Exclusion

The school does not make regular use of permanent exclusion. In general, this would be regarded as the very last resort, however we will permanently exclude a pupil in response to **a single serious breach or persistent breaches of this behaviour policy** and where allowing the student to remain in school could seriously harm the education or welfare of the student or others such as staff or other pupils in the school. For any permanent exclusion, the individual needs of a student will be assessed before a decision is made and work is set and marked for students during the first five school days where the student will not be attending alternative provision. In addition, we will make any appropriate referrals to support services or notify key workers (such as a social worker).

A permanent exclusion may be for (*this is not an exhaustive list*):]

- possession of illegal/controlled substances (regardless of quantity)
- possession with intent to supply illegal/controlled substances (regardless of quantity)
- possession and supply/sharing of illegal/controlled substances (regardless of quantity)
- possession and/or use of illegal/controlled substances (regardless of quantity)
- possession of an offensive weapon or object in school
- possession of an imitation offensive weapon or object in school
- violence towards staff
- threats of violence towards pupils or staff that is deemed to be serious
- actions causing gross offence or physical/mental harm to staff and/or pupils, such that continued membership of the school community would be intolerable
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- violence to other pupils that impacts significantly on their welfare, is persistent, threatens the safety of the school community
- persistent disruption and defiance, jeopardising the education of pupils and the welfare of the school community where they are not responding to other measures
- malicious allegations against staff
- actions inside or outside of the academy that bring the school into disrepute or otherwise make their place at HRS untenable

Separation of pupils for safeguarding purposes.

In certain circumstances, we may temporarily forbid a pupil from attending, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, education for the pupil will be provided either by the pupil's parents, the school or with the support of the Local Authority. This is not an exclusion on disciplinary grounds.

The Law

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

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

- the power of members of staff to search students
- exclusion of students from schools in England
- repeal of requirement to give notice of detention to parent

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

Sanctions will be used to:

- impress on the perpetrator that what he or she has done is unacceptable
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter the repetition of a similar behaviour

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

Managing Behaviour in the Primary Phase

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the children and differentiated appropriately to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing information to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

We use The Zones of Regulations framework which is a conceptual framework used to teach students self-regulation and self-control. This type of system aids children to categorise the complex feelings and states which they may experience and it improves their ability to recognise and communicate how they're feeling in a safe, non-judgmental way. The Zones of Regulation categorises states of alertness and emotions into four coloured zones. Our pupils will learn that it is fine that they experience a range of emotions while they're at school but we will teach them skills to support them to manage their feelings. There is no bad zone, but it is important for them to learn and use strategies that would help get to their Green Zone. The concept of this framework is to support children to make decisions and promote positive behaviours as a result of self-managing their frustrations and possible unwanted behaviours.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Classroom resources should be clearly labelled to promote pupil ownership and responsibility. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Children might be:

- given stickers
- praised in front of others
- sent to another teacher or to the Headteacher for appreciation of significant improvement / attainment
- given a note to take home or parents might be sent a message through Arbor
- given certificates
- given extra privileges and responsibilities
- given a token towards a whole class reward

Above all, rewards should be seen as special and meaningful.

Restorative Practice

Teaching staff will use a restorative approach towards behaviour. Restorative Practice provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability. Through using a restorative approach, staff will use restorative language opposed to punitive language and they will follow the five main principles of a 'Restorative Mind-set*'

1. An appreciation of individual perspectives.
2. Promoting mutual understanding through making explicit the link between behaviour, thought and feeling.
3. A focus on impact and not blame.
4. Identifying underlying need.
5. Accountability and responsibility for self and others.

(*adopted from Belinda Hopkins, 'Just Care')

The focus will be on impact as opposed to blame. Teachers will consider this when they have conversations with

children about their behaviour(s).

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. These consequences are put in place with an emphasis on children reflecting on their own behaviour(s), their own choices, their own feelings as well as of others involved. Staff encourage children to be empathetic, accountable and understanding of the effect of their behaviours. The use of consequences should be characterised by certain features:

- it must be clear why the consequence is being applied
- it must be made clear what changes in behaviour are required to avoid future punishment, ideally identified by the child in a reflective conversation with a member of staff
- there should be a clear distinction between minor and major offences
- the focus should be on the behaviour rather than the person
- expectations of behaviour should be consistent throughout the school
- all members of staff should follow the behaviour and discipline policy to ensure fairness and consistency.

The school uses a staged approach to consequences. The consequences range from expressions of disapproval, through withdrawal of privileges (for example missing break or lunchtime), to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Headteacher.

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

Parental Partnership

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate the policy and expectations to parents. Where behaviour is causing a concern

parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. However, if despite additional support programmes the child's behaviour remains concerning, the child will be excluded in line with the policy.

SIXTH FORM BEHAVIOUR POLICY

The ethos of The Helena Romanes School Sixth Form is to encourage the students to develop the attitudes and behaviours that will make HRS an effective, positive and collaborative place to work and to try to ensure pupils will be ready to move onto higher education or the work place and adapt to the future demands of very different environments. We aim to ensure that every member of the school community feels valued and respected, is treated fairly, and that all pupils are able to make progress on their chosen courses.

Students within the Sixth Form are considered young adults who should set a model of good behaviour for pupils in younger years. Sixth Formers are expected to be able to make informed choices about their conduct and engage fully with their academic studies.

Every member of the school community is expected to behave in a considerate way towards others, follow our Community Code, and to behave responsibly in their learning; all pupils are expected to meet the lesson expectations laid out below.

All conditions below also apply to students undertaking any sort of out of school activity organised by the school.

We expect:

1. Sixth Form students to treat all members of the school community with respect, meeting the whole school behaviour expectations laid out in our Community Code
2. Adherence to the specific expectations for Sixth Form as outlined in the induction booklet, given to students and on the web site, including dress code.
3. Pupils to have an excellent attitude to their studies, showing the following behaviours for learning:
 - At least 95% attendance at all lessons (unless medical evidence is provided explaining the need for more prolonged absence).
 - Punctuality to registration and lessons.
 - Respect for staff workloads and their plans for pupils' progress by meeting all work deadlines.
 - Willingness to follow instructions in lessons and to engage with all tasks fully
 - Commitment to independent study, including completing extended reading, revising for tests and internal exams, external exams and completing any other independent tasks set.

Serious breaches of behaviour, affecting the safety and well-being of others, will be dealt with using one or more of the sanctions laid out in the whole school behaviour policy. This would usually include contact with parents, behaviour contracts and/or fixed term or permanent exclusion.

Failure to meet the learning expectations for Sixth Form pupils will trigger a number of intervention strategies being put in place by Subject Area, Tutors or the Sixth Form Leadership Team to support pupils to meet our expectations (including those around independent study). We will also provide advice to parents as to how they can support their child to meet the expectations.

Permanent Exclusion of Sixth Formers

- Serious or persistent breaches of the whole school behaviour policy (see sections on misbehaviour) can lead to permanent exclusion (Exclusions Policy).
- Persistent absence and failure to respond to a staged improvement plan in relation to attendance in lessons, tutorials or school based activities may lead to exclusion from the sixth form.

Repeated failure to meet the Sixth Form Behaviour Policy and failure to respond to the Pupil Support Process can lead to the removal of one or more subjects from a pupil or overall removal of a place in the sixth form.

The Sixth Form leadership team will implement a staged process to behaviour sanctions:

- Stage 1- tutor/subject teacher level involvement with student
- Stage 2- Head of Year level involvement, parents will be made aware of an increased level of concern
- Stage 3- Head of Year AND Director of Sixth Form, parents and students will be made aware of this stage. Failure to make improvements after a 4-week period in Stage 3 will result in permanent exclusion from the Sixth Form.

Appendix A: Restrictive interventions and reasonable force policy/addendum?

● **Introduction**

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Within our setting, our strategies and practice are encompassed within a framework of shared and consistent principles based on person-centred values within a commitment to a reduction in restrictive intervention.

We understand that behaviour is a form of communication and firmly believe that children who feel safe and happy are better equipped to learn. We understand that all behaviour happens for a reason and that difficult and/or harmful behaviour is not necessarily deliberate or planned. We understand that in situations of need, a child may simply behave in a way that has been successful in the past in protecting them and enabling them to survive that moment.

We know that the first step to understanding a particular behaviour of concern is to try to find out why the behaviour is happening. Our setting reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing (known as Trauma Perceptive Practice - TPP) and these values run through all our policies and practice.

● **Statutory framework**

Our school works in accordance with the following legislation and guidance (this is not an exhaustive list):

- [Keeping Children Safe in Education \(DfE 2025\)](#)
- [Working Together to Safeguard Children \(DfE 2026\)](#)
- [Use of reasonable force and other restrictive interventions guidance \(DfE 2026\)](#)
- Education and Inspections Act 2006, especially sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2)
- (England) Regulations 2025
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Equality Act 2010

● **Restrictive intervention and reasonable force**

We all have a legal obligation under our 'duty of care' to keep the children and young people we support safe. Once we have exhausted all other support options to prevent harm, we may have to apply a restrictive intervention. This would always be a 'positive act' and in the best interests of the child/young person or others.

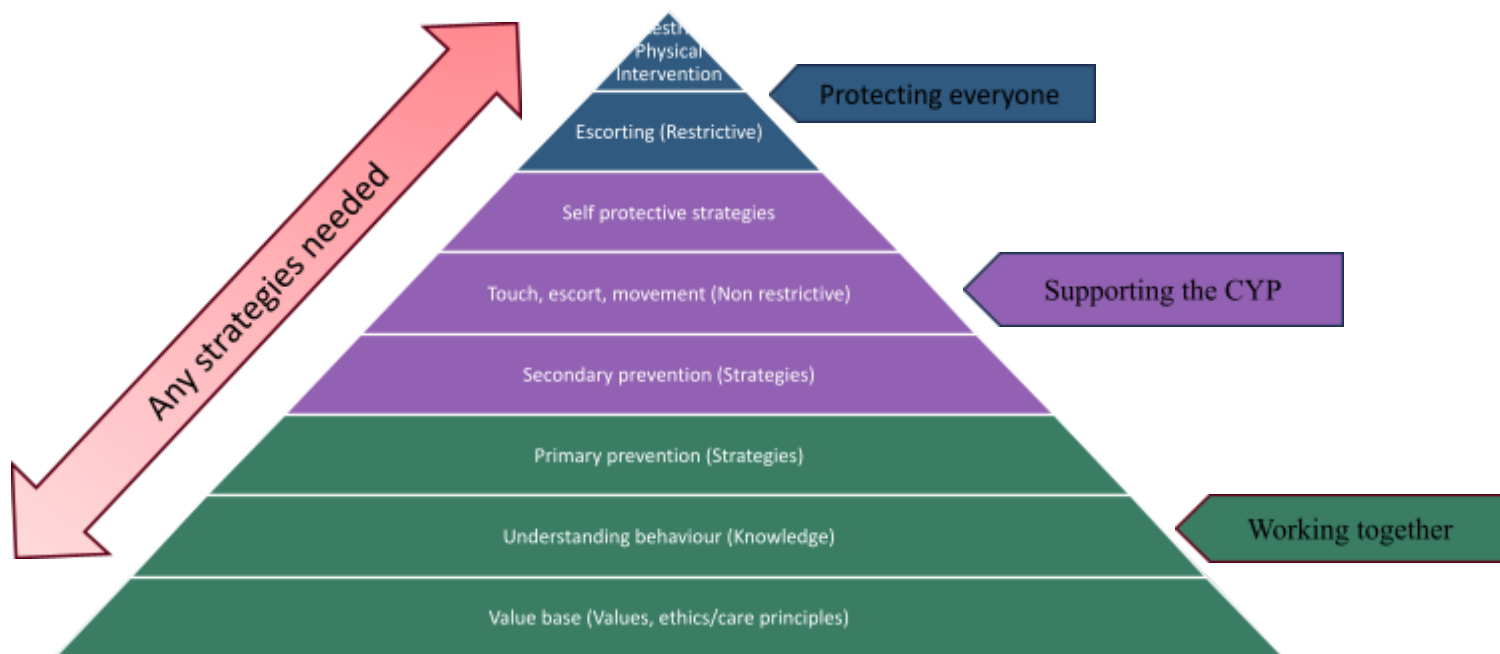
The DfE guidance, *The use of restrictive interventions, including reasonable force (DfE 2026)* states that all members of school staff have a legal power to use reasonable force in certain circumstances – this is to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

At our setting we believe that the use of restrictive intervention, should be used within this framework:

- protecting people's fundamental human rights and promoting person-centred best interest and therapeutic approaches to support people when they are distressed
- improving the quality of life of those being restrained and those supporting them
- reducing reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, co-regulation (within the training sometimes can be described as de-escalation) and reflective practice
- focussing on the safest and most dignified use of restrictive interventions where required, including physical restraint

- increasing understanding of the root causes of behaviour and recognising that many behaviours are the result of distress due to unmet needs
- ensuring a restraint reduction approach is adopted by all
- force will never be used as a punishment
- **Response to Incidents**



Our approach to supporting children and young people is shown in the diagram above. It clearly demonstrates that our practice is built on the firm foundations of a Human Rights value base and understanding behaviour.

Our key school values, including Kindness and Respect underpin the culture of ethics and care at Helena Romanes.

Response Strategies

- **Primary Prevention Strategies**
Primary Prevention Strategies form the greater part of our approach to harmful behaviour and include everything that is put in place that reduces the likelihood of the incident happening. Even at the most heightened states of arousal there are still non-restrictive strategies that may work.
- **Secondary Strategies**
These are the plans for what to do if the primary strategies do not work and the child becomes more stressed.
- **Tertiary Strategies (non-restrictive and restrictive)**
These are designed to keep the child and those around them safe from harm. They provide a way to react quickly in a situation where the child is distressed and more likely to present harmful behaviour and may include physical intervention.
- **Training**
The DfE sets out that staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. As a staff team, we have participated in specific training to recognise and respond supportively to behaviours through co-regulation to guide children through stressful situations. In our setting, we use the PRICE 'train the trainer' training; Intelligensa positive handling training and Safer Handling training. This approach fully complements our values and is delivered to staff members so they can:

- Identify suitable techniques for different situations
- Identify and minimise potential risk factors
- Identify and minimise the potential impact of a physical intervention on a child/young person.

- **Support Planning and risk assessments**

We will always consider the needs of the individual child and their specific needs. At our setting we use a range of approaches to help keep everyone safe by enabling our staff to think about, plan for and be confident in safely supporting children and young people. This may include the use of risk assessments, one planning, personalised distress management plans.

This support is discussed and agreed with the child/young person and their parent/carer.

In writing support plans and risk assessments staff will consider:

- the views of the child or young person in how they want to be supported
- consideration as to how the child or young person's dignity may be compromised and how might staff manage that
- communicating behaviours that present as conflict, aggression and anxiety
- primary and secondary prevention strategies used to co-regulate and defuse potential incidents
- any personal, sensory or environmental needs for the child/young person
- a recovery plan/restorative approach

- **Reporting and recording**

At our setting we record incidents where:

- It has been necessary for a staff member to use force on a child
- It has been necessary for a staff member to use seclusion
- It has been necessary for a staff member to use a non-force related restraint (with or without direct physical contact)

Any such incidents will be recorded as soon as practicable after the event by the staff member(s) involved and we endeavour to do this the same day. We will record the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- Parental notification

Where appropriate, we also invite parents / carers to have a follow-up discussion about the incident and to review the risk assessment/support plan. This discussion will consider:

- any behavioural triggers or warning signs of an impending incident
- whether agreed support plans were followed (if already in place)
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

- **Oversight and governance**

Our governing body has oversight of our procedures, reporting and recording for use of force and seclusion in our setting. They receive regular safeguarding reports which include the number of incidents and use it to discuss any required improvements to policies and practice.

The governing body will support the school in considering:

- identifying areas of learning and development for school staff
- understanding repeat patterns and triggers to interrogate the effectiveness of pupil support measures
- identifying any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Appendix A: Terminology

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Appendix B: statutory record of an incident of the use of force, seclusion and non-force related restraint

The school will keep a log of restrictive intervention and use of reasonable force. The following information will be recorded.

- Student name
- Staff name
- Time of incident
- Date of incident
- Location of incident
- Student needs
- Details of restraint
- Duration of restraint
- CCTV
- Risk to student as a consequence of restraint
- Risk to student if restraint was not used
- Post incident support for student
- Post incident support for staff
- Parental contact

Appendix C - template letter to inform parents of an incident

Dear (parent / carer)

Further to our earlier telephone conversation, I am writing to confirm our discussion about the incident today. As discussed, it was deemed necessary to use a restrictive intervention *[ensure this reflects the incident]* with *[CYP name]*. You will be aware that such an intervention is used in our setting only as a last resort, where other interventions and de-escalation techniques have not been sufficient. As already shared with you, it was felt by staff involved that it was a necessary, proportionate and appropriate response at the time in order to keep your child and everyone else safe.

In line with our policy and procedures, I am sharing the detail of the incident with you:

Time, date, location and approximate duration of the intervention:	
Why the intervention was assessed as necessary:	
What type of force was applied, and the degree of force:	
Any physical injuries sustained <i>[delete if not applicable]</i>	

It is important that we continue to work together, going forward. I would like to invite you to a meeting to *write / review* a risk assessment and support plan for *[CYP name]* and we can discuss the matter in more detail then.

Yours sincerely

Appendix D – guide to support reporting to MySafety

Level 1 When there was no need for first aid or medical attention, or when there is no long-term anxiety or stress as a result of the incident for a member of staff.	Level 2 When there was a need for first aid or medical attention, or if the staff member experiences long term anxiety or stress as a result. When there was a need for non-restrictive physical intervention.	Level 3 When it was deemed necessary to use restrictive intervention to co-regulate to prevent a CYP injuring themselves or others, committing a criminal offence, damaging property or causing disorder	Level 4 When it was deemed necessary to use restrictive intervention to co-regulate to prevent a CYP injuring themselves or others, committing a criminal offence, damaging property or causing disorder
Behaviours likely to be responsive to the ordinarily available support and interventions set out within the setting behaviour policy. They will be also be monitored and reviewed through personalised 'One Planning' when appropriate. <u>Examples:</u> ● Eating or mouthing non-edible items, such as stones, dirt, pen lids, bedding, metal, faeces ● Smearing of faeces ● Rocking, repetitive speech and repetitive actions or manipulation of objects	Behaviours with duration, frequency, intensity or persistence which are beyond the typical range for the setting. Such behaviours are less likely to be responsive to the ordinarily available support and interventions identified within the setting behaviour policy. <u>Examples:</u> ● compromise the CYP's own and / or other CYP's learning ● disrupt the day-to-day functioning of the setting, making it a less safe and routine environment.	Behaviours which compromised the safety and wellbeing of the CYP or others: <u>Examples:</u> ● causing harm towards adults or other CYP (including pushing, punching, kicking, biting, scratching, spitting, head-butting) ● causing damage to the learning environment, including to property ● striking another adult / CYP with an object	Behaviours which caused harm or injury to the CYP or others: <u>Examples:</u> ● a one-off serious incident involving behaviour not previously observed in the CYP ● causing harm towards adults or other CYP (including pushing, punching, kicking, biting, scratching, spitting, head-butting) ● causing damage to the learning environment, including to property ● striking another adult / CYP with an object

● Absconding ● removing of clothing items ● Self-injury/harming, including head banging, scratching, hitting, kicking, biting and poking ● Language-based personal abuse or sexual comments ● Racist, sexist, or homophobic behaviour or comments	● Language-based persistent personal abuse or persistent sexual comments ● Persistent racist, sexist, or homophobic behaviour or comments		
Expected Reporting and Recording			
Systematic reporting and recording at the setting/setting level in accordance with policy.	Systematic reporting and recording at the setting level in accordance with policy. In all cases of RIDDOR and when Headteacher deems appropriate, these incidents may also be reported to ECC via MySafety.	Systematic reporting and recording at the setting level in accordance with policy. These incidents must be reported to ECC via MySafety.	Systematic reporting and recording at the setting level in accordance with policy. These incidents must be reported to ECC via MySafety.



Helena Romanes School Rules

Our school rules are underpinned by our Community Code which promotes respect for yourself, others, property and our school. The school rules ensure that our students maintain the highest standards, acting as role models within the school and local community, and that our school is a safe place in which students can be successful.

1. Respect for others

We expect all students to speak respectfully to any member of the school community and seek to be kind and thoughtful. For the safety, wellbeing and education of all, **students must follow all instructions from adults, without argument.** If reprimanded, they must listen and accept responsibility. Students must comply with any direction given by a member of staff immediately and without argument.

2. Uniform The uniform code is clearly stated, and students should adhere to it. These expectations include but are not limited to:

1. Blazers to be worn at all times (unless directed by a member of staff or if summer uniform has been implemented)
2. Skirts to be rolled down. Shirts to be tucked in
3. Ties to be worn
4. Jewellery must only consist of one pair of stud earrings, watch and a ring
5. No false nails/gels/nail varnish
- 6.. No hoodies
- 7.. No trainers
- 8.. Coats may not be worn in the school building (but can be worn outside of the school building)

3. Confiscated Items

Jewellery, clothing that is not part of the school uniform, or other items may be confiscated and will be returned in line with our school policy.

4. Hair

Students may not dye their hair an UNNATURAL hair colour. Extreme hairstyles, dip dyeing, streaks and highlights are not permitted. It is important that long hair is well managed. False eyelashes are not permitted.

5. Movement around school

All students must walk calmly and sensibly around the school site and ensure they are on time to registration, lessons and assembly. Students must hold the door open for other students and staff. There must be no running or shouting in the corridor.

6. Toilets and the Medical Room

Students should use the toilet during break and lunchtime and will only be allowed to go to the toilet

during lesson time if it is an emergency and permitted by a member of staff. In this situation, the student must have a signed responsibility card or be given a 'Corridor Card' from the member of staff. If a student needs to attend the

medical room, they must be given permission by a member of staff via On Call, a signed responsibility card or must be carrying a 'Corridor Card'.

7. School Property

It is the responsibility of all students to ensure school property and the school environment is treated with respect. A charge towards the cost of replacement/repair of school property may be levied if it is judged that loss or damage has resulted as a consequence of irresponsible or negligent behaviour.

8. Mobile phones/airpods or similar devices

Mobile phones/airpods or similar devices should be secured in a Yondr pouch or handed in at student reception at the start of the day.

Sixth Form students may have permission to use mobile phones in the following areas only: Cafe and Sixth Form block, Sixth form silent study. Sixth form students should not be on their phones or have airpods/headphones on in corridors.

9. Punctuality and Absence

All students are expected to arrive punctually to every lesson and should be ready to enter their registration room by 8.40am latest. All students are expected to attend school regularly as school attendance has a direct impact on student achievement. If students are absent, parents should notify the school using Class Charts on each day of absence. If a student needs to leave the school site for an appointment, notice must be given by a parent in advance and the pupil must sign out in the student reception.

10. Eating Arrangements

Food must be consumed in the area in which it was purchased. When eating in a designated area, students must be respectful of each other and environment and not only ensure their own litter is put in the bin but help other students and staff to pick up litter.

11. Smoking / Electronic Cigarettes

Helena Romanes is a no smoking/vaping site for all staff, students, and visitors. Smoking/vaping is expressly forbidden on the way to and from school. Students caught smoking/vaping, and students associating with smokers/those using vapes, will receive a sanction.

12. Travelling to and from the school

Students must remember they are ambassadors for the school and that we expect them to maintain the highest standards of uniform and conduct in our school community. Any student bringing the school into disrepute will be sanctioned.



Helena Romanes Home and School Agreement

Helena Romanes School will:

- Value each child as an individual
- Promote the highest standards of achievement, progress and behaviour, disciplining poor behaviour when it is needed as well as rewarding excellent behaviour and success
- Provide a stimulating and safe environment for children to learn and a range of enrichment activities for them to participate in
- Set homework and provide regular feedback
- Be in close contact with parents regarding attendance, punctuality, uniform, equipment and general school matters
- Keep parents and carers informed about their child's progress and let them know of any concerns that affect their child in school
- Prepare students for their next steps
- Insist that all students observe the school's Community Code

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- Prepare students for their next steps
- Insist that all students observe the school's Community Code

Parents and Carers will:

- Ensure my child follows the school rules and the Community Code
- Ensure my child attends school regularly, on time, fully equipped and in the full correct uniform
- Support the school's behaviour policy and support any associated action taken by the school such as detentions (both during the school day and after school) and behaviour reports
- Take an active interest in all aspects of my child's school life which includes checking Class Charts, and providing them with a space and the resources to study and asking them about their day.

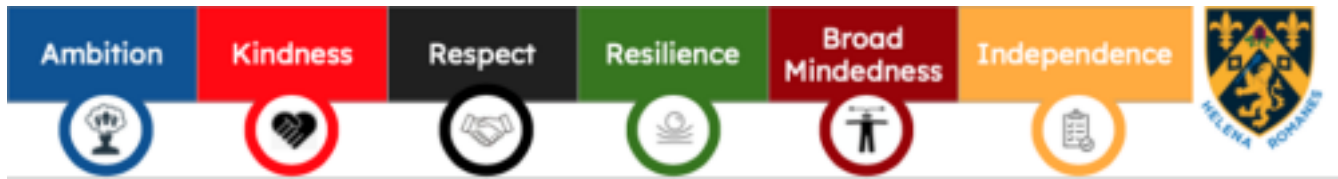
- Communicate with the school immediately all relevant information which may affect my child's work, behaviour, health or safety
- Notify the school on the same day if, for any reason, my child cannot attend using the Class Charts absence reporting tool
- Attend Parents' Evening and other discussions about my child's progress
- Get to know about my child's life at Helena Romanes school by reading letters home, the school website, newsletters and attending special events

Students will:

- Follow the School Rules and the school's Community Code
- Attend school regularly (over 95%) and be on time
- Wear my school uniform correctly
- Bring all essential equipment each day
- Not have a mobile phone on the school site
- Complete all homework, classwork and exams to the best of my ability
- Show respect to others both within and outside of the school and show respect for property belonging to the school and others
- Follow all instructions given by a member of staff promptly and politely

Community Code

We want Helena Romanes School to be a secure and caring community. We encourage a sense of achievement, respect and responsibility in all. Our community code aims to set out the responsibilities and rights of our school members.



Our Community Code

Helena Romanes is a secure, caring community.
We encourage a sense of achievement, respect, and responsibility in all.
At the heart of our Community Code is respect for yourself, others, property, and our school.

RESPONSIBILITIES

Respect for yourself

- Dress smartly and wear uniform correctly
- Listen and reflect before taking a course of action

Respect for others

- Consider those behind, in front and beside
- Keep shows of affection for private time
- Wait for the appropriate time to put our side of a story
- Accept correction when we're at fault.
- Speak calmly and politely to others
- Hold the door for others behind us
- Carry and place bags carefully

Respect for property

- Respect the school environment: classrooms, communal spaces, corridors, furniture and equipment
- Use resources responsibly
- Respect and take care of both our own property and others'

RIGHTS

Respect for yourself

- Recognition of our contribution to the community, both as a member and as ambassadors
- The making of informed decisions that benefit our future

Respect for others

- Being respected as a member of our community
- Being appreciated for what we have to offer
- Recognition of our efforts
- The right to a voice
- Freedom from abuse or discrimination
- The right to feel safe at school
- Support for each other

Respect for property

- A school community we are proud of that is pleasant to be in

- Leave the toilets as we would wish to find them

Respect for our school

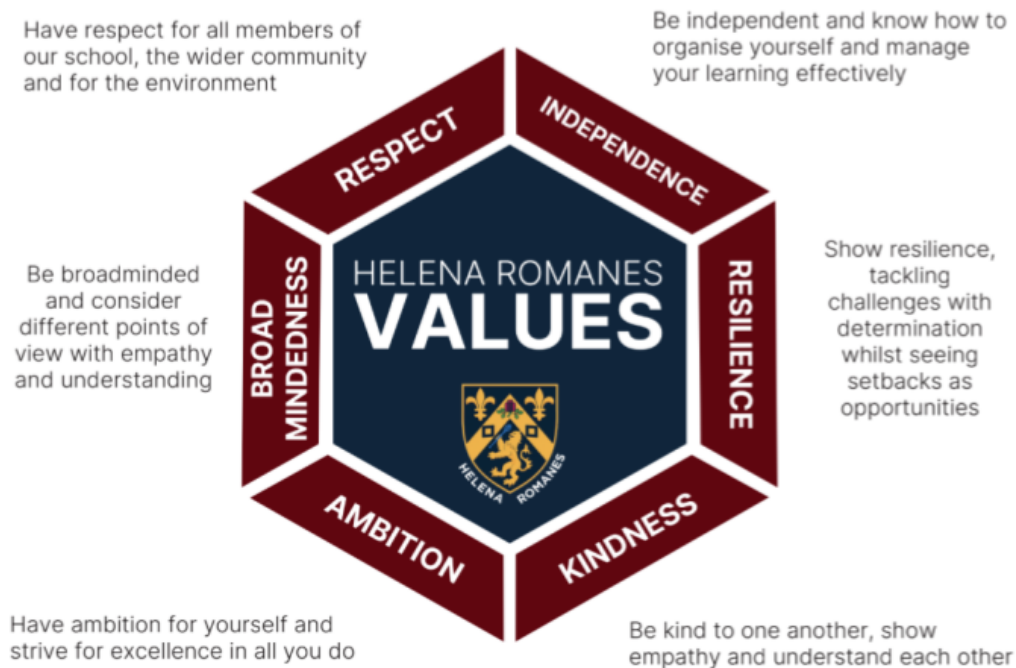
- Act as a role model for others
- Walk sensibly and safely in corridors
- Put all litter in the bin and leave rooms clean and tidy
- Keep all drinking and eating to the designated areas



Respect for our school

- Education, ethos and facilities that offer maximum benefit
- Freedom from vandalism and theft
- Safety in corridors and classrooms

School values





BEHAVIOUR FOR LEARNING

PREPARE

- Arrive on time
- Have all your equipment
- Sit in your seat to be ready for the 'Do It Now' task

ENGAGE

- By keep trying and don't give up
- Discuss the work and answer questions
- Support each other when working together

LEARN

- Actively listen to the teacher throughout the lesson
- By focussing on the work you are set
- Producing the best work you can

END OF LESSON

- Tidy up the classroom
- Smarten up your uniform
- Wait to be dismissed and leave calmly



It's not OK !

It is not acceptable to make comments or actions towards another person because of their race, culture or religion

It is not acceptable to make comments or actions towards another person because of their sexual orientation

It is not acceptable to make comments or actions towards another person because of their sex or gender

It is not acceptable to make comments or actions towards another person because of their disability or learning needs

This is not tolerated at HRS

Think about the words you use

Call it out

Lead by example

Don't be a bystander

Report it

Ambition



Kindness



Respect



Resilience



Brood
Mindedness



Independence



It's not OK !

Discrimination intervention process

Weekly report analysis by DSL using CPOMS data

CPOMS data reviewed for Discrimination:
Discrimination – Race
Discrimination – Gender
Discrimination – Sexual Orientation
Discrimination – Religion & Belief
Discrimination – Disability/Learning Need

Offence 1 – Sanction
Offence 2 – Sanction and Discrimination
awareness session with DSL

Further offences may result in upscaled
sanctions and a governor behaviour panel
meeting with parents

Ambition



Kindness



Respect



Resilience



Brood
Mindedness



Independence

