



Behaviour Policy 2026 - 2027

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Behaviour Policy

Raynes Park High School believes that high expectations and mutual respect are essential in order to guarantee a thriving culture with a focus on achievement. The aim of this policy is to outline for all members of our school community a range of strategies to:

- Promote high expectations and high standards of behaviour
- Promote a culture of praise, encouragement and reward in which all pupils can achieve
- Provide a safe, supportive environment where all pupils can thrive, free from disruption, bullying and any form of harassment
- Promote positive relationships built on mutual respect
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions applied fairly and consistently
- Promote early intervention
- Encourage positive relationships with parents and carers to develop a shared approach and involvement in the implementation of the school's policy

We are committed to promoting the welfare of every pupil. We are aware of the needs of some children who may require additional support for modifying their behaviour. Vulnerable pupils, including Children in Care, children with SEND, physical (including pregnancy) or mental health needs will receive additional support according to their behavioural need. The school will also support newly-arrived pupils in understanding and following the behaviour policy. All new pupils will be given and have explained the school behaviour policy. The school will also ensure that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality but 'reasonable adjustments' will be made. This will be monitored regularly.

The role of The Governors

The Governors will:

- Ensure that the following are covered in the Behaviour Policy: screening and searching pupils (including identifying items which are banned and which may be searched for); the power to use reasonable force or make other physical contact; the power to discipline beyond the school gate; pastoral care for school staff accused of misconduct; and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour
- Monitor patterns of behaviour through the evaluation of behaviour reports provided by the Headteacher

The role of the Headteacher

The Headteacher will:

- Publicise the Behaviour Policy, in writing, to staff, parents/carers and pupils at least once a year
- Ensure that the Behaviour Policy is clear, consistently applied and published on the school website
- Ensure that the Behaviour Policy and Anti-Bullying Policy are both effectively implemented
- Ensure that the Behaviour Policy acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND)
- Ensure that the Behaviour Policy sets out the disciplinary action that will be taken against pupils found to make malicious allegations against school staff

- Ensure conduct reports detailing patterns of behaviour are regularly reported to Governors
- Convene a Senior Leadership Team (SLT) and/or a Governors' Behaviour Panel to meet with those pupils who persistently choose not to engage with the efforts of staff to improve their conduct

How we motivate our pupils

We firmly believe in the power of praise and recognition as a key tool to motivate and encourage a growth mindset. Sanctions are used to moderate and to raise awareness of acceptable conduct which will enable pupils to learn and thrive. We want our pupils to be safe, learning and achieving and believe in working closely with pupils, parents and carers to achieve this aim. Multi-agency referrals and assessments are sometimes commissioned to identify and meet the needs of pupils who display persistent and disruptive conduct. In exceptional circumstances, and in accordance with the Behaviour Policy (see: Suspensions), supported moves may be used or alternative provision utilised when appropriate. We ensure that our Behaviour Policy follows the latest guidance documents from the Department for Education, specifically Behaviour in Schools: advice for Headteachers and school staff (2022) and suspension and exclusion from maintained schools (2023). We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Values and ethos

The core purpose of Raynes Park High School is to create an inclusive community of successful learners. We aim to provide the best possible educational experience for our community within a well-ordered and purposeful learning environment. We will develop an ethos for learning and achievement based on exceptional teaching, a challenging curriculum and high standards of behaviour.

Respect

Mutual understanding and respect is at the heart of the Raynes Park High School ethos. All members of the school community know that their behaviours have an effect on their learning and that of others. Participation in extra-curricular activities and house events instil teamwork and build a sense of pride. Being honest, considerate and inclusive helps build a peaceful and harmonious learning environment.

Resilience

There is more to education than exams, and emotional wellbeing and mental health is key to achieving excellence in all areas of school life. Through a strong pastoral team and home/school partnership, pupils are supported to become confident, happy, lifelong learners. Teachers are committed to challenging pupils to persevere and achieve their full potential, regardless of ability or background.

Results

We strive for excellence in all that we do. Staff celebrate positive school achievement, as well as pupils' involvement in the wider community. Through quality teaching, extra-curricular opportunities and pastoral focus, Raynes Park High School prepares pupils to become responsible, resilient citizens who positively contribute to society.

Praise and Recognition

Our praise and recognition system is designed to celebrate the success of all our pupils. It is underpinned by the belief that continual praise of each pupil's own personal best conduct and attitude to learning is fundamental to establishing and reinforcing appropriate behaviour and work patterns. Rewards are routinely used to create and reinforce positive relationships at all times.

How Raynes Park High School praises and recognises achievement:

Results	House Points: awarded for organisation, excellent work and attitude to learning. Tracked, recognised and achievement benchmarks communicated to parents/carers every term. Postcards: regularly issued by Heads of Department and other staff to recognise positive work, effort or conduct. Reward Trips and Activities: nomination for attendance at a rewards trip/activity (e.g Film/Mufti Day/School Cinema/Theme Park).
Respect	Post Cards are sent home every half-term for pupils who gain zero BMs or high number of House Points. Golden Tickets in pupil reports – awarded to the top 10% (Attitude to Learning and Progress) of pupils in each year group after each report cycle. Award Assemblies where exceptional contributions or acts of kindness are celebrated. Subject awards are also given out and ‘Most Respectful’ and Most Resilient’ pupil awards Conduct Award: promoting kindness and respect for others. Pupils are awarded House Points in SIMs. The tutor group with the most every half-term is celebrated Values Badge: nomination for Respect Values badge. In Award Assemblies the ‘Most Respectful’ pupils in each form are awarded
Resilience	Pupil of the Month: one from each year group is recognised each month in year assembly. Values Badge: nomination for Resilience Values badge. In Award Assemblies the ‘Most Resilient’ pupils in each form are awarded Attendance and Punctuality Certificates – Certificates are awarded termly and annually for 100% attendance and punctuality. Outstanding Pupils receive a personalised letter every half-term for achieving 100% attendance, punctuality and zero behaviour points (negative) or certain amounts of positive points. Above and Beyond Award – nominated once a half-term for doing something special. These pupils receive a letter home from the Headteacher.

Staff and pupil relationships

We believe that all members of staff should act as role models for the high levels of conduct we expect from our pupils. In lessons, the class teacher will follow school procedures with any pupils whose conduct is hindering their own learning and that of other pupils in the class. Please see Appendix for the Respect Code of Conduct.

Support and intervention

Through the pastoral systems at Raynes Park High School, the Inclusion Team support pupil well-being and monitor behaviours that are a cause for concern. Those pupils who need help to ensure their behaviour is acceptable will be supported by members of the Inclusion Team and may be supported through a number of mechanisms e.g Respect report. In addition, intervention strategies may include consideration of curriculum need, additional

learning support, identification of Special Educational Need, additional internal provision, or use of outside agencies.

The school will consider an appropriate multi-agency assessment for pupils who display continuous disruptive behaviour. Identification of need and progress will be monitored by the Head of Year and discussed at the weekly Inclusion Meeting. Raynes Park High School is committed to working alongside the following outside agencies and support structures:

- Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- Counselling
- Educational Psychologists (EPs)
- Education Welfare Officers (EWOs)
- Occupational Therapist (OT)
- Physiotherapist (PT)
- Speech and Language Therapist (SLTs)

Incidents in lessons/registration:

Stage 1	State	Request is clearly stated by the teacher to the pupil/s who have failed to follow instructions e.g "I am asking you to...." Verbal reprimand.
Stage 2	Warn	Consequences are clearly stated to pupil/s e.g "If you continue to I will" <i>(consequences include issuing a detention/BM on SIMs/calling home).</i>
Stage 3	Move	Sanctions applied at this stage include seat move, time outside classroom (max 5 minutes), move to another classroom – Class teacher/Form Tutor detention (15 minutes)
Stage 4	Remove	If pupil continues to disrupt learning/registration despite issuing a sanction, On-Call should be used. Pupil/s will be collected by senior staff on duty and placed in IER. <i>A pupil may be directly referred to On-Call if they compromise health and safety or are involved in a serious incident in a classroom (e.g a fight or serious racist, sexist or homophobic comment/behaviour towards another pupil).</i>

If you encounter behaviour situations **within your lesson** that you would like support with or that you feel requires further intervention please speak with:

- **Head of Department:** They should always be your first port of call for any issue within the classroom.
- **Head of Year:** Only refer issues within the classroom to the HoY in conjunction with the HOD and following a sanction from the Department. You should not just send a pupil from your lesson to the Head of Year.
- **SEND:** It may be that the root cause of behaviour problems with pupils in lesson may be down to their difficulties in learning. Please liaise with Key Support Workers (Access Centre) or Learning Support Assistants (SEND) in the first instance.
- **SLT:** The SLT mainly become involved in behaviour matters when they are referred onto them from the Head of Year or the Sixth Form Team. However if there is a serious incident within your lesson that requires the pupil to be removed then only in conjunction with your HOD, then On-Call should be used.

Sanctions

It is recognised that there may be times when a pupil does not adhere to the school's Respect Code of Conduct. It is essential that pupils are informed as to the reason their behaviour is not acceptable. Subsequent sanctions may include:

- a verbal reprimand /moved in class/moved to another class
- On-Call rota*
- BM issued and recorded on sims
- Withdrawal of responsibility/privilege to use of facilities or equipment (e.g ICT)
- Withdrawal from participation in a school event (such as a trip or sports event that is not an essential part of the curriculum)
- phone call to parents/carers
- detentions (see below)
- confiscation of an item (e.g. mobile phone, jewellery, vapes)
- Pupil Report
- Internal exclusion (IER: Internal Exclusion Room/IC: Inclusion Centre) *
- Suspension
- Directed off-site
- Managed Move to another school
- Permanent Exclusion

On Call System*

Staff who wish to have a pupil removed from a lesson due to a **serious** breach of school discipline may utilise the on call system. A senior member of school staff will remove the pupil requested. It is expected that the on call system will only be operated when the warn-state-move system has failed or there has been a serious behaviour breach.

The member of staff who initiated the on call follows up the incident by contacting home to make them aware of the incident and liaise with HoD/HoY about placing the pupil into an appropriate sanction. If a pupil is removed from a lesson via On-Call the pupil will be escorted to the IER where they will be held until the end of the lesson and then return to lessons.

IER: Internal Exclusion Room*

The IER is staffed by senior members of staff. This sanction would be applied by a HoY or SLT. Pupils may be placed in the IER for up to one day for a breach of the school's Behaviour Policy.

IC: Inclusion Centre*

The IC is staffed by the Inclusion Centre Manager. If a pupil is in serious breach of the school's Behaviour Policy, they can be placed in the IC as an alternative to Suspension. Pupils returning from a FTE may be placed in the IC for up to one day.

Detention procedure

Middle Leaders Detention

Middle Leaders Detention is held separately for each year group every day. Pupils will be held in the Middle Leaders Detention for 30 minutes for a variety of reasons including: lack of homework or classwork; talking in line up or minor low level disruption. If a pupil has been on-called during the day they will be held in the On Call Detention for 45 minutes.

Late Detention

Late detention will be held daily for any pupil who is late to school that day. The detention lasts for 1 hour and takes place on the same day that the pupil is late.

On Call Detention

On Call detention will be held daily for any pupil that is On Called. The detention lasts for 45 minutes and takes place on the same day the pupil is on called.

Head of Year and Senior Leadership Detentions

- Head of Year detentions - 60 minutes (Thursday)
- Senior Leadership Team detention - 90 minutes (Friday)

If a pupil is unable to attend their detention, this may be deferred to the following day. However this information needs to be communicated by parents/carers prior to the detention. Detentions take precedence over all other activities, including sports fixtures, unless there are mutually acceptable grounds for deferring the date. A parental request would normally only be granted in cases of a serious personal family nature or a long-standing appointment; each case would be dealt with on its own merit. Employment outside of school hours would never be deemed acceptable grounds for deferring or limiting a detention for a senior pupil.

The school will also reserve the right to host Saturday detentions (9.30am-11.30pm) where identified pupils need to attend in full school uniform to carry out detentions with members of Senior Leadership Team.

In some instances, the school will expect pupils to attend school on INSET days as a sanction for poor behaviour and to make up time for truancy and non-attendance.

Detention flow-chart

Senior Leadership Detention

90 minutes (Friday)

Head of Year Detention

60 minutes (Thursday)

Late Detention

60 minutes (Daily)

Middle Leaders Detention

30 - 45 minutes (Daily)

On Call Detention

45 minutes (Daily)

Outcomes for persistent poor conduct

The expectation that pupils will behave in a respectful way at all times also applies during break and lunch times, on the way to and from school, on an educational visit and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another pupil in the school. In addition, other pupils will face consequences if they choose to associate with pupils who are not behaving in a way that is respectful.

Pupils who persistently behave in a defiant or disruptive way will be referred for further assessment (internally or externally) to ensure they do not have any unmet needs. In addition, such pupils will be monitored by the Head of Department or the Head of Year as appropriate to individual cases. Internal exclusions, and suspensions may also be used for pupils who are persistent offenders.

The Headteacher will convene a Behaviour Panel to meet with those pupils who persistently choose not to engage with the efforts of staff to improve their conduct. In exceptional circumstances, a Governor may attend a Behaviour Panel to meet with any pupil who is close to permanent exclusion in a final attempt to encourage them to modify their conduct.

Raynes Park High School works closely with Alternative Education providers to provide respite placements and also with other local secondary schools; a managed move may be used to avoid permanent exclusion and give a pupil a fresh start in a different environment.

Pupils may be permanently excluded for the following reasons:

A serious breach or persistent breaches of the Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil in question or others at Raynes Park High School.

Examples of a serious breach/persistent* breaches might include: -

- Sexual misconduct
- Extreme or persistent bullying, violence, harassment or threatening behaviour
- Assault on a member of staff (physical/verbal)
- Assault on a fellow pupil (physical) resulting in injury
- Possession or consumption of alcohol
- Possession, use or supplying an illegal or unauthorised drug or handling of substances purporting to be drugs on school premises in school uniform, or on the way to and from school
- Possession of an offensive weapon or an item that could be perceived as such to be offensive, on school premises in school uniform, or on the way to and from school
- Possession, use or supplying of items associated with vaping
- Using social media to bully or post inappropriate messages about other pupils or staff
- Negative display of school on social media networking sites
- Bringing the school into disrepute
- Serious theft or damage to property of the school or its staff
- Continued and widespread repetition of unacceptable or serious actions
- Refusal to support/accept the reasonable actions of the school, as determined by school policy, agreed by Governors, within the framework of existing legislation

(this list is not exclusive)*

In accordance with DfE guidance on Behaviour in Schools: advice to Headteachers and school staff (2022), the school will take account of the specific circumstances of pupils and will have regard to legislation concerning equal opportunities, SEND, disability and vulnerable pupils.

Sexual Violence and Harassment *(as per KCSiE September 2023)*

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

At Raynes Park High School we seek to create a culture and ethos of respect, tolerance, acceptance and diversity in which it is easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

We treat all allegations of sexual violence and harassment with the utmost seriousness. We encourage all pupils to report their concerns in an open and supportive environment. We take a considered and proportionate approach, and look at each incident on a case-by-case basis. Whilst we will not tolerate this behaviour, at the same time we will not demonise anyone and will support and listen to all of the pupils involved.

Sanctions

Sexual violence and harassment are serious matters and will be dealt with accordingly. The level of sanction will vary depending on the case and will be proportionate. It is likely to be one of the following:

- Senior Leadership Team Detention
- Internal exclusion (IER: Internal Exclusion Room/IC: Inclusion Centre)

- Suspension
- Alternative Education respite placement
- Supported Move to another school
- Permanent Exclusion

In each case parents/carers will be contacted. All incidents will be reported to the Designated Safeguarding Lead and followed up accordingly. We will also involve the police if appropriate/necessary. The alleged perpetrator(s) will be offered support, so that they can learn to understand their behaviour and change this, moving forward in the future.

We need to inform our pupils about what healthy and appropriate sexual behaviour means. We do this through our wider curriculum and more specifically our RSE curriculum by focusing on key issues such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self esteem
- Healthy relationships

We teach these key areas in an age appropriate way, at different times during a pupils' school life. We also reinforce these messages through assemblies (which are sometimes gender specific); the PASS survey and follow up; and gender specific pupil working groups.

At Raynes Park High School (as in any secondary school) we know that there may be incidents of sexual misconduct. It is our aim to make sure that pupils feel safe and comfortable to report any incidents, however small, in the knowledge that their concerns will be taken seriously and that they will be listened to and fully supported. We also want all pupils and parents/carers to be reassured that we will take swift and appropriate action in dealing with alleged perpetrators - whilst at the same time, addressing their behaviour, so that it is not repeated.

Mobile Technology:

We recognise that mobile technologies can have many positive uses in school and elsewhere as well as pose potential issues for the school to manage. Our school policy is set out below:

- Mobile phones may be brought to school but should not be seen or used in lessons or around the school outside of lesson times unless pupils have the specific permission of a member of staff
- There is no need for them to be out or in use during lesson changeovers as this is lesson time
- If a phone is seen or heard it should be confiscated and will be handed in to pupil Services where it can be collected at the end of the following day
- If a phone is confiscated a second time it will be held in school for 5 school days (including any weekends in between)
- If a pupil refuses to hand in their phone they will be given at least one day in the IC
- Any personal items are brought to school AT PUPIL'S OWN RISK
- We reserve the right to withdraw the privilege of using mobile technology to any pupil if we see fit
- The "ICT acceptable use policy" applies to the use of all technology in school or during an activity organised by school
- Pupils must not attempt to access material that is unsuitable or attempt to misuse school networks and facilities
- All pupils have responsibility to ensure that no digital footage is taken of any member of the school community without permission. Any footage uploaded onto a social media network showing the school in

a bad light, or bringing the name of the school into disrepute will be considered with the upmost seriousness and risks disciplinary sanctions

Behaviour beyond the school

Pupils who breach the school's Behaviour Policy whilst on school business such as educational visits, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school. For incidents that take place outside the school and not on school business, this policy will still take effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

Other relevant factors include whether the pupil is wearing school uniform or is in some other way identifiable as a pupil at the school and whether the behaviours could adversely affect the reputation of the school. For acts of aggression or which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or being likely to suffer significant harm safeguarding procedures may be applied as required.

Smoking and Vaping

Smoking is against the law in public buildings. Pupils caught smoking or vaping on site will automatically be sanctioned. Smoking or vaping in the vicinity is treated in the same way as smoking or vaping on site because it brings the school into disrepute. Cigarettes, lighters and vapes must be collected by a parent/carer.

Screening and searching pupils *

The school acknowledges its duties and responsibilities under the 'Searching, Screening and Confiscation Advice For Schools 2022' in respect of screening and searching pupils. A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. Staff have a responsibility to safeguard all pupils by confiscating harmful, illegal, or disruptive items and have the authority to search pupils' clothing, bags or lockers without consent for any banned item where they reasonably suspect that they are in possession of any of the items listed below:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen or missing items
- Tobacco and cigarette papers/paraphernalia and items associated with vaping
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence or cause personal injury or damage to another person or property
- The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

This process will be governed by internal procedures and will only be undertaken by a staff member authorised by the Headteacher. As above, the school may give due regard to police involvement or initiating safeguarding processes.

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of one of the prohibited items listed. If a pupil refuses to co-operate, they may be sanctioned in line

with the schools behaviour policy. Any of the above named items can be confiscated. Further items which are also banned may be confiscated and returned at the end of term include jewellery and non-uniform items of clothing e.g hoodies. Our uniform list can be found on the school website and on page 23 of this policy. Mobile phones which are seen or heard during the school day will also be confiscated (Page 9, Mobile Technology)

Extent of the search*

When a search is required, there must be two members of staff present. The first member of staff conducting the search must be the same sex as the pupil being searched and must be a member of the Senior Leadership Team or Head of Year (if the search takes place off site, the Trip Leader is authorised to search pupils). The second member of staff acts as a witness. The member of staff leading the search must provide a statement of the search and the reasons for it for future reference. Staff are not authorised to conduct an 'intimate search' which requires the removal of non-outdoor clothing. The Police must be contacted if an intimate search is required and would take place off site with an appropriate adult present.

The school has the power to search through the contents of a pupil's confiscated mobile phone if it suspects that the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules. Similarly, a device may be searched if it is reasonably suspected of being, or being likely to be used to commit an offence or cause personal injury or damage to property. In both circumstances the school may do this without parental consent.

Screening

The school can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. To manage the safety of staff, pupils and visitors has the power to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils

The use of reasonable force and restrictive practices (DfE Consultation 2023)

Raynes Park High School acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. When dealing with any pupil with a physical disability and pupils in the Access Centre reasonable force will normally only be used by key staff who have received MAPA training.

Malicious accusations against school staff*

Raynes Park High School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include suspension or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

**These practices are all in accordance with Department for Education guidance 'Behaviour in Schools, Advice to headteachers and school staff (2022) and the Education Act 1996*

Active involvement of Parents/Carers

Raynes Park High School believes in the benefits of working in close co-operation with parents/carers and of the rights and desirability of parents being actively involved in the education of their child. The school will seek actively to involve parents/carers on behaviour for learning issues and will ensure that they know what is expected of their child.

Approaches will include:

- Phone calls, letters and/or meetings
- Supporting pupils on reports
- Request to attend re-admission meetings
- Pupil Planners which allow for two-way communication
- Invitations to agency meetings
- Follow up & routine communication

Be vigilant to bias

The school will make sure staff are vigilant about possible biases affecting decisions to carry out or escalate searches. The school will monitor its records of searches.

Appendices:

Raynes Park High School is committed to working in partnership with our families
The responsibilities of the school

At Raynes Park High School we will:

- Provide an inclusive, secure and safe learning environment
- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum
- Promote good attendance and punctuality
- Provide high standards of teaching to meet your child's needs and set appropriate homework
- Keep you informed about your child's progress and behaviour, and celebrate individual achievements
- Allow children safe and secure use of the Internet through a combination of site filtering and monitoring
- Respond to communication from parents/carers within 24 hours
- Maintain regular communication through the school website, SIMS parent app, weekly e-Bulletin & RPHS newsletter (The Spur)

The responsibilities of parents/carers

Having chosen Raynes Park High School, all parents/carers will:

- Positively support the school's aims, values, procedures and policies on learning, behaviour, attendance and uniform
- Ensure that your child attends school, on time, every day during term time
- Notify the school of any absence on the first day using the Study Bugs app
- Attend meetings with staff to discuss your child's progress
- Support your child with homework, including reading, and ensure that it is completed on time
- Support school in the teaching of safe and secure Internet use at home
- Inform the school of any changes to home circumstances that may affect your child
- Inform the school of any change to contact details using the SIMS parent app
- Ensure that all communication with the school is undertaken in a respectful manner

The responsibilities of each pupil

As an RPHS pupil I will:

- Attend school every day and arrive by 8.30am in full school uniform
- Be an ambassador for RPHS at all times
- Be punctual to registration and lessons, ready to learn, with all my equipment
- Complete all classwork and homework tasks to the best of my ability
- Be respectful towards others and behave in a safe and responsible way that does not disrupt the calm order of the school
- Follow the school's policy on mobile phones and ensure my phone is switched off until 3pm
- Use the Internet safely and not use social media in a negative way

Signed on behalf of the school: *Miss KJ Taylor* (Headteacher)

Pupil name:

Parent/carer signature:

Pupil signature:

Suspension Policy

Guidance and legislation

This policy is drafted to be compliant with the '*Suspension and Permanent Exclusion from maintained schools*' (2024) statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

This policy also takes account of our public-sector equality duty set out in section 149 of the Equality Act 2010 and the SEN Code of Practice.

Statement of principles

Suspensions will only be used as a last resort, in response to a serious breach or persistent breaches of the school's Behaviour Policy. Permanent exclusion would only be considered if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

We seek to reduce the number of incidents leading to suspensions by promoting a positive atmosphere of mutual respect and positive behaviour within the school. This is outlined in our Behaviour Policy.

We regularly monitor behaviour incidents, and suspensions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Authority to suspend

A suspension from the school can only be authorised by the Headteacher or by a senior member of staff deputising on their behalf. Advice is taken from the Deputy Headteacher, who manages the process. For internal exclusion, this responsibility may be delegated to the Head of Year.

Decision to suspend

A pupil may be suspended for one or more fixed periods (suspension), up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

The decision to suspend a pupil permanently is a serious one. It will usually be the final step in a process following a wide range of other strategies which have been tried without success. There will be exceptional circumstances where in the Headteacher's judgement it is appropriate to permanently exclude for a 'first' or 'one off' offence. This could include:

- Any violent act or serious violent threat against another pupil or member of staff
- Sexual Misconduct
- Possession, use or distribution of prohibited items
- The above instances are not exhaustive and will include any actions by pupils which endanger the health and safety of others

The decision to suspend a pupil will always consider whether the decision is lawful, rational, reasonable, fair and proportionate, and will be based on the balance of probabilities after enough evidence has been collated from various sources.

When establishing the facts in relation to a possible suspension, the Headteacher will always apply the civil standard of proof i.e. on the balance of probabilities it is more likely than not that a fact is true.

When considering suspension, the Headteacher will take into account:

- Possible short-term mitigating factors such as bereavement, mental health issues or other adverse circumstances

- Whether the pupil comes into a category that is known to be a particularly vulnerable group (e.g. pupils with SEN, FSM/PP pupils; looked after children; previously looked after children; and certain ethnic groups; traveller children)
- Whether a pupil has already had a number of suspensions which appear to have been ineffective.

The Headteacher will not suspend any pupil for non-disciplinary reasons eg. minor incidents, poor academic performance, truancy, pregnancy, behaviour of parents and carers; and will not use suspension informally or unofficially, pupils will not be sent home to 'cool off' even with parents and carers' permission as this is not lawful.

The decision to suspend a pupil is not taken lightly and the Headteacher will:

- Ensure that a thorough investigation has been carried out
- Consider all the evidence available to support the allegations
- Allow the pupil to give their version of events; the pupil under investigation should be placed in the Internal Exclusion Room and given the chance to have their viewpoint taken into account
- Where practical, the Headteacher will ensure that the suspended pupil/s is/are enabled and encouraged to participate at all stages of the suspension process, taking into account their age and understanding
- Keep a written record of the actions taken including the signed statements of witnesses
- Any suspension of a pupil, even for short periods of time, will be formally recorded. The Headteacher may retain any instrument, weapon or substance that has been a key factor in the incident that lead to the suspension and/or is relevant to the school's investigation
- Seek guidance from the Local Authority School Inclusion Coordinator, the police; and Legal Services where appropriate
- In the case of Looked After Children and Previously Looked After Children, the Headteacher will consult with the Virtual School Head teacher prior to taking the decision to suspend or permanently exclude
- We will wherever possible try and avoid the suspension of Looked After Children or Previously Looked After Children

Behaviour related to a protected characteristic

We will take care to ensure that a decision to suspend does not involve any kind of discrimination as defined by the Equality Act 2010. We will not discriminate against pupils on the basis of protected characteristics, such as disability or ethnicity.

The school will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Where suspension needs to be considered, the school will ensure that a pupil with a disability is able to present his or her case fully where the disability might hinder this.

We recognise that disruptive behaviour can be an indication of unmet needs. Where we have concerns about a pupil's behaviour, we will try to identify whether there are any causal factors and try to intervene early in order to reduce the need for a subsequent suspension. We will consider whether a multi-agency assessment that goes beyond a pupil's educational needs is required. We will also consider whether a referral to an outside agency would be beneficial e.g. Merton's Language, Behaviour and Learning team, Education Psychology Services, Early Help, Traveller Education Service or CAMHS.

Suspension can be:

- Internal (pupils placed in the IER: Internal Exclusion Room)
- Internal (pupils placed in the Inclusion Centre)

- Offsite Direction (External)
- Fixed-term (External: less than 6 days)
- Fixed-term (External: more than 6 days)
- Permanent

As alternatives to suspension the Headteacher may:

- Use internal exclusion systems such as time out in designated areas of the school
- Direct a pupil for education off-site to improve behaviour
- In some situations, consider a managed move via Merton's Primary Fair Access Protocol in consultation and with full agreement of the parents and carers

Internal Exclusion

Defiant, disruptive behaviour in breach of school policy or non-compliance with a reasonable request by a member of staff may result in an internal exclusion. This may be in the Internal Exclusion Room (IER) for a day (8.40am – 3.00pm) or the Inclusion Centre (IC) for a day (9.00am – 3.30pm) for up to 5 days depending on the behaviour breach.

- Head of Year/Deputy Head of Year/Inclusion Centre Manager telephones parents/carers with the necessary information

There is no right of appeal to internal exclusion. If a parent/carers refuses for their child to go into the IER or IC a discussion will take place with the deputy Headteacher (Pastoral) or Assistant Headteacher (Behaviour & Wellbeing). If this cannot be remedied, then the pupil may be externally suspended for a period up to 5 days.

Lunchtime suspensions

A suspended can be for parts of the school day. For example, pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the requirements in relation to exclusion, such as the Headteacher's duty to notify parents and carers, the Governing Body and the Local Authority still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

Suspension (External: less than 6 days)

The decision to suspend a pupil for a fixed period will be taken only in response to serious breaches of the school's Behaviour Policy. If the offending behaviour is deemed to be more serious or internal exclusion has not worked, then a pupil may be suspended for a period of between 1 and 5 days. Behaviour that has a negative impact on the learning, safety or well-being of others (staff, pupils, visitors or a member of public) will not be tolerated and pupils may receive a suspension for any of the behaviours listed below:

- Anti-social behaviour towards a member of the public outside school
- Bullying or persistent harassment
- Fighting/physical assault - any pupil directly involved
- Persistently non-compliant behaviour
- Serious or persistent defiance
- Serious or persistent disruptive behaviour
- Sexist/racist/homophobic actions
- Threatening behaviour which is directed at other pupils or any adult in the school
- Theft
- Vandalism (graffiti and wilful damage to property; parents/carers will be asked to contribute towards refurbishment)
- Verbal abuse (swearing, aggressive or unpleasant language)

- Possession of a prohibited substance including cigarettes or items associated with vaping

The Deputy Headteacher or Head of Year telephones parent/carer to explain the situation. Parents/carers will then be asked to collect the pupil. If this is not possible the parent will be asked if the pupil can be sent home. If this is not possible the pupil will be placed in the IER until the end of the school day.

- The standard letter will be sent to the parent/carer detailing where advice can be sought regarding the suspension
- The Local Authority will be informed via the standard proforma. In the case of a Child in Care/Child subject to a CIN/CP Plan, the Education Welfare Officer and Children's Social Care will be informed by telephone immediately
- Work will be provided by the Inclusion Centre Manager and sent home/set on Satchel as soon as practicable
- A readmission meeting will be set up to discuss reintegration with the pupil and parent/carers. Parents have the right to attend this meeting remotely which must be requested in writing with 24 hours notice
- This meeting must take place before the young person returns to school; if this is not possible the young person will stay in the IER until the meeting can take place
- At the meeting a contingency contract may be drawn up detailing expectations, support available and consequences of not meeting expectations. This may involve a further external suspension, referral to respite Alternative Education, a managed move to another school or permanent exclusion
- Pupils may be placed in the Inclusion Centre on their return to school (*time frame to be confirmed at the readmission meeting*)
- A letter will be sent home by the Head of Year to confirm that readmission was successful

Suspension (External: more than 6 days)

If a suspension of more than 5 days is appropriate, then the above protocol will apply alongside the following additions:

- Alternative provision/partner schools will be contacted to provide education provision after the fifth day
- The parents/carers have a right of appeal to a panel of Governors. The protocol for this is set out in the Department for Education guidelines

Where it is clear that suspensions are not being effective in deterring poor behaviour, the Headteacher will consider alternative strategies for addressing the behaviour:

- Assessment of special educational needs
- Referral to specific support service: Education Welfare Service, Children's Services or Child & Adolescent Mental Health Service
- Short term or part time alternative education placement
- Managed move to another school
- Off-site direction

Offsite Direction

Offsite Direction can be used as an alternative to a suspension where a pupil is directed to attend the inclusion center of a school nearby.

Permanent Exclusion

The decision to permanently exclude a child is a serious one and only be taken when other strategies have failed, or it is the Headteacher's decision due to the seriousness of the offence. A decision to exclude a pupil permanently

will be taken only:

- In response to serious breaches of the school's Behaviour Policy
- If the school has been brought in to disrepute
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Exceptional Circumstances

Exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one-off' offence may arise. These might include:

- a) Serious actual or threatened violence against another pupil or member of staff
- b) Sexual misconduct: abuse or assault
- c) Pupils found consuming or under the influence of alcohol
- d) Supplying, using or possession of an illegal or unauthorised drug or handling substances purporting to be drugs on school premises in school uniform, or on the way to and from school
- d) Possession of an offensive weapon or an item that could be perceived to be offensive, on school premises in school uniform, or on the way to and from school
- e) Arson

The school will consider whether or not to inform the police where such a criminal offence has taken place. The school will also consider whether or not to inform outside agencies e.g. Youth Offending Service, Children's Services etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community. Pending further investigation, suspension may result in a permanent exclusion.

The school will also convene a panel of Governors who will consider the merits of each case and either uphold the decision of the Headteacher to exclude or in extenuating circumstance overturn the Headteacher's decision.

Action following any suspension

Informing parents and carers

The Headteacher will ensure parents and carers of a suspended pupil are contacted and the following outlined:

- The reason(s) for the suspension
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents and carers' right to make representations about the suspension to the Governing Body
- Where there is a legal requirement for the Governing Body to meet to consider the reinstatement of a pupil, and that parents and carers have a right to attend a meeting, be represented at a meeting and to bring a friend.

Parents and carers will also be notified by the end of the afternoon session on the day their child is suspended that for the first five school days of a suspension, or until the start date of any alternative provision where this is earlier, parents and carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents and carers may be given a fixed penalty notice or prosecuted if they fail to do this.

Informing the Governing Body and Local Authority

The Governing Body and the Local Authority will be informed of any permanent exclusion; or suspensions which would result in the pupil being suspended for more than five school days (or more than 10 lunchtimes) in a term; and suspensions which would result in the pupil missing a public examination.

If the pupil lives outside the local authority area in which the school is located the school must also notify the pupil's 'home authority' of the suspension and the reason(s) for it without delay.

Alternative education

For a suspension of more than five school days for a pupil of compulsory school age, the school has a legal duty to arrange suitable full-time education for the pupil to begin no later than the sixth day of the suspension. However, the school and Governing Body will attempt to start this provision as soon as possible. For a looked-after child, the school will work in consultation with the Virtual School and other relevant teams in the Local Authority to attempt to arrange alternative provision from the first day following the suspension.

Reintegration meeting

All pupils returning from a suspension are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspension can be avoided and how behaviour can be improved. This discussion would involve pupil, parent and school. The reintegration meeting could also include other agencies working with the family and Merton's School Inclusion Coordinator, where appropriate.

Considering the reinstatement of a pupil

The Governing Body will consider the reinstatement of a suspended pupil within 15 school days of receiving the notice of the suspension if:

- the exclusion is permanent
- it is a suspension which would bring the pupil's total number of school days of suspensions to more than 15 in a term
- it would result in a pupil missing a public examination
- if requested to do so by parents and carers and the suspensions totals more than 5.5 school days in one term

The Discipline Committee of the Governing Body will consider the exclusion and decide whether or not to reinstate the pupil. This meeting takes place at the school and the parent/carer has the right to attend remotely. This request must be made in writing in accordance with the guidance set out in the permanent exclusion letter.

The committee can either decline to reinstate the pupil, or direct the reinstatement of the pupil immediately, or on a particular date.

In reaching a decision, the committee will consider whether the suspension was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record. The committee will notify, in writing, the Headteacher, parents and carers and the Local Authority of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the committee's decision will also include the following:

- The fact that it is permanent
- Notice of parents and carers' right to ask for the decision to be reviewed by an independent review panel, and:
 - the date by which an application for an independent review must be made
 - the name and address to whom an application for a review should be submitted

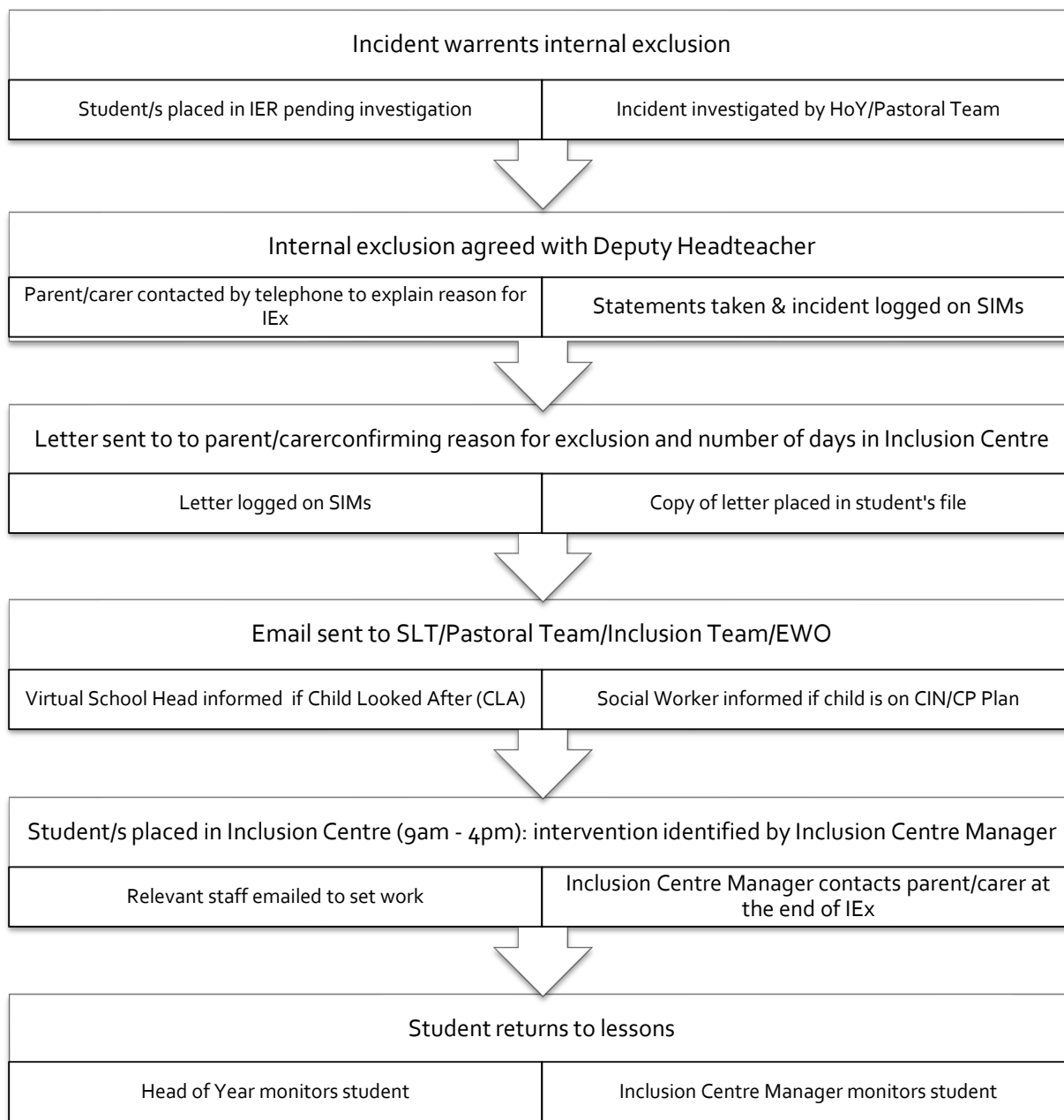
- that any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - that, regardless of whether the excluded pupil has recognised SEN, parents and carers have a right to require the Local Authority to appoint a SEN expert to attend the review
 - details of the role of the SEN expert and that there would be no cost to parents and carers for this
 - that parents and carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents and carers may also bring a friend to the review
-
- That if parents and carers believe that the suspension has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place
 - Availability of free and impartial advice
 - The committee should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made

Removing a permanently excluded pupil's name from the school register

- The Governing Body must ensure that a pupil's name is removed from the register if 15 school days have passed since the parents and carers were notified of their decision to not reinstate the pupil and no application has been made for an independent review panel; or the parents and carers have stated in writing that they will not be applying for an independent review panel.
- Where an application for an independent review panel has been made within 15 school days, the school must wait until the review has been determined or abandoned; and the Governing Body has completed any reconsideration recommended or directed by the panel before removing a pupil from the register

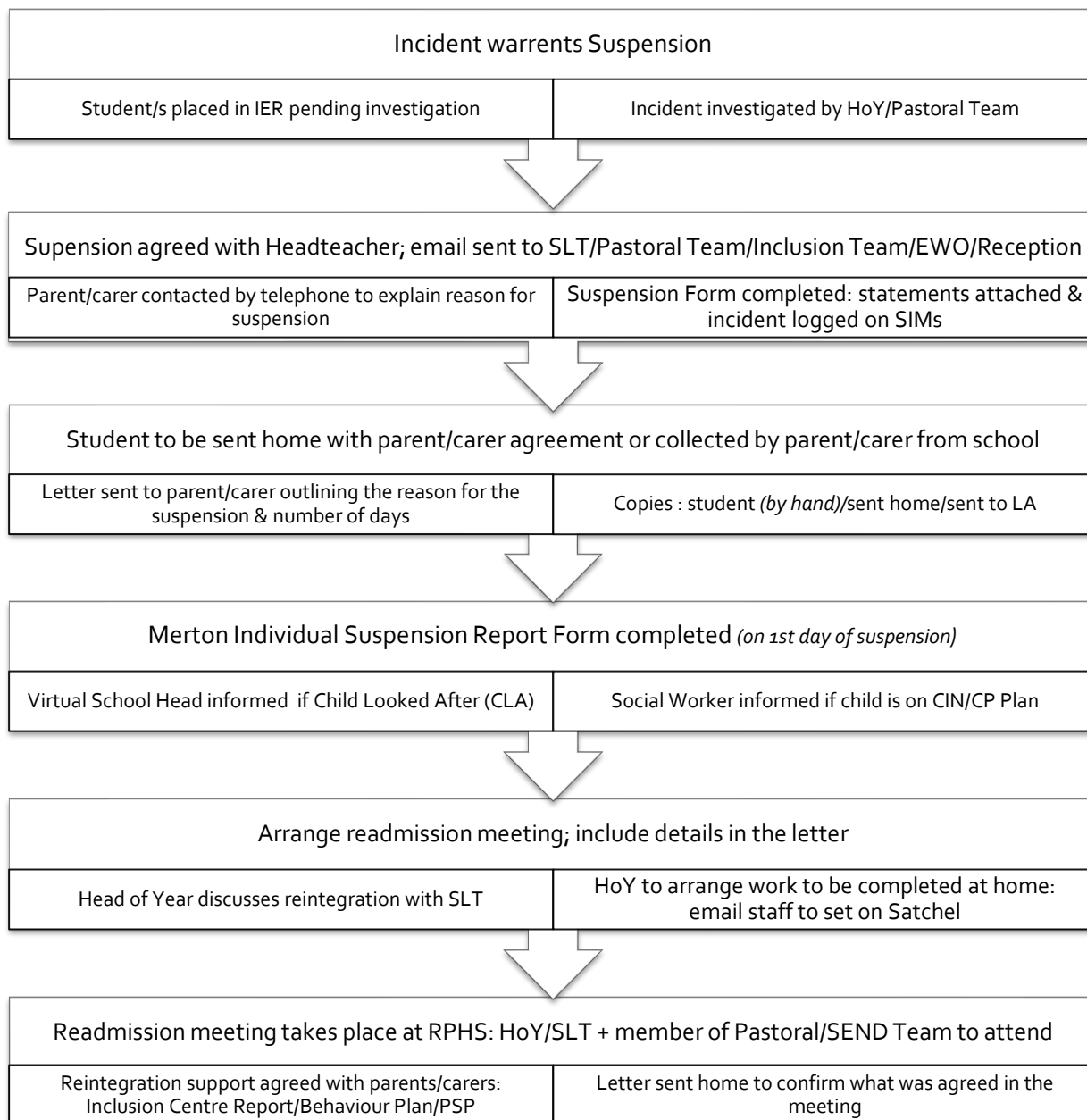
Flow Chart A

Internal Exclusions (Inclusion Centre) 9.00am to 3.30pm



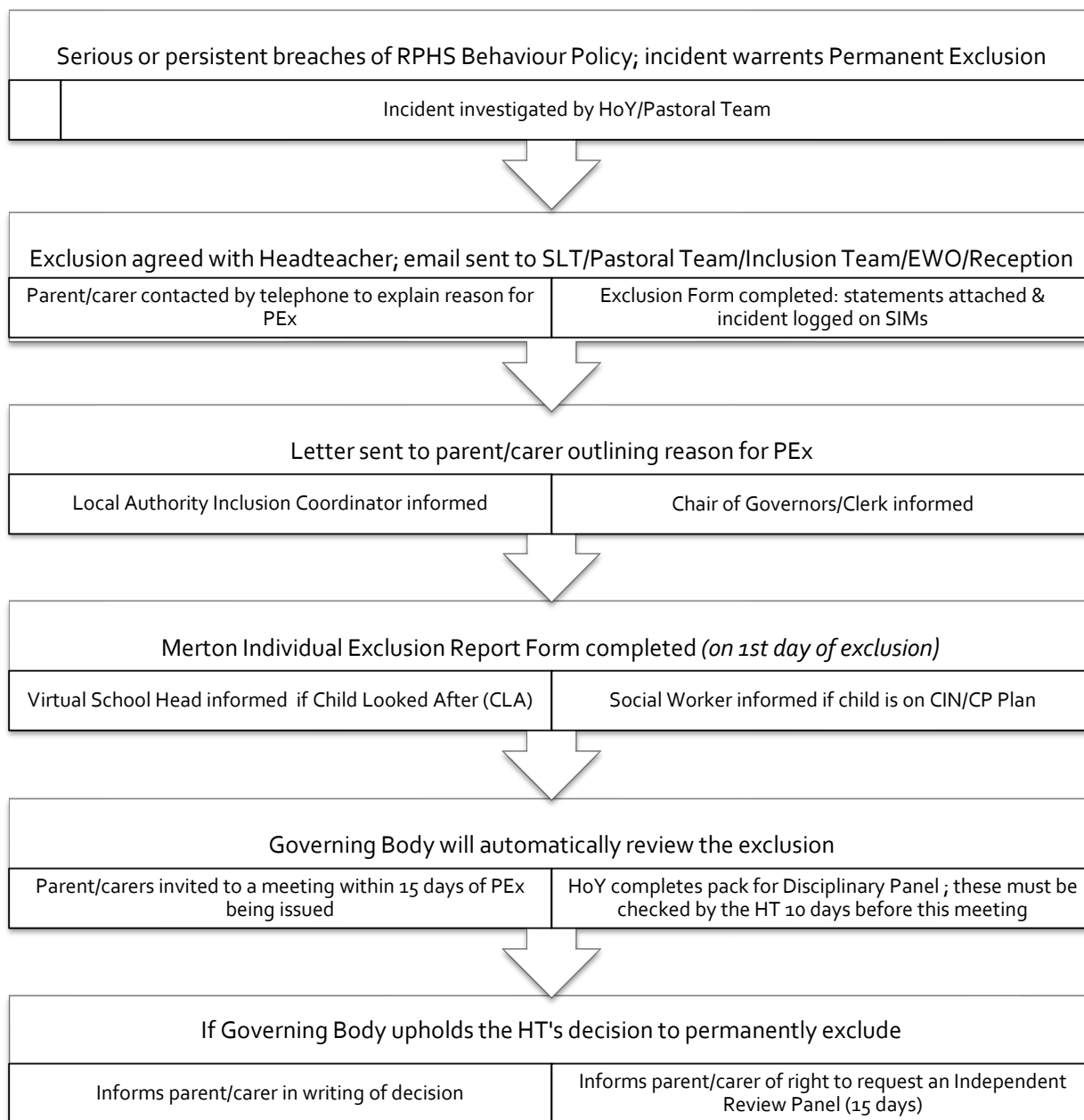
Flow Chart B

Fixed Term Suspension



Flow Chart C

External Exclusions (Permanent Exclusion)



Restrictive Intervention

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2. Legal Framework
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4. Definition of Terms
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9. Other Physical Contact with Pupils
10. Consideration of Pupils with Special Educational Needs and Disabilities (SEND)
11. Staff Training and Support
12. Responsibilities, Recording and Reporting

1. Statement of Purpose

At Raynes Park High School, we are committed to fostering a safe, compassionate, and respectful learning environment for all pupils. This appendix outlines the school's restrictive interventions, including the use of reasonable force, in alignment with the guidance for schools in England issued in April 2026.

The purpose of this element of the Behaviour Policy is to:

1. Ensure the safety and well-being of all pupils and staff
2. Provide guidance on the circumstances under which restrictive interventions and reasonable force may be applied

2. Legal Framework

This appendix is written in accordance with the relevant laws and guidance, including:

- Education Act 1996
- Education and Inspections Act 2006
- The Equality Act 2010
- The Guidance on Restrictive Interventions Including the Use of Reasonable Force in Schools, April 2026
- Keeping Children Safe in Education 2025
- Merton Council guidance

3. Guiding Principles

1. Positive behaviour management techniques, detailed in the Behaviour Policy, include building a calm school through culture, routines and systems
 2. Interventions should be employed only when necessary, ensuring they are proportionate, reasonable, and justified
 3. Use of force must never be used as a punishment or consequence for poor behaviour or non-compliance
-

4. Any use of force will be recorded and reported to ensure transparency

4. Definition of Terms

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

Reasonable force: reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving.

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

5. Restrictive Intervention

According to the DfE guidance, restrictive interventions may include:

- Seclusion
- Physical Restraint

When restrictive intervention may be required

Restrictive intervention should only be considered when all other strategies to de-escalate a situation have been exhausted or are deemed ineffective in preventing harm. It may be necessary where behaviour poses a risk to safety or the security of property. Intervention must be proportionate, time-limited, and carried out with the minimum force required to restore safety and order.

Examples of Escalation Cues include:

- Sudden increase in verbal aggression
- Physical signs of agitation
- Attempts to leave a safe area or classroom without permission
- Refusal to follow instructions combined with heightened emotional distress
- Behaviour that poses an imminent risk to self or others

6. Non-restrictive Intervention

In accordance with the statutory guidance for schools (March 2026), the school prioritises non-restrictive strategies to manage challenging behaviour before considering any restrictive intervention. These include:

- **De-escalation and distraction techniques:** Using calm, respectful communication to reduce tension, redirect attention, and offer positive choices
- **Planned ignoring:** Withholding attention from minor, non-harmful behaviours to prevent escalation
- **Withdrawal of audience or access:** Relocating the pupil to a quieter, supervised space (distinct from seclusion) to allow emotional regulation and prevent disruption
- **Use of signals or cues:** Employing agreed non-verbal prompts or visual aids to support self-management without physical contact

7. Use of Seclusion

Seclusion is required when a pupil poses an immediate significant risk to themselves or others and when de-regulation is ineffective. During the period of seclusion, a pupil must be supervised at all times.

Use of seclusion is deemed a significant incident and must be reported to the DSL and the Headteacher as soon as is safe to do so.

8. Circumstances for Use of Reasonable Force in School

Reasonable force may be applied in limited and proportionate circumstances to maintain safety and good order. Examples include:

- Preventing harm to self or others
- Preventing damage to property
- Maintaining good order and discipline
- Escorting a pupil safely
- Removing an object

All actions must be proportionate and use the minimum force necessary.

9. Other Physical Contact with Pupils

As a general principle staff should avoid physical contact with pupils. However, there are circumstances when it may be appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance and the pupil involved, but examples of occasions when physical contact may be appropriate in a particular context include:

- To administer first aid
- To guide or escort pupils, such as a hand on a pupil's arm, bag or back when directing a pupil to a space for de-escalation or self-regulation
- To comfort a very distressed pupil, for example a pat on the arm
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument or piece of sporting equipment
- To demonstrate exercises or techniques during PE, dance or drama lessons

Staff should always be aware of the context and the pupil's comfort levels. Staff are encouraged to avoid physical contact that could be misinterpreted or lead to distress.

10. Consideration of Pupils with Special Educational Needs and Disabilities (SEND)

Staff receive training on the specific needs of pupils with SEND.

Pupils' Learning Support Plans outline specific strategies that accommodate their unique needs and reduce the likelihood of incidents requiring intervention.

Reasonable adjustments will be made to ensure that interventions are appropriate and sensitive to each pupil's situation.

Wherever possible, staff will take into account a pupil's identified SEND needs before implementing any restrictive intervention, ensuring that reasonable adjustments are made in line with their learning support plan.

11. Staff Training and Support

Staff are trained in de-escalation techniques and conflict resolution practices.

Dedicated pastoral staff will receive regular training on the appropriate use of restrictive interventions and reasonable force.

12. Responsibilities in Recording and Reporting

Any significant incident (use of seclusion or the use of reasonable force) must be reported in person to the DSL and Headteacher on the day of the incident. The incident will be recorded by the DSL.

Parents/carers will be informed of any incident involving their child the use of seclusion and/or use of force on the same day, in writing.

- The **DSL** is responsible for ensuring that staff report and record any significant incidents correctly.
- The **DSL** is responsible for periodic reporting to the Governors.
- The **DSL** is responsible for ensuring staff are trained on de-escalation techniques and how to seek support if concerned about a dysregulated pupil.
- The **Safeguarding Team** are responsible for reviewing any significant incidents (use of seclusion and reasonable force).

Reporting use of seclusion and reasonable force to the DSL:

1. Staff should report the use of seclusion and reasonable force to the DSL or Headteacher in person
2. An email should be sent to the DSL on the same day as the use of force once the DSL and Headteacher have been informed in person. The communication must include the following information:
 - Date/Time of incident
 - Place of incident
 - Who was present
 - Details of what took place including explanation of why seclusion/ reasonable force was necessary
3. The DSL will be responsible for ensuring that parents are contacted to inform them of the incident and that a written communication regarding the matter is sent home

This is a draft appendices due to be ratified by the Governing Body in July 2026

The school's uniform supports the pupils in promoting and developing the values of Respect, Resilience and Results. Careful consideration is taken in providing a uniform that is affordable and accessible to all, in line with the DfE guidance (November 2025). The school has three mandatory branded items (four including the tie) with most items readily available from the schools pre-loved uniform shop.

Compulsory RPHS branded items

1. **RPHS Blazer:** Navy blue blazer with a RPHS embroidered logo. Pupils must wear these at all times
2. **RPHS PE top:** Navy with a blue section and RPHS logo
3. **RPHS PE shorts/skort** Navy with a blue section and
4. **RPHS School tie:** Clip-on tie in House colours

Skirt: The school skirt is a branded item that is available as an option for those that do not wish to wear trousers. This must be worn as designed, at full length and not rolled up at the waist.

Non RPHS specific items

- **Trousers:** Plain black trousers (straight cut school wear, not tight-fitting fashion style, ankle grazers or flared)
- **Shirt:** White collared (top button essential)
- **Jumper:** (optional in winter months) Navy blue long sleeve jumper with school logo
- **Socks and Tights:** Socks should be plain black ankle socks with no logo. No knee length or over-the-knee socks. Tights must be black opaque
- **Belts:** Thin black leather belts with a small buckle
- **Shoes:** Plain black, low heel, fully enclosed leather shoes – *No trainers, plimsolls or canvas shoes or leather shoes carrying an explicit sports logo.*
- **Headwear:** Headscarves may be worn (for religious purposes) and should be either plain black or navy blue. Baseball caps and bandanas may not be worn
- **Hair & Make-Up:** Hair should be neat and tidy in keeping with the formality of school life and not dyed in unnatural colours. No design should be shaven into hair style or eyebrows. Coloured hair extensions are not permitted. Shoulder length hair should be tied up for all practical lessons. Hair decorations should be navy blue or black
- Excessive make up (including fake tan), fake eye lashes and coloured nail varnish are not permitted. Acrylic and fake nails are not permitted and pupils will be asked to remove them
- **Jewellery:** The only jewellery permitted is one pair of small ear stud earrings, one in each ear lobe. No other piercings, necklaces, rings or bracelets are permitted.
- **Coats:** Should be proper outdoor waterproof coat; any coat that the school deems as 'Hoodies' are not allowed.
- **School bag:** large enough to fit an A4 folder and other equipment needed.

PE Kit (Compulsory RPHS branded items)

- **RPHS PE top** – navy blue with light blue inserts
- **RPHS shorts/skort** – navy blue with light blue inserts

PE Kit (Non RPHS specific items)

- **RPHS tracksuit** (advisable in colder weather)
- **RPHS PE Leggings** worn with black school socks
- **Socks** Navy blue sports socks with no logo

Jewellery in PE Lessons

“Personal effects, such as jewellery, religious artefacts, watches, hair slides and so forth, should always be removed to establish a safe working environment” (Safe Practice in Physical Education and Sport)

Trainers in PE lessons

Defined as those which “demonstrate effective grip, support and reasonable protection” (Safe Practice in Physical Education and Sport). For example, a ‘cross’ trainer or running shoes that are suitable for a wide range of activities. This does not include canvas plimsolls, pumps, converse style pumps, or any trainer that goes above the ankle (e.g converse style)

Equality Impact Assessment

Policy	Behaviour Policy
EIA completed by:	Mr J Mc Inerney
Contributors to EIA:	
Policy will affect	X Students X Staff X Governors ☐ Volunteers ☐ Visitors
Date completed:	13.01.2026

Impact analysis

- Indicate what type of impact this policy will have for each group, and explain why
- If a policy doesn't impact a group, tick the 'neutral impact' column and record this
- Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME students by promoting British values of mutual respect and tolerance, but negatively impact BAME students by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Example Protected characteristic	✓			Explain the impact you have recorded, and provide evidence for this, for example: ▪ Consultations ▪ Student data ▪ National data, reports, and best practice advice
Sex	✓			It is important in a mixed setting that students from either sex are treated fairly. This policy does not differentiate in any way by gender
Race	✓			Students from a minority ethnic background are vulnerable and policies such as this support students who suffer behaviour directed towards them because of their race
Religion or belief	✓			Students from a minority religions or beliefs are vulnerable and policies such as this support students who suffer behaviour directed towards them because of these religions or beliefs
Sexual orientation	✓			Students with alternative sexual orientations are a minority and they are vulnerable. Policies such as this support students who suffer behaviour directed towards them as a result of their sexual orientation

Gender reassignment		✓		
Pregnancy or maternity		✓		
Age		✓		
Disability	✓			Disabled students are vulnerable and policies such as this support students who suffer behaviour directed towards them for being different.
Marriage or civil partnership		✓		
Additional contextual groupings				
EAL	✓		✓	EAL students are vulnerable and policies such as this support students who suffer behaviour directed towards them for being different. Students with a language barrier will struggle to interpret written and spoken rules and guidance and so the policy needs to be communicated in a supportive fashion by the EAL team
LAC	✓		✓	LAC students are vulnerable and policies such as this support students who suffer behaviour directed towards them for being different. Conversely, LAC students are often 'double disadvantaged' which means that they are more likely, statistically, to struggle with routine and school norms which means that without support they could receive more consequences as a result of the policy
Families with separated parents	✓		✓	The policy supports students by making clear the school's expectations. This is helpful for students who could have a clear divide between advice given by separated parents. Students could find the policy hard to work to because they could be given varying advice on how to follow the policy, by either of their separated parents

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT

Include details of any internal or external consultation done, and its outcomes:

The Policy was written in coordination with Merton Council, advice from Association of School and College Leaders, and DFE guidance, policies, consultations, and acts.

The Policy is reviewed according to schedule by the School Governors.

CONSULTATION AND STAKEHOLDER ENGAGEMENT

FINAL DECISION ON POLICY

Please tick the appropriate decision:

- ☐ Remove the policy (if it's not statutory)
- ☐ Adapt the policy to address the equality issues you've identified
- ☒ Keep the policy without change