

RAYNES

PARK HIGH SCHOOL

BEHAVIOUR POLICY
2018-19

Respect
Resilience
Results

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 students can achieve
- Provide a safe, supportive environment where all students 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 student. We are aware of the needs of some children who may require additional support for modifying their behaviour. Vulnerable students, 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 students in understanding and following the behaviour policy. All new students 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 students (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 students 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 students 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 students with special educational needs (SEN)

- Ensure that the Behaviour Policy sets out the disciplinary action that will be taken against students 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) Panel to meet with those students who persistently choose not to engage with the efforts of staff to improve their conduct

How we motivate our students

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 students to learn and thrive. We want our students to be safe, learning and achieving and believe in working closely with students, parents and carers to achieve this aim. Multi-agency referrals and assessments are sometimes commissioned to identify and meet the needs of students who display persistent and disruptive conduct. In exceptional circumstances, and in accordance with the Behaviour Policy (see: Exclusions), managed 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 (2016). We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students 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, students are supported to become confident, happy, lifelong learners. Teachers are committed to challenging students 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 students' involvement in the wider community. Through quality teaching, extra-curricular opportunities and pastoral focus, Raynes Park High School prepares students 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 students. It is underpinned by the belief that continual praise of each student'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. They are recorded by the teacher on PARS and may be visible on INSIGHT for parents/carers to view.

How Raynes Park High School praises and recognises achievement:

Results	<p>House Points: awarded for organisation, excellent work and attitude to learning. Tracked, recognised and achievement benchmarks communicated to parents/carers every term.</p> <p>Postcards: regularly issued by staff to recognise positive work, effort or conduct.</p> <p>Reward Trip: nomination for attendance at a rewards trip/activity (e.g Mufti Day/School Cinema/Theme Park).</p>
Respect	<p>Text messages are sent home every half-term for students who gain zero BMs or high number of House Points.</p> <p>Golden Tickets in student reports – awarded to the top 10% (Attitude to Learning and Progress) of students in each year group after each report cycle. Can be exchanged for lunch pass or automatic reward trip</p> <p>Reward Assemblies where exceptional contributions or acts of kindness are celebrated.</p> <p>Conduct Award: promoting kindness and respect for others. Students are awarded House Points in Pars. The tutor group with the most every half-term has a mufti-day.</p> <p>Values Badge: nomination for Respect Values badge</p>
Resilience	<p>Student of the Month: one from each year group is recognised each month in year assembly.</p> <p>Values Badge: nomination for Resilience Values badge</p> <p>Attendance and Punctuality Certificates – Certificates are awarded termly and annually for 100% attendance and punctuality.</p> <p>Outstanding Students receive a personalised letter every half-term for achieving 100% attendance, punctuality and zero behaviour points (negative) or certain amounts of positive points.</p> <p>Above and Beyond Award – nominated once a half-term for doing something special. These students receive a letter home from the Headteacher.</p>

Staff and student relationships

We believe that all members of staff should act as role models for the high levels of conduct we expect from our students. In lessons, the class teacher will follow school procedures with any students whose conduct is hindering their own learning and that of other students 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 student well-being and monitor behaviours that are a cause for concern. Those students 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 (e.g Inclusion Mentor) or use of outside agencies.

The school will consider an appropriate multi-agency assessment for students 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)
- Youth 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 student/s who have failed to follow instructions e.g "I am asking you to...." Verbal reprimand.
Stage 2	Warn	Consequences are clearly stated to student/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 student continues to disrupt learning/registration despite issuing a sanction, On-Call should be used. Student/s will be collected by senior staff on duty and placed in IER. <i>A student 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 student).</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 student from your lesson to the Head of Year.
- **SEND:** It may be that the root cause of behaviour problems with students 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 student 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 student does not adhere to the school's Respect Code of Conduct. It is essential that students are informed as to the reason their behaviour is not acceptable. Subsequent sanctions may include (see Appendix - Behaviour to Achieve: RPHS Consequences):

- a verbal reprimand /moved in class/moved to another class
- On-Call rota*
- BM issued and recorded on Insight
- 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)
- Student Report
- Internal exclusion (IER: Internal Exclusion Room/IEC: Internal Exclusion Centre) *
- Fixed-term exclusion
- Alternative Education respite placement
- Managed Move to another school
- Permanent exclusion

On Call System*

*Staff who wish to have a student 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 student 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 system follows up the incident by contacting home to make them aware of the incident and liaise with HoD/HoY about placing the student into an appropriate sanction. If a student is removed from a lesson via On-Call the student 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. Students 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 student is in serious breach of the school's Behaviour Policy, they can be placed in the IC as an alternative to Fixed-term exclusion. Students returning from a FTEEx will be placed in the IC for up to one day.

Detention procedure: Detentions will usually be issued by the class teacher or Form Tutor dealing with the breach of the Behaviour Policy (15 minutes in the first instance). A detention may be issued for up to 30 minutes on the day of the incident without prior notification to parent/carer.

In addition to detentions given by a class teacher/Form Tutor, there are also:

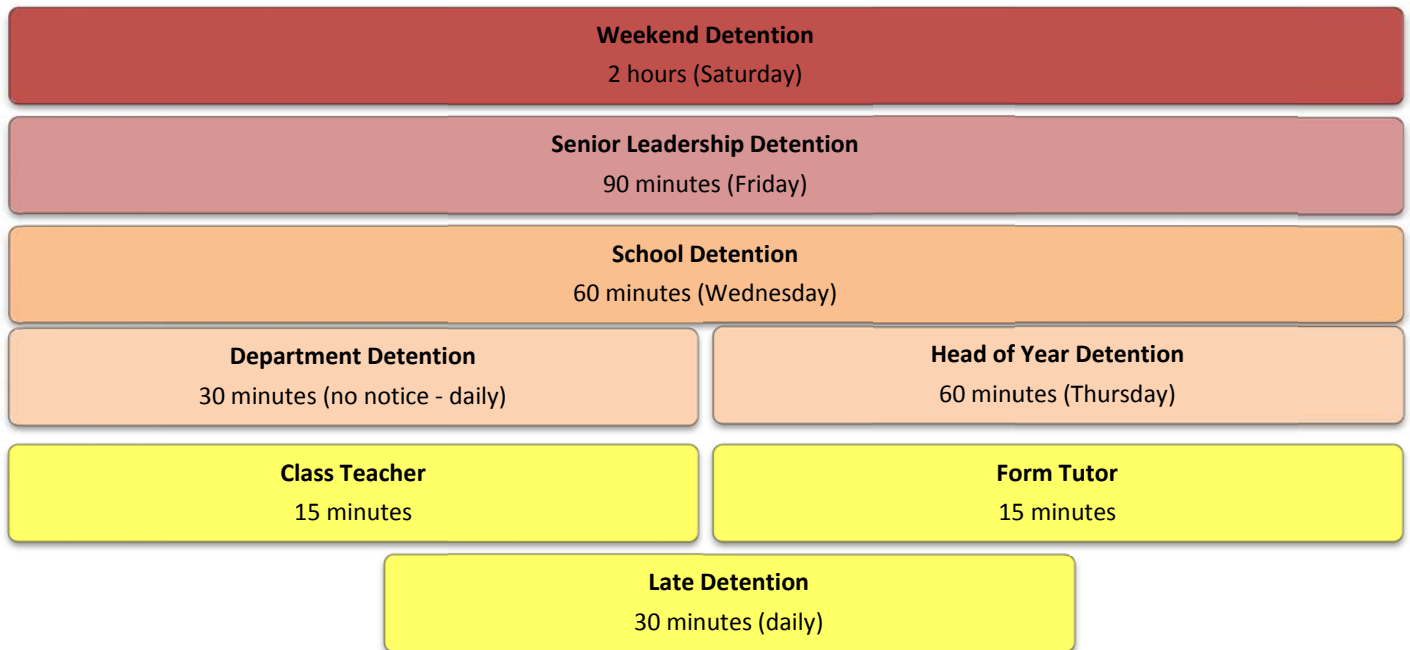
- Late detention: 30 minutes (daily)
- Department detentions: 30 minutes (daily)
- Head of Year detentions: 60 minutes (weekly)
- School detention: failure to attend previously issued detentions – 60 minutes (Wednesday)
- Senior Leadership Team detention: failure to attend School Detention - 90 minutes (Friday)
- Weekend detention: for serious breaches of the school's Behaviour Policy – 2 hours (Saturday)

If a student 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 student.

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

In some instances the school will expect students 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



Outcomes for persistent poor conduct

The expectation that students 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 student in the school. In addition other students will face consequences if they choose to associate with students who are not behaving in a way that is respectful.

Students 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 students will be monitored by the Head of Department or the Head of Year as appropriate to individual cases. Internal exclusions, and fixed term exclusions may also be used for students who are persistent offenders.

The Headteacher will convene a Behaviour Panel to meet with those students 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 student 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 student a fresh start in a different environment.

Students may be permanently excluded for the following reasons:

A serious breach or persistent breaches of the Behaviour Policy and where allowing the student to remain in school would seriously harm the education and welfare of the student 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 student (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
- Using social media to bully or post inappropriate messages about other students 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 and Discipline in Schools (2016), the school will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEN, disability and vulnerable students.

Behaviour beyond the school

Students 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 student 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 student is wearing school uniform or is in some other way identifiable as a student 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

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

Screening and searching students *

The school acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students. Staff have

the authority to search students' clothing, bags or lockers without consent for any banned item where they reasonably believe 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
- 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
- Headteachers 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 designated staff. As above, the school may give due regard to police involvement or initiating safeguarding processes.

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. Mobile phones which are seen or heard during the school day will also be confiscated. Further guidance about this can be found on page 15.

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 student 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 students). 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.

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*

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 students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. 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 student with a physical disability and students 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 student 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 fixed-term 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 and Discipline in Schools' January 2016.*

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 students on reports
- Request to attend re-admission meetings
- Student Planners which allow for two way communication
- Invitations to agency meetings
- Follow up & routine communication

Monitoring and review

Staff responsible	AHT: Behaviour L. Finan	Monitoring & Evaluation by	Headteacher: K Heard
School Group Responsible	Pastoral team	Governors Committee Responsible	Standards & Quality
Date approved by Governors	Sept 2017	Review Date	Sept 2019

Appendices:

Exclusion Policy

The Decision to Exclude

The decision to exclude a student can only be taken by the Headteacher. Advice is taken from the Assistant Headteacher (Behaviour & Wellbeing), who manages the process. For internal exclusion, this responsibility is delegated to the Head of Year and Inclusion Manager.

The decision to exclude will be based on the balance of probabilities after enough evidence has been collated from various sources. The student under investigation should be placed in the Internal Exclusion Room and given the chance to have their viewpoint taken into account; written statements should be taken from all parties.

Exclusion can be:

- Internal (students placed in the IER: Internal Exclusion Room)
- Internal (students placed in the Inclusion Centre)
- Fixed-term (External: less than 6 days)
- Fixed-term (External: more than 6 days)
- Permanent

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 for a day (8.40am – 3.00pm) or the Inclusion Centre (9.00am – 4.00pm) for up to 5 days.

- Head of Year/Inclusion Manager telephones parents/carers with the necessary information
- Letter is sent by Pastoral Team detailing the reasons for the exclusion

There is no right of appeal to internal exclusion. If a parent/carer refuses for their child to go into the IER or Inclusion Centre a discussion will take place with the Assistant Head Teacher (Behaviour & Wellbeing). If this cannot be remedied then the student may be externally excluded for a period up to 5 days.

Fixed-Term Exclusion (External: less than 6 days)

The decision to exclude a student 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 student may be excluded 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, students, visitors or a member of public) will not be tolerated and students may receive a fixed-term exclusion 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 student 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 students 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)

The Assistant Headteacher (Behaviour & Wellbeing)/Head of Year/ Pastoral Team telephones parent/carer to explain the situation. Parents/carers will then be asked to collect the student. If this is not possible the parent will be asked if the student can be sent home. If this is not possible the student 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 exclusion
- The Local Authority will be informed via the standard proforma. In the case of a Looked After Child/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 Manager and sent home/set on Insight as soon as practicable
- A readmission meeting will be set up to discuss reintegration with the student and parent/carers
- 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 exclusion, referral to respite Alternative Education, a managed move to another school or permanent exclusion
- Students will 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

Fixed-Term Exclusion (External: more than 6 days)

If an exclusion of more than 5 days is appropriate then the above protocol will apply alongside the following additions:

- Partner schools may 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 fixed-term exclusions 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

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 student 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 student to remain in school would seriously harm the education or welfare of the student 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 student or member of staff;
- b) Sexual misconduct: abuse or assault;
- c) Students 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, fixed-term exclusion 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.

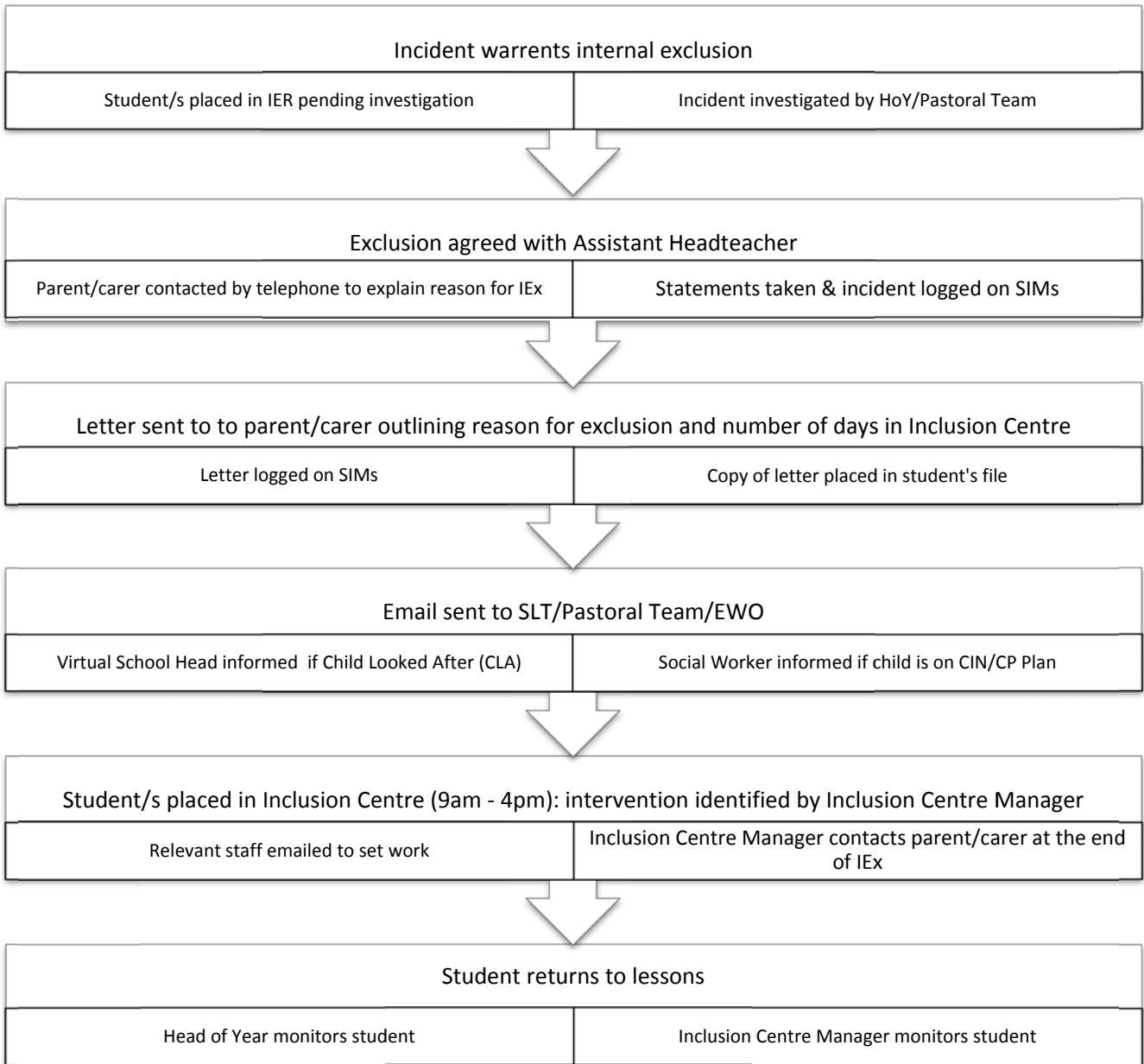
The protocol for permanent exclusion is set out in the Department for Education Guidelines (September 2017).

Appendices:

- Flow Chart A: Referral for Internal Exclusion
- Flow Chart B: Referral for External Exclusion
- School Uniform
- Mobile Technology
- Behaviour to Achieve: Respect Code of Conduct
- Behaviour to Achieve: Consequences
- Home- School Partnership

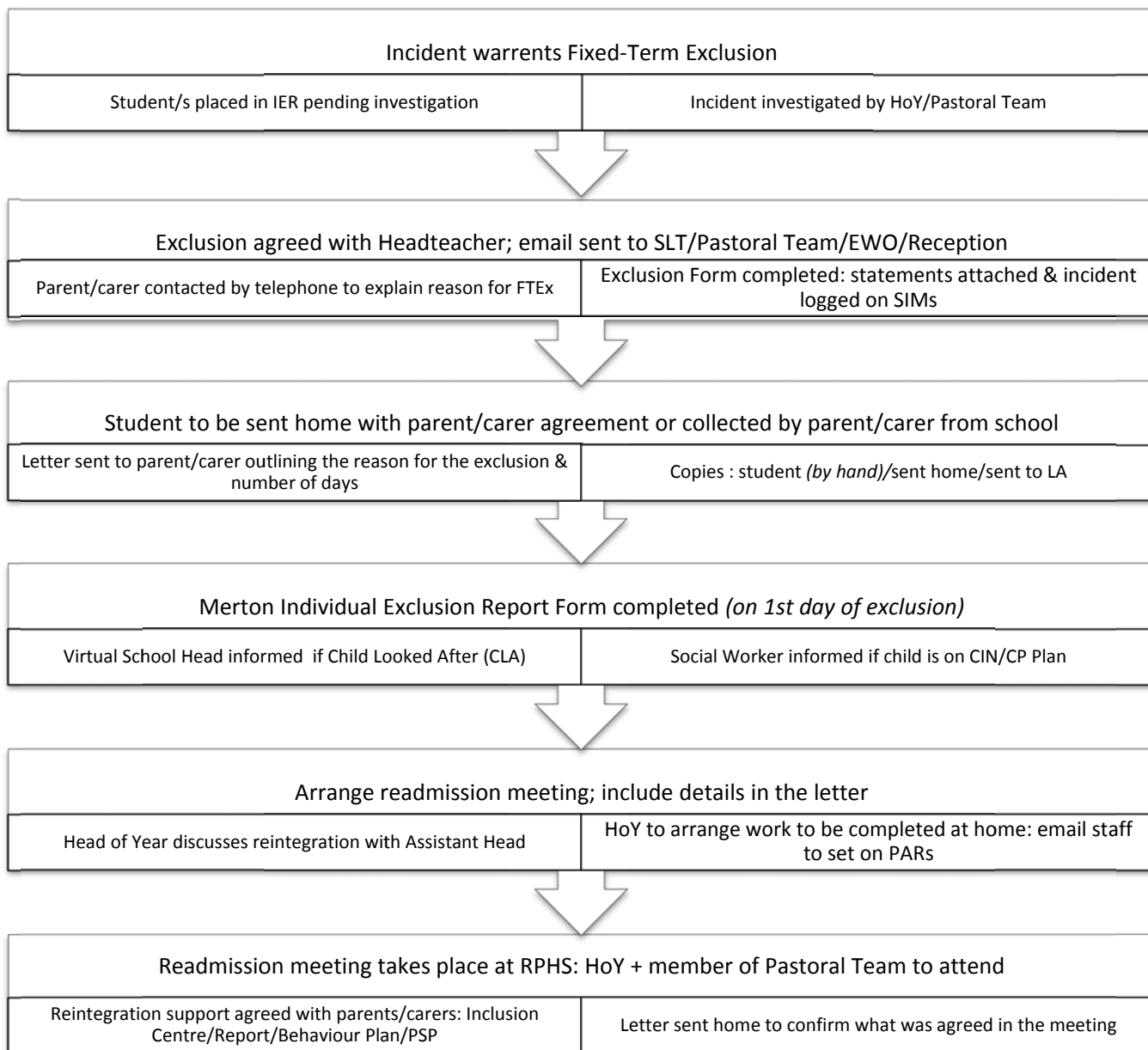
Flow Chart A

Referral for Internal Exclusions (Inclusion Centre)



Flow Chart B

Referral for External Exclusions



School Uniform

Blazer: Navy blue blazer with a RPHS embroidered logo. Students must wear these at all times

Trousers or Skirt: Plain black trousers (straight cut school wear, not tight-fitting fashion style, ankle grazers or black denim). Plain black, **fully pleated** skirt within 2 inches/5cm of the knee.

Tights are allowed but must be black opaque. Socks should be plain black ankle socks. No knee length or over-the-knee socks. No designer belts, only thin leather belts with a small buckle.

Shirt: White collared (top button essential)

School tie: Clip-on tie in House colours

Shoes: Plain black, low heel, fully enclosed leather shoes – No trainers, plimsolls or canvas shoes or leather shoes carrying an explicit sports logo. No leather vans, converse or similar

Jumper: (optional) Navy blue long sleeve jumper with school logo

Headwear: Headscaves may be worn (for religious purposes only) and should be either plain black or navy blue. Baseball caps and bandanas may not be worn 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

Hair & Make-Up: Hair should be neat and tidy and not dyed in unnatural colours or cut into severe styles (as defined by the school – no shorter than a grade 2) No design should be shaven into hair style or eyebrows.

Make up and nail varnish is not permitted. Coloured nail varnish is not permitted. Acrylic and fake nails are not permitted and students will be asked to remove them.

Jewellery: One pair of small ear stud earrings (5mm diameter). One in each ear. Students are not allowed earrings in the tragus of the ear.

Facial studs (nose, tongue, eyebrow) including clear studs, ear expanders or any other earrings that are considered by the school to be excessive are not permitted.

Rings and bracelets may not be worn

Coats & Bags: Should be proper outdoor waterproof coat. Denim jackets and any coat that the school deems as 'Hoodies' are not allowed

School bag large enough to fit an A4 folder

PE kit:

Years 10 - 11	Year 7 - 9 - compulsory Years 9 - 11 wishing to purchase the new kit
School PE Shirt (pale blue cotton polo top)	RPHS PE top
Plain black or navy shorts	RPHS shorts/skort
Plain white or pale blue socks	RPHS socks
Plain black tracksuit trousers	RPHS tracksuit
Trainers	Trainers

Footwear:

If a student arrives to school wearing incorrect footwear then they will be required to go to Student Services where they will be given a pair of shoes to wear in exchange for their mobile phone. It is the responsibility of parents/carers and students to arrive to school with the correct footwear at all times. The only exception is if a medical note is produced.

If a student arrives a second time wearing incorrect footwear they will be placed in the Internal Exclusion Room.

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 students 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 student has a phone out or in use when they shouldn't they will be asked them to put it away in the first instance
- If they have to be asked a second time then it should be confiscated and given to Student Services
- All property confiscated by staff is given to Student Services. Items may be collected at the end of the day, however, for repeated offences property may be confiscated and parents asked to collect
- Any personal items are brought to school AT STUDENT'S OWN RISK
- We reserve the right to withdraw the privilege of using mobile technology to any student 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
- Students must not attempt to access material that is unsuitable or attempt to misuse school networks and facilities
- All students 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