

# HENDON SCHOOL



*Learning Together Across the World*

## Behaviour (Climate) for Learning Policy

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<b>Trustee Committee:</b>	Student Welfare Committee
<b>School Staff Responsible:</b>	DHT with Responsibility for Pastoral Care and Support
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Version	Date	Summary of changes
1.4	1.11.23	<p>Changed name of policy</p> <p>Serious misbehavior list updated pg.4 (including off site behaviour)</p> <p>Mobile phone policy updated pg. 8</p> <p>Hendon's signature strategies updated pg. 9</p> <p>Off site behaviour pg. 14</p> <p>Exit room pg. 16</p> <p>Reset room pg. 17</p> <p>Home school agreement</p> <p>Uniform policy</p>

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## 1. Aims

This policy aims to:

- Create a positive climate for learning, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Students are celebrated for their successes under the values of Believe, Achieve, Lead and Belong (BALB)
- Establish a whole-school approach to maintaining high standards of climate for learning that reflect the values of the school
- Reinforce our high expectations and outline the consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Embed the values of BALB in all areas of the school

## 2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

## 3. Definitions

**Expected behaviour** is defined as:

- › Being respectful of peers and staff in the school community
- › Completing all classwork and homework to a high ability
- › Positive attitude to school and learning
- › Uniform worn with pride
- › Attending school every day and on time

**The following is a list of unacceptable behaviours and these may result in sanctions including suspension from school or permanent exclusion based on their context. It should be noted that this list is for guidance and is not exhaustive.**

- › Inability to remain within the spirit and provision of the school's published behaviour (climate) policy, Home School Agreement and any subsequent contracts

- Repeated breaches of the school rules
- Persistent and/or malicious refusal to follow staff instructions or to adhere to the expectations of the school;
- Incidents which bring the school into disrepute by any students belonging to the school community, this includes any mention of Hendon School on social media
- Any form of bullying
- Racist, sexist, transphobic, biphobia, homophobic or discriminatory behaviour towards any protected characteristic.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Fighting and unsafe behaviour e.g. play fighting
- Acts of physical and/or verbal aggression or incitement to physical aggression (including assaults on other pupils)
- Indirect physical incidents with a member of staff by a pupil due to his/her irresponsible behaviour
- Acts of swearing directly at a member of staff
- Malicious accusations against Hendon staff
- Acts of inappropriate use of technology (see ICT Acceptable Use Policy)
- Acts of fraudulent behaviour, including forgery and plagiarism, for any examination work
- Setting off the school fire alarm without good reason
- Vandalism onsite or off site
- Theft of any sort
- Smoking and vaping
- Possession and/or use/consumption of any of the following:
  - Knives, weapons or any object that can be made to cause danger
  - Replica weapons
  - Alcohol
  - Illegal drugs
  - Legal highs
  - Chemicals, solvents
  - Stolen items
  - Vapes, Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of Hendon School's approach to preventing and addressing bullying are set out in our antibullying strategy.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The Hendon Governing Board is responsible for:

- Reviewing the Behaviour (climate) for Learning policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- The governing board is responsible for monitoring this Climate for Learning policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Hendon Governing Board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Behaviour (climate) for Learning policy consistently
- Communicating the school's expectations, Hendon's signature strategies (routines), Believe, Achieve, Lead and Belong values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Supporting students to meet the school's high expectations
-

## 5.4 Parents and carers

Parents and carers, where possible, should:

- Refer to Hendon school's Behaviour (climate) for Learning policy and reinforce it at home where appropriate by signing the home school agreement
- Support their child in adhering to the school's Behaviour (climate) for Learning policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

## 5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- How to keep themselves and the school community safe
- The expected standard of behaviour they should be displaying at school
- That they have a duty to support the Behaviour (climate) for Learning policy and follow the Hendon's signature strategies (routines)
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- That the Hendon's Student's Support Panel (HSSP) is available to them to help them meet the behavioural standards
- Students will be supported to develop an understanding of the school's Behaviour (climate) for Learning and wider culture.
- Through the student voice, school surveys students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour (climate) for Learning policy.

## 6. Mobile phones

### 6.1 Students

- Mobile phones are not permitted on site unless they are turned off and in the student's bag or blazer and this is at their own risk.
- Mobile phones are permitted by the class teacher if a class activity requires to use them – but are for learning purposes only.
- If a student wishes to, contact home they can use the school office's telephone to contact home.
- If a student is caught with their mobile phone this will be confiscated by the member of staff and handed back to the student at the end of the school day after the student completes a detention.
- If this issue persists, parents or carers will have to collect the phone from reception at the earliest opportunity and meet with the pastoral team to review the repeated offence.

## 7. Uniform

### 7.1 All students (excluding HS6)

- Navy blue blazer with school badge (mandatory)
- Navy blue jumper with school badge (optional)
- Tie (mandatory)
- Sensible 'all black' shoes (not trainers, not canvas)
- Blue or black plain jacket/coat to be worn over the school blazer (not in place of)
- Navy blue knee/full length skirt
- Black tailored trousers
- Blue or black tights
- Black, navy blue or white socks shorter than knee length
- A headscarf worn for religious reasons must be plain white, black or navy

### 7.2 Jewellery

- Maximum of two stud earrings which are no bigger than 3mm in diameter
- One religious necklace worn under the shirt

### 7.3 Additional Guidance including HS6

The following items must not be worn on the school site:

- Jeans
- Tracksuit tops or hoodies
- High heels, platform shoes, plimsolls, sliders, trainers (including 'Airforce')
- Coloured scarves, bandanas, hats, caps, du-rags
- Revealing or excessively tight clothing, tight trousers, or skinny jeans
- Extremes of fashion or personal appearance
- Visible body piercing including nose/lip/face, eyebrow or tongue piercing
- On rare occasions, a student may not be able to wear the correct uniform. NB. When this situation occurs, the student should arrive to school with a note signed by a parent/carer which clearly outlines the reason and gives a date for when the uniform will be corrected, students will then have a uniform note that they will carry and show a member of staff upon request. A detention will be issued for a uniform note.

### 7.4 PE Kit

In September 2023 onwards, students will need to arrive to school wearing their full school uniform and **not** their PE or Dance kit.

Students can wear any of the following whilst taking part in their PE/Dance lesson:

- Plain black or navy-blue leggings/tracksuit bottoms
- Blue shorts



- Red PE polo top (KS3)
- Black PE polo top (KS4)
- Blue PE socks
- Plain black base layers (optional)
- Black Dance t-shirt with gold writing (KS4 Dance only)

Students should **not**:

- Wear their PE/Dance kit at any time other than when they are in a PE/Dance lessons
- Wear any other colour leggings/tracksuit bottoms other than plain black OR navy blue in their PE/Dance lessons
- Wear any other T-shirt other than the approved polo/dance T-shirts in their PE/Dance lessons

### 7.5 HS6 dress code

We believe it is important to prepare students for life after school, including understanding the importance of personal presentation at work. The expectation is that all students should attend school appropriately dressed for a working environment.

**Acceptable** dress will include:

- Tailored trousers, smart chinos, skirt or dress. Skirts and dresses should be of a suitable length. Leggings may be worn with a longer top or with a skirt. 'Jeggings' are not allowed.
- Blouse, shirt, tailored top or t shirts without large/ offensive slogans.

**Jumpers or cardigans and smart sweatshirts without large/ offensive slogans are acceptable but not 'hoodies'.**

Smart looking shoes of a type similar to that worn lower down the school but does not have to be black. Boots are also allowed.

- Unacceptable dress will include:
- T shirts with offensive slogans
- Jeans, shorts or combats
- Trainers, converse style canvas shoes, flip-flops
- Hoodies, including 'leavers' hoodies
- Trousers hanging down at the back
- Revealing clothing – (leggings or similar items must be worn with a minimum mid-thigh length top) tops that expose the abdomen are unacceptable as are strapless, backless or baggy tops with logos.
- Tracksuits / sports gear
- Hats or caps on school premises

## 8. Responding to behaviour

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within Hendon school.

They will:

Create and maintain a stimulating environment that encourages students to be engaged

Develop a positive relationship with students, which may include:

- Establishing the Hendon's 8 signature strategies which are clear routines such as meet and greet alongside end and send etc
- Modelling high expectations of behaviour in ways other than verbally
- Hendon is a non-shouting school, staff will use de-escalation strategies and restorative conversations to avoid this
- Highlighting and promoting good behaviour by following the reward system
- Using positive reinforcement to model the expectation (PIP)
- To be able to reprimand in private (RIP) to restore the relationship

## **8.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student needs support or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether a referral is made to the HSSP, an early help intervention or a referral to children's social care MASH is appropriate.

## **8.3 Creating a positive Climate for Learning**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos; Believe, Achieve, Lead and Belong (BALB)

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's climate for learning.

Positive behaviour will be rewarded with:

- Verbal and non-verbal praise from staff
- Postcards and letters home
- Achievement points
- Informing parents/carers (verbally, by letter, postcard home)
- Acknowledging of achievements in school assemblies and KS3 house systems
- Celebration events involving school Trustees and parents/carers
- Display of good work or achievements around the school or published in the 'Hendon News'

## **8.4 Responding to misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will receive training on this and have the opportunity to put this into practice.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future and where appropriate, staff should make a referral to the student support panel.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the student to an exit class
- Removal of the student from the classroom (on-call and exit room)
- An arranged time to meet the student for a restorative conversation
- Detention after school using the centralised system
- Loss of privileges – for instance, the loss of free time, representing the school etc
- School-based community service, such as tidying the canteen, litter picking, working in the library etc
- Putting a student 'on report' to different members of staff in seniority
- Letter or phone call home to parents or carers
- Agreeing a Pastoral support plan (PSP) /Behaviour support plan (BSP)
- A fixed term suspension
- Respite placement at another partnership school or the Pavilion for repeated behaviours
- Managed move
- Trustees warning panel including the maximum amount of suspensions
- Permanent exclusions, in the most serious of circumstances
- Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis and only authorised by the headteacher.

## **8.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
  - Always be used as a last resort
  - Be applied using the minimum amount of force and for the minimum amount of time possible
  - Be used in a way that maintains the safety and dignity of all concerned
  - Never be used as a form of punishment
  - Be recorded and reported to parents or carers

- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## 8.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Definition of a search or searching a student:

The table below is split into 4 tiers. Each of these tiers' breakdown; who is being searched, why they are being searched and what happens if consent from the pupil is not given to be searched.

1. Tier one is where a student or students are being searched for a missing item that could be a possession not mentioned on page 4. 2 members of staff are assisting the search with the student's permission and asked to empty their belongings.
2. If a student does not give permission to be searched, Tier 2 it is referred to the HOY/HOF/SLT and the parent/carer will be contacted and invited into school. The student is isolated from the year group and is attached to a member of staff until the parent or responsible adult arrives.
3. Tier 3 is where a prohibited item named on page 4 is believed to be in possession. 2 members of staff 1 which has been authorised are assisting the search with the student's permission and asked to empty their belongings.
4. Tier 4 is where a prohibited item named on page 4 is believed to be in possession. The student has not given permission to be searched therefore the student is isolated with a member of SLT until the parent arrives. Depending on what the prohibited item is, the police may be called to assist with the search.

	Suspicion of...	Action	Who	Student permission	If not student permission	Follow up
<b>Tier 1</b>	Missing an item e.g. phone, etc	Ask to turn out blazer pockets, bag, jacket pockets etc	Appropriate member of staff with 2 <sup>nd</sup> adult	Yes	Tier 2	Inform HOY/HOF/SLT/KSD as appropriate adult
<b>Tier 2</b>			Refer to SLT/HOY/HOF/KSD	No	Phone home or responsible adult	Invite parent/carer or responsible adult to support search. Student may need to be isolated until parent arrives.
<b>Tier 3</b>	Possession of dangerous or prohibited items (Pg4)	Ask to turn out blazer pockets, bag, jacket pockets etc	Authorised member of staff with 2 <sup>nd</sup> adult	Yes	Tier 4	Inform HOY/HOF/SLT/KSD as appropriate adult
<b>Tier 4</b>			Refer to SLT/KSD/HOY	No	Phone home or responsible adult	Invite parent/carer or responsible adult to support search. Student to be isolated until parent arrives

### Confiscation

Any prohibited items (listed on page 4) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to the school's BALB ethos. These items will be returned to students after discussion with senior leaders and parents or carers, if appropriate.

### Searching a Student

Searches will only be carried out by a senior or pastoral member of staff (head teacher, deputy headteacher, assistant headteacher, director and head of year) who has been authorised to do so by the DSL or headteacher. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of SLT and ensure a written record of the search is recorded on CPOMS.
- If the authorised member of staff considers a search to be **necessary**, but is not **required urgently**, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students and their mobile phone is taken away from the student to prevent any information sharing or social media uploads.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the Student
- Explain to the student why they are being searched
- Explain to the student what a search entail – e.g. I will ask you to turn out your pockets and remove your jacket
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation
- If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

- If they still refuse to co-operate, the member of staff will contact the headteacher, senior leader, DSL/DDSL or HOY to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching Students' possessions**

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags
- A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed on page 4) and items identified in the school rules.
- An authorised member of staff can search a student's possessions when the student and another member of staff are present.
- If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.
- Informing the designated safeguarding lead (DSL)
- The authorised staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in on page 4
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed on page 4), including incidents where no items were found, will be recorded in the school's safeguarding system.
- Informing parents and carers
- Parents and carers will always be informed of any search for a prohibited item (listed on page 4). A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child
- Support after a search
- Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Strip searches

The authorised member of staff's power to search outlined above **does not enable** them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

If calling the police into school, the authorised member of staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the Student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

## Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents or carers to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents or carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## 8.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is for example:

- Travelling to or after school in any community (whether in uniform or of uniform – student is on Hendon's school roll)
- Traveling on transport and movement in the local community including shops, leisure facilities and food outlets
- Taking part in any school-organised or school-related activity (e.g. school trips, playing sports etc)
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student, staff member, member of the public
- Could adversely affect the reputation of the school
- Bringing the school into disrepute
- Could be classed as boisterous play in the local community

## 8.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another Student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of Hendon school
- Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

## 8.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL/DDSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 8.10 Zero-tolerance approach to sexual harassment and sexual violence

Hendon School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police



## 8.11 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs support, or the allegation may have been a cry for help.

If so, a referral to children's social care may be appropriate.

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

## 9. Serious sanctions

### 9.1 Detention

Students can be issued with a centralised detention after school

The school will contact home if the detention will last more than 30 minutes after school.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### 9.2 Removal from classrooms (Exit, On-call and Reset Room)

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

A classroom teacher can exit a student to another allocated classroom using the department exit rota. The student is sent to the exit room with classwork to complete and will sit a detention at the end of the school day.

On call member of staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

On-call can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow a disruptive student to continue their learning in a managed environment (exit room)
- Allow a disruptive student to regain calm in a safe space
- Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents or carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, directed through HSSP.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

The Reset Room is used for students who have been internally suspended. They will continue to receive education under the supervision of a member of staff that is meaningful, but may differ from the mainstream curriculum. This is usually referred by a middle leader or the senior leadership team. The same behaviour policy is used to manage students in the Reset room, failure to follow this can be given a fixed term suspension if standards are not met. This will also be the same for the two other provisions; Steps to success and Reach.

### **9.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Only the headteacher has the authority to suspend a student.

Please refer to our suspensions and permanent exclusions policy for further information.

## **10. Responding to misbehaviour from Students with SEND**

### **10.1 Recognising the impact of SEND on behaviour**

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour (climate) for learning policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

If a Student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

## **10.2 Adapting sanctions for Students with SEND**

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

Whether the student was unable to understand the rule or instruction?

Whether the student was unable to act differently at the time as a result of their SEND?

Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **10.3 Considering whether a Student displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents or carers to create the plan and review it on a regular basis.

## **10.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the Barnet's local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **11. Supporting Students following a sanction**

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. Students returning from suspension will be discussed at the HSSP for ongoing support.

Plans such as a PSP or a BSP will be also be considered depending on the needs of the Student. This is supported by the key stage director to ensure that the strategies in place are working for the student and reviews are often planned to check the successes of the interventions in place for the student.

## 12. Home School Agreement:

### PARENT/CARER

#### As a parent / carer of a student at I will:

- Support our school values; **Believe, Achieve, Lead and Belong**
- Make every effort to ensure my child will attend school every day and on time
- Ensure the correct uniform is worn and are ready to learn with the right equipment
- Encourage my child to read widely on a range of subjects
- Support my child to complete homework and meet deadlines
- Work positively with the school by supporting all school policies
- Attend parents' evenings and other meetings concerning my child's progress
- Inform the school if there is a problem that would affect my child's education
- Agree to my child/children having their photograph taken, kept on school databases used within the school for identification purposes
- Be respectful towards all members of the community
- Contact the school on first day of absence and keep the school informed of any continued absences

### STUDENT

#### As a student of Hendon School, I will:

- Live our school values; **Believe, Achieve, Lead and Belong**
- Safeguard myself and others around me by making sensible choices and reporting any unsafe behaviour
- Attend school every day and arrive on time
- Take pride in wearing the correct uniform and ensure I am ready to learn by having the right equipment
- Have a positive attitude towards learning at school as well as at home
- Be ready to share any worries about school, whatever they are, with a responsible adult
- Show respect inside and outside of our community
- Actively contribute to the life of the school and the wider community by being active citizens

### SCHOOL

#### As individual staff and the whole school we will:

- Live and promote our school values; **Believe, Achieve, Lead and Belong** in everything we do
- Prioritise your child's health, safety and happiness
- Be welcoming at all times and offer opportunities for parents to become involved in school life
- Rigorously follow up ongoing or poor attendance, behaviour and support parents/carers with their children
- Provide quality first teaching
- Provide an accessible, broad and balanced curriculum to meet the needs of every child
- Assess progress and give feedback in line with school policy
- Place a high emphasis on all curriculum subjects to ensure academic success
- Ensure early intervention is provided for those children experiencing difficulties
- Communicate with you clearly in a timely manner

#### We agree to support the Home School Agreement:

Signed (Parent):

Signed (Student):

Signed (Staff)

Name:

Name:

Name: