

Behaviour

DRAFTED BY:	LSI	STATUS:	Statutory
APPROVED:	09/2015	GOV. PANEL:	Headteacher
ISSUE:	1	NEXT REVIEW:	TBC

“TOGETHER WE LEARN, ACHIEVE AND SUCCEED”

1. Mission Statement

Isleworth & Syon School is a school which values achievement and diversity, seeing itself as a place of learning dedicated to academic, creative and sporting success and to the development of the whole person. It endeavours to sustain an ethos of civilised community, which enables industrious and imaginative learning to flourish in an atmosphere of well-being and purposeful activity.

2. Rationale

- 2.1. In order to achieve our Mission Statement and to achieve our vision of being “Outstanding in Every Respect”, we place high regard on the need to ensure that every single student can learn, achieve and succeed. Highly effective teaching and learning can only take place when the learning environment is orderly, calm and purposeful. This policy is to support the highest standards of behaviour to ensure that every student in our inclusive school can “be the best that they can be”.
- 2.2. The school is committed to ensuring that students work in a positive environment where the ethos and culture is supportive and where praise and rewards feature on a daily basis. We also recognise that in order to create a productive learning environment, our rules and expectations of students must be clear and any breaches must be dealt with in an open and fair manner.
- 2.3. We also recognise that the vast majority of our students are well-mannered, considerate students who endeavour to always follow our expectations and who seek to fulfil their academic potential. These students will conduct themselves in line with our array of rewards and commendations. Their commitment also helps to create the environment in school that allows the best possible learning to take place.

3. Policy Aims

- 3.1. This policy aims to set out clearly how the staff at school will deal with behaviour, to encourage learning and the best educational outcomes for all students. Parents/carers of students at Isleworth & Syon School should be aware of the contents of this policy, and in accepting a place at the school for their son/ward agree to support our published standards.
- 3.2. Please note that this policy is not designed to encapsulate all areas of school life, or all eventualities, but it should be a clear set of principles that clearly set the tone for behaviour management in school.

4. Governing Body Statement of Principles of Behaviour

- 4.1. The school aims to provide a safe, secure and supportive learning environment that allows students to learn and teachers to teach. We believe that there is a clear link between the manner in which students learn and their behaviours that allow them to learn. Every member of our staff has a key role in promoting and sustaining the highest standards of behaviour for learning. In addition, we expect our students’ behaviour to be socially acceptable as we prepare them to become:
 - responsible citizens, with the skills, knowledge and understanding to contribute to their society and to their community;
 - well-mannered, considerate, ambitious and confident young men.
- 4.2. Our core beliefs and values are described below.

4.2.1. We are a student-centred school that believes that education is a life-long and worthwhile activity. We believe that:

- Every student has a right to an outstanding education;
- Every student can be a successful learner;
- Every student can and deserves to achieve their full potential.

4.2.2. We seek to foster an ethos of mutual respect throughout the school through our local and global communities. Our most important values are built around:

- Our commitment to learning;
- Challenge and Achievement;
- Responsibility;
- Honesty, Forgiveness, and Tolerance.

4.3. The core of the Behaviour Policy is that we believe in the need to recognise, reward, encourage and celebrate positive behaviour. The rewards that we utilise are designed to be accessible to all students and to encourage and inspire students to do their very best. However, students that exhibit behaviours that affect the learning and/or well-being of others will be provided with support which is relative to their needs and which balances incentives and sanctions.

4.4. A basic expectation is that our students follow our set expectations. This includes amongst others: The Student Code of Conduct; our Classroom Expectations; our No Excuses Policy and other basic school rules; our Anti-Bullying Policy; and our Appearance Policy. These documents, along with other expectations, can be found in our Policies and Procedures Booklet, which is reviewed and published annually.

4.5. A great deal of time is given to ensuring that our students understand the requirements on them to act in accordance with our expectations. Students gain a strong sense of our values and expectations through induction to the school; our assembly programme; tutor time; PSHCE lessons and individual support sessions; the work of the pastoral team; and all of our daily interactions with students. We utilise a series of well-publicised mantras in our daily work to act as constant reminders of our expectations. These mantras are published in the Student Planner.

4.6. The governors are clear that there will be circumstances when the police will be involved in supporting our expectations, especially, but not exclusively, when a student's actions could be considered to breach the law, and this will be irrespective of whether incidents take place in or outside school.

4.7. In particular, this policy will address the areas listed below. Further - and more detailed - guidance is available in the school's Policies and Procedures Booklet.

- General Behaviour
- Attendance & Punctuality
- Rewards & Sanctions
- Anti-Bullying Policy
- Appearance Policy
- Searching, Screening and Confiscation
- The Use of Reasonable Force
- Malicious Allegations
- Exclusions from School and Alternative Provision
- Parenting Contracts and Parenting Orders.

5. Policy Considerations

5.1. GENERAL BEHAVIOUR

To meet our expectations of behaviour across the school the following will apply.

5.1.1. Our staff will:

- Consistently model exemplary behaviour and good manners;
- Treat all members of the school community with mutual respect;
- Build the self-esteem and confidence of students through the use of positive behaviours;
- Use positive language or avoid overly critical or sarcastic language;
- Reward the efforts and achievements of students and celebrate success;
- Consistently uphold the school's expectations and challenge poor behaviour;
- Work in partnership with parents/carers for the benefit of the learning of all students.

5.1.2. The following behaviours are not accepted:

- Anti-social behaviour in or out of school
- Bullying
- Buying/selling/trading of any item on school site
- Criminal activity (in or out of school)
- Damage/Vandalism/Graffiti
- Drug- and alcohol-related incidents including: suspected misuse, use, possession or supply, and distribution or aiding and abetting others in the misuse of substances
- Persistent breaches of the school's various policies
- Persistent disruptive behaviour
- Preventing the safe, orderly running of the school
- Serious disruption to teaching and learning
- Physical assault against adult
- Physical assault against student
- Racist/sexist/homophobic abuse
- Serious internet misuse/cyberbullying/network violation
- Sexual misconduct
- Theft
- Use of/possession of banned/illegal substances
- Use of/possession of offensive weapons or items which can be considered as such
- Verbal abuse/threatening behaviour against adult
- Verbal abuse/threatening behaviour against student.

5.1.3. If unacceptable behaviours occur, members of staff will seek a resolution to the issue in one or more of the following ways:

- Challenge the behaviour in a professional and incisive manner and with the intention of helping students to improve/modify their behaviour;
- Endeavour to find out why the student has behaved in such a manner;
- Tell the student what was unacceptable and why by using a range of agreed mantras/school expectations and priorities as the basis for discussion/correction;
- Engage the student in a conversation to help him/her to understand his/her personal responsibility for managing or improving the behaviour;
- Model what could have been done or said to improve behaviour or what should be done in any future incident to avoid repeating the problem;
- Refer to the school's system of sanctions and apply them fairly and consistently.

5.1.4. Should the behaviour be persistent or serious. urgent or further intervention may be required.

5.2. ATTENDANCE & PUNCTUALITY

5.2.1. Attendance at school is required by law. Students are expected to attend school every day, and 100% attendance is the target for every student for the academic year. All students who achieve this are rewarded on a termly basis and these rewards are built up through the school year. Attendance below 95% is a cause for concern and will trigger an intervention from the Education Welfare Officer (EWO). Any persistent absence or extended unauthorised absence will lead to intervention from the local authority. Such intervention may include a fixed penalty fine, an appearance at the "Attendance Panel," court proceedings, or prosecution.

5.2.2. Punctuality is a key indicator of a student's attitude to learning, and our expectation is that parent/carers will support us by ensuring that this characteristic is highly valued.

5.2.3. Students are expected to arrive at school by 8.25am at the latest for registration at 8.30am.

5.2.4. Students who are repeatedly late to morning or afternoon registration will receive a detention. Late arrival to assembly will result in a detention with the Pastoral or House Leader, as applicable.

5.2.5. Students who are repeatedly late will be required to attend a meeting with their parents/carers to agree strategies for improvement and to work towards agreed targets.

5.2.6. Persistent Lateness will be referred to the Education Welfare Officer.

5.3. REWARDS

- 5.3.1.** We have a number of rewards that we use both on a daily basis and over time. These rewards are carefully designed to acknowledge the students that perform well at school and to motivate and encourage students to “be the best that they can be”. The rewards used are fundamental in underpinning the school’s behaviour policy, but should not be seen as a means of rewarding behaviours that meet a basic level of expectation.
- 5.3.2.** Rewards include, for example: house points; individual praise in lessons; communications (written or verbal) with parents/carers; commendations; certificates, medals, public praise; Headteacher’s badges; Colours Flashes; and Colours Ties.
- 5.3.3.** On a day-to-day basis, the rewards issued are House Points. These are recorded on the school’s Behaviour Management System (PARS) and then add up to the awarding of a series of certificates (Bronze through to Diamond).
- 5.3.4.** Certificates and medals are issued in a range of categories to students who uphold high expectations over a period of time. These are, usually, presented in celebration assemblies at the end of each term.
- 5.3.5.** A range of school colours (blazer flashes and school colours ties) are issued to students in a number of categories for sustained excellence over the school year. The six categories are for Arts; Academic; Citizenship; Progress; Sport and/or for major contributions to the School. Colours flashes are awarded throughout Years 7 to 11 and colours ties are awarded from the end of Year 9. Awards are generally made at the end of the academic year, except in exceptional circumstances.
- 5.3.6.** The school also holds two Awards Evenings, and a number of cups, prizes, and bursaries or financial awards are issued to the top-performing students at these prestigious school events. The Junior Awards Evening is held at the end of the academic year and the Senior Awards Evening is held in September. Parents/carers of prize winners are invited to these events.
- 5.3.7.** All rewards are recorded on PARS, which can be viewed by parents/carers through the Parent Portal.

5.4. SANCTIONS

- 5.4.1.** Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or expectations, or who fail to follow reasonable instructions. This authority also applies to all other paid members of staff. Volunteers working within the school will be enabled to discipline students through a paid member of staff.
- 5.4.2.** School staff also have the authority to impose a punishment on a student that fails to meet school expectations. Students can be disciplined at any time in school or elsewhere under the charge of the school, e.g. on a school visit, trip or venture.
- 5.4.3.** In addition, students can be disciplined for misbehaviour outside of school, and school staff will intervene should they witness poor behaviour on the journey to or from school, or at other times when the student is in uniform and therefore representing the school.
- 5.4.4.** If a student is seen misbehaving outside of school at times when they are not on the journey to or from school, or in school uniform, the school staff may still intervene to ensure that behaviour meets socially-acceptable standards. Again, school staff have the authority to intervene in such circumstances.
- 5.4.5.** All sanctions used by the school must be fair, reasonable and proportionate and not in breach of any legislation (e.g. in respect of disability, special educational needs, race and other equalities and human rights), and it must be reasonable in all of the circumstances.
- 5.4.6.** In addition, the decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher. Decisions to punish and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff.
- 5.4.7.** All negative conduct will be considered to fall into one of five categories, as described in the school’s Policies and Procedures Booklet. These range from Low Level Disruption to Critical Incidents, and sanctions will be decided accordingly. The Key Policies and Procedures booklet contains a table which will act as a guide for all staff charged with maintaining order and strong discipline to support teaching and learning.

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- 5.4.8. Sanctions may include: LPT (Loss of Personal Time); verbal reprimand; extra work being set; loss of privileges; the return of awards (including colours ties); breaktime or lunchtime detentions; school-based community service (e.g. litter-picking, tidying the school); after-school detentions; withdrawal from lessons; or a system of school report cards.
 - 5.4.9. Teachers have the legal authority to impose detention on and outside school hours, including any school day on which the student is present, weekends, and INSET days. Parent/carer consent is not required for detentions.
 - 5.4.10. There is no requirement to inform parents of detentions being held. However, we will give a minimum of 24-hour notice for detentions of 30, 45 or 60 minutes to students in Year 7 in the autumn and the spring term. In the final term of Year 7, advance notice will **not** be given.
 - 5.4.11. Teachers are legally entitled to confiscate property - see section 9.
 - 5.4.12. When disciplining students, there is the expectation that this is administered in a calm and thoughtful manner with the focus on the misbehaviour exhibited rather than on the person.
 - 5.4.13. If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, then the school staff should follow the schools' child protection and safeguarding policy. Consideration will also be given to other strategies of support should continuing disruptive behaviour signal unmet educational or other needs.
 - 5.4.14. All sanctions are recorded on the school's behaviour management system (PARS) which can be viewed, securely, through the Parent Portal.

5.5. ANTI-BULLYING POLICY

- 5.5.1. We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere.
- 5.5.2. Bullying of any kind is unacceptable at our school, regardless of how it is delivered or what excuses are given to justify it. All students are expected to be aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and to actively try to prevent it from happening. All forms of derogatory or aggressive language are subject to the full range of sanctions, including fixed-term or permanent exclusion from school.
- 5.5.3. If bullying does occur, all students should tell a member of staff and know that incidents will be dealt with promptly and effectively. As part of our commitment to be and to remain an environment in which all bullying is unacceptable, we expect that anyone aware of bullying taking place will report it to a member of staff.
- 5.5.4. **Definition of Bullying**
There are a number of definitions of bullying, but all definitions include the following characteristics:
 - 1. it tends to be repetitive or prolonged
 - 2. it involves an intention to cause hurt
 - 3. it may be verbal, physical, sexual, emotional or psychological.
- 5.5.5. For the purpose of this strategy, bullying is defined as "any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people". It is usually unprovoked, persistent and can continue for a long period of time. It may be physical, sexual, verbal or psychological in nature. It may occur frequently or infrequently, regularly or irregularly.
- 5.5.6. Behaviour which appears to be bullying may be exhibited by some students without the intention or awareness that it causes distress. Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such incidents should nevertheless be investigated and dealt with in line with school sanctions. All parties will need to be clear about the distinctions between bullying and isolated acts of aggression.
- 5.5.7. Students who feel that they are being bullied or treated in an unacceptable way should report the matter to their Pastoral Support Manager or other member of staff immediately.
- 5.5.8. Staff should aim to resolve the matter with both parties or refer the incident to the appropriate member of the pastoral team (Tutor, Pastoral Support Manager, House Leader, Pastoral Leader or a member of the Senior Leadership Team) for further intervention.
- 5.5.9. Any breach of this anti-bullying guidance by students will be regarded as a very serious violation of discipline. Students who breach the guidelines will be sanctioned accordingly.

5.6. APPEARANCE POLICY

“The Department strongly encourages schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.” - DfE guidance to schools on school uniform. (2013)

- 5.6.1. The governors of the school believe that uniform plays an important role in contributing to the ethos of the school and in instilling a pride in being part of the school community. Our Appearance Policy standards apply on the journey to and from school as well as at school.
- 5.6.2. The branded elements of the school uniform are available from the school shop and have been shown to be extremely good value when compared to alternative suppliers. Other items - shoes, trousers, shirts and socks - are not sold in the school shop but remain subject to specific requirements of style, colour and detail in order to be deemed acceptable. The full Appearance Policy specifies all such details.
- 5.6.3. It is not our policy to meet or to discuss any disputes, opinions, challenges or lack of support for the published policies as, on accepting a place at the school, all parents/carers sign an Appearance Policy agreeing to maintain the acceptable standards that we set. These standards are specific to Isleworth & Syon School; they are non-negotiable and the Senior Leadership Team are the sole arbiters of acceptable standards in all cases.
- 5.6.4. The expected standards are published in the Student Planner, as well as in the Policies and Procedures Booklet published each year. The policy states what is permitted; by definition, any item not listed is not permitted.
- 5.6.5. It should also be noted that the Appearance Policy is deemed fair and reasonable and fulfils our obligations under the Human Rights Act 1998 and the Equality Act 2010.
- 5.6.6. Where standards are not met the following guidelines apply:

Breach of Standard

A student will be given an opportunity to rectify the matter immediately and, if possible, to return to learning. This may require a student to be sent home temporarily. In some cases, the withdrawal of student from general circulation is used to limit the impact of the breach.

Failure to Rectify the Issue or Repeated Breach

The student will be sent home until the issue is rectified. This will be recorded as an unauthorised absence in line with the Department for Education (DfE) Guidelines on Attendance.

Extreme Breach (e.g. shaven eyebrows, inappropriate piercings, unconventional hairstyles)

A student will be sent home until the issue is rectified. A parent/carer meeting will be required to re-integrate the student into school. This will be recorded as authorised absence in line with section 14 of the DCSF (now DfE) guidelines (2009).

- 5.6.7. Students in Years 7-11 will be sent home following a contact with a parent/carer or other listed contact. Students in the Sixth Form will be sent home without prior notification.

5.7. SEARCHING, SCREENING AND CONFISCATION

- 5.7.1. At Isleworth & Syon we operate a searching and confiscation policy in line with the Department for Education document “Screening, Searching and Confiscation - Advice for Headteachers, School Staff and Governing Bodies” (July 2014).
- 5.7.2. The school has a statutory responsibility to manage the Health & Safety of the students, staff and visitors and ensure that school discipline is maintained.
- 5.7.3. **Searching**
Searching may be the searching of a student’s person or searching a student’s property - e.g. bag, lockers, blazer/coat/footwear - whilst removed from the person.
- a) **With Consent**
Any member of the school staff can search a student for any item if the student agrees. Schools are not required to have formal written consent from the student for this sort of search.
- b) **Without Consent**

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

5.7.4. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or, to cause personal injury to, or damage to the property of, any person (including the student).

5.7.5. 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.

5.7.6. There is no requirement on the school to inform parents/carers prior to a search or to seek parent/carer consent, or to keep records of searches. Parents/carers will be informed if a search or screening uncovers items that will result in school disciplinary action or police involvement.

5.7.7. Students will be treated courteously and afforded a reasonable level of personal privacy during any search. Personal items will be searched, as far as is practicable, in the presence of the student. A student may be asked to empty pockets/bags etc. and/or to remove footwear for checking.

5.7.8. Any search of a student's person without consent will be undertaken by a member of staff of the same sex as the student. There will also be a member of staff present to act as a witness who, if at all possible, should also be of the same sex.

5.7.9. The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes: hats; shoes; shoes/boots; gloves; and scarves.

5.7.10. There is a limited exception to the same-sex and witness requirement should there be reasonable grounds to believe that there is a risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

5.7.11. Any student refusing to cooperate with a search will be subject to further, high level disciplinary measures by the school, which may include exclusion.

5.7.12. Electronic Devices

School staff may examine personal devices to interrogate data files during a search if they have good reason to do so. Staff may erase the data files if it is suspected that the data of file has or could be used to harm, disrupt teaching or break school rules. If the device is to be returned, relevant files may be deleted or retained by the school for future disciplinary action, or, if appropriate, passed to the police.

The Headteacher currently authorises all members of the Senior Leadership Team and of the Pastoral Team to search students in line with this guidance.

5.7.13. Screening

The law allows the school to require students 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 students.

Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Any member of school staff can screen students.

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and Safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety, and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and return to school.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Currently Isleworth & Syon School exercises all rights to search confiscate and screen students in line with current guidance.

5.7.14. Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

5.8. USE OF REASONABLE FORCE

5.8.1. School staff have a legal right to use reasonable force to control or restrain students.

5.8.2. Our staff will endeavour to control potentially serious situations with verbal instructions before resorting to any physical contact.

5.8.3. 'Control' means passive contact, such as standing between students or blocking a student's path, to actively leading a student by the arm away from a classroom or difficult situation. 'Restraint' means to hold back physically or to bring students under control; for example, where two students are fighting or refusing to separate without physical intervention.

5.8.4. Reasonable force can be used to prevent students from hurting themselves, others, damaging property or causing disorder.

5.8.5. Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimize chance of injury to the student but it may not always be possible. Reasonable force may be used to enforce a search for prohibited items (see section 5.7) or any articles that have been or could be used to commit an offence or cause harm. Force, however, will never be used as a punishment, and reasonable adjustments will be made for children with disabilities and special educational needs.

5.8.6. We do not require parent/carer consent to use reasonable force.

5.8.7. Should restraint be used, this will be recorded and evaluated.

5.9. MALICIOUS ALLEGATIONS

5.9.1. Complaints against members of staff are always investigated thoroughly. If, after a thorough investigation, it is found that, on the balance of probability, the allegation against the member of staff is unfounded or malicious, then the record will be removed from the member of staff's file.

5.9.2. In addition, the student(s) involved in making the allegation will be disciplined according to the severity of the case. This may result in exclusion from the school.

5.10. EXCLUSION FROM SCHOOL

"Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted."
(Department for Education, 2012)

5.10.1. The decision to exclude students from school for any period of time is a serious one but, regrettably, sometimes necessary. Students who are excluded are not permitted on or around the school site at any time during the exclusion period. This applies to the time that school is in session and to the hours outside the school day. Exclusion may be for a fixed-term period or, for serious breaches of the school's expectations, be made permanent.

5.10.2. Two kinds of fixed-term exclusion are used: internal and external exclusion. Internal exclusion is the highest level sanction within the school and results in the student being withdrawn from mainstream lessons and isolated from other students during break and lunchtime. Internal exclusion is designed to act as a severe deterrent, but it is also

intended to prevent exclusion from school and gives the student the opportunity to complete set work for the time of isolation. It should be noted that we do not require parent/carer consent to enforce an internal exclusion.

- 5.10.3. Any failure to comply with the expectations of being in the withdrawal room, however, will result in external exclusion. The time spent in isolation is a decision for the school staff.
- 5.10.4. The school can exclude students over lunchtime. If this is the case, parents/carers will be expected to collect their child at the end of morning school and return him/(her) at the start of afternoon lessons.
- 5.10.5. All decisions relating to exclusion are based on the “balance of probability” after consideration of a range of available information. Exclusion is a most serious sanction which is used as a consequence for the most serious incidents of unacceptable behaviour.
- 5.10.6. If a student is excluded for longer than five school days, full-time education provision will be provided by the Local Authority.

5.11. ALTERNATIVE PROVISION

- 5.11.1. Students who demonstrate on-going behavioural issues may be directed to study off site to improve his behaviour. This approach will be used as an alternative to permanent exclusion as part of a stepped approach to support a student with specific difficulties. Such placements will be instigated following dialogue with parents/carers.
- 5.11.2. Students placed in alternative provision will have their progress reviewed periodically as appropriate to the particular circumstances.

5.12. PARENTING CONTRACTS AND PARENTING ORDERS

- 5.12.1. As a school, we require all parents/carers to encourage their children to show support for the school's expectations and to encourage students to be respectful of our policies and aspirations.
- 5.12.2. All parents/carers are expected to sign the Home-School Agreement upon taking up a place at school for their child. Parents/carers have a clear role in supporting the school to make sure that their child is well-behaved on the journey to and from school and whilst at school.
- 5.12.3. We will consider using Parenting Contracts and Parenting Orders where a student has seriously misbehaved even when the student has not been excluded. A Parenting Order can require parents/carers to follow the courts' directions; for example, attending parenting courses to assist them in dealing with their own children.

6. Retention and Data Protection

Through the application of this policy, the School may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of the Data Protection Legislation (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998). Records will be kept in accordance with our Privacy Notices, our Retention & Destruction Policy and in line with the requirements of the Data Protection Legislation.

7. Reviewing

The governing body will review the policy as required or every three years, to ensure the effectiveness of the procedure and make changes where necessary.