

Behaviour

DRAFTED BY:	JHI	STATUS:	Statutory
APPROVED:	09/2022	GOV. PANEL:	Standards
ISSUE:	5	NEXT REVIEW:	07/2024

Contents

1. Mission Statement	1
2. Rationale.....	1
3. Policy Aims	2
4. Trustee’s Statement of Principles of Behaviour	2
5. Legislation and Statutory Requirements	3
6. Role and Responsibilities.....	3
7. Policy Considerations	4
8. Student Transition.....	15
9. Training.....	15
10. Monitoring Arrangements.....	15
11. Retention and Data Protection.....	16
Appendix 1 - Behaviour Management Overview.....	17

“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 be achieved when the learning environment is orderly, calm and purposeful. This policy is to support the highest standards of behaviour for learning and 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 and develop in a positive environment, where the ethos and culture is supportive and where praise and rewards feature daily. 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 a consistent, open and fair manner.
- 2.3.** We are proud to acknowledge that the vast majority of our students are self-disciplined, respectful and committed students who endeavour to always follow our expectations whilst striving to fulfil their academic potential. These students will conduct themselves well and are valued through our array of rewards and commendations. Their commitment also helps to create the environment in school that consistently enables outstanding teaching and learning to prosper.

3. Policy Aims

3.1. The policy aims to:

- Provide a consistent approach to behaviour management
- Define some instances of what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students are expected to behave
- Summarise roles and responsibilities
- Outline our system of rewards and sanctions

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 expectations and management in school.

4. Trustee's 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 student behaviours and the manner in which they learn, and when this is right it allows them to learn most successfully. 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 well as, increasingly, self-managed, as we prepare them to become:

- responsible citizens, with the skills, knowledge and understanding to contribute to their society and to their community; and
- well-mannered, considerate, ambitious and confident young adults.

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:

- A commitment to learning.
- Challenge and Achievement.
- Responsibility - both Personal and Collective.
- Being Ready, Respectful and Safe.

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 fully participate in all aspects of our school community in a safe, positive and respectful way. However, students who exhibit behaviours that affect the learning, safety, and/or well-being of others will be provided with support relative to their needs and will undergo interventions and sanctions to secure improvement in any such behaviours.

4.4. A basic expectation is that our students follow our three behaviour principles of being: **"Ready, Respectful and Safe"** at all times. These three core values underpin all elements of the student conduct in our school.

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, traditions and expectations through induction to the school; our assembly programme; registration and study support; PSHCE lessons and individual support sessions; the work of the pastoral team; and all of our daily interactions with students. In addition to "Ready, Respectful, Safe", we use a series of well-publicised mantras in our daily work to act as constant reminders of our core values and expectations. We also publish visual reminders of the ethos in our "visible consistencies" strategy.

4.6. The Trustees of the school 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 rule of 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 detailed guidance may be available from the school.

- Roles and responsibilities
- General Behaviour
- Attendance and Punctuality
- Rewards and Sanctions
- Anti-Bullying Policy
- Appearance Policy
- Searching, Screening and Confiscation
- The Use of Reasonable Force
- Malicious Allegations
- Exclusions and suspensions from School and Alternative Provision
- Parenting or Carer Contracts.
- Training

5. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [Suspensions and Permanent Exclusions](#)
- [Use of reasonable force in schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Supporting pupils with medical conditions at school.](#)

5.2. It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

6. Role and Responsibilities

6.1. Schools and their staff have the legal powers needed to provide a safe and structured learning environment in which teachers can teach and students can learn. We will use these powers lawfully, reasonably and proportionately to maintain very high standards of behaviour. Every member of staff will be expected to maintain effective discipline in the classroom, in the school and out of school where appropriate.

6.2. THE TRUSTEES

6.2.1. The Trustees are responsible for reviewing and approving the written statement of behaviour principles (section 4).

6.2.2. The Standards Committee will review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.3. THE HEADTEACHER

6.3.1. The Headteacher and Senior Leadership Team are responsible for reviewing and approving this behaviour policy.

6.3.2. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.4. STAFF

6.4.1. Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of students.
- Recording behaviour incidents (positives and negatives).

6.4.2. The Senior Leadership Team will support staff in responding to behaviour incidents.

6.5. PARENTS/CARERS

Parents/carers are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the appropriate member of staff promptly.

6.6. STUDENTS

Students are expected to:

- Take responsibility for their own behaviour; rather than merely complying with school expectations and rules, students should model positive behaviours.
- Enable staff to teach and promote learning without interruption, disruption or harassment.
- Take responsibility to ensure that incidents or potential incidents of poor behaviour, illegal activity, disruption, violence, bullying and any form of harassment are reported immediately, which will contribute to a culture of safety and respect.

7. Policy Considerations

7.1. GENERAL BEHAVIOUR

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

7.1.1. Our staff will:

- Consistently promote the expectations of being "Ready; Respectful and Safe."
- Positively welcome students to the learning environment.
- Visibly model exemplary behaviour and good manners.
- Consistently treat all members of the school community with mutual respect.
- Steadily build the self-esteem and confidence of students through the use of rewards and praise for positive behaviours.
- Habitually use positive language and an affirming tone at all times as well as, actively, avoiding overly critical or sarcastic language.
- Routinely reward the efforts and achievements of students and celebrate success.
- Constantly uphold the school's expectations and challenge poor behaviour as a matter of routine.
- Always work in partnership with parents/carers for the benefit of the learning of all students.

7.1.2. The following behaviours are considered inconsistent with the school's values and cannot be accepted. This includes direct involvement or coercing or encouraging others to behave in such a manner.

- Accessing inappropriate media/materials or any age-restricted media of any kind.
- Anti-social behaviour in or out of school, including disruption, unsafe or disrespectful behaviour in lessons, in corridors, at break and lunch time or before and after school.
- Being involved in gang behaviours inside or outside of school, or acting in a way which supports such behaviour, or coercing or encouraging others to do so.
- Bullying/Cyber-bullying.
- Buying/selling/gambling/trading of any item on school site.
- Criminal activity/Criminal charges (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. This includes all forms of smoking or vaping and the use of related equipment.
- Incorrect uniform or breaches of the Appearance Policy.
- Persistent breaches of the school's various policies or school rules.
- Persistent disruptive behaviour*.
- Preventing the safe, orderly running of the school.
- Physical assault against an adult*.
- Physical assault against a student*, including physical contact that may be deemed by a student to be 'play fighting'.
- Radical and/or extremist behaviours.
- Discrimination or harassment in any form including but not limited to: race, colour, religion, gender, sexual orientation, disability or age.
- Serious disruption to teaching and learning.

- Serious internet misuse/cyberbullying/network violation.
- Sexual misconduct/sexual harassment*.
- Theft*.
- Use of/possession of offensive weapons or items which can be considered as such including toy/replica/fake items*.
- Verbal abuse/threatening behaviour against adult.
- Verbal abuse/threatening behaviour against student.

7.1.3. The behaviours above, though not exhaustive, are considered highly unacceptable and may result in the highest-level sanctions which include suspension from school. Suspensions may be for a fixed-term or result in a permanent exclusion.

7.1.4. * Some behaviours are so contrary to all of our expectations that they may result in a permanent exclusion even if they are a one-off offence and regardless of the student's behaviour record.

7.1.5. Should the behaviour be persistent or high level then further intervention may be required. Intervention may include referral to external agencies, withdrawal from the curriculum, an alternative provision for a fixed period of time or external suspension from school.

7.1.6. Illegal behaviours will be reported to the police or our safer school's officer.

7.1.7. Isleworth & Syon School works in close partnership with Transport for London (TfL), local residents, shopkeepers, councillors, businesses, the police and other members of the community. The school may impose a disciplinary penalty on students if they behave in a way which is anti-social, illegal or could damage the reputation of the school in the local community. Students must behave in a way each day which reflects positively on the school at all times and in particular before and after school, and whilst using public transport.

7.2. KEY SCHOOL SYSTEMS & ROUTINES

7.2.1. All conduct and behaviour can be linked to some of our key mantras that transcends all aspect of school life:

- Being outstanding in every respect.
- Being ready, respectful and safe at all times.
- Keeping hands, feet and comments to yourself.
- Being the best that you can be.

7.2.2. Below are some of the key aspects of the daily life of the school and some specific systems and routines which must be adhered to by students, non-compliance may lead to sanctions being imposed:

7.2.3. Arrival and departure from school

Students are expected to arrive at school in time for morning registrations and to be fully equipped and ready for learning. When leaving the school at the end of the school day or learning session, students are expected to leave in a safe and orderly manner and to be considerate of our neighbours and members of the school community.

7.2.4. Conduct around the school site

Students must:

- Move on the left-hand side of the corridors.
- Take the quickest route when moving between lessons.
- Be considerate of all other members of the school community.

7.2.5. Break and Lunchtime

- Packed lunches can only be eaten in the two internal quads or the designated classrooms that are available during inclement weather.
- All students are expected to queue for the canteen in a respectful manner - any student not doing this will receive a consequence.
- All students need to clear away their own plates, utensils, remnants of food and rubbish if they are in the dining rooms or eating a packed lunch.

7.2.6. In classrooms

Students need to:

- Be ready for learning as soon as possible with the right equipment/materials for that lesson.

-
- Listen to instructions from staff and start tasks as soon instructed.
 - Not shout out or in any way disrupt the learning environment for others in the class.
 - Ask questions by raising your hand up and waiting to be invited to speak, when unsure or unclear.

7.3. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

7.4. ATTENDANCE & PUNCTUALITY

Please also refer to the school Attendance Policy.

7.4.1. 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, which will be issues to parent/carers. Such intervention may include a fixed penalty notice, an appearance at the "Attendance Panel," court proceedings, or prosecution.

7.4.2. Punctuality is one of the key indicators of a student's attitude to learning, engagement and commitment so it is our expectation that parents/carers will support us by ensuring that this is highly valued.

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

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

7.4.5. 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.

7.4.6. Persistent Lateness will be referred to the Education Welfare Officer (EWO).

7.5. REWARDS

7.5.1. 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.

7.5.2. Rewards include, for example: individual praise in lessons; written praise on books; house points; communications (written or verbal) with parents/carers; certificates, medals, responsibilities; public praise; Headteacher's badges; Colours Flashes; Colours Ties; and the awarding of school cups and prizes.

7.5.3. On a day-to-day basis, the rewards issued are House Points. A house point is issued automatically each day that the student is present and punctual and receives no negative behaviour incidents on their record. House points are recorded on the school's Behaviour Management System (PARS) and then add up to the awarding of a series of six certificates - Bronze, Silver, Gold, Platinum, Diamond, Prestige - at the end of each term.

7.5.4. Certificates and other major awards are issued in a range of categories to students who uphold high expectations over a given period of time. These are, usually, presented in celebration assemblies at the end of each term.

7.5.5. A range of school colours (blazer flashes and school colours ties) are issued to students in six categories for sustained excellence over the school year. There are fixed criteria for the awarding of these honours which are subject to amendment and review on an annual basis. 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 presented at the end of the academic year, except in exceptional circumstances.

7.5.6. 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 Key Stage 3 Awards Evening is held at the end of the summer term and the Senior Awards Evening is held in the Autumn Term each year. Parents/carers of prize winners are invited to these events.

7.5.7. All rewards are recorded on PARS, which can be viewed by parents/carers through the Parent Portal or via the ParentApp for mobile devices. Students can view these through their Insight login.

7.6. SANCTIONS

- 7.6.1.** Staff will endeavour to create a predictable environment by always challenging student behaviour that falls short of the expected standards, and by responding in a consistent, fair and proportionate manner, so that students know with certainty that misbehaviour will always be addressed.
- 7.6.2.** De-escalation techniques will be used when appropriate to help to prevent further behaviour issues arising. This may include the use of pre-prepared scripts and phrases.
- 7.6.3.** 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.
- 7.6.4.** In line with current government guidance, teachers have the 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.
- 7.6.5.** 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.
- 7.6.6.** All negative conduct will be considered to fall into one of five categories and sanctions will be decided accordingly.



Sanctions may include: LPT (Loss of Personal Time); verbal reprimands and reminders of a change of seating plan; extra work being set; loss of privileges; communications (written or verbal) with parents/carers; the return of awards (including colours ties); catch-up sessions; breaktime or lunchtime detentions; parent/carers meetings; school-based community service (e.g. litter-picking, tidying the school); after-school detentions; change of class (temporary or permanent); withdrawal from lessons; school report cards, behaviour contracts; referrals and/or liaison with external agencies; alternative curriculum provision; managed transfer; and a fixed term suspension.

- 7.6.7.** Teachers have the legal authority to impose detention on and outside school hours, including any school day on which the student is present - at weekends, and INSET days. Parent/carers consent is not required for detentions.
- 7.6.8.** 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 Term. In the Spring and Summer Term of Year 7, advance notice will not be given.
- 7.6.9.** Teachers are legally entitled to confiscate property - see section 7.11.
- 7.6.10.** 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.
- 7.6.11.** 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 school's 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.
- 7.6.12.** All sanctions are recorded on the school's behaviour management system (PARS) which can be viewed, securely, through the Parent Portal.
- 7.6.13.** Staff are expected to support the school expectations by addressing any concerns 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 and/or modify their behaviour.
 - Implement the "Remind-Remove-Refer" model of response to inappropriate behaviour.
 - Use agreed "scripted interventions" to 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.

-
- Positively Prevent escalation of any negative behaviour; use a calm, authoritative tone to achieve co-operation.
 - Facilitate and/or accept a resolution to the issue in a professional and appropriate manner which is in line with the "Ready, Respectful, Safe" guidance.
 - Engage the student in a conversation, at a convenient time, to help them to understand their personal responsibility for managing or improving their 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 the matter to a Curriculum Leader, a member of the Pastoral Team or to a Senior member of staff if necessary.

7.7. OFF-SITE BEHAVIOUR

7.7.1. School staff also have the authority to impose a punishment on a student that fails to meet school expectations whilst off-site if they are:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a student from our school.
- Engaging in misbehaviour that could have repercussions for the orderly running of the school.
- Posing a threat to another student.
- Engaging in misbehaviour that could adversely affect the reputation of the school.

7.7.2. Students can be disciplined at any time in school or elsewhere under the charge of the school

7.7.3. School staff will intervene should they witness or are notified about poor behaviour in any of the scenarios above. School staff intervene to ensure that behaviour meets socially acceptable standards. Again, school staff have the authority to intervene in such circumstances.

7.7.4. 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 is so severe as to bring the school into disrepute.

7.7.5. Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8. CHILD-ON-CHILD SEXUAL HARRASSMENT AND SEXUAL VIOLENCE

7.8.1. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and that they are never ignored.

7.8.2. It will be made clear to students, throughout every aspect of our culture, that sexual violence and sexual harassment are never acceptable, will not be tolerated and that any student who falls below expectation will be sanctioned.

7.8.3. All sexually abusive language, behaviour or 'banter' will be challenged.

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

7.8.5. The school's response will be:

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

7.8.6. The school has procedures in place to respond to any allegations or concerns regarding a student'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

7.8.7. Please refer to our child protection and safeguarding policy for more information.

7.9. ANTI-BULLYING POLICY

7.9.1. 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.

7.9.2. There is no legal definition of bullying. However, the DfE state that it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

7.9.3. 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.

7.9.4. 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: racial, faith-based, gendered; homophobic/biphobia; transphobic; disability based. 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, intimidation
Cyber-bullying	Bullying that takes place online, such as through email or social networking sites, messaging apps or gaming sites

7.9.5. 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.

7.9.6. 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.

7.9.7. 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.

7.9.8. 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.

7.9.9. 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.

7.10. APPEARANCE POLICY

Please also refer to the separate 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)

- 7.10.1.** The Trustees 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.
- 7.10.2.** In line with Department for Education (DfE) guidance, teachers can discipline students for breaching the school's rules on appearance or uniform. This should be carried out in accordance with the school's published behaviour policy.
- 7.10.3.** 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.
- 7.10.4.** 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.
- 7.10.5.** The expected standards are published in the Student Planner, as well as on the school website. The policy states what is permitted; by definition, any item not listed is not permitted.
- 7.10.6.** It should 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, which acknowledges that “Pupils have the right to manifest a religion or belief, but not necessarily at all times, places or in a particular manner.”
- 7.10.7.** Where standards are not met the following guidelines apply:
- a) *Mild or Moderate Breach of Standard - Yellow Card*
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.
 - b) *Extreme Breach (e.g. shaven eyebrows, inappropriate piercings, unconventional hairstyles) - Red Card*
A student may be sent home until the issue is rectified. The student will be re-admitted to school by a senior member of staff and a parent/carer meeting may be required to accompany the student to the re-integration. This will be recorded as authorised absence in line with section 14 of the DfE guidelines (2009).
 - c) *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 (DfE) guidelines on attendance.
- 7.10.8.** 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.

7.11. SEARCHING, SCREENING AND CONFISCATION - INTRODUCTION

- 7.11.1.** Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe. (DfE Advice for schools July 2022)
- 7.11.2.** This guidance is in line with:
- [Searching, screening and confiscation \(DfE, 2022\)](#)
 - [The Equality Act 2010](#)
 - [Keeping Children Safe in Education](#)
 - [Working together to safeguard children](#)
 - European Convention of Human Rights (Article 8)

7.11.3. The school has a statutory responsibility to manage the Health & Safety of the students, staff and visitors and ensure that school discipline is maintained.

7.12. SEARCHING

7.12.1. Searching is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. (DfE Advice for schools July 2022)

7.12.2. Headteachers and staff they authorise have statutory power to search a student or their possessions where they have reasonable grounds to suspect that a student has a prohibited item or if the student agrees.

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

7.12.4. Prohibited items at Isleworth & Syon are:

- Knives, weapons or similar adapted items
- Open blades of any kind
- Alcohol and any other age restricted items
- Tobacco, cigarettes, vapes and any related paraphernalia
- Fireworks/caps/lighters/matches etc.
- Any legal mood-altering substances
- Illegal drugs/substances/paraphernalia
- Stolen items
- Pornographic images/media
- Large sums or unexplained amounts of cash
- Mobile devices which are seen, heard or used on site.
- Expensive electronic items of any kind
- Laser pens or other items which carry a danger warning
- Everyday items as specified on the code of conduct
- Any item used with intent to interfere with the safe orderly running of the school or which is disruptive to learning
- 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)

7.12.5. 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.

7.12.6. 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. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed and they can ask any questions.

7.12.7. Students will be treated courteously and afforded a reasonable level of personal privacy during any search. Where reasonable and possible this will be away from other students. 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.

7.12.8. The searcher should ask the student whether the search will uncover any banned or prohibited items, and they should be given the opportunity to hand them over. If they do so the search will still need to be completed.

7.12.9. There is no requirement on the school to inform parents/carers prior to a search or to seek parent/carer consent. Parents/carers will be informed of a search or screening for a prohibited item and what, if anything, has been confiscated and the resulting action the school has taken,

7.12.10. If a student is not willing to cooperate with a search, the school will carefully consider the reasons for this which might be, but not limited to:

- being in possession of a prohibited item;
- not understanding the instruction;
- being unaware of what a search may involve; or
- having had a previous distressing experience of being searched.

-
- 7.12.11.** Any student refusing to cooperate with a search may be subject to further, high level disciplinary measures by the school, which may include suspension.
- 7.12.12.** 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 and if conducting the search may prevent the student harming themselves or others, damaging property or from causing disorder
- 7.12.13.** 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.
- 7.12.14.** A metal detector may be used to assist with any search.
- 7.12.15.** The person conducting the search will 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.
- 7.12.16.** 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.
- 7.12.17.** Being in possession of a prohibited item - especially knives, weapons, illegal drugs or stolen items - may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. In such cases the designated safeguarding lead (or their deputy) will be informed.
- 7.12.18.** Searches conducted for a prohibited item will be recorded on the school safeguarding reporting system. This will include:
- the date, time and location of the search
 - which student was searched
 - who conducted the search and any other adults or students present
 - what was being searched for
 - the reason for searching
 - what items, if any, were found
 - what follow-up action was taken as a consequence of the search
- 7.12.19.** A strip search is a search involving the removal of more than outer clothing. The police have the authority to conduct such searches under the Police and Criminal Evidence Act 1984 (PACE). The decision to undertake such a search and the conduct of such are police matters. If the police are indicating that this is a decision that they are likely to undertake, we would advocate for a student's wellbeing and insist that no such decision is made until a parent/carer is present.
- 7.12.20. 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.
- 7.12.21.** If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then it will be delivered to the police as soon as is reasonably practicable

7.13. SCREENING

- 7.13.1.** Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. (DfE Advice for schools July 2022). Screening is the use of a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon. This can be conducted without the consent of the students.
- 7.13.2.** 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.

-
- 7.13.3. 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.

7.14. CONFISCATION

- 7.14.1. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. (DfE Advice for schools July 2022)
- 7.14.2. School staff can seize any prohibited item found as a result of a search. They can also seize any item that they consider to be harmful or detrimental to school discipline.
- 7.14.3. Any weapons or items which are evidence of a suspected offence will be passed as soon as possible to the police.
- 7.14.4. If controlled drugs, or any item believed to be a controlled drug is confiscated, it will be handed over to the police
- 7.14.5. If a pornographic image is found, it will be disposed of unless there are reasonable grounds to suspect that its possession constitutes a specific offence. In which case it will be delivered to the police as soon as reasonably practicable
- 7.14.6. If the school comes into possession of stolen items, professional judgment will be used to determine these will be returned to the owner (if practical to do so) if not the item(s) will be handed over to the police.
- 7.14.7. Other substances which could be harmful may also be handed over to the police.
- 7.14.8. Other items such as alcohol, tobacco or fireworks will be appropriately disposed of and not handed back to a student or parent/carer.

7.15. USE OF REASONABLE FORCE

- 7.15.1. All school staff have a legal right to use reasonable force to control or restrain students.
- 7.15.2. Our staff will endeavour to control potentially serious situations with verbal instructions before resorting to any physical contact.
- 7.15.3. Force is usually used either to control or restrain. Reasonable in the circumstances means using no more force than is needed.
- 7.15.4. '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.
- 7.15.5. Reasonable force can be used to prevent students from hurting themselves, hurting others, damaging property or causing disorder.
- 7.15.6. Schools can use reasonable force to:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
 - prevent a student behaving in a way that disrupts a school event or a school trip or visit.
 - prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
 - prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
 - restrain a student at risk of harming themselves through physical outbursts.
- 7.15.7. School staff will always try to act in ways that will minimize the 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 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.
- 7.15.8. We do not require parent/carer consent to use reasonable force.

7.15.9. We do not have a 'no contact' policy. As outlined by the DfE (advice for the use of reasonable force), such policies might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

7.15.10. Should a restraint be used, this will be recorded and evaluated.

7.16. MALICIOUS ALLEGATIONS

7.16.1. Should any student make a complaint against members of staff this will be investigated by an appropriate member of staff. 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 student may be disciplined in line with existing policies. Making false or malicious allegations may, in extreme case, result in a permanent exclusion from the school.

7.16.2. 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 is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

7.16.3. There is a formal complaints policy available on the school website for parents/carers. Please be advised that as an academy, Isleworth & Syon is not governed by the local authority and so any complaint should be addressed to the school directly.

7.17. REMOVAL FROM CLASSROOMS

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

7.17.2. Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

7.17.3. Removal is a serious sanction and will only be used in response to serious misbehaviour. 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.

7.17.4. Removal may be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.

7.17.5. Students will spend a variety of time being removed depending on the nature of the incident. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

7.17.6. Parent/carers will be informed if their child is removed from the classroom.

7.17.7. The school will consider other behaviour management support for students who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- External agencies where available
- Multi-agency assessment

7.17.8. Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

7.18. EXCLUSION AND FIXED TERM SUSPENSIONS FROM SCHOOL

7.18.1. Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential

behaviour management tools for Headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

7.18.2. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. (Department for Education 2022)

7.18.3. See the separate exclusions and Fixed Term Suspension from School policy for further details.

7.19. ALTERNATIVE PROVISION

7.19.1. Students who demonstrate ongoing behavioural issues may be directed to study off-site to improve the behaviour. This may be a respite placement or a permanent placement with a local provider. This approach will be used as an alternative to permanent exclusion as part of a stepped approach to support a student with specific difficulties. Any permanent placements will be instigated following dialogue with parents/carers.

7.19.2. Students placed in alternative provision will have their progress reviewed periodically as appropriate to the particular circumstances.

7.19.3. The school will also consider using managed moves - a transfer to another local mainstream school with a view to a permanent move, where this is available and deemed to produce a possible successful outcome.

7.20. PARENTING CONTRACTS – OUR CONTRACTS THAT YOU SIGN ON ACCEPTING A PLACE

7.20.1. 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.

7.20.2. 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. Parents/carers are expected to support detentions and other standard sanctions as a matter of course.

8. Student Transition

8.1. INDUCTING INCOMING STUDENTS

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

8.2. PREPARING STUDENTS FOR TRANSITION WITHIN SCHOOL

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Training

9.1. As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

9.2. Behaviour management will also form part of continuing professional development.

10. Monitoring Arrangements

10.1. MONITORING AND EVALUATING SCHOOL BEHAVIOUR

10.1.1. The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension

-
- Use of student support units, off-site directions and managed moves
 - Incidents of searching, screening and confiscation
 - Anonymous surveys for staff, students, Trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

10.1.2. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

10.1.3. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

10.2. MONITORING THIS POLICY

10.2.1. This behaviour policy will be reviewed by the Headteacher and Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Trustees.

10.2.2. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Trustees annually.

11. 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.

Please see 'Appendix 1 - Behaviour Management Overview' on the next page.

Vision

Our vision is to be **'Outstanding in Every Respect'** through the constant drive for excellence across the school.

Principles

- Behaviour Management Strategy underpinned by the five pillars of "Pivotal Practice" (Paul Dix).
- Three rules encompass all expectations and standards in a simple, memorable way for students.
- Positive language to be used at all times.

