



Promoting Positive Behaviour Policy

November 2022

Approved by Local Governing Body

Chair of Governors: John Garner

Date: 8th November 2022

Review date: November 2023

Contents

1. Promoting Positive Behaviour	4
Ethos	4
The Principles	4
Roles and Responsibilities	5
Procedures	5
Rewards	6
Sanctions	6
Training	6
Interrelationship with Other School Policies	6
Involvement of Outside Agencies	6
Review	6
2. Reward Systems	7
Ruislip Values Wheel (RVW)	7
Attendance Reward	8
Celebration Assemblies	8
Weekly Assemblies	8
Reward Trips	8
Presentation Evening	8
Green Cards	8
3. Policy into Practice	9
Behaviour for Learning	10
Period 1 Checks	10
Faculty Detentions rules	12
After-school detentions (ASDs)	12
ASD Rules	12
Students are explicitly told the rules; these are as follows:	12
Lateness to School	13
Report cards are issued in order to monitor students' behaviour, work, attendance or punctuality following a period of concern or an isolated significant incident.	14
Poor Uniform	14
Racist Incidents	15
Mobile Phones and Other Electronic Equipment	19
4. Sanctions in Relation to Suspensions, Internal/Fixed-term and Permanent Exclusions	20
5. Students at Risk of Permanent Exclusion	30

List of appendices

	33
Appendix 1: Home-School Agreement	33
Appendix 2: Uniform letter	33
Appendix 3: Record of Information Passed to the Police	33
Appendix 4: Child-on-child abuse policy	33
Appendix 5: SEND Policy	33
Appendix 6 : Equality Duty Policy	33

1. Promoting Positive Behaviour

Effective learning and teaching can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and students; consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them.

A shared commitment from parents/guardians, governors and the wider community is an important factor in promoting good behaviour, as is the support of the local authority and other agencies.

Managing behaviour is based on building relationships with students, who should be treated as individuals with appropriate rewards and sanctions. It is essential to set a level beyond which the school is not prepared to tolerate disruption, and to ensure that every member of staff upholds this level. Avoiding confrontation, when working with students, is one of the keys to success. Good behaviour should be an expectation to the point where students do not tolerate bad behaviour themselves.

Ethos

Ruislip High School (RHS) expects all its students to be engaged and motivated learners and to develop a strong sense of both rights and responsibilities. This is achieved by the use of clearly defined boundaries and rigorous support by both the academic and pastoral teams, together with praise and reward schemes which acknowledge both the effort and attainment achieved by RHS students.

All students at RHS have a right to the best possible education. All teachers have the right to be able to deliver that education in a calm and disciplined classroom. This policy aims to set out clear directions for dealing with behaviour which does not support the school's ethos.

To achieve the school's vision, it is the responsibility of all members of staff at RHS to ensure that the behaviour policy is applied consistently throughout the school day and that the protocols for dealing with incidents of poor or undesirable behaviour are adhered to.

Students and staff are expected to follow the RHS's Code of Conduct; this is prominently displayed in each classroom.

RHS expects its students to maintain similar high standards of behaviour beyond the school grounds. Therefore, all aspects of the behaviour policy extend to students' behaviour on the way to school, from school, whilst wearing school uniform in any public place and on school visits.

The Principles

1. The governing body (GB) believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:
 - Promoting good behaviour and discipline;
 - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - Ensuring fairness of treatment for all;
 - Encouraging consistency of response to both positive and negative behaviour;
 - Promoting equality of opportunity for all;
 - Promoting the community ethos of the school;
 - Promoting early intervention;

- Providing a safe environment free from disruption, violence, bullying and any form of harassment or prejudice;
- Encouraging a positive relationship with parents and guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

2. The senior leadership team (SLT) will review annually, in consultation with staff, the policy for the promotion of good behaviour. They will ensure the policy is communicated to students and parents and that expectations are clear. Governors will support the school in maintaining high standards of behaviour and adopting the reviewed policy.
3. The headteacher will be responsible for the implementation and day-to-day management of the policy and procedure. Providing support for staff who have faced challenging behaviour is also an important responsibility of the headteacher.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst staff in the implementation of the policy is essential. Staff and students have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The GB, headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds including, in particular, gender reassignment, race, ethnic or national origin, culture, religion or belief, gender, disability, sex or sexual orientation. They will also ensure that the concerns of staff and students are listened to and appropriately addressed. The GB will also ensure that all staff are trained in aspects of behaviour management.
6. Parents and guardians will be expected to take responsibility for the behaviour of their child both in and out of school as described in the Home–School Agreement (Appendix 1). They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of procedures and expectations. Students are expected to take care of the school's equipment and to uphold the good reputation of the school. Students also have a responsibility to ensure that incidents of disruption, damage to the school building or equipment, violence, bullying and any form of harassment are reported.

Procedures

8. The procedures arising from this policy are developed by the headteacher in consultation with the staff. The procedures make clear to students how acceptable standards of behaviour are achieved, giving a clear rationale which is made explicit to staff, students and parents. The procedures are consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. The school will also make reference to [Keeping Children Safe in Education \(KCSIE, 2022\)](#).

Rewards

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this ethos. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Sanctions

10. Sanctions are needed to respond to inappropriate behaviour. However, time will be taken to fully understand the context of the behaviour, considering the possibility of safeguarding issues. Further support will be offered if required.
11. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major issues.

Training

12. The GB will ensure that appropriate high quality training in all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with Other School Policies

13. In order for the positive behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities (Appendix 5) and special educational needs and disability (SEND) provision (Appendix 6), has been established.

Involvement of Outside Agencies

14. The school works positively with external agencies. It seeks appropriate support from them, ensuring that they are informed of relevant school policies, to ensure that the needs of all students are met by utilising the range of external support available.

Review

15. The headteacher, in consultation with the staff, will undertake systematic monitoring and regular reviews of the positive behaviour policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the GB informed and will publish the policy to parents on an annual basis.
16. The GB will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.
17. The outcome of the review will be communicated to all those involved, as appropriate.

2. Reward Systems

A variety of rewards are issued across the school, the main threads are summarised below:

Ruislip Values Wheel (RVW)

Students will be rewarded RVW points on Class Charts by staff, both in and out of lessons, in recognition of actions, behaviour or achievements relating to the school's ethos. The school expects that students will demonstrate:

Respect

- Value all members of the school community
- Display good manners at all times
- Show tolerance of others with different points of view and beliefs
- Have respect for the school buildings, facilities and surrounding environment

Unity

- Develop confidence through participation
- Volunteer for a variety of school activities
- Show loyalty to friends and to the school
- Work with staff and peers to create a positive learning environment

Integrity

- Be trustworthy
- Set personal goals for improvement
- Be resourceful
- Have high standards with regard to behaviour and achievement

Self-Discipline

- Keep the school rules
- Demonstrate self-control
- Complete tasks on time
- Be resilient

Learning

- Be proud of personal achievements
- Produce home or school work of the highest possible quality
- Make the best use of talents, time and resources
- Take pride in learning, both within and beyond the classroom
- Shows excellent literacy skills

Inspiration

- Lead by example
- Show support and care for those who need help
- Pursue individual interests in a manner which broadens horizons
- Demonstrate patience and understanding

Perseverance

- Never give up
- Seek help when necessary
- Be aspirational
- Learn from mistakes and take something positive from the experience
- Correct and improve work (literacy)

Attendance Reward

The pastoral team regularly rewards full attendance and significant improvements in attendance at both tutor group and individual student level.

Celebration Assemblies

Parents are invited to these assemblies, which are held at the end of each term. Subject teachers present awards to students for outstanding effort/attainment. The headteacher's award is presented to students receiving five or more 'A1' grades on their most recent tracking report.

Weekly Assemblies

All student achievements are celebrated during the weekly assemblies. The school encourages students to inform their tutors of any achievements, including those not acquired in school.

Reward Trips

Students who have three or fewer warning checks and strong attendance at the end of the autumn term will be offered the opportunity to go on the winter school reward trip. All students who have three or fewer warning checks and strong attendance from the start of the spring term until summer half term will be eligible for the summer reward trip.

Students who have been on roll at Ruislip High School for less than one term, or who have been given after-school Detentions (ASDs), internal suspensions or fixed term suspensions will not be considered for the reward trips regardless of the number of warning checks.

Presentation Evening

Members of staff nominate and award prizes annually. Prizes are given for the following categories:

KS3: Effort and achievement

KS4: Effort and achievement

KS5: Effort and achievement

Tutor groups: two students from each tutor group who have been given fewer than five warning grid logs in the previous year and exceptional attitude grades across all of their subjects.

Bestowed prizes are also awarded.

Green Cards

Students are encouraged to display good manners and courtesy through the 'Green Card' reward system. All staff on duty have the option to reward students during social times and in the corridors for displaying desirable behaviour by giving them a 'Green Card'.

3. Policy into Practice

The school's policy is based on government guidelines which are as follows:

What the law allows:

Teachers have a legal power to put pupils (aged under 18) in detention.

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;*
- b) weekends; except the weekend preceding or following the half term break;*
- and*
- c) non-teaching days; usually referred to as 'training days', 'INSET days' or 'non-contact days'.*

Matters schools should consider when imposing detentions:

Parental consent is not required for detentions.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours:

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk;*
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable;*
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely;*
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.*

*Behaviour and Discipline in Schools: A Guide for Headteachers and school staff
(Department for Education)*

Behaviour for Learning

Classroom Action

Students need to be reminded of their responsibility to ensure that the classroom has the best possible environment for learning.

Minor incidents are dealt with by the class teacher in the first instance in accordance with the warning/strike system.

If behaviour necessitates removal from the lesson, the student should be given appropriate work and sent to the 'Back on Track' room. See 'removal from lessons' section below.

Period 1 Checks

All teachers of period 1 lessons are required to check that students have all their writing equipment and school planner with them and are wearing full-school uniform. Planner warnings must be issued for lack of compliance. A negative point will be issued on Class Charts for lack of equipment. A day planner will be issued if the student has no planner; this is recorded on SIMS so that form tutors are alerted.

The Highest Expectations for Behaviour

Ruislip High School expects the highest standards of behaviour for learning and in the community. Therefore, students will be subject to a three strike model (check, chance, removal) for behaviour which is not conducive to a positive learning environment.

- | | |
|----------|---|
| Strike 1 | The teacher will issue a verbal warning and the student's name will be written on the board |
| Strike 2 | The teacher will issue a warning grid and the student's name may be written on the board |
| Removal | If the student fails to correct their behavior, they will be removed. |

In the instance of disrespectful behavior (rudeness/insolence, arguing with staff, not following instruction), the student will be removed to the Back on Track room without warning.

Planner warnings will also be issued in the classroom for no homework; poor behavior; no equipment; poor effort, late to lesson or poor uniform.

Two subject signatures = fifteen minute teacher detention

Three subject signatures = thirty minute faculty detention

Four subject signatures = parent contact

Five subject signatures = school detention

Back on Track: Removal from Lessons

Students will be removed from their lesson if their behaviour does not change following a second 'Strike'. Students will be immediately removed from their lesson should they engage in any disrespectful behaviour (being rude/insolent; arguing with staff; not following staff instructions) or if their behaviour is offensive or inappropriate.

If a student is removed from a lesson, they will be escorted to the 'Back on Track' room by a senior member of staff. On arrival at 'Back on Track', the student will have their mobile phone confiscated and they will complete appropriate work in silence for a period of three consecutive lessons irrespective of the time of day. As an immediate consequence of the lesson removal, the student will sit a forty-five minute school detention on the same day, at the end of which, their phone will be returned.

Parents/Guardians will be notified of the removal and the forty-five minute detention via the Class Charts application.

The classroom teacher or Head of Department will contact the parent/guardian to explain the reason/s for the lesson removal and to arrange a reintegration meeting. The student will not be permitted to return to lessons in the subject until the meeting has taken place.

Two removals from lessons in a five school day period will result in an internal suspension in the first instance and a fixed term suspension in the second instance within an academic year.

Sanction Stage System (SSS)

The Sanction Stage System (SSS) is designed to address the behaviour of students who are not meeting this fundamental expectation. Students receiving a Head of Year withdrawal from lessons or internal suspension may be referred to the SSS and any student receiving a fixed-term suspension will be referred to a minimum of Stage 4.

The SSS is designed to address and correct undesirable behaviour from students that affects the learning of others and/or affects the calm and purposeful school ethos. Once the referred student is able to demonstrate a change in their behaviour, as evidenced in their corresponding report, they will be de-escalated down through the stages at the point of review. It is possible for students to skip stages 2 & 3 should they be identified as being a disruption to lessons in more than two subject areas.

- | | |
|----------------|---|
| Stage 1 | No concern in lessons.
No intervention required. |
| Stage 2 | Persistent disruption to lessons in one or two subject areas.
Parental meeting with Head of Department.
10 lesson report to Head of Department. |
| Stage 3 | Continued persistent disruption in one or two subject areas.
Parental meeting with Senior Leader linked to the department.
10 lesson report to Senior Leader linked to the department. |
| Stage 4 | Continued persistent disruption in more than two subject areas.
Parental meeting with Head of Year.
Withdrawal from all lessons for a fixed period. |

2 week 'Individual Behaviour Pathway' to Head of Year.

Pastoral Support Programme implemented

Stage 5

Chronic disruption to lessons.

Parental meeting with a Senior Leader.

Alternative provision arranged, if appropriate for the student

Faculty Detentions rules

- Faculty detentions will be set only after all other individual consequences have been applied; it is the last, not first resort for classroom teachers.
- DoFs/CLs will decide with their team whether each staff member will supervise his/her own detainees on an evening of his/her choice, or whether to have a scheduled evening each week. Wednesdays must always be avoided to avoid a clash with the after-school detention (ASD).
- Faculty detentions must take place at the end of the school day.
- The student must be fully supervised throughout the length of his/her detention.
- It is essential that the faculty ensures attendance by reminding the student, and arranging collection of the student whenever possible.
- Following failure to attend a faculty detention twice (after all arrangements have been made to collect the student), DoFs/CLs can request an ASD through the respective HoY. Staff are aware that setting a detention alone will not modify behaviour.

After-school detentions (ASDs)

Incidents which are of a more serious nature or which take place outside the classroom will be reported to the HoY and will be dealt with using the following tariff as a guideline:

Forty-five minutes (examples):

Failure to follow instructions from a member of staff (this could lead to an internal or fixed-term suspension, depending on the situation)

Chewing gum

Poor behaviour in corridor/assembly/playground

Phone confiscated on the second occasion

Five subject signatures/uniform signatures

Sixty minutes (examples):

Repeat of behaviour which has attracted a forty five minute detention

Phone confiscated on the third occasion

ASD Rules

Students are explicitly told the rules; these are as follows:

- Students must sit silently, facing the front;
- Students must follow all instructions from staff without argument or delay;
- Students must put up their hand if they need help, but this must be limited and not attention seeking;
- It should be pointed out to students that the work they are doing whilst in detention will help them to reflect on what they have done and think about how they could improve in the future. Some tasks will be similar

or identical to those they have completed before, but the activities are still valid as they will need to tailor their responses to the particular reason they are in detention;

- At the end of the detention, a student's work will be inspected to ensure a reasonable effort has been made;
- Students will be dismissed individually and must leave the site immediately. Students are not allowed to wait on site for their friends;
- Students who do not follow these rules or fail to arrive are usually placed in a repeat, longer detention and then in an internal suspension should rules also be broken in the second detention, accompanied with a parental appointment.

Behaviour in the community

Yellow Cards

Behaviour within the school community and during social time must be of the highest standard. Therefore, students will receive a yellow card for the following:

Movement with named student/s;
Not following staff instructions;
Inappropriate behaviour;
Littering;
Loitering;
Poor uniform.

If there is a repeat of the behaviour sanctions will escalate following subsequent offences of the student failing to meet expectations during social and movement time, these sanctions include: community service; targeted intervention reports to improve uniform; after school detentions.

If a student fails to meet the expectations of the school on five occasions, they will receive an internal suspension and the parent/guardian will be expected to meet with the Head of Year and a member of the senior leadership team.

Lateness to School

[See also Attendance Policy](#)

School starts at 8:25am for Key Stage 3 students and 8:50am for Key Stage 4 students. Lateness to school is dealt with on a termly basis.

All students arriving late must report to the HoY at the end of the school day. Students arriving on or after 9:30am will be issued a 60 minute ASD in the first instance. If students continue to arrive after 9:30am they will be taken out of circulation to complete their lessons with the HoY.

Lates	
Occasion	Sanction
1	tutor conversation
2	HoY conversation
3	30 min HoY
4	45 min HoY
5	60 min ASD
6	75 min ASD
7	90 min ASD
8	HoY withdrawal
9	IE
10	parental meeting and own plan

Report Cards

Report cards are issued in order to monitor students' behaviour, work, attendance or punctuality following a period of concern or an isolated significant incident.

Failure to report or poor behaviour whilst on report (sanction guidance)

- First occurrence – student should return with completed report at 8:15am the following morning or immediately.
- Second occurrence – student will be kept for 15 minutes after school.
- Third occurrence – student could lose lesson time and/or social time.
- Further occurrences – higher sanctions will be considered (usually an internal suspension).

Poor Uniform¹

All poor uniform will be sanctioned. This can be either loss of social time, removal from circulation or detentions.

Repeat infringements of uniform rules

The warning grid system and yellow card system works well to remind students of the importance of adhering to uniform rules.

There are, however, occasions when students continue to break the rules, mainly with respect to makeup, short skirts and haircuts and, therefore, for these students the following rules will apply:

¹ See Appendix 2 for the school's uniform policy (in the form of the letter sent to parents).

Makeup

Once students have had five warning marks within one term, they will be given a forty-five minute detention. They will then be placed on the monitoring system (will report to a senior member of staff before school and their tutor at tutorial time).

If students do not adhere to the system, they will lose social time and if they wear makeup, they will be given an internal suspension for defiance; this will be staggered (one lesson – first instance, two lessons – second instance, etc).

Haircut

Hair should be kept clean, neat and tidy and should not be dyed an unnatural colour. Hair should not be shaved or have the sides and back a significant difference from the top. For the first instance, students will lose social time until the hair has grown back or they have their hair dyed. The same issue relates to students who dye their hair an unnatural colour.

If the student has his/her cut and/or dyed again, this will be seen as defiance and is therefore likely to lead to an internal suspension; this will be staggered (one lesson, first instance; two lessons, second instance; etc).

Bikes

All students wishing to ride their bike to school must complete the bike safety course provided by the school. Students are not permitted to bring their bike on any pedestrian part of the school. Students must wear a helmet, need to cycle responsibly and any reckless behaviour (eg. wheelies) will be sanctioned:

- first instance: fifteen-minute detention with HoY
- second instance: whole-school forty-five minute detention
- third instance: internal suspension

The following types of behaviour are also outlined in the school's child-on-child abuse policy (Appendix 4).

Racist Incidents

All incidents of a racist nature will be logged. A school detention may be given in the first instance and a formal warning will be recorded on the student's school record on CPOMS. Parents/guardians will be notified of the incident and may be asked to attend a meeting together with their child, which may also include the presence of the Safer Schools Officer.

More serious incidents or repeat incidents will attract higher sanctions.

This is also part of the school's equality statement: 'Identify, respond and report racist incidents.'

Disablism, Sexism and Religious Intolerance

All incidents of a discriminatory nature will be logged. A school detention may be given in the first instance and a formal warning will be recorded on the student's school record on CPOMS. Parents/guardians will be notified of the incident and may be asked to attend a meeting together with their child, which may also include the presence of the Safer Schools Officer

More serious incidents or repeat incidents will attract higher sanctions.

Homophobic, Biphobic and Transphobic Incidents

All incidents of a homophobic, biphobic or transphobic nature will be logged. A school detention may be given in the first instance and a formal warning will be recorded on the student's school record on CPOMS. Parents/guardians will be notified of the incident and may be asked to attend a meeting together with their child, which may also include the presence of the Safer Schools Officer

More serious incidents or repeat incidents will attract higher sanctions.

Sexual violence and sexual harassment

The School takes a zero tolerance approach to sexual violence and sexual harassment. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Sexual violence and sexual harassment is never acceptable and is not tolerated; it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature;

Online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

All reports of sexual violence and sexual harassment are thoroughly investigated, addressed and logged; victims are fully supported by staff. Along with providing support to students who are victims of sexual violence or sexual harassment, the school provides the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary. Educational strategies may include:

- Mentoring programme
- Counseling sessions
- Pastoral support sessions that focus on specific behaviours and attitudes

- External agency advice and support
- Risk assessments
- Behaviour contracts
- Restorative sessions

The school's response to sexual violence and sexual harassment will always be:

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

Parents will always be contacted and where appropriate the police.

Sanctions will be issued on a case-by-case basis and take in to account:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Possible sanctions include:

- A verbal informal/formal warning
- Detention
- Meeting with the Safer Schools Police Officer
- A period of internal suspension (length dependent on incident)
- Suspension (fixed-term) - length dependent on incident
- Permanent exclusion

The role of education in the prevention of sexual violence and sexual harassment

The School recognises and values the importance of preventative education for all students and we follow a broad and balanced Relationships and Sex Education (RSE) curriculum

RSE is lifelong learning about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves acquiring information, developing skills, forming positive beliefs, values, attitudes and personal empowerment to deal with situations within relationships and the family unit. It teaches what is acceptable and unacceptable behaviour in relationships. This helps students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Click [here](#) to access the full RSE Policy which includes curriculum maps for each year group

Offensive Weapons

Section 1 of the Prevention of Crime Act 1953 and section 139 of the Criminal Justice Act 1988 respectively provide for offences of having an offensive weapon in a public place without lawful authority or reasonable excuse and having an article with blade or sharply pointed in a public place without lawful authority or good reason. Section 139A of the Criminal Justice Act 1988 provides that it is an offence to have an article within either of the above offences on school premises.

Criminal Justice Act 1988 – Section 139

The Law: <http://www.legislation.gov.uk/ukpga/1996/26/section/4>

In addition to the above, the school also prohibits the following articles for which a personal search may be conducted:

Tool with a blade or shaft;
Stanley knife or craft knife;
Screwdriver of any size;
Blade of any size or description, including pencil sharpeners;
Multi tool (including pens with multiple functions);
Lasers of any description;
Any article which has no function in school and has the potential to cause injury or harm.

This list is by no means exhaustive and the final decision with regard to inappropriate articles will rest with the headteacher.

Smoking-related Articles

Possession of these items may result in an internal or fixed-term suspension (depending on the previous incidents) and a personal search may be conducted. These items will not be returned to the student.

- Cigarettes;
- Other smoking-related items, including lighters, matches, 'shisha pens', 'E cigarettes' or similar articles.

Other Banned Articles

The following banned articles will be confiscated on sight and will not be returned to the student. A parent/guardian will be expected to collect the confiscated item from the school office. After a period of three weeks the items will be disposed of.

- Hoodies, denim jackets, hats or other items of non-uniform clothing;
- Jewellery, including rings (other than one small stud in the bottom of each ear lobe; these should be a tiny plain silver or gold type stud);
- Mobile phones/smart watches which have been heard or seen on the school premises;
- Music devices, with the exception of those being used as part of a lesson;
- Tipp-ex or any other flammable liquid;
- Make up;
- Chewing gum;
- Sharpeners or sharp scissors
- Smoking-related articles
- Aerosols, perfumes or body sprays

Mobile Phones and Other Electronic Equipment

See also Section IV

Students are allowed to bring mobile phones and smart watches to school; however, the school has a ‘*see it/hear it/take it*’ policy. The school advises students not to bring other electronic equipment, such as iPads etc. into school, unless asked to do so as part of a lesson.

Sanctions are as follows:

- First occasion in a term – equipment confiscated and taken to the main office for collection by the student at the end of the day. A warning letter is sent to the student’s parent/guardian;
- Second occasion in a term - equipment confiscated and taken to the main office for collection by parent / guardian. A letter is sent to the student’s parent/guardian and 45 minute detention is given;
- Third and subsequent occasions in a term - equipment confiscated and taken to the main office for collection by parent/guardian. A letter is sent to the student’s parent/guardian and a 60 minute detention is given. A parental meeting with the HoY will be arranged. In addition, phones must be handed to reception on entry into school each morning until the end of term.

However, if a mobile phone/smart watches is used to contact a third party, including parents or guardians, which leads them to contact the school this will be sanctioned with an internal or fixed-term suspension, depending on the amount of disruption caused to staff or concerns regarding the safety of staff or students. This includes students involving another student who makes contact with a third party with or without their knowledge. In addition, contact with a third party may involve using any other form of communication, eg. the internet, and/or through any medium or device.

Bullying²

Incidents of bullying will usually be dealt with as follows:

- All allegations are logged on the school’s bullying log and investigated. If found or suspected to be bullying, on the first occasion an informal warning is given and a record is kept of this conversation;
Subsequent acts found to be bullying;
- Second incident, a formal warning is given and a meeting with parents/guardians is held;
- Third incident, a 2nd formal warning plus an after-school detention is given;
- Fourth incident, a 3rd formal warning plus an internal suspension is given;
- Subsequent acts of bullying will usually attract a fixed-term suspension (FTS);
- Formal warnings are logged as ‘bullying’ on the student’s school record

This is dependent on the severity; a further informal warning or a higher level sanction may be given outside the above protocol.

Students On or Around Site after 3:15pm

Unless students are taking part in an after-school activity, the school site should be vacated by 3.15pm. Students must not loiter in the vicinity of the school after this time. HoYs will notify parents of any concerns.

² The school has a separate Child-on-child Policy (Appendix 4)

4. Sanctions in Relation to Suspensions, Internal/Fixed-term and Permanent Exclusions

Overarching Principles

This policy is not an exhaustive list of possible student behaviour that could lead to a sanction. The overarching principle will always be the intentions of students in terms of whether they directly or indirectly involve themselves in the behaviour and/or situation. Therefore it can include sanctions for students involving a third party to carry out the behaviour on their behalf.

Internal Suspensions

For minor and/or first incidents, the standard length of a suspension will generally be one day; the length of time will increase for persistent misbehaviour. For more significant incidents, however, the length of time of the suspension will reflect the seriousness of the situation. For the purposes of FTSs and ISs the school divides reasons for the sanctions, these are:

1. Possession of inappropriate or dangerous items;
2. Defiance;
3. Aggression;
4. Health & safety including bullying;
5. Other.

The following will usually lead to an internal suspension:

- Repetitive acts of bullying (including cyber bullying)
- Acts of racist, disablist, religious intolerance, gender-based, homophobic, biphobic or transphobic abuse;
- Acts of defiance to a member of staff, including walking out of a classroom without permission (repetitive behaviour will lead to fixed-term suspension or permanent exclusion);
- Acts of behaviour that prevent teachers from teaching and/or students from learning;
- Visits to other schools at the start and end of the school day without good reason and without permission from parents/guardians and/or staff from either school;
- Acts of insolence towards a member of staff;
- Acts of inappropriate conduct towards staff, other students or members of the public;
- Acts of directly swearing at, and/or using abusive language towards, other students;
- Acts of plagiarism;
- Intimidation;
- Failure to attend a missed after-school detention;
- Poor behaviour or failure to report whilst on a post suspension report card;
- Failure to complete a school report including loss of, and/or, defacing, reports and not seeing the designated member of staff;
- Conduct which results in a third party contacting the school either in person or by phone;
- Late arrival to school twelve times or more in a term.
- Acts of sharing inappropriate material (this could be a fixed-term suspension depending on the circumstances)
- Acts of inappropriate behaviour in a school detention.

Smoking and Vaping

1. Acts of smoking, including holding a lit cigarette (including an e-cigarette), in the vicinity of the school grounds, in or out of school uniform on a school day, including Sixth Form students (any repetitive behaviour will lead to a fixed-term suspension);
2. Possession of cigarettes (including smoking-related equipment) and/or association with students who are smoking;
3. Possession of 'e-cigarettes' or shisha pens, or similar.
- 4.

Any repetitive behaviour of 1, 2 or 3, or a combination of the above, will lead to a fixed-term suspension.

Fixed-term Suspensions

For minor and/or first incidents, the standard length of a suspension will generally be one day; the length of time will increase for persistent misbehaviour. For more significant incidents, however, the length of time of the suspension will reflect the seriousness of the situation. Both managed moves and alternative provision will also be considered.

The following will usually lead to a fixed-term suspension:

- Acts of physical aggression or incitement to physical aggression (including assaults on other students);
- Acts of irresponsible behaviour which lead to a direct or indirect physical incident with a member of staff;
- Persistent and/or malicious refusal to follow staff instructions or to accept the authority of the school (students are expected to follow staff instructions and accept the authority of the school. The school cannot carry out its duty of care unless this key expectation of the Home–School Agreement is in place);
- Persistent and/or malicious refusal to follow the school's code of conduct, other school rules, discipline and uniform code;
- Possession and/or use/consumption of any of the following either on the school premises, on the way to or from school or on a school trip:
 - Illegal drugs (possession is a minimum of a five-day suspension; usage is a minimum of eight days);
 - Chemicals, solvents (possession is a minimum of a five-day suspension; usage is a minimum of eight days);
 - Alcohol.
- Possession and/or use of any of the following:
 - Pornographic materials (including misuse or attempted misuse of ICT equipment). See Indecent Images Protocol;
 - Replica weapons;
 - Any articles deemed offensive.
- Possession of a laser pen (three days); acts of using a laser pen, irrespective of ownership (five days);
- Acts of abuse of any nature including incitement to abuse on religious, racial, sexuality, age or gender related grounds;
- Acts of persistent and/or malicious bullying (including cyber bullying);
- Malicious accusations against school staff;
- Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the school;
- Acts of contaminating food or drink which is likely to be consumed by staff or students;
- Acts of using any sharp object inappropriately;
- Acts of defiance to a senior member of staff (repetitive behaviour could lead to a permanent exclusion);
- Acts of swearing directly at a member of staff;
- Acts of vandalism or damage;

- Any act, either by word or deed which brings the school into disrepute. This includes any mention of Ruislip High School or school staff on social media;
- Inability to remain within the spirit and provision of the school's published Promoting Positive Behaviour Policy, Home-School Agreement and any subsequent contracts;
- Theft from students, staff, visitors, school property, the school's canteen and/or shoplifting;
- Burglary of the school at any time (minimum of five days);
- Recording anti-social behaviour, including fighting, bullying, homophobic, biphobic, transphobic racist, sexist or gender-based comments or incidents and assaults of any description which involve members of the school community;
- Students will receive a longer sanction if they forward an inappropriate video, eg. a fight and/or post on social media even if they did not record it;
- Acts of inappropriate use of technology³;
- Acts of fraudulent behaviour, including forgery and plagiarism, for any examination work;
- Setting off the school fire alarm without good reason (minimum of five days);
- Acts of encouraging fighting or being a spectator of a premeditated fight;
- Refusal to co-operate with the school's investigation, obstructing an investigation or providing misleading information;
- Acts of smoking or vaping on the school site or in the school building.

Reports

Students will be placed on report for a week after an internal or fixed-term suspension; this is a student's opportunity to be reintegrated in a positive and productive way. For internal suspensions, students generally have to report to their HoY and to a member of SLT for fixed-term suspension.

Permanent Exclusions

A decision to exclude a student permanently will be taken only where there has been a serious breach of the school's behaviour policy and/or a student remaining in the school would seriously harm the welfare and/or education of the student or others in the school.

The following will usually lead to permanent exclusion for a 'one-off' incident:

- serious actual or threatened violence against, and/or injury to a student, a member of staff, or a member of the general public (this includes arranging for a group of students from another school to congregate outside of school);
- sexual abuse or assault. However, advice will be sought from the appropriate professionals;
- supplying directly/indirectly an illegal drug in school and/or to Ruislip High students out of school;
- carrying an offensive weapon⁴ in school, on the way to or from school or on a school trip;
- reckless behaviour, such as letting off fireworks, orchestrating a bomb hoax, throwing any object, which endangers individuals' welfare and safety.

Based on the school's duty to share information with other agencies relating to criminal activity and/or students at risk, the school will consider, on an individual basis, whether to inform the police⁵, or other appropriate professionals, including social services.

The school may make arrangements for a student to be educated through alternative provision if there has been involvement in a criminal activity, either in or out of school.

³ The school has a separate ICT Acceptable Use Policy

⁴ A weapon is defined as any object that can cause serious harm (pain, discomfort, harm or injury) to an individual and/or is used to threaten a person. This list of prohibited items can be found on page 23 (this is not an exhaustive list.)

⁵ See 'Protocol for sharing information with the police'.

The following will lead to permanent exclusion for persistent misbehaviour:

- When the headteacher decides to exclude permanently based on a student being given twelve days or more of fixed-term suspensions and his/her behaviour is having a detrimental effect to the school community and/or students' wellbeing.

Alternative Provision

For students who are at risk of permanent exclusion, the school will try to arrange alternative provision with local providers, which may include a managed move to an alternative school. If a student has a fixed-term suspension, he/she may miss a day at the alternative provider if this falls on the same day as the suspension. In addition, arrangements may be made for alternative provision if the headteacher believes there are specific reasons why a student needs to be educated off-site, including health and safety considerations.

When alternative provision has been arranged the review and reintegration period will be kept under review by the governing body.

Balance of Probabilities

In deciding on a sanction, the school will make a decision based on the evidence in relation to the balance of probability. Therefore, a student may be given a sanction for an action/involvement in an incident that he/she denies. The school will always conduct a comprehensive investigation which can result in sanctions being decided upon several days after an incident has occurred. For a more serious incident, previous behaviour/information will be taken into consideration.

CCTV footage

The school may allow police to view CCTV footage images as part of their investigation into reported incidents and may pass a copy of CCTV footage of an incident to the police in line with the guidelines issued by the Information Commissioner's Office.

Parents/guardians may request to view CCTV footage of an incident that involves their child. They will not, however, be allowed an electronic copy. There may, however, be circumstances when the headteacher will refuse permission, eg. the student's account is significantly different and/or police involvement.

Consequences for Poor Behaviour

Students whose behaviour is a cause for concern will lose the privilege of taking part in extra-curricular activities (eg. representing the school in sports events, taking part in school performances etc), school trips, enrichment days and all celebratory events. This is a consequence of the lack of trust in students' behaviour. All these activities are for students who have proven that they can behave appropriately even when the boundaries are different. Students who are at Stage 3 of the Sanction Stage System and/or have been given an internal or fixed-term suspension that year will automatically lose the privilege of these activities; decisions about participation will be made on an individual level by the activity leader in conjunction with the respective Head of Year and Assistant Headteacher.

Electronic devices

School staff are able to conduct a search on a student's electronic device⁶, eg. mobile phone, if they believe it contains information that would be helpful to a school investigation. The reason to examine, and possibly erase files, would be because the information could cause harm, disrupt teaching, break a school rule or cause distress to an individual. The school may pass the device (or a copy of the information) to the police if it involves a criminal activity and /or anti-social behaviour⁷.

Incidents Occurring Outside of the School Premises

The school's policy is based on the following DfE advice (*Behaviour and Discipline in Schools: A Guide for Headteachers and school staff*):

Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

Maintained school and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behavior and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- *misbehaviour when the pupil is:*
 - *taking part in any school-organised or school-related activity or;*
 - *travelling to or from school or;*
 - *wearing the school uniform or;*
 - *in some other way identifiable as a pupil at the school.*

- *or misbehaviour at any time, whether or not the conditions above apply, that:*
 - *could have repercussions for the orderly running of the school or;*
 - *poses a threat to another pupil or member of the public or;*
 - *could adversely affect the reputation of the school.*

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The school will apply sanctions for any incident that occurs when students are in school uniform and/or are clearly representing the school.

For incidents that occur clearly outside of school hours, eg. at the weekend, school holidays, the school will deal with each one on an individual basis, depending on the nature and seriousness of the event.

⁶ See also 'Searching students'

⁷ See also 'Protocol for sharing information with the police'

Joint Enterprise

The school will hold individuals collectively responsible for an incident involving group behaviour which, in the context of a school, is deemed to be irresponsible and/or inappropriate, eg. having knowledge of, spectating, encouraging or facilitating a fight, or having knowledge of possession of inappropriate or illegal items in school. To avoid a sanction students must remove themselves from a situation rather than being spectators as this could be construed as encouragement.

Malpractice in Public Examinations

Any suspected malpractice will automatically be reported by the school to the Joint Council for Qualifications (JCQ) and the relevant examination boards. School staff will conduct an investigation for two purposes:

- to provide examination boards with all the evidence in order for them to reach a decision about the suspected malpractice;
- to apply school sanctions in line with the behaviour policy.

If a student denies the allegation, senior staff will have to make a decision on the most reasonable explanation of events; this is based on the balance of probabilities in relation to the burden of proof. If it is decided that the student has breached the integrity of any public examination, he/she will receive a serious school sanction. If there is a breach during an internal examination, the same rules will apply (with the exception of reporting to JCQ and examination boards).

Any student involved in suspected malpractice, irrespective of the context, will automatically have his/her invitation to school celebratory events, both in or out of school, revoked. Only the headteacher will be able to overturn the decision if there are exceptional mitigating circumstances.

Parents' Knowledge of an Incident

If parents withhold information from the school, this will be taken into account if they decide to make representation to the school's headteacher and/or governors as part of the statutory suspension process and/or the school's complaints policy. If the information is vital to the investigation, the headteacher and governors will apply the same principle as the legal system; senior staff and possibly governors will have to draw an inference as to why parents are not co-operating and a decision will be reached based on the balance of probabilities of the evidence, including the lack of it.

Parents' Right of Appeal

Parents can make an appeal against a fixed-term suspension to the governors. For suspensions of five days or fewer, governors must consider any appeal that is made, but cannot overturn the headteacher's decision.

For suspensions of between six and fifteen days, governors must meet, if an appeal is made, to consider whether the suspended student should be reinstated. This must happen within fifty days of the governors receiving notice of the suspensions.

For suspensions that result in the student having had fifteen or more days in one term, governors must meet to consider reinstatement regardless of whether an appeal is made by parents, within fifteen days of receiving notice of the suspension.

Parents cannot appeal a decision for an internal suspension. They can, however, make a formal complaint, which should be made after the reintegration meeting has taken place with school staff.

Parents have a right of appeal against the headteacher's decision to exclude their child permanently from the school.

Indecent Images Protocol

An indecent image is a partially or fully nude picture of a child under the age of 18.

The law states that if a person possesses, uploads or forwards indecent images (even if it is of themselves) of a person under the age of 18, they are committing a criminal offence under Section 1 of the Protection of Children Act 1978. The school has a duty of care to report this to the police.

Staff at Ruislip High School take this very seriously and students will receive a high-level sanction if they:

- post or send an unsolicited indecent image of themselves to a member of the school community;
- encourage or coerce another student into sending an indecent image of themselves or others;
- forward an indecent image of a member of the school community, including forwarding the image to a person outside the school community.

Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive.

In some cases, the school may respond to incidents without involving the Police, for example where an incident can be defined as 'experimental'. In most cases the Safer Schools Police Officer and/or Social Services will be informed and it may lead to a formal Police investigation. It is not a defence for students to claim they were unaware that they are breaking the law or school rules but each incident will be looked at on an individual basis. Parents will be informed at the earliest opportunity should the situation arise and will be encouraged to work together with the school and Police.

If school staff suspect there are indecent images of a child on a student's phone they may seize the phone and pass it on to the police. In most cases school staff will not view any indecent images; these should be shown to the police. However, there may be rare occasions where this is necessary and if this is the case this should always be discussed with the DSL.

Any student who receives an indecent image should inform his/her parents and the police. If the photo is of a Ruislip High School student and/or was sent by a Ruislip High School student, the school needs to be informed in addition to the police. However, staff will not view any indecent images; these should be shown to the police by the recipient.

If it is not a school matter, Ruislip High School staff will be happy to support parents with advice regarding the photo.

Prevention

To ensure the safety of students and staff, the school conducts searches using a metal detecting arch during the course of the year. Students are asked to walk through the arch whilst their bags are checked by school staff members, who will then confiscate any prohibited items⁸. In addition, the school deploys other interventions, including the use of specially trained dogs, to deter and/or potentially uncover the possession or use of illegal drugs by students.

⁸ See also Prohibited Items

Lockers are school property and are allocated to students on the understanding that they may be searched if it is believed that they contained prohibited or illegal articles⁹, or have been used inappropriately, eg. to hide stolen property.

Only padlocks provided or approved by the school may be used (Years 9, 10 and 11). Students must not share lockers and are responsible for all contents stored in their locker.

Protocol for Sharing Information with the Police

Ruislip High School works in conjunction with students, parents and guardians, and the police to ensure a safe environment for both students and members of the community. The school will cooperate with requests for information, including contact details, from the police and will, under certain circumstances, report incidents to the police¹⁰.

The school will not agree to students being interviewed or arrested on school property unless there are exceptional circumstances, including a request from the headteacher or designated representative that a student is arrested on the premises.

A written record will be kept of information passed to the police. The school is aware that information passed to the police may be used to create intelligence to assist in the prevention or detection of criminal activities.

(Appendix 3)

1. The school may pass information to the police, including requesting police to attend school, under the following circumstances:
 - theft of school property;
 - vandalism to school property;
 - reasonable suspicion of criminal activity on school property (including possession, dealing or brokering of illegal or prohibited items or stolen property);
 - information which arises from a school investigation relating to, or knowledge of, criminal or anti-social behaviour not on the school site, including hate crime, child protection issues or criminal activity which occurs on social networking sites;
 - the school's duty under the Prevent agenda to report concerns regarding radicalisation. The school will initially notify the Prevent lead for the borough in most cases;
 - where the school has information regarding Female Genital Mutilation (FGM). The school has a statutory duty to report all known cases of FGM to the police;
 - threatening or abusive behaviour towards school staff or students on the school premises by parents or guardians;
 - discovery of prohibited items following deployment of the metal detecting arch, or similar initiative, by the school;
 - when the headteacher deems that it would be beneficial to the good management of the school or safety of members of the school community for a police officer to speak to a student.

2. The school may pass information at the request of the police, where the police make the school aware of other reasonable grounds to require information. It may not be appropriate for the school to seek permission from parents or guardians beforehand, as this may prevent effective investigation by the police, result in collusion or evidence being destroyed prior to police investigation. In the case of sensitive issues, police will undertake to inform the headteacher in confidence of the reason for the request, if practicable. Information may be passed under the following circumstances:

⁹ See also Prohibited Items

¹⁰ See also 'Permanent exclusions'

- to investigate an assault which takes place on school property;
- to investigate theft from students on school property;
- to assist in the detection of criminal or anti-social activities, including passing contact details for potential witnesses and suspects;
- where police make the school aware of other reasonable grounds to require information.

3. The school may request a meeting between students and the Safer Schools Officer under the following circumstances:

- racist, homophobic sexual identity or gender-based incidents;
- inappropriate use of IT or social media, either on the school premises or having an impact in school;
- school investigation into use of drugs or alcohol, or theft by students;
- anti-social behaviour by students on the way to or from school, or on school property;
- bringing dangerous, inappropriate items or items banned under the school rules onto the premises;
- facilitation of restorative meetings at the school's request. These may also be initiated by the police as an alternative to prosecution where this has been agreed by parties involved;
- posting or forwarding an indecent image.

The school will notify parents of the date and time of the meeting, which they will be invited to attend. Consent from parents or guardians is not necessary in order for the meeting to take place; however, the school will ensure that a designated member of staff is present to support students during the meeting.

Reasonable Force¹¹

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm¹².

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

All incidents where reasonable force or restraint have been used are logged in a bound and numbered book. Each entry will be signed by all participants.

Reports

Students will be placed on report after an internal or fixed-term suspension; this is a student's opportunity to be reintegrated in a positive and productive way. For internal suspensions, students generally have to report to their HoY and to a member of SLT for fixed-term suspensions.

Resolution and Community Service

The school will endeavour to ensure there is a resolution between students when there has been an issue of conflict. Students will always be expected to apologise in person to a member of staff to whom they have spoken and/or acted inappropriately. It may be decided in some incidents, relating to any context, that as part of the restorative process, students will do community service.

¹¹ Searching, screening and confiscation, DFE Guidance, February 2014

¹² See also 'Searching students'

Safeguarding

The school reserves the right to take into account safeguarding concerns when applying the school's behaviour policy.

Searching Students

The school is allowed by common law powers to search students with consent for any item. Written consent is not required; a member of staff can ask the student to turn out his/her pockets or the member of staff can look in the student's bags.

The headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have any of the following prohibited items:

- 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).
- any prohibited item which has been identified in the school rules as an item for which a personal search may be conducted

Members of staff can use such force as is reasonable given the circumstance when conducting a search for the first 8 items listed above. Such force cannot be used to search for items banned under the school rules.

Student Co-operation with Investigations

Students are expected to provide an honest account of events. Sanctions may be imposed for students who hinder or obstruct the school's investigation of an incident, or who knowingly provide false information.

Witnesses

Students will usually be interviewed by staff and/or asked to write a statement. If the incident is a criminal matter, students will be informed that their witness statement may be passed to the police if requested. If students are found to provide misleading and/or untruthful information, they will receive a sanction proportionate to the impact of the misrepresentation and/or falsehood (fixed-term or internal suspension).

Suspects

If a student is a suspect in an investigation and is unwilling to cooperate, the school applies the same principle as the legal system; senior staff will have to draw an inference as to why the suspect is not co-operating based on the balance of probabilities of the evidence, including the lack of it.

Anonymity

Staff will try to protect students' anonymity but it may not always be possible based on the context and the number of witnesses.

Context

The SLT will take into account the context of an incident before deciding on the appropriate sanction, including mitigating circumstances. Students' age will be taken into account as well as the context of incidents that occur during lessons such as a sporting activity. In any physical altercation, self-defence will be taken into account; self-defence cannot, however, involve any physically aggressive actions such as punching and/or kicking. Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who have an EHC plan, a statement or are under SEN support. Consideration will also be given as to whether a student had the opportunity to alert a nearby member of staff or to remove themselves from the incident.

Retaliation will not be considered as self-defence and will result in a sanction.

Truancy

If a student is absent from school for a day without genuine reason, this will be put on his/her record as a truancy mark. On the day, he/she returns to school, he/she will be given a one-day internal suspension.

If a student arrives at school later than period 1 without permission, he/she will be given an immediate HoY withdrawal from lessons. Any repetitive behaviour will lead to an internal suspension.

If a student does not attend a lesson whilst in school, he/she will be given a faculty detention and be placed on subject report; this will be monitored by the Head of Faculty.

Weapons

A serious sanction, which could include permanent exclusion¹³, will be given to any students who bring a weapon into school or who involve themselves in any behaviour with objects that can be used as a weapon, including sharpener blades, compasses and scissors. Students must not bring into school any sharp objects which do not have a clear purpose (e.g. paper scissors, with a safety blade and rounded end, and a compass are acceptable). Students must not bring tools, including screwdrivers, into school as these will be considered to be offensive weapons. In addition, students must not bring objects into school that have a multi-purpose, for example, tool sets which include a pen or other acceptable item. Pencil sharpeners are included in the list of prohibited items.

Withdrawal from Lessons

Students may be withdrawn from lessons for a variety of reasons; depending on the circumstances surrounding the withdrawal this may be recorded as an internal suspension. Students who are involved in a serious incident will automatically be placed in isolation whilst investigations take place. In addition, students may be withdrawn from lessons if they are part of an investigation and/or it is deemed necessary in relation to their own or other students' safety.

5. Students at Risk of Permanent Exclusion

The vast range of rewards and sanctions at the school's disposal ensure that the majority of students become increasingly self-motivated and positive learners who behave responsibly and courteously in and around the school.

A minority of students, however, accrue a number of internal or fixed-term suspensions and therefore are at risk of permanent exclusion. Ruislip High School is committed to full inclusion wherever possible, and a variety of

¹³ See also 'Permanent exclusions' and 'Prohibited articles'

procedures therefore take effect to support students in this situation, as well as to reinforce the school's ethos and boundaries.

- A reintegration meeting between the student, parents and staff takes place following a suspension.

Reintegration meetings are normally led by a member of the SLT and the HoY or the Pastoral Director (PD). The first part of the meeting is usually with the parent and member(s) of staff in order to agree on a consistent home–school approach. The student then joins the meeting for a formal reintegration.

If parents do not attend a reintegration meeting, for example if a parent is unwell, the school will endeavour to make an alternative arrangement. The school will, however, make a record of the reasons why a parent did not attend as this could be used by a magistrates' court when deciding to impose a parenting order.

- The student is placed on a daily report to the HoY/SLT

Following an eighth day of fixed-term suspension and/or a one-off incident which leads to five or more days of fixed-term suspension:

- A preliminary governors' disciplinary committee is held to issue an oral warning to the student; this warning is to try to make the student and his/her parents aware that he/she could be permanently excluded in the future.
- Alternative external provision may be used to include the use of personalised timetables, or alternative external provision.

Agenda for Preliminary Governors' Disciplinary Committee

Who?

1. The panel will consist of at least two of the following governors, who, for reasons of impartiality, will be different to those involved in any final governors' disciplinary committee. The governors who have volunteered to participate in this committee are:
 - Charles Khan
 - Mark Bedwell
 - Andrew Lunnon
2. The panel will also include the headteacher and the deputy headteacher in charge of the key stage and/or the PD. Evidence in the form of a report will be provided by the PD.

The student and his/her parent(s)/guardians should all attend the meeting where an opportunity will be given to consider any mitigating circumstances.

What?

- The governors and staff involved will usually meet thirty minutes before the appointment with the student and his/her family so that governors can be briefed on the reasons for the meeting and action already taken by the school and to discuss any particular objectives of the meeting;
- At the start of the meeting with the student and his/her family, school staff will summarise the main concerns, incidents and action taken to date;
- Governors will reinforce the school's view and ask what else the school may be able to do to support the student in modifying his/her future conduct;

- School staff will invite the student and parent/guardians to voice their concerns. School staff will summarise future support, possibly including enhanced external provision such as use of personalised timetables and/or external courses;
- School staff and governors will end by clearly explaining that failure to improve is likely to lead to a final governors' disciplinary meeting and the risk of permanent exclusion.

When?

This will usually follow the eighth day of fixed-term suspension and/or a five day or more suspension for a one-off incident issued since the student joined the school. This may vary; for example, following a significant breach of school discipline the committee may meet despite the student not having reached the eighth day of suspension.

Meetings will usually be held early in the evening to allow all participants to attend, but the school will endeavour to be flexible in this respect in order to best meet the needs of all participants. A list of actions will be agreed and a follow up meeting may be necessary.

Where?

The meeting will be held in a suitable room on the school site.

Following a twelfth day of fixed-term suspension and/or a one-off serious incident which has led to an eight-day fixed-term suspension a final governors' disciplinary committee will be held to issue a final oral warning of an imminent permanent exclusion.

Decision

The decision to exclude a student permanently is the decision of the headteacher; the governors' disciplinary panel serve as a process to highlight the seriousness of a student's behaviour record and to monitor the consistent and fair application of the positive behaviour policy.

List of appendices

Appendix 1: [Home-School Agreement](#)

Appendix 2: [Uniform letter](#)

Appendix 3: [Record of Information Passed to the Police](#)

Appendix 4: [Child-on-child abuse policy](#)

Appendix 5: [SEND Policy](#)

Appendix 6 : [Equality Duty Policy](#)