



**REDHILL HIGH SCHOOL**  
- CLYNDERWEN -

## **Student Behaviour Policy**

## **1. Context**

Our aim is to provide a safe and secure environment for our students, so that they may develop resilience and confidence, and enjoy their time at school. Our Student Behaviour Policy outlines how we will promote positive behaviour and how we will deal with and manage any disruptive or inappropriate behaviour, outlining the disciplinary processes to be followed and the responsibilities on each of our stakeholders.

The policy is intended to ensure discipline exists to facilitate better learning and personal development, not simply to enforce rules for their own sake. This is an active policy which also intends to promote a meaningful dialogue around respect for each other.

NB – in this policy, references to Headmaster are also taken to mean Deputy Head, should the Headmaster be unavailable.

## **2. Scope**

This policy applied to all students of the school during their time at school and whilst on school-related activities. We also expect students to consider the importance of their behaviour at all times.

## **3. Key definitions**

### **3.1 Negative behaviour**

Negative or 'bad' behaviour is any behaviour that detracts from one's own progress or reputation, or the progress of others. It can be knowingly or unknowingly done. It falls outside the boundaries set by common decency, the school's ethos, and expectations, and can be tedious, alarming, or unhelpful.

### **3.2 Positive behaviour**

Positive or 'good' behaviour is more than conformity or adherence to rules. It is a mind-set that encompasses normal social and school expectations but also adds a sense of empathy, teamwork, and the desire to self-improve. It is about social interaction as well as work habits. It embodies the ethos that the best control is self-control.

### **3.3. Sanctions**

Sanctions are more than simply punishments. They are strategies designed to censure misbehaving pupils, provide reassurance to others that misbehaviour is not tolerated and develop the miscreant's ability to make more positive choices in the future. In short, they are developmental as much as they are punitive, reflecting the fact that young people are developing and learning to behave as much as they are developing their academic skills and knowledge.

Our sanctions encompass:

- Verbal warnings;
- Being placed on report;
- Detention;
- Restorative Justice intervention;
- Fixed or permanent exclusions.

Corporal punishment is illegal in all circumstances.

#### **4. School Rules**

##### GENERAL:

Students must, at all times, behave sensibly, courteously and with consideration for others, both in and out of school. The rules below apply to the Sixth Form also, unless there are additional rules specified (see below).

##### ATTENDANCE:

Students must be regular and punctual in attendance at school. Any pre-planned absence taken during term time should be approved by the Headmaster.

##### LATE:

Students arriving late in the morning **must** sign in at reception. When a student is persistently late to school parents will be contacted. Students late to lessons without legitimate reason may face sanctions.

##### UNIFORM:

All students must wear full and correct uniform. Each article of clothing should be clearly marked with the owner's name. Failure to comply with uniform requirements will not be tolerated at any time. In matters of dispute, the school's decision is final.

#### MOVEMENT:

Students must move quietly about the corridors and staircases at all times, keeping to the right hand side. They may not run along corridors or staircases.

#### TOILETS:

Students should not spend longer than necessary in the toilets. It is forbidden for more than one person to be in a cubicle at any one time. Students should aim to use the toilets at break and lunchtime, reducing lesson time use to a minimum.

#### BREAKS:

Students may not be in a classroom during the morning or lunch break unless a member of staff is present and has requested them to be there. During wet break students will be directed to a classroom or the Dining Hall and should go there only.

#### MEDICAL:

In non-emergency cases students may use the medical area if referred by a Senior Leader.

#### LOST PROPERTY:

Lost property may be claimed from the School Office at the end of the afternoon session. Any property found must be handed to a member of staff. The school accepts no responsibility for the loss of any article. The value of the article does not materially affect this stance. Money and other articles of value which have to be brought to school should be kept with the student and is their responsibility.

## DAMAGE:

All damage to school property must be reported at once to a member of staff. Wilful damage may be charged to the student responsible, with the expectation that their family will pay for it.

## TRAVELLING:

Students using public transport or moving about the streets should behave in such a way as to bring credit to the school. Any student using school transport who behaves in a way that is likely to damage the reputation of Redhill High School will be subject to the school's disciplinary procedures.

## USING OWN TRANSPORT:

Sixth Form students driving a car, motorbike, bicycle or similar to school should drive with appropriate care and attention at all times when travelling to and from school and within the school grounds. Permission to drive to school is to be sought in advance from the Headmaster and will only be granted on production of:

1. A valid full driving licence
2. Evidence of car ownership, MOT, and insurance documents
3. A letter of support from the student's parent / grandparent / guardian.

A parking permit is granted and should be displayed clearly in the student's car windscreen. Parking should be in the school car park only. The school must be informed about the registration, make and model of each car potentially to be driven by each student. These will be entered on the register of vehicles, to be stored in the school office.

No student has the right to drive to or park at school. The permit can be revoked on the basis of:

1. Dangerous driving, due to speed, a lack of care and attention or any other relevant factor
2. Inconsiderate or inappropriate parking
3. Excessive noise emanating from the student's vehicle, either from music, the revving of engines or similar

This list is not exhaustive and permission to drive to and from school remains at the discretion of the Headmaster.

Any vehicle-related accidents, either travelling to or from school, or on the school premises or off-site during the school day or directed time, should be reported immediately to the school office. Any Sixth Form student feeling ill should inform the school office and should not drive away without obtaining clearance.

#### STUDY:

Sixth Form students should attend their study sessions promptly and with appropriate materials to work. They should ensure they are registered and that they sign in and out of the study room. Failure to attend study can lead to a referral to the school's disciplinary system.

#### LITTER:

Classrooms and playgrounds must be kept tidy at all times. All litter must be placed in the bins provided.

#### EXITS:

No students may leave the premises during school hours without permission from the Headmaster or a senior member of staff. Failure to comply with this rule will result in exclusion for a fixed period.

Sixth Form students are included in this policy but may leave school during the day. This would be absolutely at the discretion of the Headmaster or Senior Leader, and prior approval should be sought and the details recorded in the school office before any such activity can take place.

#### SMOKING:

Students and all adults are forbidden to smoke on or around the school premises. If a student is caught smoking on the school premises parents will be informed and the student excluded from school for a fixed period. These rules apply equally to Sixth Form students.

#### OFFENSIVE WEAPONS:

No student may have a knife or offensive weapon in his or her possession. Nor may they possess or wear objects or materials likely to damage persons or property. This includes everyday objects adapted to become potentially dangerous. A student found to be in possession of a knife will be referred to the Police and permanently excluded from the School.

#### CHEWING GUM:

Students should not chew gum on school premises or at any time during school hours

#### JEWELLERY:

Students are not permitted to wear any jewellery other than a single stud earring in each ear. Outlandish jewellery will not be allowed; the school's decision is final on all matters.

#### HOMEWORK:

Homework should be completed and handed in on time as a matter of course. Students who do not do so will be punished by the class teacher in line with the Student Discipline Policy, Green Stage.

#### MOBILE PHONES, PERSONAL STEREOS AND MP3 PLAYERS:

These may not be used during school hours, unless permitted by a member of staff. These are handed in during form period and are kept securely at school. They are be collected at the end of the day. Students should direct all communication home via the School Office. Parents should direct all communication through the School Office.

If misused, devices will be confiscated and kept securely for collection by the student in the first instance, and then parents or guardians should the matter persist. Sixth Form students should ensure their phones etc. are not used unless expressly allowed by the relevant member of staff. They should be switched off and placed in the students' bag. The School will not be responsible for compensating individuals for the loss of mobile phones, nor any valuable items that should not have been brought into school.

## **5. Key stakeholders - responsibilities**

### **5.1 Staff**

It is the responsibility of all staff, and especially teachers to promote positive behaviour at all times. They should role model sensible and proportionate behaviour themselves, and follow the school's procedures diligently and sensitively (see 6.1 Discipline process). It is not acceptable for teachers to simply abrogate their responsibility to tackle issues of minor misbehaviour by threatening to or actually referring these matters to senior staff in the first instance.

### **5.2 Students**

Students should use their voice to express any concerns they have about behavioural matters, either through Student Council, or in their role as Subject Ambassador. They should make themselves aware of the Student Behaviour Policy as outlined in their planner and take heed of it. They should avoid conduct and behaviour likely to diminish them or bring approbation to the school.

### **5.3 Parents / guardians**

Parents / Guardians should make themselves aware of the Student Behaviour Policy which is on the school website. They should read their child's planner to check for any teacher comments. All stakeholders are entitled to seek clarification of any matter of discipline, within reason and with proportion.

## **6. Discipline**

### **6.1 Disciplinary process**

This is a staged series of actions to be taken by members of staff, beginning in the classroom, and involving Pastoral Leaders if the issues persist. This policy applies to the Sixth Form also. We use a colour coded system for clarity:

#### **Green Stage**

1. Failure to follow school rules – verbal warning by teacher.
2. Failure to heed warning – detention given by class teacher. Parent informed via planner / record made on Management Information System (MIS).
3. 3 misbehaviour incidents logged on MIS: 2 week monitoring form with targets issued by Form Tutor / letter home.
4. Student meets targets – monitoring ends.  
*OR*  
Student fails – move to Amber stage.

### **Amber Stage**

1. Green Monitoring failed. 2 week Amber Monitoring Form issued by Senior Leader.
2. Student succeeds – return to beginning of Green Stage.  
*OR*  
Amber Monitoring has failed – Individual Behaviour Plan created, 2 weeks monitoring / Parental Meeting / After School Detention.
3. Student succeeds  
*OR*  
Student fails – moves to Red (Headteacher) Monitoring.

### **Red (Headteacher) Stage**

1. Parental meeting with Headteacher. Monitoring form given (2 weeks monitoring).
2. Student succeeds – return to beginning (can only return once)  
*OR*
3. Student fails – exclusion.

### **6.2 Serious incidents**

Serious incidents, such as verbal abuse, violent behaviour, or theft, will be dealt with outside the normal discipline system. In the event of such an incident being alleged, the Headmaster will appoint an appropriate member of staff to investigate using the Incident Investigations Form. The member of staff will be complete their investigation and may recommend a sanction, but it is

the Headmaster who is ultimately responsible for this. Exclusions can be applied for serious incidents without prior disciplinary action.

### **6.3 Disciplinary Considerations**

- The decision to apply any sanctions must be made by a member of school staff or a member of staff authorised by the Headmaster;
- The decision to apply sanctions must be made on the school premises;
- The sanction(s) must not breach any other legislation (e.g. discrimination) and it must be reasonable in all circumstances.

Consideration must be given to:

- The student's age;
- Any special / additional learning needs or disability and;
- Any religious requirements affecting them.

Decisions should also take into account any underlying causes for the student's disruptive behaviour.

### **6.4 Detention**

Teachers have the power to issue detention to students. Schools do not need the consent of a parent before issuing detention. Detention can take place during school hours and in some circumstances outside of school hours.

When issuing detention outside of school hours, the student's safety should remain a paramount consideration and the students should not be put at risk of harm. For safeguarding and reasons of courtesy, we will inform parents of the detention in advance, so that arrangements can be made for the student to be collected at a later time if necessary.

### **6.5 Seclusion/Isolation**

Where seclusion or isolation is used for disruptive students, or those who would benefit from a quiet environment, the school will ensure that students are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Students should always be allowed time to eat or use the toilet.

### **6.6 Searching, Screening and Confiscation**

Schools have powers to search and screen students and confiscate prohibited items, and the School reserves the right to do so. This will usually be done by senior staff, and always in the presence of at least one other member of staff. We will endeavour to ensure these staff are of the same sex, in line with best practice. Failure to comply with reasonable requests such as a bag search could lead to serious sanction. Confiscated items will be stored appropriately to their nature and as far as possible in a locked and secure environment. Prohibited items include:

- Weapons, e.g. knives;
- Alcohol;
- Illegal drugs;
- Stolen goods;
- Tobacco products, e.g. cigarettes;
- Pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags as well as extreme adult material);
- Fireworks;
- Anything that has been, or is likely to be, used to cause injury or commit an offence.

This list is not exhaustive and common sense will be applied to any items not listed.

### **6.7 Use of reasonable force**

School staff can use reasonable force to either control or restrain students. Under *Section 93 Education and Inspections Act 2006*, all members of school staff have a legal power to use reasonable force, it can also apply to people whom the Headmaster has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis depending on the circumstances. The School does not need the consent of the parent to use force on a student, however it should inform parents about serious incidents involving the use of force.

Schools can use reasonable force in the following circumstances (please note that the list is not exhaustive):

- To restrain a student who is at risk of harming themselves or others through physical outbursts;
- To prevent a student behaving in a way that disrupts a school event or a school trip;
- To remove disruptive students from the classroom where they have refused to comply with instructions given;
- To 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.

The Headmaster and authorised members of staff can use reasonable force to conduct a search for prohibited weapons.

## **6.8 Exclusions**

Students can be excluded for (a) failing to respond to the provisions of the Student Behaviour Policy and (b) for incidents governed by section 6.2 of this policy.

There are two kinds of exclusion. A fixed term exclusion is for a specific number of days, and gives a date when the student is to return to school. A record will be kept of any such fixed term exclusions.

A permanent exclusion removes the student permanently from the register of students enrolled at the school. Where a student is permanently excluded, it is the duty of the Parent / Guardian to make alternative provision for their education. A record will be kept of any such permanent exclusions.

The Headmaster should notify the parents of any decision to exclude and should send written confirmation no later than the end of the next school day. All days referenced in this policy are school days; weekends and school holidays are not taken into account.

From the date after that on which any exclusion is made the student should receive education via work emailed to the student or placed on One Note for completion. This should be returned via email and will be marked as normal by

school staff. Any issues of access should be reported to the School Office and the school will endeavour to address these as soon as is practical.

### *Appeal process*

Where a student has been permanently excluded the parents may appeal the exclusion in writing to the Board of Directors. This should arrive within a week from the date of receipt of the exclusion letter including weekends, holidays, and Bank Holidays.

The purpose of the Appeal Process is for the parent(s) to outline their reasons, in writing for appealing the decision. The Board of Directors must have regard to the interests of other students and staff, and not only those of the excluded student when reinstatement is considered. At this stage, the Board of Directors will be joined by a lay person whose role is to provide an impartial opinion. If, for reasons of accessibility, it is necessary to make adjustments to the process, then these should be requested at the outset of the Appeal and agreed before the Appeal proceeds.

Should the Board of Directors decide to uphold a permanent exclusion, after 15 working days from this decision the student's place is terminated.

## **6.9 School Attendance**

All parents / carers have a legal responsibility to ensure their child regularly attends school. When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Children who miss school can frequently fall behind with their work and do less well in exams. The more time a child spends around other children, whether in the classroom or as part of a school team or club, the more chance they have of making friends and feeling included, boosting social skills, confidence, and self-esteem.

Attendance in schools needs to remain a priority to ensure that children and young people are given the chance to achieve their potential. The statistical links between attendance and achievement are very strong. The parents of any student with significant absence will be asked to meet the Headmaster to discuss a way forward. In line with the School's responsibilities to each child, a referral may be made to the appropriate local authority if attendance causes significant concern, falls below the local authority's threshold for intervention,

or the School is unable to contact the child's family or is not satisfied with the reasons for non-attendance given.

## **7. Reward**

Using the MIS system, staff are able to reward standards for positive behaviour, effort, and achievement. This could be, for example, classwork, homework, representing the school, or for work in the community. Each positive report earns the student a point. These points are monitored by Form Tutors and certificates / rewards are given out termly.

## **8. Sixth Form**

The Sixth Form operates in line with the rest of school in promoting positive behaviour and student responsibility. However, decisions taken about Sixth Form misdemeanours take into account the age and greater maturity of Sixth Form students and it is expected that all Sixth Form students should conduct themselves as a model to younger students.

## **9. COVID-19 adjustments**

COVID-19 rules and guidance should be obeyed at all times. Transgressions of this guidance will be treated as follows as serious incidents and bypass the normal process of discipline.

A wilful transgression or one that places another person or persons in danger will be treated most seriously of all, and the full range of options will be open to the school in dealing with it, including permanent exclusions.

## **10. Reviewing the policy**

This policy will be discussed, reviewed, and revised annually, in consultation with students, parents, staff and members of the school community, including the Board of Directors.