

# Behaviour for Learning Policy

Heles`s School Behaviour for Learning Policy 2024

*A great place to learn, a great place to grow.*

Date	Version	Created by	Description of change
Sept 2019	1	EMC/ERC	
June 2019	2	EMC/ERC	2019 version revised to include new policy areas.
June 2020	3	EMC/SEC	Updated for return to school with added COVID section
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Feb 2024	8	MPR	Updated in line with statutory guidance

# Behaviour for Learning Policy

**Enabling every individual to shine and contribute positively to our school and the community**

At Hele's School we combine our expectations for students' outstanding academic achievement with an emphasis on their personal growth. Our aim is for students to become confident, successful, responsible young people, who love learning, have a desire to lead and to serve, and are ambitious for their own futures.

Our learning environment is inspirational, supportive and happy. We provide outstanding educational opportunities and experiences for each of our students, to enable all to explore intellectually, to grow emotionally and to achieve their full potential.

## **Mission**

We work together to fulfil our moral purpose in providing care and support to enable all students to:

- ☐ foster a 'can do' mindset in all of our young people
- ☐ have a life-long curiosity and passion for learning
- ☐ develop creative thinkers, capable of taking risks in their learning
- ☐ be compassionate and sensitive to the needs of others and of self
- ☐ embrace diversity and have a commitment to equality and inclusivity
- ☐ be considerate, polite and always act respectfully towards others
- ☐ make a positive contribution to their community and to society as a whole
- ☐ be team players, who work collaboratively to achieve shared goals
- ☐ feel comfortable socially and express themselves confidently in a range of situations.
- ☐ shape their own future
- ☐ recognise and celebrate improvement and success
- ☐ ensure praise and positivity is the norm

## **General Principles:**

We aim to provide the best possible educational experience for all in our community within a well-ordered and purposeful learning environment, ensuring all members of Hele's School are 'Committed, Respectful and Safe'.

We believe passionately in the power of praise and recognition as a key tool to motivate and encourage a growth mindset.

Sanctions, including restorative approaches to rebuild relationships, are used to moderate and to raise awareness of acceptable behaviours which will enable students to learn and thrive.

Each child is treated and valued as an individual with their own specific needs and talents.

Consistency of approach to young people from **all** staff, parents and carers is the key to ensuring good behaviour. We therefore endorse the value of the 'Home School Agreement' (see link in appendix 1) in building effective relationships with parents.

For the same reason, high quality staff training to enable a common understanding of our behaviour management procedures is important. Support for the application of these procedures from senior staff and governors ensure that the entire community is empowered to challenge poor behaviour and indiscipline effectively.

Multi-agency referrals and assessments are commissioned to identify and meet the needs of students who display persistent, disruptive behaviour; managed moves and alternative provision are utilised as appropriate.

We ensure that our Behaviour for Learning Policy and practice follows the latest guidance documents from the Department for Education (see Appendix 1).

We also acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

## Committed Respectful Safe

All students at Hele's School are taught to behave in a way that is 'Committed, Respectful & Safe'. These three key rules act as umbrella terms for all expected behaviours within the school which students and staff are familiar with.

We teach the key behaviours that ensure Hele's School is a 'Great place to learn. A Great place to grow'. It is important that behaviour is taught and modelled to students because:

'Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them, and need adults' help to do this.'

As professionals, we realise that for learning behaviours to be understood they must be taught, enacted and encouraged. The EEF learning behaviours (2021) stipulate that staff:

1. Know and understand your pupils and their influences
2. Teach learning behaviours alongside managing behaviours
3. Use classroom management strategies to support good classroom behaviour
4. Use simple approaches to meet the needs of individual students
5. Tailor targeted approaches to meet the needs of individual students
6. Consistency is key

Our behaviour policy and pastoral curriculum are underpinned by the EEF recommendations.

Some examples of how students can demonstrate they are Committed, Respectful, Safe are listed below: -

**To be COMMITTED** – to bring the required equipment (Super 6); to wear the correct uniform; to be punctual; to present to lessons ready to learn; to engage in lessons; to complete homework; to follow instructions first time; to take responsibility for one's own behaviour; to be an active member of the school community; to take pride in the Hele's badge.

**To be RESPECTFUL** – to be courteous and polite towards each other, all members of staff, the school itself and our environment; to use language appropriate to a school setting which does not incite or discriminate (eg. by race, religion, gender, ability or sexuality); to look after belongings (own and others); to work with others to resolve issues; to respect the privacy of others; to adhere to the School policy on mobile phone usage

**To stay SAFE** – to think before acting; to follow instructions for health and safety reasons; to use technology safely in school; to use social media responsibly outside of school; to spend social time responsibly; to report any concerns for others to an adult; to be an upstander not a bystander.

In addition to displaying Committed, Respectful and Safe behaviour on the school site, students are required to uphold the rules of the school in each of the following situations:

- taking part in any school-organised or school-related activity
- travelling to or from school or when wearing school uniform
- when identifiable in any way as a pupil at Hele's School

Whether or not the conditions above apply, a student may be subject to sanctions if their behaviour:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil, member of staff or member of the public or
- could adversely affect the reputation of the school.

## Praise and Recognition

Our praise and recognition system is designed to celebrate the success of all our students. It is underpinned by the belief that recognition of each student's own personal best behaviour and attitude to work is fundamental to establishing and reinforcing appropriate conduct and work patterns.

Verbal praise is used by all staff at Hele's School to routinely create and reinforce positive relationships. Students are recognised and acknowledged for doing the right things and doing things right. Every student is encouraged to be the best version of themselves.

### Achievement Points

Achievement Points are awarded by all staff for behaviour that is 'Above and Beyond' and these are logged on ClassCharts. These give instant recognition to students for their effort and achievement in class/during social time and beyond the curriculum. Additional points are awarded following each IA point (Interim Assessment) for students demonstrating excellent commitment to learning. Similarly, Achievement Points are awarded routinely to recognise attendance above the national benchmark of 95%. Parents can track their child's Achievement Points using the ClassCharts app.

The number of Achievement Points received by students is monitored by their Tutor, Pastoral Support Manager and Head of Year. Individual progress is reviewed regularly and used as a basis for discussion and recognition. This may include invitations to rewards events throughout the year.

All Achievement Points awarded to students also count towards their Year Group total. Inter tutor-group competitions as well as whole-school activities can also provide means by which to gain achievement points and students are encouraged to engage in individual and collective activities to enhance their curriculum.

Throughout the year, there are celebrations and recognition of students achieving key milestones in terms of achievement points. Certificates at Bronze, Silver, Gold and Platinum level are awarded to individuals through the pastoral system and events are run to recognise those achieving highly at various points across the year.

## 'Above and Beyond'

There are a number of areas in which a student can display behaviour which is 'Above and Beyond' the basic expectations of 'Committed, Respectful, Safe'. This includes:

- **Leading in learning**
  - *Asking questions to deepen learning, leading others on a task or activity*
- **Helping others**
  - *Supporting peers/staff with a task or activity*
- **Demonstrating a love of learning**
  - *Displaying exceptional effort in class, producing work of exceptional quality, wider reading, additional home learning*
- **Being a positive role model**
  - *Displaying the values of 'Committed, Respectful, Safe' to other students, supporting others with learning, mentoring others*
- **Being an upstander**
  - *Taking a pro-active approach in situations where others are not behaving in a Committed, Respectful or Safe manner*
- **Acting positively on feedback**
  - *Exceptional completion of DIRT activities / note-making / clear progress in work following specific verbal or written feedback*
- **Showing commitment to extra-curricular activities**
  - *Regular attendance at clubs, playing for School teams, representing the School, supporting School events*
- **Improving the environment**
  - *Producing display work, keeping the environment clean and orderly, using initiative to improve conditions for others*
- **Being a positive ambassador for the school**
  - *Work in the community, charity work, volunteering, excellent conduct when working off-site*

Positive postcards and telephone calls home are used by all staff to recognise when students have gone 'Above and Beyond' in terms of their conduct. Phone calls home are also recorded by the member of staff on ClassCharts.

Students nominated by a parent/carer/peer/teacher for outstanding achievements outside of school may also have access to a range of additional activities throughout the school year to recognise their achievements.

It is important to us at Hele's School that students who display behaviour which goes 'Above and Beyond' receive public recognition for their efforts. We make use of social media to share examples of successes and achievement and showcase examples of great work in prominent areas around the school. Assemblies are also used to praise students for endeavour within and beyond school, as well as to recognise academic progress and attainment, sporting successes and engagement within the wider community.

We encourage all staff to ensure first attention goes to those students showing the best conduct and students understand the expectation to act as positive role models to one another.

## Consistency of approach

Staff are expected to recognise and reward more than they sanction and to exemplify positive standards of behaviour. They are expected to demonstrate punctuality and to be explicit about the standards expected in class.

Assemblies address collectively the standards expected of students about to enter adult society and tackle 'live' issues under each area of 'Committed, Respectful, Safe'. This may include issues such as study skills, community behaviour, discrimination, online safety, road safety, etc as and when appropriate. This is also reinforced through the taught curriculum in all subjects and aspects of school life.

Regular analysis of ClassCharts data informs our staff of behaviour trends and enables them to respond accordingly.

All staff are required to uphold a positive culture in school and to follow the guidelines for behaviour recovery in the early stages, including de-escalating and modifying behaviour where they can. Where it is clear that a situation cannot be salvaged through the Warn- Move-Park system (see Stepped Sanctions) and a student needs to be moved or parked, this should be logged on ClassCharts. Full details should be written in the notes section about steps taken so far, followed by a discussion with the Line Manager (departmental for class-based issues, pastoral for other issues).

Behaviour training is required as part of our new staff induction. As staff progress throughout their career and take on positions of responsibility, they are expected to support the School's Behaviour Policy and those they line manage i.e. Head of Department will undertake Behaviour for Learning walks or will support a member of their team through contacting a parent of a child where there have been repeated issues. This does not replace the role of the teacher but offers an additional layer of support for a student to modify their behaviour.

Opportunities for whole school training are provided, as well as specific strategies to use with individual students which will be disseminated by Pastoral leads or the SENCO in consultation with our Educational Psychologist.

Staff who require additional support with Behaviour for Learning strategies, as identified through appraisal/observation, will be entitled to bespoke training to improve this aspect of their practice.

To increase the consistency of our behaviour systems we explicitly teach a number of key routines and have a planned approach to each part of the school day. This helps staff and students meet our standards and expectations. These key processes are outlined below:

### Travel to and from school

- Students are expected to navigate the surrounding area safely and with respect for themselves and the residents they pass.

- Students are urged to prioritise their own prompt arrival to school and not to wait for peers who may make them late and reduces the likelihood of loitering in groups which can feel intimidating to some members of the community.
- If using public transport, we expect students to behave in a respectable manner that supports the good reputation of the school.
- If cycling, students are recommended to wear a helmet and have bicycle lights.

### **Uniform**

- Please refer to the Uniform Policy on our website

### **Assemblies**

- Assemblies are used to share important updates about school life and, following a rota, support the delivery of our pastoral curriculum.
- Assemblies are a great opportunity to recognise students who have gone above and beyond and as a result often involve students receiving rewards and awards.
- Assemblies will often be used to welcome the input from external speakers, delivering keynotes and workshops on issues relating directly to student life in and outside of school.
- Students will register in Tutor Groups before heading to assembly in the Main Hall to ensure that attendance is accurate.
- Tutors check uniform and ensure that students move calmly and purposefully to assembly to ensure minimal disruption to other students engaging with Tutor Time activities in classrooms.
- Staff support a silent entry into the Main Hall. Students remove coats on entry.
- Students sit in silence and await input from their Head of Year or other staff member.
- Students sit up straight and in silence until asked to engage.
- Students exit in silence and ensure that their uniform is correct.
- Staff actively supervise assemblies.

### **Tutor Time**

- Starting at 08:40am, Tutor Time is the first session of every day for students. Students are expected to arrive in correct uniform and with full equipment for learning.
- This is the first opportunity that Tutors can support their tutees to set them up for a positive day.
- Students are expected to arrive on time and to engage positively with tasks that are designed for them.
- Tutors will perform a uniform check and address any issues to ensure students are showing pride in the badge
- Tutors will perform an equipment check and address any issues to ensure students are showing ready to learn
- When reading, students are expected to sit up straight and track the reader silently using their bookmark.

### **Disruption-free learning**

#### **Staff**

- The teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
- To maintain this, they will:



- Create and maintain a stimulating environment that encourages students to engage
- Develop a positive relationship with students
- Know the individual needs of their students and prepare lesson delivery accordingly.
- Create a seating plan that maximises their ability to support every student.
- Provide high-challenge learning experiences for all students.
- Meet and Greet at the threshold; Greeting students at the start of lessons at the doors of classrooms to promote calm and purposeful corridors and prompt arrival of students to lessons.
- Ensure that student uniform is correct prior to entry to lessons.
- Display a 'Get in Get on' retrieval activity that allows students to engage as soon as they enter the classroom.
- Establish clear routines.
- Use common school strategies such as 'Silence in 3, 2, 1. Pens down. Eyes on me'
- Show respect to students and develop a safe, secure and purposeful environment.
  - Permit students to use the toilet if necessary, one at a time, and log the toilet use on ClassCharts
  - Circulate the classroom with purpose; to maximise the efficiency and effectiveness of their support of students
  - Communicate expectations of behaviour in ways other than verbally.
  - Highlight and promoting good behaviour.
  - Use the rewards procedures to encourage positive behaviours.
  - Follow the school procedure for dealing with low-level disruption (Warn, Move, Park).
  - Ensure that lessons finish on time, every time, so that students can arrive promptly at their next lesson
  - Exit routines; Secure calm, orderly lesson exits so that students enter the corridors in a safe and purposeful manner.

## Students

- To enable every student to have the opportunity to learn, and for the teacher to be able to deliver high quality Teaching and Learning, students are expected to behave in a Committed, Respectful and Safe manner.
- The expectations for the performance of students in lessons are simple, explicit and repeatedly communicated to students for clarity.
- To ensure that learning is disruption-free students will:
  - Move between learning sessions calmly and with purpose
  - Ensure that their uniform is correct before entering the classroom
  - Arrive punctually
  - Arrive fully equipped for learning
  - Enter the classroom and sit in their allocated seat
  - Engage immediately with the 'Get in. Get on' retrieval task
  - Work silently whilst the register is taken
  - Respond to the register with 'yes/here Miss/Sir'
  - Listen silently and attentively whilst teachers and support staff are talking

- Listen silently and attentively whilst peers are responding to feedback
- Raise their hand if they have a question
- Work exceptionally hard and to the best of their ability
- Remain in their seats unless given permission to move
- Utilise personal support measures that may be prescribed in their Learning Plan
- Not disrupt any other students
- Ask the teacher for help, not their partner
- Respond to staff instructions the first time they are asked
- Do not argue with staff in response to instructions given
- Demonstrate self-respect through their personal conduct
- Treat others with respect especially when they disagree on something
- Communicate any additional issues that you may have in learning sessions with the staff member

### **Break and Lunchtimes**

- We expect standards of behaviour to remain high during social times.
- To promote enjoyable and safe breaks and to support a prompt and positive start to proceeding lessons students must:
  - Be kind and show respect to others
  - Queue calmly and respectfully for food/drink – do not push in
  - Keep hands to themselves – avoid unintentional negative interactions
  - Not engage in playfighting, pushing and other physical interactions
  - Not drop litter
  - Manage known challenging peer relationships with maturity
  - Maintain distance and ask for support from staff if needed
  - Adhere to any conditions of support prescribed in a behaviour plan pertaining to social times
  - Keep away from Reset to avoid disruption
  - Use the toilets in the allocated space
  - Refill water vessels
  - Adjust levels of physical exertion in response to hot weather
  - Avoid retuning to lessons hot, bothered and unable to focus
  - Keep out of the rain
  - Leave with plenty of time to get to lessons punctually

- Report any cases of unsafe, unkind and disrespectful behaviours to staff member immediately

### **Transitions between lessons**

- Students are expected to move calmly and with purpose between lessons.
- Students are expected to wear full uniform correctly in corridors between lessons to avoid unnecessary lateness to lessons.
- The shortest route may not be the safest - use the one-way system where applicable.
- Students are urged to prioritise their own prompt arrival to lessons as waiting for peers can lead to unnecessary lateness.

### **Using the toilets during lessons and social times**

- Students will be permitted to use the toilets one at a time if necessary and this will be logged on ClassCharts.
- Students must use the toilet closest to the classroom/area that they have left.
- Students must prioritise the use of the toilet and refrain from engaging in conversations with peers that may delay their return.
- To promote comfort during lessons and decrease time lost to learning, we urge students to use toilet before school, during break and lunchtimes and after school.
- Where a verified medical note has been provided, students may be issued a toilet pass. These are issued by the Pastoral Team.
- Sanctions can be applied in cases where the use of toilets by a student compromises the safety, wellbeing and/or academic progress of themselves and/or others.
- Students must use their designated toilets during social time
- Having more than one student in a toilet cubicle at one time is deemed a safeguarding risk and will be sanctioned appropriately.

### **Punctuality**

- Late arrival to lessons disrupts learning.
- Over the course of a term, repeated late arrival to lessons can have a significantly negative impact on the progress of both the student arriving late and their peers.
- Students are given 5 minutes movement time after social times to move to lessons.
- Staff will wait at their classrooms doors to support a punctual arrival to lessons.
- Students arriving after the 5-minute allocation, without a note will be issued with a 30 minute Catch Up detention.
- To support individual students with needs pertaining to punctual transition, at the discretion of Pastoral leaders, passes may be issued to support their confident and timely navigation of the school site.

### **Essential Equipment – Super 6**

- Asking to borrow equipment disrupts learning. Being prepared and organised are essential life skills. Students are expected to arrive correctly equipped for lessons.
- Essential equipment - we expect all students, every day to have the following equipment:
  - Black pen
  - Green pen
  - Pencil
  - Ruler

- Knowledge Organiser folder
- Mini whiteboard kit
- At 8.40am, all students should place their Super 6 on their desk.
- Tutor should walk the room, scan each student's equipment and identify any missing equipment. Issue a behaviour point under COMMITTED – Lack of Equipment, and a Catch-Up Detention.
- Advise the student that the issue needs to be resolved by collecting or buying equipment from the library.

### **Safe attendance**

- Our ability to effectively safeguard our community requires students to be in the right place at the right time.
- All students have paper-based timetables that show clearly where they need to be and when they need to be there.
- All students are expected to follow their timetables.
- Any other engagements and appointments will be scheduled and clearly communicated between the school, the student and their parents and carers.
- Lesson registers and Pastoral Support Managers are used by the school to monitor student attendance to lessons and interventions and to track their safe movement through the site.

### **Home-learning and Revision**

- In order to support and enhance students' learning we set them work to complete independently outside of lessons.
- All homework for Years 7-11 will be recorded by teachers on Classcharts, for parents and students to see via the Classcharts App.
- This work could take a variety of formats.
- It may be exercise book based, may require the use of Knowledge Organisers for learning, may be set as an assignment on MS Teams or may be online on a subject specific platform.
- Subject specific platforms which we use are referenced below for each year group.
- Broadly speaking, students should be receiving the following amount of homework over each two-week period: Maths 1 hour of Sparx homework per week for all students in all year groups
- Science, English & MFL: 1 homework of 30–40 mins per week (Y7) rising to up to an hour in Y9.
- All other subjects (excluding PE): 1 homework of 30–40 mins per fortnight (Y7) rising to up to an hour in Y9
- At KS4 all examined subjects to set a weekly homework of up to one hour.
- Sanctions may be used where tasks are incomplete or completed to a poor standard, copied from another student, copied verbatim from a source, not attempted and or not submitted.
- The sanction for incomplete or poor homework is a 30-minute Catch Up detention

### **Mobile Phones/Earphones/AirPods and other Connected Devices**

- During the school day (8:40am-3:10pm), mobile phones and connected devices must be switched off and stored out of sight.
- We operate a 'See it. Lose it' approach. If seen and/or heard after 8:40am, mobile phones will be confiscated as follows:
- 1st breach – confiscated until the end of the day -

- -Continued breaches – mobile phone handed to Student Services each morning for 2 days initially or kept at home under parent/carer direction
- School procedures will follow DFE guidance on the confiscation of mobile phones and the WeST policy on Searching, Screening and Confiscation (Appendix 1)
- Responsibility for the safekeeping of the phone belongs to the student. If a student refuses to hand their mobile phone or other device over when asked, they will be given a behaviour detention and referred to a member of staff with leadership responsibilities
- Continued refusal to submit their phone will result in the student being suspended.
- Parents are urged not to contact their children on their mobile phones during the school day. As it is the students` responsibility to ensure that their mobile devices are on silent and stored away, texts and calls received from parents and carers may result in their child being sanctioned if the phone is heard and/or seen.
- In cases of emergency, parents and carers should contact the reception.
- In cases of emergency pupil should request to use their mobile phones under the direction and supervision of staff.

### **Truancy**

- Truancy is defined by the school as the deliberate avoidance of timetabled lessons and scheduled interventions of support.
- Truancy represents a significant safeguarding risk to all students.
- Time spent by additional staff in response to truancy is time taken from the support provided to other students and staff.
- Truancy includes but is not limited to such events where a student:
  - Arriving after 6 minutes to lessons without a note or verified pass
  - Not going to a lesson without teacher approval
  - Not being in the right place at the right time
  - Leaving the school site without permission
  - Being in school and not attending timetabled lessons
- Reset will be sanctioned in response to truancy so that school staff know where the student is at all times during the school day in order to:
  - More effectively safeguard the child
  - Maintain the ability of staff to achieve their other professional responsibilities.

### **Students' Conduct Off Site**

- When off school site and identifiable as a Hele's School student and when representing the school at external events, students will be expected to conduct themselves in an exemplary manner.
- Such circumstances include:
  - Travelling to or from school
  - Taking part in any school organised or school related activity
  - Wearing school uniform
  - In some way identifiable as a student of the school.

- **Students can be sanctioned for their behaviour off-site when their actions:**
  - Compromise the orderly running of the school
  - Compromise the effective delivery of school trips and visits
  - Present a threat to the safety of themselves and other community members
  - Cause others to feel threatened
  - Could adversely affect the reputation of the school.

## **Bullying**

We are committed to providing a caring, friendly and safe environment for all of our community, enabling wellbeing and a positive learning experience. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel safe and encouraged to speak out against it and know that incidents will be dealt with promptly and effectively.

We define bullying as a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. We explain what constitutes bullying by using the acronym STOP: Several Times On Purpose.

We recognise that children can abuse other children (child on child abuse). Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Staff and pupils are educated to promote respect for those who share the protected characteristics.

Please see the Anti Bullying Policy (see link in appendix 1) for further detail about how incidents of bullying are addressed at Hele's School.

## **Responding to behaviour that is not Committed, Respectful or Safe**

### **Equality and Equitability**

The school recognises its legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting students with special educational needs (SEN). As a school, we are committed to ensuring that we do not discriminate through the application of our Behaviour Policies, against students whose apparent inappropriate behaviour may be a function of their SEND, racial and/or cultural background. Therefore, when intervening with apparent inappropriate behaviour all stakeholders must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions.

### **Empathy and Dignity**

Rewards and recognition for exemplary student performance will always be delivered with enthusiasm and sincerity. Likewise, when staff challenge incidences of poor behaviour they will do so calmly and consistently to preserve the dignity of the student. Staff will always approach interactions from a supportive and proactive perspective and our

systems are designed to ensure that students always have a choice as to what happens next. Staff receive regular training in effective behaviour management strategies.

### **Choice and Responsibility**

We expect students to take responsibility for their actions and ownership of the choices that they make at all times. We ensure that all students know what is expected of them and that they fully understand the consequences for both exemplary and poor behaviour. Sharing this information repeatedly through Tutor Time, assemblies and lessons supports students to make informed choices about their responses to interactions and events. Staff will always communicate in a clear, calm and consistent manner so that students are able to respond to consequences in a calm and measured approach. We recognise that some students require additional support strategies to help them manage their responses and adjustments are made by staff when needed.

### **Safeguarding**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and expect all staff and volunteers to share this commitment. We recognise that all children, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. We listen to our pupils and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we may need to share information and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. This Child Protection and Safeguarding policy (appendix 1) underpins and guides our safeguarding procedures and protocols.

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. School recognises that children are capable of abusing their peers. This is known as child-on-child abuse.

School aims to reduce the likelihood of child-on-child abuse through:

- the established ethos of respect, friendship, courtesy and kindness.
- high expectations of behaviour.
- clear consequences for unacceptable behaviour.
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe.
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed

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

The school recognises that some students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, staff will consider them in relation to a student's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case by

case basis. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the Principal will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014).
- If a student has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

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

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues.
- Training for staff in understanding neurological and developmental conditions such as autism, and PACE strategies to support students. (PACE = Playfulness, Acceptance, Curiosity and Empathy)
- Use of separation spaces (sensory zones or nurture rooms) where students can regulate their emotions during a moment of sensory overload.

Any preventative measure will take into account the specific circumstances and requirements of the student concerned.

### **Adapting sanctions for students with SEND**

We will have reasonable and proportionate expectations of all of our students. SEND is not an excuse for poor behaviour but may require specific and bespoke reasonable adjustments to allow learners with SEND to access the curriculum, and support. All reasonable adjustments are agreed by members of SLT, and the SENDco. For more information about SEND see the SEND Policy.

When considering a behavioural sanction for a student with SEND, School staff will take into account:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- If the student is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour. The Principal will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.



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

The special educational needs co-ordinator (SENCO) will triangulate information from teaching staff, Pastoral Staff, Learning Support Assistants and parents / carers to evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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

The provisions set out in the EHC plan must be secured and the Principal will cooperate with the local authority and other bodies. If school staff have a concern about a student with an EHC plan's behaviour, the Principal will make contact with the local authority to discuss the issues.

If appropriate, the Principal may request an emergency review of the EHC plan.

## **Safeguarding and behaviour management**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. The Principal will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Dealing with the behaviours that are seen and heard in lessons**

Staff can only respond to the behaviours that are seen and/or heard by them at any particular time.

This may mean that students are given warnings for responding to a peer or event that may have distracted them.

In such cases, staff will not ask questions nor investigate the entirety of each event as to do so would compromise the flow of the lesson for all students – teaching and learning must be prioritised.

Students are urged to raise their hand to speak to the staff member at an appropriate time in cases where a peer may be repeatedly distracting them.

Staff members will always endeavour to ensure that seating plans minimise the potential for disruption and that instruction, resources and circulated support promote and maintain student engagement.

## **Investigating other events**

Where staff feel that a reported incident of poor behaviour requires deeper investigation, they may employ the use of:

- CCTV
- Student and staff statements
- Student IT account screening
- Searches

The outcomes of the investigation will support staff to make informed decisions relating to the potential application of sanctions.

### **The balance of probabilities**

As a school, we will apply the civil standard of proof to all decisions regarding behaviour in and out of school.

When establishing the facts in relation to a suspension or permanent exclusion decision the Principal must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Principal should accept that something happened if it is more likely that it happened than that it did not happen.

This is often referred to as the 51% test. If, following an investigation, there is deemed to be a probability of 51% or more that a child has carried out an action we will use this to inform our decision.

## **Stepped Sanctions**

Staff will deal with any students who are not behaving in a way that is 'Committed, Respectful or Safe' in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with students and ensure that incidents of poor behaviour are dealt with privately. School leaders and pastoral staff will work with students to engage with staff in restorative dialogue to rebuild relationships.

In lessons, the class teacher will follow the procedures below with any student whose conduct is not 'Committed, Respectful or Safe' and is therefore hindering their own learning and/or that of the other students in the class.

<b>Steps</b>	<b>Actions – delivered in private</b>
<b>Warn</b>	Reminder to student of the expectations linked to 'Committed, Respectful, Safe'.
<b>Move</b>	Opportunity to move within or outside the classroom (max. 5 minutes) to reflect on current behaviour, reset boundaries and reintegrate into lesson. Incident logged on ClassCharts.

<b>Park</b>	Instruction to student to leave the lesson, with work, to go to an assigned classroom within the department or in the immediate vicinity. Incident logged on ClassCharts and a 1-hour detention issued.
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If a student is moved three times in one week across their lessons, they will be assigned a one-hour detention after school detention. The immediate consequence of a parking will be a detention to be held after school for one hour. If a pupil is parked three times in one week, they will be placed in our Reset provision to allow reflection upon the repeated incidents of disruptive behaviour. If a pupil refuses to be parked from a lesson or disrupts the learning in the parking room, they will be placed in our Reset provision (See Appendix 2). Warn, Move and Park deals with disruption to learning, if a student demonstrates more severe or dangerous behaviour, they may be removed from the lesson immediately and given an appropriate sanction.

Following successful completion of their detention or Reset, students will return to their next lesson and are expected to address the element of their behaviour (Committed, Respectful, Safe) which fell below expectations.

The communication of actions and outcomes is essential in preventing recidivism, and for recording effective strategies that can be shared. Parents have access to this data for their child in real time through ClassCharts and can reinforce the expectations of Hele's School, fostering consistent approaches to behaviour management.

Specific disciplinary problems such as bullying, and incidents of racist behaviour will be documented in accordance with Local Authority guidelines. Recording, tracking and analysis will take place termly via the interrogation of CPOMs and appropriate action will be taken.

The expectation that students will behave in such a way that they are 'Committed, Respectful, Safe' also applies during break and lunch times, on the way to and from school, on a trip and in any other circumstance that could adversely affect the reputation of the school, have repercussions for the orderly running of the school and/or pose a threat to another student in the school. In addition, other students will face consequences if they choose to associate with students who are not behaving in a way that is 'Committed, Respectful, Safe'.

Where students fail to meet 'Committed, Respectful, Safe' expectations in social time during the school day (break and lunch), this time may be taken away from them for a designated period. Students who require 'social detention' will be given time to eat and use the toilet, but the remainder of social time will be spent away from peers.

### **Graduated response**

Hele's School operates a graduated response to manage student behaviour and minimise the reoccurrence of behavioural issues. The graduated response has 4 waves of intervention as indicated below:

Wave 1- Whole School classroom approaches

Wave 2-Targeted intervention

Wave 3- TAM/EHAT meetings & involvement of outside agencies

Wave 4- Appropriate provision

Students who persistently behave in such a way that demonstrates that they are not 'Committed, Respectful or Safe' will move beyond Wave 1 and may be monitored by the Head of Department or their Head of Year, as appropriate to individual cases. SLT links will also work directly with students who reach this level to try and identify any barriers in school and work together with the student and their parents/carers to remove these.

Students for whom there are significant concerns will be offered appropriate support to manage and modify their behaviour and may be referred to work with our Pastoral Team and/or external professionals. This might include a mentor, youth worker, or an Educational Psychologist, CAMHS, school counsellor, a school nurse or our local PCSO. Students requiring more intense support will be raised at our termly Support Panel meeting and a multi-agency process, which may include the EHAT framework, will be adopted. Should a parent not wish for specific support to take place, this will be logged.

A tiered system of suspensions is in place at Hele's School. The first stage of this, normally following detentions (see Page 12), is conducted internally at Hele's through our Reset provision. This is a small, supportive environment where students follow their normal timetable, completing curriculum work set by their teacher, with the support of our Reset Manager. This work is returned to teachers at the end of the day to assist with accountability and feedback for the student and ensure they can return to lessons without any gaps in their learning. Time is also provided for reflection on the incidents leading to this sanction, and opportunity to 'reset' before returning to circulation. Where Reset has been used but not had the desired effect or where Reset has not been successfully completed, external reflection or a higher sanction will be used. External reflection means a period of reflection in another WeST school. Where the desired behaviour is still not evident or for significant breaches of the Behaviour for Learning Policy, fixed term suspensions may also be used.

### **Behaviour Likely to Result in Suspensions**

Whilst not an exhaustive list, the following incidents are likely to result in a suspension:

- Repeated refusal to follow reasonable staff instructions
- Persistent disruptive behaviour including failure of Reset
- Persistent failure to meet expectations
- Verbal abuse of staff
- Large-scale disruption of corridors and classrooms
- Repeated truancy
- Aggressive behaviour (including threats and inciting others to be violent) towards other students or staff
- Aggressive behaviour or unacceptable conduct towards another member of the school community, including behaviour likely to endanger another's health and safety
- Inappropriate use of social media; where the safety and wellbeing of individuals (staff/students) is compromised and/or the school reputation and or ability to safeguard effectively is negatively impacted
- Homophobic, transphobic, biphobic, racist, sexist, disablist behaviour
- Abuse against sexual orientation or gender reassignment
- Hate incident, discriminatory language relating to a protected characteristic
- Deliberate damage to school property
- Under the influence of drugs/alcohol
- Theft
- Malicious allegations against staff and/or students
- Sexual assault or harassment
- Bullying of any sort through any medium

## Length of Suspension

The length of all suspensions will be decided by the Principal. In cases where a group of students have collaborated to breach the behaviour policy, the length of the suspension for each student will be considered individually. For suspensions linked to the joint enterprise of students, the length of the suspension will be proportionate to their contribution to the event. In any case, the length of suspension will be determined by;

- The severity of the incident
- The contribution to the incident by the individual (determined through investigation if appropriate)
- Subsequent escalating behaviours displayed by a student after the decision to suspend has been communicated to them
- Student-specific adjustments linked to SEND needs
- Student-specific adjustments linked to safeguarding needs.

Where a parent refuses to collect their child and their child's behaviour escalates, the length of the suspension may increase.

Where a parent cannot collect their child and their child's behaviour escalates, the length of the suspension may increase.

The length of a child's suspension will never be increased due to the decisions and/or individual circumstances of a parent or carer but may be increased in response to the decision the students make after the initial communication of the sanction.

## Reintegration Meetings

The student, and their parents/carers are expected to attend a reintegration meeting following the suspension. At these meetings strategies to support the student will be discussed. This allows staff to ensure that the returning student is fully prepared to engage successfully with mainstream lessons. Students will be placed in our Reset provision or under the supervision of a senior leader, if a reintegration meeting has not taken place to ensure a safe and supported return to lessons.

## Additional information

For students who persistently choose not to engage with the efforts of staff and/or other professionals to improve their conduct, the Principal will convene a Senior Leadership Panel to meet with the student and their parents/carers to complete and sign a Behaviour Contract. A Behaviour Contract is a signed document which is completed collectively and lays out the support available to the student to correct their behaviour, as well as the expectations of behaviour going forward and the commitment of all parties to achieve this.

For any student who breaks their Behaviour Contract and, as such, may jeopardise their place at Hele's School, the Chair of the Hub Advisory Board will convene a Governor Panel to meet with the student and their parents/carers in a final attempt to encourage them to modify their conduct. Please note, this stage will be followed *unless* the breach of the Behaviour Contract is severe enough to warrant more immediate action.

Hele's School works closely with other schools in the Westcountry Schools Trust and consequently managed moves, or similar shorter-term packages, may be used to give a

student a fresh start in a different environment, if all other interventions have not succeeded in improving a student's behaviour.

In addition, we may refer students to alternative provision at ACE Schools or other providers as appropriate.

### **Students may be excluded for the following reasons:**

A serious breach or persistent breaches of the Behaviour for Learning Policy and/or where allowing the student to remain in school would seriously harm the education and welfare of the student in question or others in Hele's.

There is no list of set behaviours for which a student can or cannot be excluded and the decision to exclude lies with the Principal. Some examples of a serious breach/persistent breaches might include:

- Persistent disruptive behaviour in class and/or around school
- Possession of illegal substances/solvents
- Use of illegal substances/solvents
- Dealing in illegal substances/solvents. Whether money/goods changed hands or not.
- Assault on a member of staff (physical/verbal)
- Assault on a fellow student (physical/verbal)
- Possession of an offensive weapon (defined as a tool made or adapted for the purpose of causing mental or physical injury to another person, which can include laser pens)

This is not an exhaustive list and the Principal will deal with cases which reach this level on an individual basis. In accordance with DfE guidance, the School will take account of the specific circumstances of students and will have regard to legislation concerning equal opportunities, SEN, disability and vulnerable students. The school will take reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010).

## APPENDIX 1: GUIDANCE DOCUMENTS

We ensure that our Behaviour for Learning Policy follows the latest guidance documents from the Department for Education:

- Behaviour in schools Advice for headteachers and school staff (DfE February 2024)
- Improving Behaviour in Schools Guidance Report (EEF 2021)
- Behaviour and discipline in schools; advice for headteachers and school staff (DfE February 2016)
- The Equality Act, 2010
- Use of reasonable force: advice for headteachers, staff and governing bodies (DfE July 2013)
- Searching, screening and confiscation: advice for headteachers, staff and governing bodies (DfE July 2022)
- Keeping children safe in education 2023, Statutory guidance for schools and colleges (DfE, September 2023)
- Mental Health and Behaviour in Schools; departmental advice for school staff (DfE March 2016)
- School suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England. (DfE, September 2023)
- Searching, screening and confiscation. Advice for schools (DfE, July 2022)
- Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (DfE, January 2015)
- Sexual violence and sexual harassment between children in schools and colleges; advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (DfE September 2021)

**Other policies to be considered in conjunction with this policy.**

[Anti Bullying Policy 2023 \(Hele's School\)](#)

[Attendance Policy \(WeST\)](#)

[Complaints Policy \(WeST\)](#)

[Drugs Policy \(WeST\)](#)

[Exclusion Policy \(WeST\)](#)

[Hele's School Child Protection and Safeguarding Policy \(Hele's School\)](#)

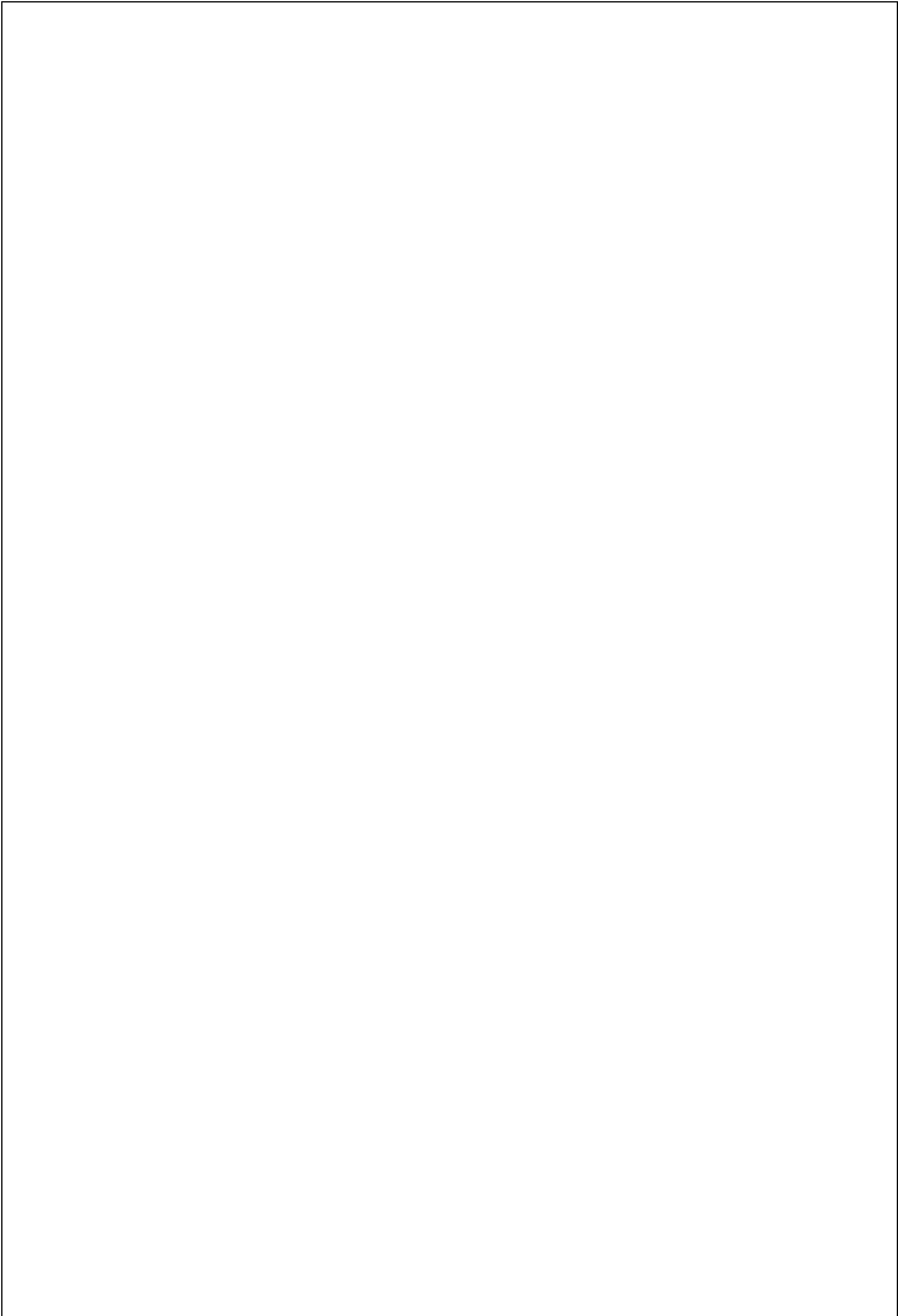
[Home School Agreement \(Hele's School\)](#)

[ICT Acceptable Use Policy \(Hele's School\)](#)

[Positive Handling Policy \(WeST\)](#)

[SEND Policy \(Hele's School\)](#)

[Uniform Policy \(Hele's School\)](#)





## APPENDIX 2: DETENTIONS

### **Detention-what the law allows:**

Teachers can issue detentions to pupils (aged under 18). The times outside normal school hours when detentions can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as training days.

At Hele's, we run two detentions after school: Catch Up Detentions which run for 30 minutes to enable students who have arrived late to school, those with missing equipment or those with homework concerns to catch up the same day; Behaviour Detentions which run for one hour every Tuesday and Thursday for students who have been parked from a lesson or have breached the Behaviour for Learning Policy in terms of their conduct. Detentions begin at 3:10pm. Two-hour detentions all run on Tuesday and Thursday afternoons where previous detentions have been upscaled due to non-attendance.

All detentions are logged on ClassCharts and are visible for both students and parents to see on the ClassCharts app. Parental consent is not required for detentions, but at Hele's School we will always seek to agree the sanction where a Behaviour Detention has been issued. For one-hour (or upscaled two-hour detentions), staff will contact parents/carers to inform them of the issue and agree the sanction. In the first instance staff will inform parents of a detention via ClassCharts but if issues persist phone contact will be made by the class teacher or head of department as appropriate. Where a student fails to attend a detention, this is classed as defiance and an escalation is put in place. 30-minute detentions are upscaled to one hour, one-hour detentions to two hours and two hours to Reset. Students, parents/carers and staff are informed of this by email through ClassCharts. There is also a supplementary letter issued by our Reset Manager to outline the expectations for our Reset provision and ensure all students attending this can complete it successfully.

As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances, when imposing a detention.

### **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:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable
- Whether the parents ought to be specifically informed of the detention
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parents.

## APPENDIX 3: MOBILE PHONE POLICY

At Hele's School, students are not allowed to use their phones between the hours of 08:40 and 15:10. This is to encourage them to communicate with each other face to face and to focus fully on their education.

Students are not allowed to have their phones out in class unless the teacher specifically wants them to use it for an aspect of the lesson, for example to take a photo of an exemplary piece of work, video a demonstration, take part in a Kahoot quiz etc. This also applies in Student Services, SEND department, the Library and during Tutor time.

### **Sanction steps**

Students are routinely reminded about our policy on mobile phones. Misuse of a mobile phone is a breach of the 'Respectful' rules. The school will follow DfE guidance on the confiscation of mobile phones and the Hele's School policy on Searching, Screening and Confiscation (see link in appendix 1).

If a student takes out their phone during the school day, the teacher will confiscate the phone and ensure it is taken to Student Services for the rest of the day. The student can collect their phone from Student Services at the end of the school day.

If the student argues or refuses to hand over their phone, a senior member of staff (HOD/HOY/SLT) will be notified, and the phone will be confiscated from the pupil and a behaviour detention will be assigned. If a student continues to refuse to hand over the device to a senior member of staff, they will be removed from lessons. Continued refusal to submit the phone whilst removed from lessons will result in the student being suspended.

Where a phone is confiscated during social time, it will also be held until the end of the school day. Confiscated phones are also kept securely in Student Services. The student will collect their phone from here at the end of the day.

If a student continues to be seen with the device during school hours, the school may consider a student being expected to hand their phone in for safekeeping at the start of day and collecting it at the end of the school day, or an outright ban of the device, and collection of the device by parents only.

Please note we do not allow students to use their mobile phones as calculators. This is because for GCSE exams, students are not permitted to take their phone into the Exam Hall and it is important that they learn how to use a fully functioning calculator. Our advice is that all students should have their own calculator during Years 7-8 so that by the time they come to sit formal exams at Key Stages 4/5, they are familiar and comfortable with using their calculator.

## APPENDIX 4: CONFISCATION/POWER TO SEARCH/USE OF REASONABLE FORCE

### **Confiscation of inappropriate items what the law allows:**

The law enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The Principal has authorised all members of the School Leadership and Pastoral teams (including Heads of Year and PSMs) who are Level 3 Safeguarding trained to search for "prohibited items". Searches should be conducted by at least one member of the Senior Leadership Team plus another appropriately trained person from those named above. Appropriate training is given to this team of staff about what constitutes prohibited items and how to conduct searches in line with policy.

Authorised staff have the power to search for "prohibited items" including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the student).
- an article specified in The Schools (Specification and Disposal of Articles) Regulations 2012:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

As well as prohibited items, the Hele's School Behaviour for Learning Policy identifies other banned items that authorised staff are able to search for, screen or confiscate:

- e-cigarettes;
- vapes and related paraphernalia;
- any drug-related paraphernalia, such as cannabis grinders;
- energy drinks; and
- laser pens.

Confiscated items will be labelled and kept for collection by parents or carers if appropriate. Uncollected items will be disposed of after a term without further notice.

Weapons and knives, drugs/alcohol and extreme/child pornography will always result in contact being made with Police who may seize the items, otherwise it is for the school staff to decide if and when to return a confiscated item.

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils 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, cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

It is also possible that, if necessary to maintain the safety of students, the Police may be called to undertake searches where items are suspected to be carried by students. The School adheres to the guidance found in the DFE document 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

## APPENDIX 5: HELE'S SCHOOL UNIFORM

Please see School Uniform List on the school website for the latest information regarding items to be worn.

Hele's School has a strict uniform policy. We believe this helps each student take a pride in their appearance and promotes a positive image of our school.

**Students are expected to wear the full uniform tidily at all times.**

- Black blazer and school badge.
- Plain black V-neck jumper that shows the tie (optional).
- Black trousers – (not flared, denim, Lycra/stretchy, not leggings) or compulsory black pleated skirt (to be ordered from Adelie please).
- White shirt with buttons to the neck.
- The regular gold and black school tie.
- Plain black polishable shoes with low heels. (Trainers/boots/pumps/canvas shoes are not permitted).
- Black/white socks or plain black tights.
- A plain outdoor coat.

### Additional Information

- **JEWELLERY:** a single ring and a wristwatch may be worn and a single plain gold or silver stud in each ear. No jewellery to be worn in PE so consider the time of year for new ear piercings. Nose and tongue piercings are not permitted, and plain retainers will be required.
- **MAKE-UP:** Years 7 – 9 may not wear make-up. Extremes of fashion, hair (colours) or dress are not permitted. False nails are not permitted for Health & Safety reasons.
- Students are not allowed to wear nail varnish and will be asked to remove it.

We do not want to sanction students for incorrect uniform, but rather look to resolve issues quickly with parents/carers. As such, we offer a selection of uniform items for students to borrow for the day whilst parents/carers seek alternative solutions. In addition, our Pastoral staff will work with families to find solutions, where necessary. Where uniform infringements continue however, parents/carers may be invited into school for a formal meeting to resolve ongoing issues and ensure their child can continue to access all that Hele's School has to offer.

## **Why Hele's School supports the wearing of school uniform:**

We believe that there are a number of good, common-sense reasons why our students should wear school uniform.

They include:

### **1. Dressing for the occasion:**

One of the lessons learned while growing up is that people dress differently for work and for leisure. We ask our students to leave their leisurewear and sports gear for the evenings and weekends and to dress suitably for work as students at the School. When they start work, most students will be asked to wear clothing especially suited to the job. Often employers send for a reference on former students and ask about his/her appearance (which is ranked as important as attendance and timekeeping).

### **2. Reducing differences:**

Although some parents can afford to buy their children the latest in casual or sportswear, many cannot. If all our students come to school in school wear, these differences are much less obvious. Uniform gives students an equality of appearance which discourages competition.

### **3. Cost:**

It costs less to buy items of school wear than to buy the latest fashion in casual or sportswear.

### **4. A sense of belonging:**

We think that dressing in school uniform helps students to feel that they belong to the school and to think and act like students. In addition, school uniform encourages school discipline and a more positive attitude towards work amongst students. We encourage students to 'take pride in the badge'.

### **5. Security:**

If all of our students wear school uniform, it is much easier to spot them in an emergency situation.