

Behaviour for Learning Policy 2025



ST HILDA'S
CE HIGH SCHOOL

WISDOM
HOPE
COMMUNITY
DIGNITY
EQUALITY
DIVERSITY

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CHRIST JESUS AS OUR CORNERSTONE

Ephesians 2:20

THE ST HILDA'S FAMILY

We are the St Hilda's family, with **Jesus Christ** as our **cornerstone**.
Building on foundations of **wisdom**, **hope**, **community**, **dignity** and **equality**,
we nurture and support one another to be our very best.
We rejoice in our **diversity** and celebrate our many achievements.

St Hilda's holds the following values at the heart of all we do:

WISDOM

HOPE

COMMUNITY

DIGNITY

EQUALITY

DIVERSITY

*These values hold true to our Christian Ethos. We recognise that:
"Only when everybody flourishes will we all truly flourish together."*

Our Values in Action

WISDOM	<p><i>Wise students make thoughtful choices in and out of school. This helps them to become resilient, organised and independent learners.</i></p> <ul style="list-style-type: none"> • Apply themselves fully in lessons, take responsibility for their learning and respond positively to feedback • Follow instructions promptly, complete homework consistently and organise themselves effectively for the school day • Use technology, online platforms and social media responsibly, in line with the school's ICT acceptable use policy, to keep themselves and others safe
HOPE	<p><i>Hopeful students understand that success and challenge are both part of learning. They remain positive, ambitious and resilient, and are supported in their wellbeing.</i></p> <ul style="list-style-type: none"> • Approach learning with a positive attitude and high expectations for themselves • Strive for excellent attendance and punctuality and attend interventions or additional support when required • Demonstrate resilience when facing difficulties, show ambition for their future and consider the needs of others
COMMUNITY	<p><i>Community-driven students understand what it means to belong to the St Hilda's family and recognise their responsibility to contribute positively to school life.</i></p> <ul style="list-style-type: none"> • Participate respectfully in lessons, collective worship and wider school activities, understanding their role within the school community • Treat all members of the community with respect and value the contribution of others • Work cooperatively with peers, support others when needed and share views appropriately
DIGNITY	<p><i>Students who show dignity act with respect and care, ensuring that everyone can learn and feel valued in a safe and supportive environment.</i></p> <ul style="list-style-type: none"> • Treat staff and students with dignity in lessons, social spaces and online interactions, using respectful language and behaviour • Behave in ways that protect their own self-respect and the dignity of others, including respecting personal space and boundaries • Challenge behaviour that undermines dignity calmly and appropriately, seeking support from staff when needed
EQUALITY	<p><i>Equality ensures that all members of the St Hilda's family are treated fairly and have equal opportunities.</i></p> <ul style="list-style-type: none"> • Treat all members of the school community fairly and without discrimination, recognising that, as individuals, we may require different levels of support • Support equitable access to learning and opportunities so that everyone can succeed • Actively promote fairness through respectful language and inclusive behaviour.
DIVERSITY	<p><i>Diversity is recognised, respected and celebrated as a strength within the St Hilda's community.</i></p> <ul style="list-style-type: none"> • Celebrate differences, including ethnicity, sexuality, religious beliefs and other protected characteristics, by engaging openly in learning that deepens understanding of others • Recognise that difference may create challenges at times and work to remove barriers to inclusion by acknowledging the lived experience of others.

Aims and policy statements

Our 'Behaviour for Learning' Policy reflects St Hilda's six core values of **wisdom, hope, dignity, community, equality and diversity**, and our Christian ethos. We recognise that *"only when everybody flourishes will we all truly flourish together."* The policy sets out how we respond to our changing cohort and wider society, while maintaining consistently high expectations for all students.

Central to our approach is the principle that positive behaviour enables learning, belonging and personal development. St Hilda's is a school which is built on relational practice – one that accepts mistakes and uses our experience to nurture reflection and understanding in our students. Our expectations are underpinned by the shared language of **'Ready, Respectful, Safe'**, which applies to all aspects of school life, in lessons and beyond. This provides clarity, consistency and fairness for students and staff, while allowing flexibility to meet the individual needs of all of our students.

Our **'Chance to Change'** approach reflects our commitment to high standards alongside inclusion and equity. We believe that all students can meet our expectations when they are supported appropriately. High expectations apply to everyone; reasonable adjustments, graduated responses and targeted support are used to help students meet these expectations, not to lower them. This ensures an equitable approach to behaviour management which allows all students to flourish.

The focus of this policy is on developing positive behaviour for learning through effective classroom practice, clear routines, de-escalation strategies and restorative approaches. Students are supported to recognise the impact of their behaviour, take responsibility for their actions and make positive changes, with guidance from class teachers, form tutors and pastoral staff.

Early identification and intervention are key. Behaviour and attendance concerns are monitored through regular scrutiny of Synergy data by pastoral leaders, departments and senior leaders. This enables patterns to be identified, support to be put in place promptly and the impact of interventions to be reviewed over time. A graduated range of support is available, providing a coordinated package of support around the child based on mutual respect and individual need.

This policy makes clear the attitudes, values and processes that support students in developing a self-directed and responsible approach to their conduct throughout their school life. Positive behaviour for learning and good discipline are essential to success; learning takes place best when students understand expectations and take responsibility – demonstrating that they are Ready, Respectful and Safe.

Teachers and all persons acting on behalf of the Headteacher have a statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instructions (Section 91, Education and Inspections Act 2006). Sanctions are applied consistently, proportionately and fairly – we operate a system through which sanctions are timely and meaningful, supporting appropriate reflection and change from our students. Our school focus around restorative approaches to support improvement as a default, encourages ownership, understanding and resolution over punishment.

For this policy to be effective, it must be understood and consistently applied by all members of the school community. Staff are trained and supported to implement the policy confidently and

consistently, and leaders regularly review behaviour practices and outcomes to ensure they remain effective and inclusive. The nature of the policy allows for staff to draw appropriate boundaries within their classroom which reflect their setting, the demands of their subject and their individual learners to provide an equitable yet structured approach in which all students benefit from a transparent approach.

Alongside clear expectations, we place strong emphasis on personal growth and development. Every student has the right to learn in a safe, calm and orderly environment, free from disruption, bullying, violence, harassment or discrimination. Behaviour incidents that raise safeguarding concerns, including bullying, child-on-child abuse, harassment or prejudice-based behaviour (including online), are addressed through the school's safeguarding and anti-bullying procedures.

We work in close partnership with parents and carers as an integral part of our 'Behaviour for Learning' approach. Parents are encouraged to support students in taking responsibility for their behaviour, and the school communicates openly and constructively to plan support where concerns arise.

All members of the school community are expected to act with courtesy, consideration and respect at all times. This policy upholds our values of wisdom, hope, dignity, community, equality and diversity, and promotes a culture in which positive behaviour is modelled, taught and reinforced. When these values are lived out through all members of our school community (students and staff alike) being Ready, Respectful and Safe, encouraging a calm, inclusive and purposeful learning environment is achieved.

Students are encouraged to contribute their views through House Council meetings and the School Parliament, ensuring that student voice plays an active role in shaping behaviour, safety and wellbeing across the school. Focus groups are formed in response to emerging need within the school and encourage meaningful dialogue between staff and students.

Bullying of any form will not be tolerated. It is at odds with St Hilda's C.E. High School's core values and it will be dealt with sensitively and appropriately, in accordance with the school's Anti-Bullying Policy.

The implementation of the Behaviour for Learning Policy is dependent upon all stakeholders within the school community upholding the key principles and practices outlined:

- Strong school leadership which promotes a culture of high expectations
- A consistent approach to positive behaviour management, including the application of rewards and sanctions
- Effective and positive classroom management which creates an environment in which all students engage with their learning
- The teaching and modelling of good behaviour by the school's staff and senior students
- Consistent and fair systems backed by positive pastoral relationships between students, staff and parents
- Regular liaison and contact with parents and outside agencies
- The promotion of an orderly school environment, in which students behave sensibly and with consideration for others and the environment, both during lessons and outside lessons
- The use of positive language to promote a 'Chance to Change' culture
- Use of restorative conversations as preferred alternative to a formal sanction

At St Hilda's we expect all students to be able to learn without interruption.

Everything we do means that we are:

READY

Ready to learn
Correct uniform
Correct Equipment
Positive attitude

RESPECTFUL

Listen
Polite and kind
Respect everybody
Positive role model

SAFE

Follow our one-way system
Use the correct staircase
Walk calmly
Use bins provided

CHRIST JESUS AS OUR
CORNERSTONE

THE ST HILDA'S FAMILY

OUR EXPECTATIONS



ST HILDA'S
CE HIGH SCHOOL

WISDOM
HOPE
COMMUNITY
DIGNITY
EQUALITY
DIVERSITY

Celebration and rewards

Celebration and Rewards

Recognising and celebrating positive behaviour is central to promoting a calm, inclusive and purposeful learning environment. Commending students for good conduct supports personal development and encourages responsible and respectful behaviour. The overwhelming majority of students make a positive contribution to life at St Hilda's CE High School, and this should be acknowledged and celebrated.

St Hilda's CE High School is an inclusive community that celebrates success in all areas of school life. Personal effort, commitment and achievement are routinely recognised, recorded and celebrated through the school's clear and fair House rewards system. Leaders regularly review rewards data to ensure recognition is equitable and accessible to all pupils, including pupils deemed to be disadvantaged and those with SEND, and that no group is underrepresented. Rewards play an important role in motivating students, raising self-esteem, encouraging aspiration and increasing enjoyment of learning. This contributes to improved behaviour, attendance and standards across the school.

The rewards system supports the role of form tutors in celebrating success, strengthens House identity and ensures that achievement is recognised by staff, parents and the wider school community.

Rewards categories

We believe in celebrating and rewarding our students for demonstrating the positive values of our school. Rewards reflect the broad range of positive behaviours we encourage within school and allow students to be recognised both academically and holistically. These areas include:

- Homework and classwork
- Teamwork and cooperation
- Positive attitudes to learning and school life
- Representing the school:
 - As an ambassador
 - At open evenings
 - At organised activities
 - On a sporting team or event
 - Within our wider community
- Student leadership
- Worship leadership
- Courageous Advocacy and Diversity Leadership
- Charity work and community involvement
- Looking after others and positive interaction within the local community
- Working collaboratively within Houses or year groups
- Promoting inclusion, fairness and a shared vision for all students

Methods of Recognising Success

Students' achievements and positive contributions may be recognised through:

- Verbal praise
- Phone calls home
- Celebration breakfasts or lunches
- Academic and Achievement prizes awarded at Prize Night
- Weekly Headteacher's Award
- Half-termly Celebration Assemblies
- Certificates and vouchers
- Recognition on the school website or social media
- School noticeboards
- Assemblies
- Prize draws
- Rewards shop

Students in Years 7 to 11 accumulate House reward points throughout the school year, which are shared with parents through Synergy. At specific times of year, students may compete to qualify for a specific reward – through house points, engagement or attendance.

House points also contribute to the overall House total, with students working collectively towards winning the House Cup – a source of great pride for the winning house each year.

Rewards, Trips and Representing the School

Students whose behaviour record indicates a cause for concern, including those identified within the top 10% of recorded negative behaviour or those currently supported through a monitoring card or behaviour plan, will be given careful and individual consideration when representing the school. This applies to participation in events, trips (day or residential), performances, productions, sporting fixtures, or other activities where students act as representatives of St Hilda's, including rewards earned collectively by a House or year group. Decisions will be made on a case-by-case basis, taking account of recent conduct, safeguarding considerations, support needs and evidence of improvement. All such decisions are overseen by the pastoral team, and the Headteacher's decision in these circumstances is final.

Movement around school

We promote safe and considerate movement around the school at all times. In a busy school environment, courtesy and awareness of others are essential. Students are expected to move calmly, follow instructions and show consideration for those around them, including holding doors open where appropriate.

One-Way System

To support safe and efficient movement, students must follow the clearly signposted one-way system when moving around the school building. Designated routes and staircases are in place, and students are expected to follow signage and staff guidance at all times.

Designated Staircases

Students are required to use the staircase allocated to their House during all transition times. This supports orderly movement between lessons, helps students move from social to learning time in a focused way, and reduces congestion. The system also enables younger, smaller and more vulnerable students to move around the building calmly and safely. Older students are expected to model positive behaviour and show care and consideration for others.

Dining halls, corridors and social areas

We encourage a positive approach to our shared areas such as the dining room, corridors and toilets. Food and drink are only to be consumed in the designated eating areas and no eating or drinking should take place in any other area of the school building. Litter must not be dropped anywhere inside or outside the school building and all members of the school community should take care to keep the school clean and pleasant. Plenty of litter bins are provided for use and students are expected to take responsibility for picking up any litter in their immediate vicinity. Vandalism will be taken very seriously and students should report any damage immediately.

Behaviour in the wider community

Students are ambassadors of the school and are expected to represent the school well when out in the community and show due regard for the school's wider community. Under section 89 (5) of the Education and Inspections Act (2006), teachers and all persons acting on behalf of the Headteacher have a statutory power to discipline students for misbehaving outside the school premises. The school reserves the right, therefore, to discipline a student for misbehaviour when:

- the student is taking part in any school related or organised activity
- the student is travelling to and from the school
- the student is wearing school uniform or can be identified as a student of the school
- misbehaviour could have repercussions for the orderly running of the school
- misbehaviour poses a threat to other students or members of the public
- misbehaviour adversely affects the reputation of the school

The above includes any misbehaviour that may take place online (in accordance with the school's E-Safety Policy).

Students in Years 7, 8, 9, 10 and 11 are not allowed to leave the premises during the school day unless they have permission to do so.

Addressing Poor Behaviour and Consequences

When behaviour falls below expectations, the school responds in a calm, consistent and proportionate manner. All responses are guided by our shared expectations of being 'Ready, Respectful, Safe', and by our commitment to inclusion, equity and high standards for all students.

The following principles apply when addressing incidents of poor behaviour:

- Behaviour that disrupts learning will not be tolerated. Every student has the right to learn in a calm and orderly environment, and behaviour that prevents others from learning will be addressed promptly.
- All staff will apply the '**Chance to Change**' staged approach consistently, using a shared language to explain expectations ('Ready, Respectful, Safe') and to issue warnings or sanctions. This ensures clarity for students and fairness in response.
- Investigations into behaviour concerns will be carried out fairly and appropriately. Students are supported to reflect on their behaviour, understand its impact on others and demonstrate learning from the incident.
- Consequences are applied consistently, proportionately and recorded accurately.
- In some cases, a student may be removed from circulation while an incident is investigated to ensure safety and order.
- Wherever possible, consequences are issued promptly and close to the incident to maximise impact.
- Consequences will never be humiliating or degrading, and blanket punishments are not used.
- A student's previous conduct, individual circumstances and support needs may be taken into account to ensure an equitable response.
- Disciplinary action will not be discriminatory. Equality and fairness underpin all behaviour decisions.
- Behaviour concerns are monitored and reviewed over time to identify patterns and ensure that appropriate support is put in place. Where needed, students may be placed on a supportive report or behaviour plan, such as an **individual behaviour plan (IBP)**, designed to address emerging concerns and support improvement either pastorally or within departments.
- Restorative conversations are used wherever appropriate to address behaviour concerns and reduce the likelihood of future incidents.

Restorative Conversations

Restorative conversations (RCs) form an important part of the school's response to poor behaviour. They are used to support reflection, accountability and positive change, while maintaining clear expectations.

Restorative conversations are issued and completed on the same day as the behaviour incident, wherever possible. They take place during an agreed period of free time, such as break, lunch or after school, and typically last around 90 seconds. This ensures concerns are addressed promptly and resolved before the following school day.

It is the student's responsibility to seek out the member of staff at the agreed time to complete the restorative conversation. Failure to do so will result in the matter being escalated in line with the 'Chance to Change' process.

A restorative conversation aims to:

- Communicate a clear message of care and concern for the student
- Give the student the opportunity to explain what happened from their perspective
- Help the student understand the impact of their behaviour on others
- Reaffirm the shared expectations of being Ready, Respectful and Safe
- Explore alternative choices and, where appropriate, agree next steps or a plan for improvement

Why Restorative Approaches Are Used

When used alongside clear boundaries and consistent consequences, restorative approaches support a positive school culture. Feedback from staff, students and parents indicates that restorative practice contributes to:

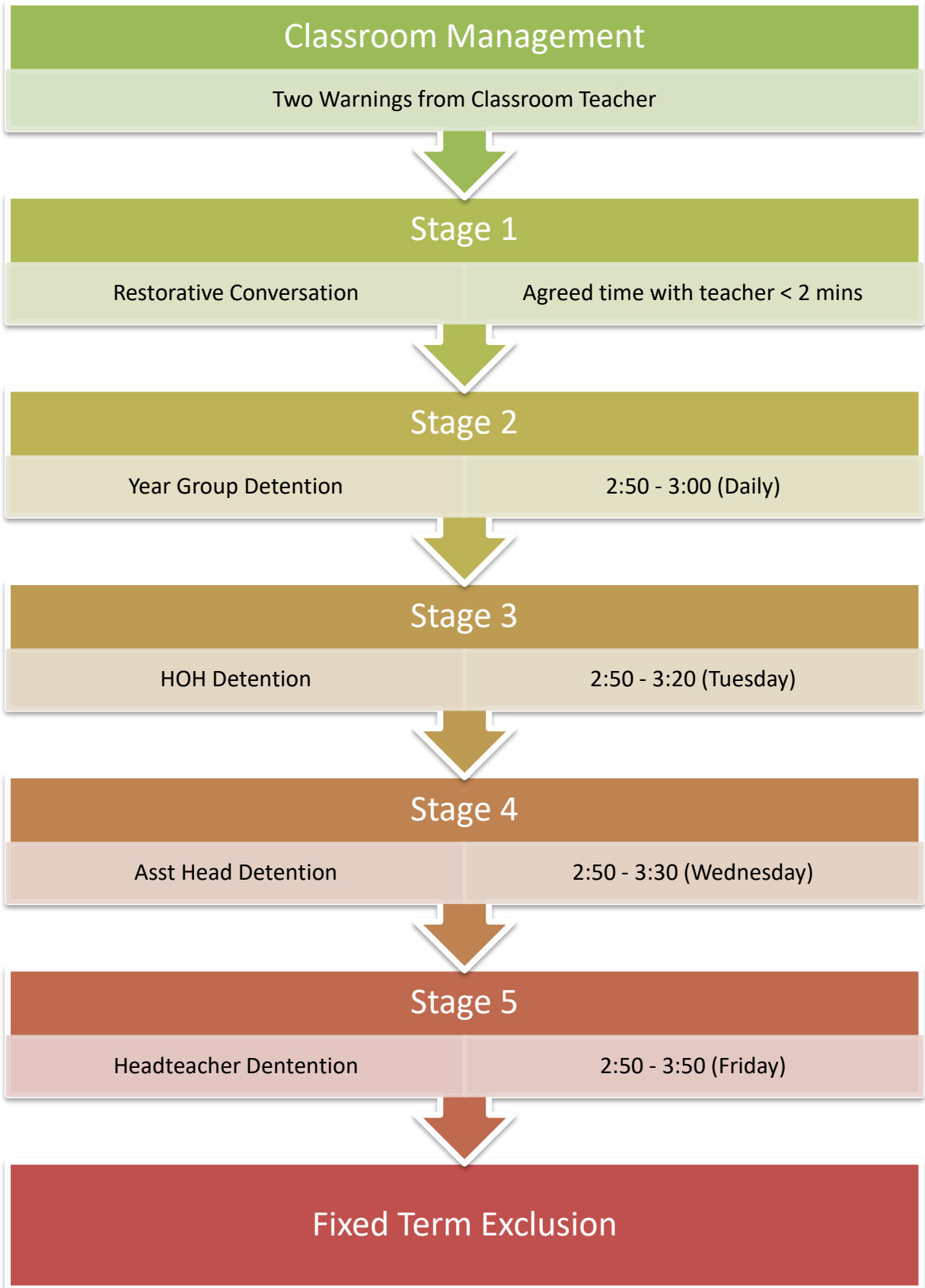
- A more respectful and inclusive school climate
- Stronger relationships between students and staff
- Increased honesty and willingness to take responsibility
- Students feeling supported when mistakes are made
- Reduced repeated incidents of poor behaviour
- A calmer, more focused and productive learning environment

Buddying, 'On Call' system and referral

If de-escalation in class has not been successful, a classroom teacher may remove a student into the classroom of a colleague. Where a student's behaviour is deemed dangerous (putting others at risk) or offensive, a member of the Senior Leadership Team (SLT or Pastoral team will be alerted to remove the student using our 'On-call' system). Students removed via 'On Call' will automatically be placed onto a Stage 3 detention and may be removed from general circulation for the remainder of the day.

Sanctions: Detention

When issues cannot be resolved through RC, or in the instance that students fail to attend at the agreed time, the school operates a graduated approach – escalating to detention. Schools have a statutory right (Education and Inspections Act 2006) to use detention as a sanction, both within the school day and out of normal school hours. The school believes detentions are a valuable tool in reinforcing behaviour expectations. Parents/carers will be given 24 hours' notice of a detention that takes place out of school hours. If a student is placed on detention, it will be available to be seen on Synergy and a register is created for that detention. This will be filled in when they attend by the detention supervisor. If they do not turn up it will be rescheduled and escalated if needed.



Chance to Change: Levels of Support

Heads of House and Senior Leadership reserve the right to monitor the behaviour or progress of any student using any support level outlined below. Reasons for response are provided as examples, not as an exhaustive list. *Parents and Carers are reminded of their ability to track behaviour in real-time using the 'Synergy' app.*

Entering into a support level may be a response to:

- Persistent misbehaviour across a number of subjects.
- A lack of discernable progress on a previous stage of support.
- Multiple incidents of detentions or restorative conversations in a short period.
- A period of suspension (internal or external).
- A specific concern from a member of staff or their parent/carer.
- Students who join St. Hilda's from another setting
For example, In Year Transfer or inbound Off-Site Direction

At any point, the support level may need to be escalated if students:

- Fail to demonstrate significant progress against targets
- Do not attend the agreed meeting with member of staff
- Do not engage positively with the reflective/supportive nature of the report process
- Are involved in a separate significant behaviour incident within school
- Demonstrate a declined trend in attendance or punctuality

Support Level 1: IBP with Form Tutor - 2 – 4 Weeks

This stage involves the monitoring a student by their form tutor, who will check-in with the student on a weekly basis during form period.

Parents will not be specifically informed at this stage, but can access the behaviour card via Synergy.

Support considered at this stage:

- IBP with bespoke targets.
- Weekly reflection with form tutor.

Escalation procedure: Letter to parent/carer

Support Level 2: IBP with Head of House - 2 Weeks

This stage involves the monitoring a student by their Head of House, who will check-in with the student on a daily basis at an agreed time. The responsibility of attending this meeting falls on the student.

Support considered at this stage:

- Discussion with HOH around targets.
- IBP with agreed targets.
- Daily support from Head of House.
- Communication home via e-mail to parents.

Escalation procedure: Meeting between parent/carer and Head of House.

Support Level 3: Extended IBP with Head of House - 2 Weeks

This stage involves the extension of the monitoring period by a student's Head of House, who will continue check-in with the student on a daily basis at an agreed time. Heads of House will invite parents/carers and any other relevant parties to a meeting around the student's progress.

Support considered at this stage:

- Focused discussion with HOH around targets.
- IBP with agreed targets.
- Daily support from Head of House.
- Management of unstructured time to avoid conflict.
- Exploration of possible additional need via SENDCO.
- Referral to Wellbeing Triage team.

- Contact with Educational Welfare Officer (where applicable)
- Communication with parent/carer by Head of House – either telephone, online or in person.

Escalation procedure: Invitation to Governor’s Panel. Consideration will be given to Off-Site Direction.

Support Level 4: IBP with Senior HOH /Asst Headteacher / SENDCO – 4 weeks

This stage will follow a Governors’ Behaviour Panel. With students and parents invited to meet St. Hilda’s Chair of Governor’s and a pre-arranged panel. This panel will agree specific targets, after discussion with student and parents/carers, that the student must fulfil in order to avoid further escalation.

It also involves the monitoring of students by an agreed Senior Leader to address an emerging need. Students who have escalated to this stage are expected to understand the severity of this and focus on an expedient improvement to these behaviours.

As part of the supportive process for students – intervention will be explored and implemented as part of the monitoring process.

Students will check-in with the agreed mentor on a daily basis at an agreed time. The responsibility of attending this meeting falls on the student.

Support considered at this stage:

- Discussion with Senior Leader around targets.
- IBP with agreed targets.
- Daily support from designated Senior Leader.
- Triangulation Parental Meeting
- Specific intervention to address concerns raised in Triangulation such as:
 - Subject specific intervention – discussing challenges and avoiding behaviour triggers.
 - Team Around the Child (TAC) meeting may be held for teachers of this student.
 - A student mentor or additional identified key person.
 - Signposting to other services for mental health, wellbeing or SEND support.

Escalation procedure: Off-Site Direction. Consideration will be given to Permanent Exclusion or equivalent.

Support Level 5: IBP with Deputy Headteacher – 4 weeks

This stage follows a period of off-site direction at another mainstream or specialist setting. On return, a structured reintegration plan will be implemented, and the student will be closely supported and monitored by the Deputy Headteacher through daily check-ins focused on behaviour, wellbeing and engagement.

At this stage, the student remains at risk of permanent exclusion. Significant, demonstrable and consistent engagement from both the student and parents/carers is required. Further assessment of

SEND, mental health or safeguarding needs may be requested, and the school may work with the Local Authority to explore alternative provision where appropriate. All decisions are overseen by senior leaders and the DSL to ensure the student's safety and welfare.

Support considered at this stage:

- Ongoing mentorship from Deputy Headteacher
- Triangulation Parental Meeting including review of Support Matrix
- Further assessment or review of SEND, mental health or safeguarding needs, including formal referrals where appropriate
- Referral to external agencies, including Children's Services, Educational Psychology, CAMHS or other relevant professionals
- Liaison with the Local Authority, including discussion of Alternative Provision pathways
- Engagement with parents or carers through regular meetings to ensure shared understanding

Escalation procedure: Permanent Exclusion or equivalent.

Punctuality

Punctuality to school and to lessons is essential in ensuring that learning time is not lost and that lessons begin calmly and purposefully.

Students who arrive late to two lessons within a single school day will be placed in the next available break-time detention. Students who are subject to an Individual Behaviour Plan (IBP), at any stage, will receive a break-time detention after one late.

Students who arrive late to school are required to attend a restorative conversation at 2:50pm with their Head of House on the same day. This conversation provides an opportunity to address the reasons for lateness and agree strategies to improve punctuality. Failure to attend this restorative conversation will result in an escalated detention, in line with the school's behaviour procedures.

Break-time detentions are scheduled by the pastoral and attendance teams and are designed to provide a timely and proportionate response to lateness, supporting students to improve punctuality and reduce disruption to learning.

Failure to adhere to the above sanctions will result in an escalation in line with our graduated behaviour approach.

Uniform

We maintain clear and consistent uniform standards so that students arrive ready to learn, feel a sense of belonging, and the school day begins calmly and purposefully. Students' uniform is checked on the gate entering school. Students are asked to correct before entering the main school building. Form tutors will regularly check uniform in form time. Students will be given a short time to sort issues out. If students are unable to correct a sanction can be logged.

- Skirts should be worn at an appropriate length for a school setting, ideally around knee length, to maintain uniformity and practicality. Skirts must be worn as intended and must not be rolled up at the waistband. Shirts must be tucked in, and ties and blazers worn at all times. Coats may be worn outside but must be removed inside the school building and placed in lockers or bags.
- Correct school shoes must be worn at all times. Trainers and shoes with adornments or logos are not permitted (see uniform guide). A small supply of loan shoes is available; students will be directed to Student Services to change footwear if required.
- Jewellery is not permitted, with the exception of a watch. Any jewellery worn will be confiscated, placed in a labelled envelope and taken to Student Services. Items may be collected at the end of the school day. Repeated breaches will result in escalation.
- Hair longer than shoulder length must be tied back at all times.
- St Hilda's recognises that for some students, the optional use of very subtle makeup may support self-esteem and confidence. Students who feel it is helpful may choose to wear light makeup such as concealer, tinted moisturiser, or clear lip balm. The use of makeup is not expected or required.

The use of noticeable or excessive cosmetic enhancements is not permitted at St Hilda's. Prohibited items include, but are not limited to, false eyelashes, mascara, blush, bronzer, contouring products, eyeshadow, coloured lip products and eyeliner.

Any products that alter a student's appearance in an obvious way are not acceptable. Students may be required to remove products that do not meet these guidelines.

St Hilda's values individuality while prioritising a positive, inclusive, and supportive environment. These guidelines aim to balance confidence and self-expression with consistency across the school community.

Refusal to comply with uniform expectations will be treated as a behaviour issue. Students who fail to meet the required uniform standard will be issued with a sanction in line with the school's behaviour procedures.

Mobile Phones and Personal Devices

Mobile phones can distract from learning, undermine relationships and impact student wellbeing; their use during the school day is therefore not permitted. We operate a zero-tolerance approach to mobile phone use whilst on school premises ('gate to gate'). Students may bring a mobile phone to school; however, it must be switched off and kept out of sight at all times from arrival on site until the end of the school day. This expectation applies in all areas of the school, including lessons, corridors, social spaces and toilets.

Students should not use mobile phones to contact parents or carers during the school day. If a student needs to contact home, or if there is a concern regarding wellbeing, they should seek support from pastoral staff, who will facilitate appropriate communication. Parents and carers are asked to support this policy by discouraging their child from contacting home via mobile phone during the school day.

Smart watches are permitted in school; however, they must not be used to send messages, access social media or connect to online platforms during the school day. Any use of a smart watch that mirrors the functions of a mobile phone will be treated in the same way as mobile phone use and will result in confiscation and sanctions in line with the school's mobile phone policy.

Failure to comply with the mobile phone policy will result in clear and consistent consequences:

- First instance of mobile phone use will result in confiscation of the device and a Stage 3 detention
- Second instance will result in a Stage 4 detention, and a parent or carer will be required to collect the device from school

Refusal to hand over a mobile phone or device when requested by a member of staff will be treated as defiance. In such cases, the student will be removed from lessons and further sanctions will be applied in line with the Behaviour for Learning Policy. This policy is applied consistently and fairly and supports students in developing self-discipline, respect for others and responsibility for their choices.

Social Media

The school expects all students to use social media and online platforms in ways that reflect our values and the expectations of being Ready, Respectful and Safe. Online behaviour that causes harm, distress, intimidation or humiliation to others is taken very seriously, whether it occurs in or outside of school, as such behaviour can have a significant impact on students' wellbeing, safety and behaviour in school.

The creation, sharing or forwarding of inappropriate, abusive or discriminatory content, including images or messages, may constitute a safeguarding concern or a potential criminal offence and will be investigated by the pastoral team in line with the school's safeguarding procedures. Where appropriate, incidents will be supported by external agencies, including the Safer Schools Officer.

Most social media activity takes place outside of school and beyond the school's direct jurisdiction. Students and parents are therefore encouraged to take appropriate action by using platform reporting tools or, where necessary, contacting the police. Where online behaviour has a direct impact on the safety, wellbeing or behaviour of students in school, the school will intervene as appropriate, in line

with safeguarding procedures. Students are encouraged to report any online behaviour that makes them feel unsafe, upset or uncomfortable to a trusted adult as soon as possible. Students should retain evidence, such as screenshots, where it is safe to do so, to support appropriate investigation.

Alongside appropriate sanctions, the school uses education, guidance and restorative approaches to help students understand the impact of their online behaviour, make safer choices and reduce the likelihood of further incidents.

Smoking / Vaping

Smoking and vaping present health and safety risks and are therefore not permitted for students. Any student found to be smoking or vaping on the school site, or in possession of smoking or vaping-related paraphernalia, will be issued with an appropriate sanction and parents or carers will be informed. This expectation also applies to smoking or vaping outside the school grounds, or on the journey to and from school, where students are identifiable as members of the school community through wearing school uniform.

Repeated incidents will result in escalating sanctions, and may be accompanied by additional support or guidance to address health, wellbeing and behavioural concerns.

Toilets

To maintain a safe and orderly school environment, misuse of toilet facilities will be addressed. The majority of students use toilet facilities sensibly and responsibly, and all students must feel safe and able to access toilets during unstructured times. Sharing of cubicles presents a significant safeguarding concern and will not be tolerated; any instances of this will result in a sanction in line with the Behaviour for Learning Policy.

Where students are identified as repeatedly misusing toilets, or using them to avoid learning, additional monitoring or agreed arrangements may be put in place. Any such measures will be applied proportionately, reviewed regularly and will take account of individual needs, including medical or safeguarding considerations.

Theft and vandalism

Theft of school property or willful damage to school property will not be tolerated. Any such incidents will be investigated and appropriate consequences will be applied in line with the Behaviour for Learning Policy, taking account of the seriousness of the incident, individual circumstances and the need to promote responsibility and repair where possible.

Screening and Metal Detection

In line with DfE guidance, the school may require pupils to undergo screening using a walk-through or hand-held metal detector, whether or not there is suspicion that the pupil is carrying a prohibited item. Screening does not require consent.

If a pupil refuses to be screened, the school may refuse entry to the premises and treat this as an unauthorised absence.

Screening will be carried out by trained staff in a respectful and non-intrusive manner. If the detector alerts, the pupil will be asked to remove any metallic items (e.g., keys, belt) and re-screened. If the alert persists, the school may conduct a further search in accordance with statutory guidance, ensuring that searches are carried out by a member of staff of the same sex and with a witness present.

All screenings and searches will be recorded, and any prohibited items found will be confiscated.

Suspensions and Exclusions

The decision to suspend a student is not taken lightly and is used only in response to serious breaches of the Behaviour for Learning Policy or where there have been persistent breaches despite support and intervention. Where deemed necessary, this may be the result of repeated or escalating pattern of behaviour, as deemed appropriate by the Pastoral Team. Wherever possible, the school seeks to maintain students' access to education and will prioritise strategies that support improvement and inclusion.

The school aims to keep students in school wherever it is safe and appropriate to do so. As such, internal exclusion or alternative strategies may be used before a suspension is considered. In some circumstances, however, a fixed-term suspension may be necessary and appropriate to ensure the safety, wellbeing and education of all students.

The school has a reciprocal arrangement with neighbouring schools to allow for off-site placements as an alternative to suspension where appropriate. These placements are agreed in advance between schools, with parents informed prior to the placement. The length of any placement is determined by the seriousness of the incident, and appropriate safeguarding, attendance monitoring and reintegration planning remain the responsibility of the school.

A permanent exclusion is the most serious sanction and will only be used where there have been serious or persistent breaches of this policy, and where all other reasonable strategies have been exhausted. Decisions are made with careful consideration of individual circumstances, inclusion, equity and safeguarding.

The school follows the statutory guidance set out in the Department for Education document *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England'* (2022), including guidance on pupil movement.

Where a student is permanently excluded, the Headteacher's decision may be reviewed by the Governing Body, delegated to the Governors' Disciplinary Committee. In cases of permanent exclusion, the Committee must meet to review the decision and has the power to reinstate the student. Where the Committee upholds a permanent exclusion, parents or carers have the right to make representations to an Independent Review Panel.

Final Warning and Governors' Discipline Committee

A student's conduct may place them at risk of permanent exclusion, either as a result of persistent poor behaviour or a one-off serious breach of discipline. When this is the case, a student will be issued a final warning and / or instructed to appear before a panel with members from the Governors' Discipline Committee. The purpose of such a measure is to give the student an opportunity to account for his / her actions to the Governors and to benefit from the guidance the Governors will provide. Where the Headteacher has issued a final warning, the Governors will determine whether to endorse that decision.

Role of parents

The school recognises the importance of strong, collaborative relationships between parents and carers, students and staff in promoting positive behaviour and wellbeing. On admission to the school, parents and students sign the Home School Agreement, which sets out shared roles, responsibilities and expectations, including those relating to behaviour and conduct. Where breaches of the Behaviour for Learning Policy occur, the school will involve parents and carers at the earliest opportunity and will provide clear, accurate and timely information. Where necessary, parents or carers may be asked to attend a meeting in school so that concerns can be discussed constructively and support agreed in partnership to help the student improve.

Confiscation of and search for inappropriate or unsafe items

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the Education Act 2011, the school has the right to confiscate, retain or dispose of a student's property and protect the school from liability of damage. The school reserves the right to search without consent for prohibited items. These include: cigarettes, alcohol, illegal drugs, stolen items, weapons or any other item which the school deems could be considered harmful to a student. Sanctions will be imposed if a prohibited item is found, depending upon the judgement of the Headteacher. Refusal to comply with a search will be treated as a serious breach of this policy.

'Legal High' substances and energy drinks are banned in school and will be confiscated. The school also reserves the right to search for, and remove from students, the following: e-cigarettes and vaping paraphernalia, and any other items which they believe may be sold for financial gain. All searches will be conducted in the presence of two members of staff, one of whom must be the same sex as the student being searched. Where a student has been searched, his / her parents will be informed. Where a member of staff finds an item which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Where any weapon or illegal substances are found on a student, which compromises the safety of students and staff, this may result in the Headteacher imposing a permanent exclusion and the police may be informed (in accordance with DfE guidelines).

The list of items that may be confiscated is for guidance only. Other items may be deemed unsafe/inappropriate and may be confiscated where appropriate.

Working with others

When needed, the pastoral team under the guidance of the Deputy Headteacher or DSLs may refer students to external agencies to support behaviour. Those agencies may work with students on or off the school site. At times when required the Deputy Headteacher may also utilise the Safer School Officer (SSO).

The Safer Schools Officer works under the direction of the Designated Safeguarding Lead and may speak with students as part of the school's safeguarding and early intervention responsibilities; where consent is required for planned or non-safeguarding work, this will be sought appropriately.

Positive Handling

DFE guidelines state that "All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline."

Reasonable force may be used by teachers and support staff only when necessary and proportionate to the circumstances. The school does not require parental consent to use reasonable force. Any use of reasonable force will be recorded and reviewed in line with the school's safeguarding procedures.

Students with an Educational Health Care Plan

Students with an Education, Health and Care Plan (EHCP) or identified special educational needs are expected to meet the school's Behaviour for Learning expectations. Where behaviour concerns arise, responses will take account of the student's needs and any reasonable adjustments in place to support self-regulation and positive behaviour.

The school adopts a graduated approach, ensuring that appropriate strategies, support and adjustments are implemented and reviewed before behaviour escalates. Where concerns persist, the school will work with parents and relevant external agencies to provide additional support.

Every reasonable step will be taken to ensure that a student's needs are understood and supported within a mainstream setting. However, where behaviour presents a serious concern or continues despite appropriate adjustments and support, exclusion may still be considered in line with statutory guidance.

Looked After Children

Looked After Children are supported to meet the school's Behaviour for Learning expectations within a framework that recognises their individual circumstances and vulnerabilities. Where behaviour concerns arise, responses will be carefully considered and proportionate, with a strong focus on early intervention and support.

Where behaviour places a Looked After Child at risk of exclusion, the school will work closely with the Designated Lead for Looked After Children (Mrs Steele), the Virtual School, parents or carers and relevant external agencies to ensure that every reasonable step is taken to support the student and avoid exclusion wherever possible, in line with statutory guidance.

Loss of personal Items on school property

The school cannot accept responsibility for the loss of personal items brought onto the school site. This includes, but is not limited to, bicycles, electrical devices, items of uniform (sporting and non-sporting) and money. Students are encouraged to take reasonable steps to look after their belongings at all times.

False allegations against members of staff

Under the Education Act 2011, the school reserves the right to take disciplinary action where a student is found, following appropriate investigation, to have made a deliberately false or malicious allegation against a member of staff. Such cases are rare and will be considered carefully by the Headteacher, based on the evidence available, and may result in a suspension.

This does not apply to allegations that are made in good faith. The school remains committed to ensuring that all safeguarding concerns are taken seriously and that students feel able to raise concerns without fear of sanction

Complaints

If a parent has a complaint about a disciplinary matter, he / she should follow the procedures outlined in the school's Complaints Policy.