

# The View

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@ East St.

## **Behaviour Policy 2024-25**

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## **INTRODUCTION**

Hillview believes in the pure potential of every child within the school to develop, mature and thrive leaving the school fully ready for the world of employment. We place a high emphasis on education beyond grades, actively exploring a wide range of opportunities to develop the awareness and engagement of our students in the world around them. The View @ East Street and ViewPoint fully embrace this vision. This policy outlines how the vision of Hillview is applied to The View @ East Street community.

ViewPoint is a provision which operates in a different system, but we will use aspects of this policy and procedures as a guide when dealing with specific behaviours and basic expectations are not adhered to either. We will work with the student, parents/carers and home school staff (for ViewPoint students) to manage behaviours whereby the health, safety and wellbeing of that student and other students are being compromised by specific behaviours.

The Behaviour Management Policy supports the development of skills and knowledge within a focused safe and secure environment. The expectations of behaviour and conduct of all our students are in line with those in the working world.

## **AIMS**

The aims of behaviour at The View @ East Street school community is that:

- Students are able to learn and teachers are able to teach effectively.
- Student behaviour recognises the rights of others, such as the right to enjoy an undisrupted and successful education and the right to be safe.
- Students accept responsibility for their behaviour. Outstanding behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly.
- All students have the right to be successful and have their efforts rewarded. The View@East Street community is united and works together to support every member be successful, taking full consideration of every individual student's needs, including those of Special Educational Needs (SEN), disability, race and gender.

Where necessary, the school will take into account any different behaviours that individuals from these groups might exhibit in line with the Equality Act 2010, the Education and Inspections Act 2006, the Children and Families Act 2014, and the Special Educational Needs and Disability Regulations 2014.

This policy should be read in conjunction with the following Hillview School policies and guidance:

Attendance Policy

Communication Policy

Child Protection (incorporating Child in Care and Online Safety) Policy

Equal Opportunities policy

Teaching and Learning Policy

The View @ East Street Student and Parent Information Booklet

## **Appendix 1**

## **ROLES AND RESPONSIBILITIES**

1. The Centre Manager will be responsible for the implementation and day-to-day management of the policy and procedures.
2. All staff, tutors and professionals are responsible for ensuring the policy and procedures are followed consistently and fairly applied.
3. Trustees will ensure there is no differential application of the policy and procedures on any grounds. This will be reported upon in the Trustees' TV@ES Committee.
4. Parents/carers will be expected, encouraged and supported to take responsibility of their child both in and outside of school. Any incidences that bring the name of the Centre into disrepute will be dealt with under this policy.
5. Students are expected to take responsibility for their own behaviour and will be made aware of the Centre policy and code of conduct expectations.

### **Review**

6.1. The Centre Manager will review the Behaviour Policy with a stakeholder focus group at least bi-annually. This could include views from:

Staff

Parents/carers

Students

6.2 Policy effectiveness, fairness and consistency will be reported to the Governing Body via the TV@ES Committee. The outcome of the review and changes to the policy will be communicated to all those involved, and the policy amended accordingly.

## Appendix 2

## PROCEDURES

### 1. Rewards

1. The Centre will reward students who demonstrate the values set out in Hillview's and subsequently the Centre's Vision and Code of Conduct (see Appendix 4) and who make a positive contribution both in the classroom, Work Experience and in community-based enrichment opportunities they may choose to engage in.

The View @ East Street will:

- Reward positive behaviour through our code of conduct as demonstrated in the school's Vision of Pure Potential which is well-publicized and consistently applied by all staff.
- Provide all students with opportunities to gain respect and develop self-esteem.
- Teach and model the need for tolerance, empathy and responsibility for and towards others.
- Follow agreed guidelines for applying the Vision, which are clearly communicated to students.
- Phone calls, emails and verbal praise will be given to students to celebrate successes

### 2. Anti-Social Behaviours

2.1 The Centre staff will put in place appropriate consequences but also support where needed in relation to any anti-social behaviours of students whether it be in the Centre, in lessons or in the community. The Centre will also take seriously any knowledge or potential information regarding students linked to child-on-child abuse and bullying and follow relevant safeguarding and consequential procedures regarding this.

2.2 Incidents of negative behaviour are recorded by staff on ARBOR and if appropriate safeguarding records (CPOMS). Arbor is in place to enable us to track, record and measure behaviour. The Centre will provide support to the student to try to prevent these behaviours from occurring. The process will be reflective and restorative. A consequence of this could involve reflection time, restorative measures, mediation as well as investigating any additional need the student may have to enable them to be successful.

2.3 This also includes any behaviours that affect the learning of other students in lessons and where students do not follow direct instructions of the members of staff at the Centre. Thus, they are not following the code of conduct that is on view in every room and to which all students have signed and agreed to conform to when starting at the centre

### **3 Out of Centre Behaviours**

3.11. The Code of Conduct must be followed in all areas of the Centre, when travelling to and from the Centre and when students are on trips, visits and Work Experience.

3.2. Staff may take appropriate action with students for mis-behaviour when the student is:

- taking part in any Centre-organised activity or
- on Work Experience as part of their studies or
- travelling to or from the Centre

3.3. This also includes any mis-behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the Centre or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the Centre and school.

### **4. Definition of Bullying**

4.1. There are many definitions of bullying, but most have three things in common.

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves.

4.2. Bullying can include:

- Physical: pushing, kicking, hitting, pinching or any use of violence.
- Verbal: name calling, sarcasm, spreading rumours, teasing.
- Emotional: excluding, tormenting (e.g. hiding books, threatening gestures), being unfriendly, racial taunts, graffiti and gestures.
- Sexual: unwanted physical contact or abusive comments.
- Racist: bullying based on a person's colour, ethnicity, culture, religion or national origin.
- Homophobic: bullying based on a person's actual or perceived sexual orientation.
- Cyber: bullying that uses electronic forms of contact such as text messaging and instant messaging.
- Bullying based on disability could be included in any of the above categories.

4.3 Bullying based on disability could be included in any of the above categories

4.4. Victims

In the short term, victims of bullying may become unhappy and distressed. Their self-image may be damaged, and they may feel anxious and insecure. This may affect their concentration, learning and achievement and can contribute to

problems with attendance, motivation and general health and well-being. Self-esteem is usually affected in a negative way. They may begin to view themselves as “failures”. Some victims commit suicide.

#### 4.5. Those who bully

Those who bully “successfully” are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally anti-social and disordered behaviour patterns, can link with future criminal behaviour and can have consequences for future generations.

#### 4.6. Centre

Bullying will affect the whole community and will impact on the ability of children and young people to enjoy and achieve. The reputation of the Centre will suffer if we are not seen to positively address concerns about bullying and raise the profile of our anti-bullying work among the whole Centre and wider community.

#### 4.8 Working with Parents

Supporting and involving parents/carers is key to our successful anti-bullying initiatives. Steps taken to ensure parental involvement include:

- Regular consultation and communication with parents about bullying, its causes and its effects
- Taking steps to overcome language barriers and to recognise cultural diversity when involving and consulting parents.
- Awareness of the need to balance parental involvement with confidentiality. Students experiencing homophobic bullying are often particularly reluctant to involve their parents.
- Ensuring all school staff are aware of the Centre’s Behaviour Policy so that they can respond appropriately and sensitively if approached by a parent.
- Involving parents of bullies and victims at an early stage

On-going contact with parents/carers of both the perpetrator and victims to ensure the problem does not re-occur.

### **5 Key Priorities – Anti-bullying**

5.1. Bullying affects everyone, not just the bullies and the victims. Bullying is not an inevitable part of school life or a necessary part of growing up and it rarely sorts itself out. Bullying of any kind is unacceptable at The View @ East Street and will not be tolerated. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively. No one person or group, whether staff or student, should have to accept any form of bullying.

5.2. Bullying impacts negatively on the achievement of individuals in school environments. Students who do not feel safe at the Centre are unlikely to perform to the best of their ability academically and commonly lack confidence,



concentration, self-esteem and motivation. Bullying also has a major effect on attendance, with those refusing to attend lessons or school in general frequently citing bullying as a factor in this behaviour.

5.3. All institutions, both large and small, contain an element of students with the potential for bullying behaviour. If a school is well-disciplined and organised it can minimise the occurrence of bullying. The View @ East Street believes in promoting good citizenship through its PDL programme. Within the programme of study, it is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

## **6 Managing for bullying-related Incidents**

6.1 If bullying is reported to/seen by an adult within the school it will be taken seriously. The suspected victim, suspected bully and any witnesses will be spoken to in a non-threatening way. Help, support and guidance will be given as is appropriate to both the victims and the bullies. Whilst all bullying reports are taken seriously, it is important to recognize the severity of an incident/incidents and the surrounding circumstances and proportionality.

6.2 All bullying incidents are logged onto the internal school system (Arbor) and input training is given to all new staff.

6.3 A written account by the victim and bully and any witnesses are taken by staff and kept on the student's file.

6.4 The victim will be supported in the following ways:

- (a) by offering them an immediate opportunity to talk about the experience with their Tutor or the Student Support Manager
- (b) informing the victim's parents/carers if appropriate.
- (c) by offering continuing support when the student feels it necessary through either the Tutor, the Student Support Manager or Centre Leader
- (d) by getting the bully to change their behaviour through restorative approaches;
- (e) by giving the victim an opportunity to speak with the bully in an organised; mediation meeting accompanied by an adult.

6.5 The bully will be supported in the following ways:

- (a) by talking about what happened, to discover why they became involved.
- (b) by informing the bully's parents/carers if appropriate.
- (c) by continuing to work with the student in order to get rid of prejudiced attitudes as far as possible.
- (d) by giving the bully a chance to meet with the victim to put right their wrongdoing.

(e) by giving the bully an opportunity to speak with the victim in an organized; mediation meeting accompanied by an adult.

### **7.Procedures to be used in cases of bullying**

7.1 A written account by the victim and bully and any witnesses are taken by staff and kept on the student's file

7.2 The student is spoken to by a member of staff and told to stop.

7.3 The appropriate sanction is put into place depending on the severity of the incident and whether the incident is a one-off or on-going:

(a) withdrawn from social times.

(b) parents/carers informed.

(c) community service to be issued if appropriate.

(d) restorative meeting between the victim and perpetrator.

(e) if bullying does not stop, further sanctions

(f) Youth Crime Reduction Officer to provide support.

(g) if incidents continue, report incidents to the Police.

7.4 All bullying incidents are logged onto the internal school system (ARBOR)

### **. Behaviours within the Community**

8.1. Anti-social behaviour outside of the Centre and within the local community which is not supervised by a member of staff is not strictly the Centre's concern. However, in order to protect our students, staff and our reputation, reports of anti-social behaviour by students, which is likely to affect the Centre will always be investigated and appropriate consequences applied.

8.2. *E-Safety*. Students receive regularly updated advice on e-Safety and are reminded about appropriate online behaviour. We expect parents/carers to support us in ensuring any electronic communication is used responsibly and appropriately following the guidelines in the Hillview Child Protection (incorporating Child in Care and Online Safety Appendices) policy.

8.3. Whilst the Centre recognises its duty of care to ensure students are safe and happy, we cannot sanction behaviour that is only taking place at home or via social media out of hours. Parents/carers are responsible for their child's use of social media.

8.4. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, Centre staff should consider whether the mis-behaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, the Centre staff should follow its Safeguarding Policy, informing the Designated Safeguarding Lead (DSL).

## **9. Behaviour Management Stages Guidance**

9.1. Staff will use the Behaviour Expectations chart (appendix 6) to guide appropriate consequences for different student behaviours. This will support students conduct and also keeping up to date with all work and in turn support outcomes in both personal, social and academic studies. Learning & restorative justice conversations will be used to support improvements in behaviours - this is a guide for staff and personal circumstances must be taken into consideration.

9.2. There is a student friendly version of this on Appendix 6 too which highlights specific behaviours and actions with the potential consequence

9.3. Depending on the nature of the identified behaviour, we may start a student on the process in Appendix 7. This could start on any of the stages 1-5. This shows examples of anti-social, inappropriate and offensive behaviours and the consequences which follow that behaviour. All staff will consistently apply sanctions when behaviour is anti-social. This may be inside or outside the classroom. All students will be aware of the consequences through their induction and meetings. This will be visible within the Centre.

9.4. The above process is supported by 'Behaviour monitoring' reports of different stages.

9.5. Parental/carer support is expected when the Centre applies any consequence to address poor behaviour. It is important that parents/carers realise that the Centre has the statutory power under the Educations and Inspections Act 2006 to detain students even without parental permission, although we will always notify where possible. When any sanction is imposed after the school day, we will endeavour to contact parents/carers immediately for this to be resolved the same day. If we cannot contact you, we will give parents/carers 24 hours' notice via our Centre's communication systems. If parent/carers defy the law in this respect without reasonable cause, the Centre could increase the seriousness of the sanction in order to enforce its rules for the safety and wellbeing of others.

9.6. The View @ East Street will withdraw students from lessons and social times if their behaviour is having a negative impact upon the learning of others or if their anti-social behaviour, including defiance, is very serious. Withdrawal is intended to be reflective and restorative in nature, providing an opportunity for the student to reflect upon their behaviour and any further conversations made with appropriate staff and/or students to resolve the issues. A student can only be withdrawn by the Centre Manager or Student Support Manager/Deputy Manager. The student will be withdrawn to an appropriate area in the Centre with supervision.

9.7. For very serious or extreme anti-social and abusive behaviour which includes any malicious accusation made about a member of Centre staff, the Centre

Leader will co-ordinate with the Headteacher to issue a fixed term or permanent exclusion as an ultimate consequence. The Deputy Headteacher, in the absence of the Headteacher, has the delegated power to issue exclusions. The View @ East Street follows the DfE guidance on 'Exclusion from maintained schools, Academies and student referral units in England'. (See Appendix 5)

9.8. In accordance with the provisions of Education and Skills Act 2008, the Centre Leader, in collaboration with the Headteacher, may direct a student to receive any alternative educational provision in order to improve their behaviour, where the Centre's own strategies for this improvement have not resolved an acute and/or persistent pattern of poor behaviour.

## **10 General Training and Support for Staff**

The Centre will ensure that staff receive training to help them provide the support both victims and perpetrators need. Information linked to any abuse, bullying or unsafe behaviours will be included into the PDL programme to teach the students to be assertive and that differences should be acceptable and never a cause for offensive behaviours, bullying or abuse. It is important that from Day One everyone understands that these types of behaviours will not be tolerated in the Centre and that everyone has the responsibility to tell.

### **1. Support for Parents/Carers**

At The View @ East Street, we believe in working in partnership with parents/carers to maintain high standards of behaviour both inside the Centre and within the community. Parents/carers should contact the Centre Student Support Manager/Deputy Manager in the first instance to enable the Centre and parents/carers to work together to support their child. The Centre may seek support from external professionals where appropriate.

## **11.Support for Students**

At The View @ East Street, students are provided with a number of support structures to ensure that they feel safe and secure in the environment. Support can be found from the Centre Student Support Manager/ Deputy Manager in the first instance. All other adults who tutor, support or teach in the Centre, including the Centre Leader will also be available to support any student. A list of staff will be available to all students and be visible in the main entrance.

### **As an Education Centre**

In developing effective strategies, The View @ East Street recognises the importance of group behaviour. Harnessing peers in a positive way is effective as part of a whole school approach to tackling anti-social behaviours noted above, through:

- (a) Attaching high importance to challenging anti-social behaviours as part of a strong Centre ethos
- (b) Teacher Continuous Professional Development
- (c) Training for support staff
- (d) The curriculum
- (e) Group sessions with the students such as Personal Development Sessions (PDL)
- (f) Support from Tutors and the Centre Student Support Manager
- (g) Peer mentoring
- (h) Peer mediation
- (i) Centre student leadership body
- (j) Buddying system
- (m) Co-operative approaches to group work
- (n) Improving mechanisms for reporting such behaviours.
- (o) Safe message drop box

## Appendix 3

## GUIDANCE FROM EXTERNAL BODIES

### External agency support

The View @ East Street will work closely with a range external agencies, accessible via Student Support Manager referral. In accordance with the provisions of Education and Skills Act 2008 the Centre Leader in collaboration with the Headteacher may direct a student to receive educational provision off-site in order to improve their behaviour, where the Centre's own strategies for this improvement have not resolved an acute and/or persistent pattern of poor behaviour.

### The Law

1. As stated in the Department for Education's booklet, "Searching, screening and confiscation", February 2014, teachers have the power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item that has been banned by the school
- weapons and knives and extreme or child pornography must always be handed over to the police by the Designated Safeguarding Lead (DSL.)

2. School staff have the legal power to use reasonable force if they believe such force is needed to prevent students from committing an offence, injuring themselves or others, or damaging property; and to maintain good order and discipline in the classroom. (See Appendix 8 for examples of reasonable force).

3. It is always individual choice for a member of staff to engage in using reasonable force within the guidelines of the policy if they feel confident and safe to do so.

4. Teachers can discipline students any time the student is in school or elsewhere under the charge of a teacher, including on school visits (DFE July 2022)

5. Corporal punishment is illegal in all circumstances.

## **Bullying**

The View @ East Street follows the guidance from the DFE policy 'Bullying – Don't suffer in silence'. Bullying is not tolerated, and students are encouraged to tell an adult who will follow procedures (See Appendix 2 Behaviour/Bullying).

## **Taking account of individual student Needs**

1. This policy acknowledges the Centre's legal duties under the Equality Act 2010 and the Children and Families Act 2014 in respect of students with SEN.

2. Vulnerable students may need the adults in school to take into account the individual needs and circumstances when applying the school's Behaviour Policy. Groups to consider include: sick children, young carers, pregnant schoolgirls and teenage mothers, children looked after by the local authority, faith groups, EAL children and families, children with SEN.

## **Guidance from the School Code of Conduct (Appendix 4)**

1. The code of conduct outlines the expectations of the student whilst they are in the care of the Centre; during the day and also on any Centre led event. By accepting a place for their child at the Centre, parents are agreeing to support the Centre in upholding these conducts. Home School Agreement (Appendix 9)

2. The relationship between The View @ East Street, home and students is critical in ensuring all parties know their responsibilities, in order to achieve the best outcomes for the student. The View @ East Street expects all students and parents to sign and adhere to this agreement when admitted to the school.

## Appendix 4

## CODE OF CONDUCT

### Inspiration

- Be confident in your ability to learn and make progress.
- Be proud to be part of The View @ East Street and represent the Centre positively, within the local community.
- Behave in an appropriate manner when in, or travelling to and from, the Centre.
- Be happy to share your ideas and successes with others.
- Strive hard to be the best you can be; whatever your talents may be.

### Innovation

- Be active citizens within The View @ East Street community and help make changes to continually improve and develop the Centre.
- Find out and understand the best way for you to learn and apply this to succeed within all your subject areas.
- Explore all varieties of pathway in education at The View @ East Street and ensure you are always ready for the next step.

### Independence

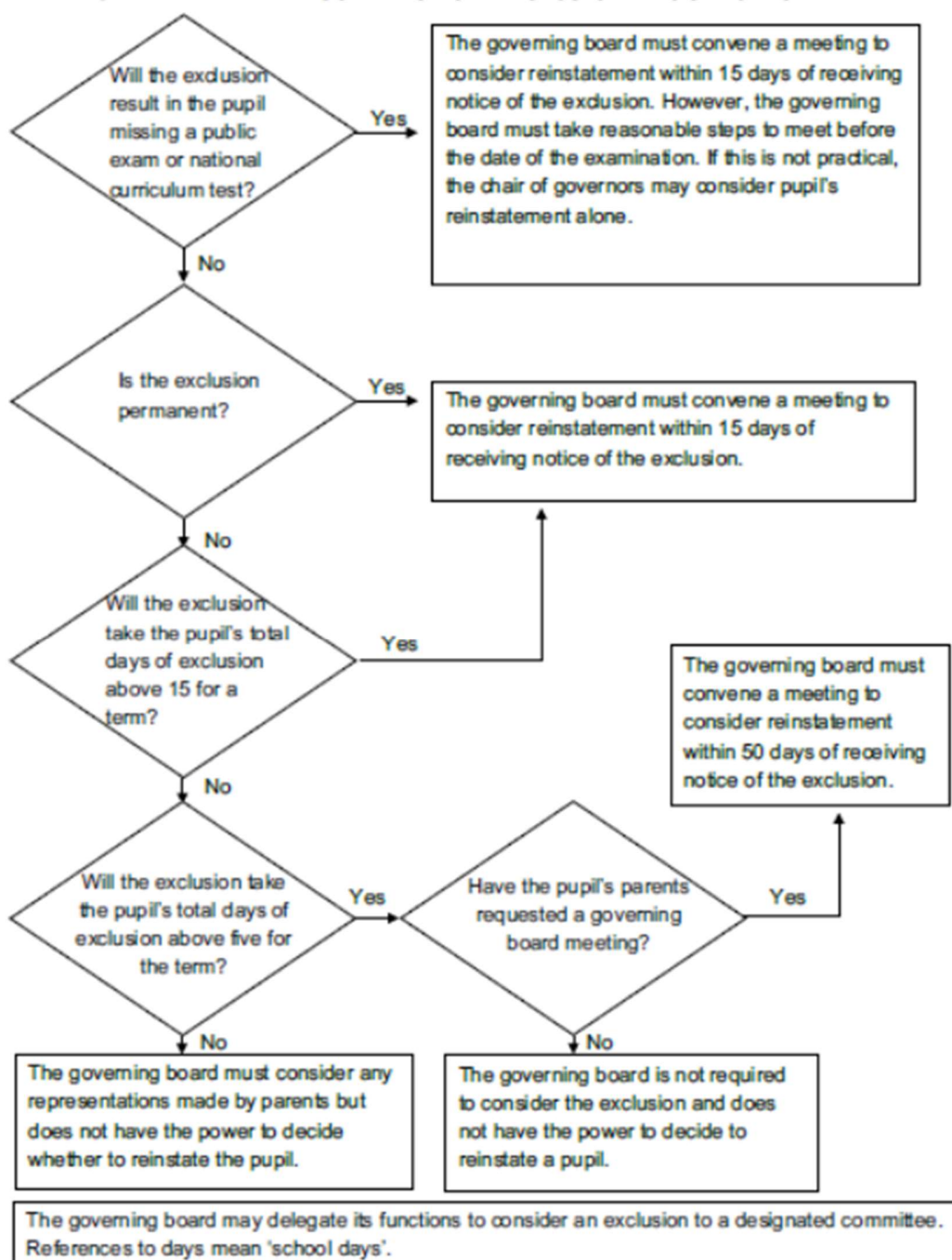
- Ensure you arrive to the Centre, every day, ready to learn and engage in all lesson activities.
- Try your best in all classwork and home learning, attending additional support sessions or clubs to help you progress.
- Think for yourself and take responsibility for your actions.
- Never bring any item into school that could cause harm to yourself or others.

### Inclusivity

- Have respect for all Centre staff and follow instructions without argument.
- Show respect and understanding for the opinions and beliefs of others.
- Always try to ensure everyone feels safe at The View @ East Street; report any anti-social behaviour you may experience or witness, including bullying, abuse and exploitation.
- Be kind to others around you and ensure mobile phones and social media are used in a responsible way, which is safe for yourself and respectful to others.



## Appendix 5: DfE GUIDANCE ON SUSPENSION PROCEDURES



## Appendix 6

### **Behaviour Expectations**

**We expect all our students to be:**

**Characters:**

**Be kind**

**Be courageous**

**Be determined**

**Be ambitious**

**Expectations for Learning:**

**Be responsible for your actions**

**Be prepared for lessons**

**Be hardworking**

**Be part of our community**

**Our approach to maintaining high standards of behaviour and engagement is always based on a positive and personalised model. Our response will be individualised, always considering a young person's needs and context.**

We have a culture of restorative practices as far as possible, to support developing student understanding of their inappropriate conduct and changing this to support them in adult life and their next steps.

Learning, restorative, and reflective conversations will be used to support developments where appropriate. However, more formalised consequences will be used in specific cases where the conduct requires further action.

Consequences will be noted on the behaviour log to enable us to support students further if behaviours are persistent. Parents will be informed where appropriate and to support improved conduct in and around the centre.

Unacceptable Behaviours	Possible Consequences including restorative practices
Disrupting the learning of others and failing to follow instructions	<ul style="list-style-type: none"> <li>• Reminder of expectations.</li> <li>• Further consequences if persistent.</li> </ul>
Mobile phones and headphones being used without permission in lessons	<ul style="list-style-type: none"> <li>• Warning to put the phone away.</li> <li>• If out again, staff member puts the phone at the front of the class.</li> <li>• If there is any refusal, the member of staff will seek support and the phone will be confiscated for the rest of the day and possible withdrawal to Centre Manager</li> <li>• Further consequences if persistent.</li> </ul>
Lateness to tutorials and timetables sessions	<ul style="list-style-type: none"> <li>• Conversations with the subject teacher and Personal Tutor.</li> <li>• Parental contact if persistent.</li> </ul>
Vaping or smoking on the premises or in the building	<ul style="list-style-type: none"> <li>• Immediate parental contact.</li> <li>• Withdrawal to Centre Manager</li> </ul>
Verbal abuse, aggression, threatening behaviours and violence, bullying, discrimination incident. Drugs and alcohol offenses. Other extreme behaviours.	<ul style="list-style-type: none"> <li>• Immediate parental contact.</li> <li>• Withdrawal to Centre Manager.</li> <li>• Fixed Term Exclusion.</li> <li>• 1-1 work with the Student Support Manager</li> </ul>
Distribution of an illegal substance. Possession of a weapon. Extreme violence and abuse. Other extreme events/behaviour/criminal activity.	<ul style="list-style-type: none"> <li>• Immediate parental contact.</li> <li>• Withdrawal to Centre Leader.</li> <li>• Permanent Exclusion.</li> </ul>

In the event the Centre Manager is not available/on the premises, the Deputy Manager will deputise for the Centre Manager.

**Appendix 7 STAGES OF BEHAVIOUR**

<b>Behaviour Stage</b>	<b>Strategies</b>	<b>Member of Staff</b>	<b>Likely Improvements</b>
<b>Stage 1</b>	-Variety of classroom techniques will be applied. -Breaktime Learning Conversation	Classroom Teacher  Classroom teacher supported by Student Support Manager if appropriate.	Students cease to show inappropriate behaviours are aware of expectations and remains in the classroom working effectively each lesson.
<b>Stage 2</b>	-Subject report is issued. -Meeting held with Student/parent/carer and subject teacher. -Investigate underlying reasons/ learning needs.	Classroom teacher supported by Student Support Manager or Centre Leader if appropriate. SEN Link	Students reported behaviours on Arbor has decreased and they are aware of expectations and remain in the classroom working effectively each lesson. Removes down a reporting level to be monitored by Student Support Manager.
<b>Stage 3</b>	-Meeting is held to set up a Student Support Plan (SSP) -Weekly review meetings -Student Support Manager Report	Student Support Manager & Centre Leader (if appropriate) Minute meetings on Arbor & SSP	Students will successfully complete their SSP targets and a 6-week review. Moved to Student Support Manager Report
<b>Stage 4</b>	-Meeting to review SSP and the failures to meet targets with Centre Leader, Student Support Manager, student and parent/carer. -Centre Leader Report	Centre Leader & Student Support Manager (if appropriate).  DSL based at Hillview informed.	Students will successfully complete their SSP targets and a 6-week review. Student moved down to Student Support Manager report
<b>Stage 5</b>	-Meeting to review next stages with Centre Leader, Student Support Manager, student and parent/carer.	Centre Leader & Student Support Manager	Students make immediate positive changes to their behaviours to support effective learning. Centre Leader Monitoring Report is successful
<b>Stage 6</b>	-Permanent Exclusion Issued and student ceases to be educated at The View@East Street (Hillview School)	Headteacher with Centre Leader	

## **Appendix 8           EXAMPLES OF USING REASONABLE FORCE**

There may be times when staff need to use reasonable force to support keeping other staff and students safe in different circumstances. Staff should use conversation and or their voice to attempt to prevent behaviours initially. If this doesn't impact behaviours, then reasonable force may be used. Examples (this list is not exhaustive) could be to:

- Prevent a student from attacking a member of staff or another student, or to stop a fight.
- Restrain a student at risk of harming themselves through physical outbursts.
- Remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts an event or a trip or visit

## ◆ Appendix 9

### Home/School Agreement

#### **SEPTEMBER 2024-July 2025**

As a member of the TV@ES community you are expected to adhere to the following commitments. We will remind you of this throughout the year, to enable you to understand and continue to commit to your studies and progress.

#### **Student Responsibilities**

*I recognise that I am responsible for my own achievements, and I will always approach opportunities and challenges with a positive mind-set. I will:*

##### **Conduct**

- Follow TV@ES code of conduct.
- I will always wear my TV@ES ID badge & lanyard whilst on the Centre site and abide by the TV@ES Dress Code.
- I will bring all the equipment I need every day to learn effectively.
- I will abide by the expectations outlined in TV@ES Behaviour Policy.
- I will attend all timetabled sessions on my personalised timetable.
- I will arrive punctually for all timetabled sessions and work experience
- I accept that I am a role model within the student population and must, therefore, always conduct myself in an appropriate manner.
- I will not congregate outside the Centre entrance at any time and will treat the environment, equipment, local residents and surrounding areas with respect.
- I will ensure that I am courteous and polite in all my interactions with TV@ES staff, fellow students and members of the local community.
- I will arrange holidays, medical and other private appointments e.g after school hours or during school holidays as far as possible.
- I will not have paid employment hours during a school day

##### **Learning**

- I will ensure home learning is completed and meet all the deadlines set.
- I will check my emails regularly for any information and updates regarding my learning.
- I will keep myself organised by ensuring I note down any work that needs completing.
- I will always have my mobile phone switched off and in the bottom of my bag during lessons, unless I have been given a clear instruction to use it during lessons to help my learning.
- I understand that there may be some additional timetabled events related to my areas of study throughout the academic year. Attendance at these events' is compulsory.
- As a member of TV@ES student body, I have read and will abide by the Hillview (shared) ICT Policy and will use the school internet system in line with student ICT agreement. This can be viewed in the Policy and Documents section of TV@ES Website.
- If I choose to bring my own device, I will abide by the BYOD policy and return the signed paperwork.
- I understand that if I miss a lesson, it is my responsibility to meet the learning outcomes for that lesson at another time. I understand that I may be assigned supervised study hours and my privileges to leave the Centre during my non-contact sessions may be revoked if I am struggling to meet deadlines and keep up with work. This is to enable the centre staff to support me.

## **Parental Responsibilities**

*As parents/carers, we acknowledge that we have chosen to send our child to be educated at The View @ East Street. I/we commit to:*

- Supporting my child in fulfilling their student responsibilities
- Reporting absences to the Centre between 8am-8.45am. This can be done through **phone: 01732 778897** or email [tvesabsence@hillview.kent.sch.uk](mailto:tvesabsence@hillview.kent.sch.uk)
- Support the values and policies of Hillview & The View @ East Street and encourage my child to do their best.
- Provide a working environment for my child to do any work at home and support them in completing this.
- Inform The View @ East Street of any concerns about my child's learning or welfare in a constructive way.
- Attend all parents' consultation and discussions about my child.
- I/We will take our family holidays during school holidays.

## **The View @ East Street's Educational Responsibilities**

*We acknowledge our responsibility to support parents in their task of raising their children to be prepared for the wider world. The View @ East Street will:*

- Ensure school policies are readily available to parents/carers and act in accordance with them.
- Support students both in their education but also pastorally.
- Let parents/carers know about any concerns or problems that affect their child's progress.
- Share with parents/carers regular assessments and progress reports.
- Keep parents informed about school activities and changes through regular letters home, newsletters and notices about special events.

## **As a member of TV@ES community, I am entitled to receive:**

1. A Student Support Manager / Personal Tutor who is my main contact for the discussion of any academic or personal issues which may arise.
2. Personal Development sessions
3. A timetable of session with some study time.
4. Regular assessments (where appropriate) to support preparation for external assessments and exams.
5. Review of progress at key times throughout the year.
6. Access to study areas between 08:00 and 16:00.
7. Advice and guidance relating to Careers and Higher or Further Education.

## **Appendix 10      GUIDANCE ON THE USE OF MOBILE PHONES and OTHER ELECTRONIC DEVICES IN SCHOOL**

Please note that this guidance also applies to any other personal portable digital device.

### **Introduction**

Mobile phones are ethically neutral: they are a tool. They have rapidly increasing uses and applications and have become an almost indispensable part of our society and particularly the lives of young people. It would be pointless and counterproductive to attempt to banish them from school life. What this policy concerns itself is what is appropriate or inappropriate in their use in the school context.

### **In the Learning Environment**

1. As a general rule, mobile phones should not be used in lessons. They should be turned off so that they do not interrupt the lesson or the individual student's learning. Mobile phones should be kept in the bottom of students' bags and switched off so that there is no possibility of them becoming a distraction or being stolen. (See Appendix 11 for guidance on Loss or Theft of Valuable Items)

2. In certain circumstances, staff may wish to allow access to mobile phones for educational purposes. In all other circumstances, phones should not be used and should be in students' bags and switched off. Any phone being used without the member of staff's permission will be confiscated.

3. If these rules are not complied with the phone will be confiscated and handed in to the Student Support Manager and the incident logged on the student's Arbor record. Students collect it from there at the end of the day. Refusal to hand the phone over at this point will be treated as a refusal to co-operate and Centre procedures will be followed, and appropriate sanctions applied accordingly.

4. If a student has a phone confiscated again, this will be referred to the Centre Manager, who will contact home to make it clear that any further infringement will result in the student being banned from bringing a phone into the Centre or having to hand it in on arrival and pick it up when s/he leaves.

### **Out of Lesson time**

1. Students may use a mobile phone during their recreation time (i.e. at break or lunchtime) and in their own time before and after school. However, this does not include the time when students are moving to and from lessons. All mobile phone must be out of sight and in bags when moving through the building.

2. When mobile phones are allowed to be used it is important to recognise that their use is governed by the Centre's code of conduct. It is not acceptable to photograph, film or voice record anybody without their permission. As a matter of courtesy, students should put their mobile phone away when engaging in conversation with staff at recreation times.

3. On no account should a student use a mobile phone to by-pass school procedures by contacting a parent, such as those applying to reporting illness or any other



issues. We ask for parental support in this matter. Moreover, it is made clear to parents/carers in the Centre's Information Booklet that they should not text or call their children during lesson time.

4. The school's ICT Policy (Hillview shared policy) and the agreement signed by parents/carers and students also govern the use of the internet and other applications on mobile phones whilst on the school premises or on trips. It is the school's expectation that when students use their phone to access the internet, the same rules apply.

5. The school can accept no liability or responsibility for any mobile phones or similar devices, whether they are damaged, lost or stolen.

### **Inappropriate Use of Devices**

Any inappropriate use of phones, or other electronic devices as technology progresses, such as filming or taking pictures without permission is prohibited and will be sanctioned accordingly.

### **Withdrawn Students**

Whilst withdrawn with a member of staff, mobile phones are handed into staff and kept safe until either the situation is resolved, or at the end of the day. By bringing a mobile device onto the Centre premises, it is important to recognise that the Centre has the power to search electronic devices and download content to support investigations regarding behaviour incidents. The Centre does not need to seek parental permission to do this.

## Appendix 11

## LOSS OR THEFT OF VALUABLE ITEMS

1. We strongly advise all parents/carers, that their child should not be bringing valuable items into Centre to alleviate the chance of theft or loss.

2. To reduce the risk of theft, we advise that all students always carry their belongings around the Centre and do not leave personal belongings unattended.

3. In the event of a loss/theft being reported, it should be directed to a Student Support Manager, who will follow a set procedure.

4. Such instances normally fall into one of two areas. The first being that the item has been lost or could possibly have been taken but the student has very little information beyond this. In such cases the procedure set out below will be followed:

- Make sure student has thoroughly checked his/her bag. This can include making her turn her bag out.
- The Student Support Manager will ask where the item was last seen or used and make sure student has looked on floor around where s/he had been sitting.
- The student will be asked to speak with friends to see if anyone has picked the item up.
- The student will be asked to check with all staff in the particular teaching area it was lost in, to see if it has been handed in.
- If the item is a mobile phone the Student Support Manager will try calling it and where possible texting it with a message to return the phone to Student Support office if found.
- An "All staff/student" message will be posted onto the Daily Bulletin to see if anyone has seen the item.
- The Student Support Manager will inform parents/carers of loss/theft. In the event of the loss/theft being a phone, parents will be encouraged to block the device by contacting the network provider.
- The Student Support Manager will make a record of the incident on the student's Arbor file.

5. The second type of scenario is where a student is reasonably confident that the item has been taken and has some information that the school could reasonably investigate further. Such information may be that people were seen in the area, rumour that someone has the item, etc. In circumstances such as this the following procedure will be followed:

- Make sure the student has thoroughly checked his/her bag. This can include making him/her turn his/her bag out.
- The Student Support Manager will ask where the item was last seen or used.
- The student will be asked to speak with friends to see if anyone has picked the item up.
- The student reporting the loss/theft will be asked to write a statement, giving as much information as possible. A member of staff will write this with the student.

- Any witnesses or students that could provide, further information will also be asked to provide a written statement with a member of staff. Statements will be cross-checked, and students may be questioned further.
- If student names are provided the Student Support Manager will conduct a search of bags and other belongings in an attempt to rule individuals out of investigation. This is usually only possible if the incident is reported promptly and the same day as the discovery of theft.
- If appropriate/manageable – a class bag search may be conducted. It is always important to consider impact on learning against likelihood of retrieving item.
- If the item is a mobile phone the Student Support Manager will try calling it and where possible texting it with a message to return the phone to Student Support if found.
- All staff/student message will be posted onto the Daily Bulletin to see if anyone has seen the item.
- The Student Support Manager will inform parents of the loss/theft. In the event of the loss/theft being a phone parents/carers will be encouraged to block the device by contacting the network provider.
- The Student Support Manager will make a record of the incident on the students Arbor file.

6. The above provides guidance to the typical procedure to follow. Every incident is unique, and this guidance must allow for ‘common sense’ to be used in altering the order of the procedure and pursuing avenues not listed above.

7. Both the Centre and parents/carers reserve the right to pass matters of theft to Kent Police to investigate.

## Appendix 12

## DRUGS

1. The View @ East Street does not condone the use or possession of any illegal substances. The Centre policy on drugs applies to all Centre and Centre-related activities whether on or off site; this includes the journey to and from the Centre. The word 'drugs' used in this policy does not just mean illegal drugs, it extends to alcohol, tobacco products and the misuse of prescription medication.

2. The View @ East Street will initially take a restorative approach to the use of drugs and drug paraphernalia. The View @ East Street will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PDL programme and the Centre will also involve outside agencies such as 'We Are With You Now' and The Kenwood Trust, where applicable. The View @ East Street will also proactively engage with local police initiatives to help prevent the use of drugs.

3. Any student found to be involved in a drugs-related incident will be disciplined in accordance with the Centre's behaviour policy. Distributing drugs on the Centre site or when being recognisable as a member of The View @ East Street community will lead to permanent exclusion. Using, being in possession or under the influence of drugs on the Centre site or when being recognisable as a member of the Centre community will lead to a fixed term or a permanent exclusion.

### **Confiscation of drugs**

1. Any drugs or drug paraphernalia found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences, involving illegal or controlled substances, will be reported to Police and any drugs handed over to the Police if requested.

2. Centre staff may carry out searches for drugs in accordance with this policy. The Centre may also request and allow external agencies to conduct searches within the Centre premises; this may include the use of swabbing for illegal substances and trained drugs detection dogs.

## **The View @ East Street TRUSTEES' BEHAVIOUR POLICY**

Compiled by: Teresa Copeland

Consultation with: Current Hillview Behaviour Policy June 2024. Adapted to support consistency of practice and meet the needs of The View @ East Street.

Date of approval by Trustees:

Most recent: September 2024

Anticipated review date: September 2025

### **References and Associated Resources**

DfE (Jan 2016) 'Behaviour and Discipline in schools', Advice for Headteachers and School Staff

DfE (Feb 2014) 'Searching, Screening and Confiscation.'

DfE (Sep 2017) 'Exclusion from Maintained Schools, Academies and student referral units in England'.

DfE Guidance on Bullying, "Don't suffer in silence." Education Act 2011

Education and Inspections Act 2006

Equality Act 2010

Hillview School for Girls Behaviour Policy ( June 2024)

School Standards and Framework Act 1998

School Information (England) Regulations 2017

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

The Special Educational Needs and Disability Regulations 2014

Searching, screening and Confiscation (July 2022)