



HILLVIEW SCHOOL FOR GIRLS

BEHAVIOUR POLICY KEY STAGES 3, 4 & 5

2024-2025

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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 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

- That students are able to learn and teachers are able to teach
- That student behaviour recognises the rights of others, such as the right to enjoy an uninterrupted and successful education and the right to be safe.
- That students accept responsibility for their behaviour. Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly.
- That all students have the right to be successful and have their efforts rewarded.
- That the Hillview community as a whole is united and works together to support every member be successful

Hillview will take 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 school policies:

- Attendance
- Communication
- Child Protection (incorporating Child in Care and E-safety)
- Equal Opportunities
- Teaching and Learning

This policy should also be read in conjunction with the Parent Information Booklet, which is updated on an annual basis.

FOR THE PURPOSE OF THIS DOCUMENT, WHERE 'SUSPENSION(S)' IS WRITTEN, IT REFERS TO THE DEFINITION OF FIXED PERIOD EXCLUSIONS AS DEFINED IN s.51A OF THE EDUCATION ACT 2011

Appendix 1 – ROLES AND RESPONSIBILITIES

1. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
2. Staff 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' Welfare 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 school 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 school policy, code of conduct expectations.

Review

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

Staff
Parents
Students

6.2 Policy effectiveness, fairness and consistency will be reported to the Governing Body via the Welfare 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 Community Points

The school rewards students who demonstrate the values set out in the school's Vision and Code of Conduct (see Appendix 4) and who make a positive contribution to the school both in the classroom and in the many extra-curricular and community-based enrichment opportunities they choose to engage in.

Hillview School for Girls will:

- Reward positive behaviour through our code of conduct as demonstrated in the school's Vision of Pure Potential which is well-publicised and consistently applied by all staff.
- Utilise the school planner to share positive contributions and concerns about behaviour with parents and carers.
- 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.

1.2 Community points are used to promote positive behaviour and develop a learning environment where a strong work ethic and attaining goals, academic or otherwise, are both beneficial and desirable and are applied consistently in all areas of school life.

1.3 Community points are earned by demonstrating that students are following the code of conduct and rewarded for their inspiration, innovation, independence and inclusivity.

1.4 We recognise that to promote positive behaviour and academic engagement, it is important to display, celebrate and advertise achievements regularly throughout the school year.

2 Anti-Social Behaviour

2.1 Parental/carer support is expected when the school applies an after-school detention as one of the consequences used by the school to address poor behaviour. It is important that parents realise that the school has the statutory power under the Educations and Inspections Act 2006 to detain students even without parental permission, although we will always make effort to notify. When an after-school detention is issued we will give try to parents 24 hours written notice via our schools communication systems. If parents defy the law in this respect without reasonable cause, the school could increase the seriousness of the sanction in order to enforce its rules.

2.2 Hillview School will isolate students if their behaviour is having a negative impact upon the learning of others or if their anti-social behaviour, including defiance, is very serious. Isolation is intended to be restorative, providing an opportunity for the student to reflect upon their behaviour. A student can only be placed in isolation by a member of the Senior or Middle Leadership Team.

2.3 For very serious or extreme anti-social behaviour which includes any malicious accusation made about a member of school staff, – the Headteacher, or Deputy Headteacher in the absence of the Headteacher, has the delegated power to issue a suspension or permanent -exclusion as ultimate consequences. Hillview School for Girls follows the DfE guidance on 'Exclusion from maintained schools, Academies and student referral units in England". (See Appendix 5)

2.4 Incidents of negative behaviour are recorded by staff on ARBOR by the process of issuing points. The issuing of points is not a sanction in itself, but a way to track, record and measure behaviour. Behaviour points should not be added accumulatively for a series of events within the same incident. In such cases the infringement that carries the highest points should be recorded and the details of other behaviours can be added as a note.

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

2.6 Appendix 6 shows examples of anti-social behaviours and the consequences which follow that behaviour. We recognise that all staff must 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 Assemblies and signage in school.

2.7 Students and parents should ensure all anti-social behaviour is reported to the school using the appropriate channels. Students and/or parents should not 'self-police' any disagreements but liaise with the school to appropriately resolve them. Incidents of 'self-policing' may, in themselves, be acts of anti-social behaviour.

2.8 Staff should allow reasonable time for the student to eat, drink and use the toilet when issuing lunchtime detentions. This is enforced by the use of centralised detention times and locations. Energy drinks are banned from school.

3 Support for Parents

At Hillview School we believe in working in partnership with parents/carers to maintain high standards of behaviour both inside the school and within the community. Parents should contact their child's mentor in the first instance.

4 Support for Students

At Hillview, students are provided with a number of support structures to ensure that they feel safe and secure in the school environment.

Support can be found from the following:

Mentors

Heads of Key Stage Student Council

Student Prefects

Reading Buddies

Peer mentoring

Student Support Managers Subject teachers

Family Liaison officer

School Centered Policing Team

School Medical Officer

5 Behaviours Outside of School

5.1 Anti-social behaviour outside school which is not supervised by a teacher is not strictly the school's concern but, in order to protect students, staff or our reputation, reports of anti-social behaviour by students, in particular when dressed in our uniform, which is likely to affect the school will always be investigated and appropriate consequences applied.

5.2 E-Safety. Students receive regularly updated advice on E-Safety and are reminded about appropriate behaviour online. As a school we expect parents to support the school in ensuring any electronic communication is used responsibly and appropriately following the guidelines in the Child Protection (incorporating Child in Care and E-Safety) policy.

5.3 Whilst the school 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 school hours. Parents are responsible for their child's use of social media.

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

6 Out-of-Classroom Behaviours

6.1 The Code of Conduct must be followed in all areas of the school, when travelling to and from school and when students are on school trips/visits.

6.2 Teachers may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

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

7. Behaviour Management Stages

7.1 Depending on the nature of the identified behaviour, we may start a student on this process at any of the stages 1-5 as set out in Appendix 7.

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

8 Definition of Bullying

8.1 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.

8.2 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 or bullying based on a person's sexuality or gender.
- Racist: bullying based on a person's colour, ethnicity, culture, religion or national origin.
- Cyber: bullying that uses electronic forms of contact such as text messaging and instant messaging.

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

8.4 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.

8.5 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 wellbeing. Self-esteem is usually affected in a negative way. They may begin to view themselves as "failures". Some victims commit suicide.

8.6 School

Bullying will affect the whole school community and will impact on the ability of children and young people to enjoy and achieve. The reputation of the school 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 school and wider community.

8.7 As a school

In developing effective strategies Hillview recognises the importance of group behaviour. Harnessing peers in a positive way is effective as part of a whole school approach to tackling bullying, through:

- (a) Attaching high importance to challenging bullying as part of a strong school ethos
- (b) Teacher Continuous Professional Development
- (c) Training for support staff
- (d) The curriculum
- (e) Assemblies
- (f) Support from the Student Support Team
- (g) Peer mentoring
- (h) Peer mediation
- (i) School Council work
- (j) Circle of Friends
- (k) Circle Time
- (l) Mentor Time Buddying system
- (m) Co-operative approaches to group work
- (n) Improving mechanisms for reporting bullying.
- (o) Safe message drop box

8.8 Working with Parents

Supporting and involving parents is key to our successful anti-bullying initiatives. Steps taken to ensure parental involvement can 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 school'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 of both bullies and victims to ensure the problem does not recur.

9 Key Priorities – Anti-Bullying

9.1 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 Hillview School 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.

9.2 Bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe at school 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 truanting or refusing to attend school frequently citing bullying as a factor in this behaviour.

9.3 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 school believes in promoting good citizenship through its PSHEE/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.

10. Managing Bullying-related incidents

10.1 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 recognise the severity of an incident/incidents and the surrounding circumstances and proportionally.

10.2 The victim will be supported in the following ways:

- (a) by offering them an immediate opportunity to talk about the experience with their Mentor or a member of the Student Support team;
- (b) informing the victim's parents/guardians if appropriate;
- (c) by offering continuing support when the student feels it necessary through either the peer mentor/ mediation service or the Student Support Team;
- (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.

10.3 The bully will be helped in the following ways:

- (a) by talking about what happened, to discover why they became involved;
- (b) by informing the bully's parents/guardians if appropriate;
- (c) by continuing to work with the bully 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 wrong-doing.
- (e) by giving the bully an opportunity to speak with the victim in an organised; mediation meeting accompanied by an adult.

11. Procedures to be used in cases of bullying

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

11.2 The bully is spoken to by a member of staff and told to stop.

11.3 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) isolation at break and lunchtime;
- (b) parents or guardians informed;
- (c) community service to be issued if appropriate;
- (d) restorative meeting between the victim and bully;
- (e) a full day in isolation
- (f) external isolation or suspension
- (g) Child Centred Police Officers to provide support;
- (h) report incidents to the Police;

12 Training and Support for Staff

12.1 The school will ensure that staff receive training to help them provide the support both victims and bullies need. The Personal Spiritual Development Curriculum Leader will ensure that bullying appears within the PSHREE programme in all years. It is important that from Day One everyone understands that bullying is not tolerated in the school and that everyone has the responsibility to tell – this is not telling tales. Personal Development Learning and mentor time provide the ideal opportunity for discussion to take place. The Personal Development Learning programme will teach the students to be assertive and that differences should be acceptable and never a cause for bullying.

Appendix 3 – Guidance from External Bodies

External agency support

Hillview School works closely with a range external agencies, accessible via Pastoral Team referral.

In accordance with the provisions of Education and Skills Act 2008 the Headteacher may direct a student to receive educational provision off-site in order to improve their behaviour, where the school'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", July 2022, 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

Weapons and knives and extreme or child pornography must always be handed over to the police by the Designated Safeguarding Lead (DSL.)

Bag searches can be carried out for any item that has been banned by the school with student agreement.

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

1 Hillview 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 school'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 school girls 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 school; during the school day and also on any school led event. By accepting a place for their child at the school, parents are agreeing to support the school in upholding these conducts.

Home School Agreement (Appendix 9)

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

In class behaviour system (Appendix 15)

3 A student friendly flow chart that outlines the stages of sanctions and how these are escalated if a poor attitude to learning continues.

Appendix 4 – Code of Conduct

Inspiration

- Be confident in your ability to learn and make progress.
- Be proud to be part of Hillview and represent the school positively, within the local community.
- Behave in an appropriate manner when in, or travelling to and from, school and whenever you are in uniform.
- 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 school community and help make changes to continually improve Hillview.
- Embrace the Performing Art techniques which are used across the curriculum.
- 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 Hillview and ensure you are always ready for the next step.

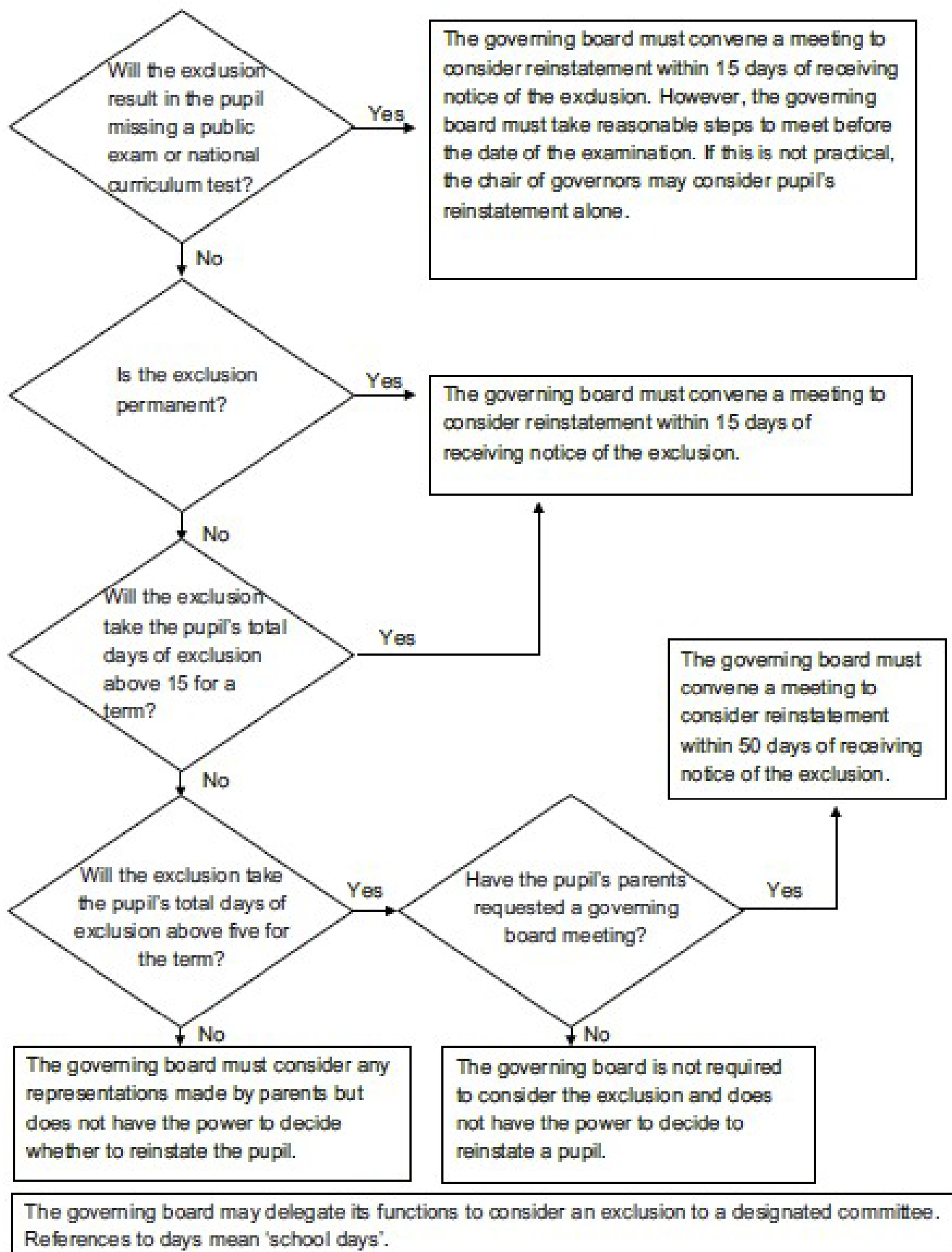
Independence

- Ensure you arrive to school, every day, ready to learn and engage in all lesson activities.
- Try your best in all classwork and homework, 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 school 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 Hillview; 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 Exclusions Procedures



Appendix 6 – Implementation of Sanctions

	Break Time Detention* 15mins (Teaching Staff)	Lunch Time Detention* 30mins (Directors and HOK)	Friday Detention* After School - 1 hour (SLT)	Isolation* Full Day unless indicated (Student Support)	FTS (Fixed-term suspension)* (Variety of lengths)	Permanent exclusion*
Examples of behaviours leading to sanction (not exhaustive)	<ul style="list-style-type: none"> <input type="checkbox"/> Uniform infringements <input type="checkbox"/> Lateness <input type="checkbox"/> Lack of equipment <input type="checkbox"/> Incomplete homework <input type="checkbox"/> Use of mobile phone <input type="checkbox"/> Lack of work in lesson <input type="checkbox"/> Low level disruption <p style="text-align: center;">*This is not a finite list</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Failure to attend break time detention. <p style="text-align: center;">*This is not a finite list</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Failure to attend lunchtime detention <input type="checkbox"/> Missed coursework deadline <input type="checkbox"/> Department withdrawal <input type="checkbox"/> Unsuccessful mentor Report <input type="checkbox"/> Truancy <p style="text-align: center;">*This is not a finite list</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Failure to attend Friday detention <input type="checkbox"/> Refusal to comply with a senior member of staff <input type="checkbox"/> Vandalism <input type="checkbox"/> Bullying <input type="checkbox"/> Threatening behaviour <input type="checkbox"/> Violence <input type="checkbox"/> Unsuccessful HOK/SLT report <input type="checkbox"/> Removed by on-call (0.5 day) <input type="checkbox"/> Confiscation of smoking/vaping material <input type="checkbox"/> Smoking/vaping on site Outdoors <input type="checkbox"/> Smoking/vaping in school uniform off-site <input type="checkbox"/> False nails/eyelashes that cannot be removed. <p style="text-align: center;">*This is not a finite list</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal abuse towards staff / other students <input type="checkbox"/> Verbal aggression <input type="checkbox"/> Bringing the name of the school into disrepute-in/out of school <input type="checkbox"/> Disturbing the learning of others - persistent <input type="checkbox"/> Drug offences <input type="checkbox"/> Smoking/vaping on site indoors <input type="checkbox"/> Other extreme events/behaviours <input type="checkbox"/> Unsuccessful SLT 2nd Report <input type="checkbox"/> Persistent refusal to follow staff instructions <input type="checkbox"/> Persistent refusal to follow school rules <p style="text-align: center;">*This is not a finite list - and any other reason</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Distribution of illegal substances <input type="checkbox"/> Possession of a weapon <input type="checkbox"/> Extreme physical violence <input type="checkbox"/> Other extreme events/behaviours <input type="checkbox"/> Criminal activity <input type="checkbox"/> Persistent refusal to follow staff instructions <input type="checkbox"/> Persistent refusal to follow school rules <p style="text-align: center;">*This is not a finite list and any other reason outlined by KCC guidance</p>
Staff responsible for issuing and logging sanction.	Class teacher to issue sanction FOR THE NEXT AVAILABLE BREAK TIME and log as a break time detention on ARBOR.	Faculty member supervising break detention to log as a lunchtime detention on ARBOR. Student Support to send message to students during P3/4.	Staff add Friday pm SLT detention for withdrawal from their lesson Mentor issues Friday pm SLT detention Issued by Director/HOK supervising lunchtime detention OR by HOK for extreme behaviour during the school day. HOK/Director to log as a Friday detention on Arbor. Student support to issue letter to parents.	Issued by HOK/SLT supervising Friday Detention OR by SLT as part of an investigation of an incident within the school day. Student Support to telephone parents.	Issued by Headteacher or nominated member of the Leadership Team. Student Support or Pastoral Lead to notify the office and parents. Office to register FTE and send letter.	Issued by Headteacher
Sanction for failing to attend.	Lunch time detention (same day).	Friday Detention.	Isolation (Community Service) following Friday - extended day i.e. 8.40-3.00pm.	Repeat of isolation, external isolation or possible suspension.		

1. Break Detention
2. Lunch Detention
3. Friday after school detention
4. Isolation/External Isolation
5. Suspension

Rapid response system to poor learning behaviours

Appendix 7 – Stages of Behaviour

Behaviour Stage	Behaviour Management Strategies	Member of Staff	Likely Improvements
First Stage	<ul style="list-style-type: none"> ☐ A variety of classroom management techniques will be applied. ☐ Break time detentions have been issued. 	<p>Classroom Teacher</p> <p>Classroom teacher supported by the Curriculum Leader (and Mentor if across multiple subjects)</p>	Student ceases to collect behaviour points and remains within the classroom each lesson.
Second Stage	<ul style="list-style-type: none"> ☐ Subject report/Mentor report/ Head of Key Stage report is issued. ☐ A meeting held with student, parent and classroom teacher. 	Likely to include Curriculum Leader, student support manager or mentor (Head of Key Stage if across multiple subjects).	Students collect less behaviour points and move down a reporting level to be monitored by the mentor.
Third Stage	<ul style="list-style-type: none"> ☐ A meeting is held to set up a Behaviour or Pastoral Support Plan. ☐ A Head of Key Stage report will be in place. 	<p>Head of Key Stage</p> <p>Head of Key Stage and Student Support Manager. Minutes on ARBOR.</p>	Students will successfully complete their BSP/PSP targets after a 6-week review. Student moved down to mentor report.
Fourth Stage	<ul style="list-style-type: none"> ☐ A meeting to review failures of PSP. The student is at risk of no longer being educated at Hillview. ☐ A SLT report will be in place. ☐ Possible 'Internal Managed Move' 	<p>SLT responsible for KS Pastoral and Student Support Manager.</p> <p>DSL informed</p>	Students will successfully complete their PSP targets after a 6-week review. Student moved down to Head of Key Stage.
Fifth Stage	Where possible, a meeting will be held to inform parents of next stages: possible Direction off Site, referral to Outreach/Two Bridges School (PRU) for a period of behavioral input and support or that the student will be permanently excluded unless behaviour improves with immediate effect.	<p>SLT responsible for high level behaviour issues.</p> <p>Governing body.</p>	Students make immediate, positive changes to their behaviour. SLT monitoring report becomes successful.
Sixth Stage	Permanent exclusion issued	Student ceases to be educated at Hillview School for Girls.	

Appendix 8 – Examples of using reasonable force

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

Appendix 9 – Home / School Agreement

As a member of the Hillview community you are expected to adhere to the following commitments.

Student Responsibilities

I recognise that I am responsible for my own achievements and I will always approach opportunities and challenges with a positive mindset.

I will:

- Follow the Hillview Code of Conduct.
- Attend school on time and go to every lesson and intervention expected, on time.
- Wear the school uniform correctly (including to and from school) and bring all the equipment I need every day.
- Ensure homework is completed.
- Keep my planner up to date by: entering **all** homework; recording and monitoring targets, attendance and community/behaviour points; and showing parent/carer/staff any notes/records for communication.
- 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. (See Appendix 10 for guidance on use of mobile phones)

Parental Responsibilities

As parents, we acknowledge that we have chosen to send our child to be educated at Hillview School for Girls. As parent I/we commit to:

- Support my child in fulfilling their student responsibilities.
- Support the values and policies of Hillview and encourage my child to do her best.
- Provide a working environment for my child to do their homework and support them in completing this.
- Inform Hillview of any concerns about my child's learning or welfare in a constructive way.
- Attend all parents' evenings and discussions about my child.
- We will take our family holidays during school holidays.

Hillview's Educational Responsibilities

We acknowledge our responsibility to support parents in their task of raising their children to be prepared for the wider world.

Hillview School will:

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

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.

1. 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 with is what is appropriate or inappropriate in their use in the school context.

2. In the Classroom (or within timetabled time)

2.1 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)

2.2 In certain circumstances, teachers 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 teacher's permission will be confiscated for that lesson.

2.4 If a student has a phone confiscated again, this will be referred to the Student Support 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 school or having to hand it in on arrival and pick it up when s/he leaves.

3. Out of Lesson time

3.1 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.

3.2 When mobile phones are allowed to be used it is important to recognise that their use is governed by the school'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. Staff should not be approached by students who are using their phones at the same time, e.g. in the canteen or in the corridor.

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

3.4 The school's ICT Policy and the agreement signed by parents 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.

3.5 The school can accept no liability or responsibility for any mobile phones or similar devices, whether they are damaged, lost or stolen; including whilst confiscated.

4. Inappropriate Use of devices

4.1 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.

4.2 If it is deemed there has been inappropriate use of the mobile phone, it will be confiscated and handed to student support for 1 week, the phone can only be used during the school day, at break of lunchtime in student support for urgent use only, parents will be contacted and the incident logged on the student's ARBOR record. Students will collect it from there at the end of the day and hand it back in the next day. Refusal to hand the phone over at this point will be treated as a refusal to co-operate and school procedures will be followed and sanctions applied accordingly.

5. Isolation

Whilst in isolation 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 school premises, it is important to recognise that the school has the power to search electronic devices and download content to support investigations regarding behaviour incidents. The school does not need to seek parental permission to do this.

Appendix 11 – Loss or Theft of Valuable Items

1. We strongly advise all parents that their daughter should not be bringing valuable items into school to alleviate the chance of theft or loss.

2. In school we have taken steps to reduce the risk of theft during Performing Arts and P.E lessons by implementing such things as providing lockers in changing rooms, a valuables box that the teacher holds until the end of the lesson or locking changing rooms during lessons. It is important that students utilise these facilities. We have posters in the changing room to remind students of this.

3. In the event of a loss/theft being reported, it should be directed to a Student Support Manager (SSM), 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 SSM will ask where the item was last seen or used.
- Make sure student looked on floor around where s/he had been sitting.
- Student will be asked to speak with friends to see if anyone has picked the item up.
- Student will be asked to check with Reception and department 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 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 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 student has thoroughly checked his/her bag. This can include making him/her turn his/her bag out.
- The SSM will ask where the item was last seen or used.
- 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.

- Any witnesses or students that could provide, further information will also be asked to provide a written statement. Statements will be cross-checked and students may be questioned further.
- If student names are provided SSM will conduct a search of bags and lockers 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.
- Inform parents 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 SSM 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. The school reserves the right to pass matters of theft to Kent Police to investigate.

8. The school can accept no liability or responsibility for any item brought on the school site, whether they are damaged, lost or stolen, including when an item is confiscated.

Appendix 12 – Drugs

1. Hillview School for Girls does not condone the use or possession of any illegal substances. The school policy on drugs applies to all school and school-related activities whether on or off site; this includes the journey to and from school and any time a student is in school uniform. The word 'drugs' used in this policy does not just mean illegal drugs, it extends to alcohol, nicotine products and the misuse of prescription medication.

2. Hillview will initially take a restorative approach to the use of drugs and drug paraphernalia. Hillview 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 school will also involve outside agencies such as We are with you and The Kenwood Trust, where applicable. Hillview 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 school's behaviour policy. Distributing drugs on the school site or when being recognisable as a member of the Hillview community will lead to permanent exclusion. Using, being in possession or under the influence of drugs on the school site or when being recognisable as a member of the Hillview community will lead to a fixed term permanent exclusion.

Confiscation of drugs

4. 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.

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

Appendix 13 - Rewards and sanctions during virtual schooling or partial school opening

1. Changes to Rewards and Sanctions are required in the event of partial or full school closure. The new implementation of rewards and sanctions will need to be as inclusive as possible yet managing behaviour effectively.

2. Students may be taught by different teachers and will be in different groupings, class sizes are reduced, some students and staff remain at home shielding themselves or other family members, students have to remain socially distanced, students are all arriving and leaving the school site at the agreed times and cannot remain on site after the school day.

3. In the event of the implementation of virtual schooling or partial school opening, the following procedures will be followed:

4. Rewards

- Community points to be awarded in line with normal protocol. Awarding of community points for perseverance, endeavours, progress and attainment and community spirit for supporting others remotely, e.g. making face masks, sending letters of support etc.
- Personal emails home to recognise students' excellent efforts

5. Sanctions

A system of 2 warnings then removal from the lesson

5.1 Verbal reminders should be given for the following:

- Uniform infringements (unless indecent)
- Lateness
- Lack of equipment - Student Support will have stocked pencil cases, if needed
- Incomplete virtual work
- Social distancing

5.2 First warning given by staff member for:

- Swearing at staff or peers - students will be removed from the lesson and the

existing policy will remain on this

- Wrong use of mobile
- Refusal to comply
- Not respecting social distancing after verbal reminders have been given.

Movement

around the room

- Pretend coughing/sneezing
- Disruptive behaviour

5.3 Second warning given by staff member

5.4 Third time code of conduct is not followed:

- If in school, staff are to email SLT or on call and the student is to be removed to referral room

and parents called immediately to collect student

- If parents are unable to collect within the hour, student must sit at a table outside

SLT office until collected

- If during virtual schooling, students should be removed from the Teams call and parents should be contacted via email/telephone as soon as possible, after the lesson has ended
- Incident to be logged on ARBOR

5.5 Serious incidents such as threatening behaviour, spitting, violence, bullying, drug/solvent use, swearing or being abusive towards a member of staff, existing behaviour policy to be followed.

School Uniform



- Hair must be a natural colour and any accessories must be discrete.
 - Students may wear discreet, natural looking make up. Students must not wear excessive amounts of fake tan or wear false eyelashes.
 - Students may wear one pair of small studs in the lobe of the ear. No other items of jewellery or piercings permitted.
 - No false nails or nail varnish of any kind.
-
- Hillview jumper/cardigan
 - Summer dress—This can be worn in Terms 1,5 & 6
 - Fitted white, open-neck, short-sleeved blouse (coloured t-shirts must not be worn underneath).
 - Hillview skirt or trousers (unaltered).
 - Navy-blue or white below the knee or ankle socks, flesh-coloured, black or navy tights
 - Black flat-heeled, rubber-soled, sturdy, sensible shoes, not open-toed, sling-back or canvas. **Boots, ankle boots, Vans/Converse, trainers are not acceptable.**
 - Navy-blue or black, plain dark overcoat for outdoor wear, (no logos). Denim, fur or leather jackets are not acceptable. **Hoodies are not acceptable as a coat.**

DANCE: Black leotard and black footless tights/leggings. Leggings should be plain with no mesh panels.

DRAMA: Black long or short sleeved t-shirt and black leggings. Leggings should be plain with no mesh panels.

PE KIT
 Hillview PE polo shirt
 Hillview skort
 Hillview hoodie (Optional)
 Community top (Optional)
 Navy-blue jogging bottoms (no stripes) or black leggings (plain with no mesh panels)
 White sports socks
 Trainers (not casual fashion trainers or plimsolls)
 Shin-pads and football boots are recommended for students if in the football club.

Please note:

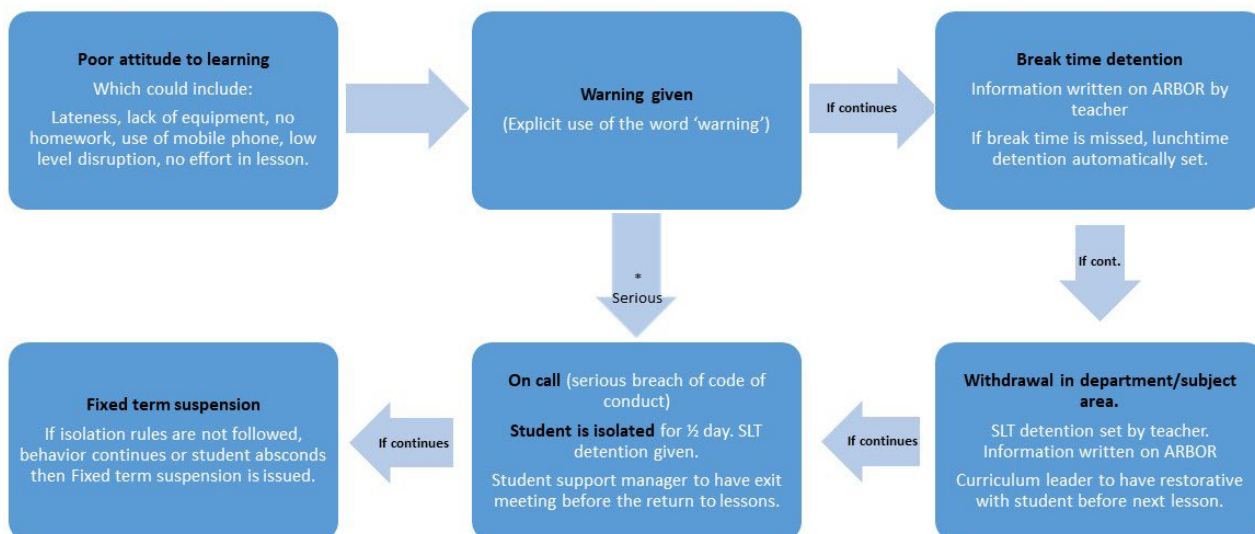
A uniform pass will be issued by student support managers for any documented medical reason deemed fit, uniform has to be adapted.

If trainers or other non school shoes are worn without a uniform pass, then students will be asked to change into school shoes that are the property of the school.

If a student arrives at school without uniform and a uniform pass is not warranted, either uniform will be lent to students to change into or isolation will be ensued.

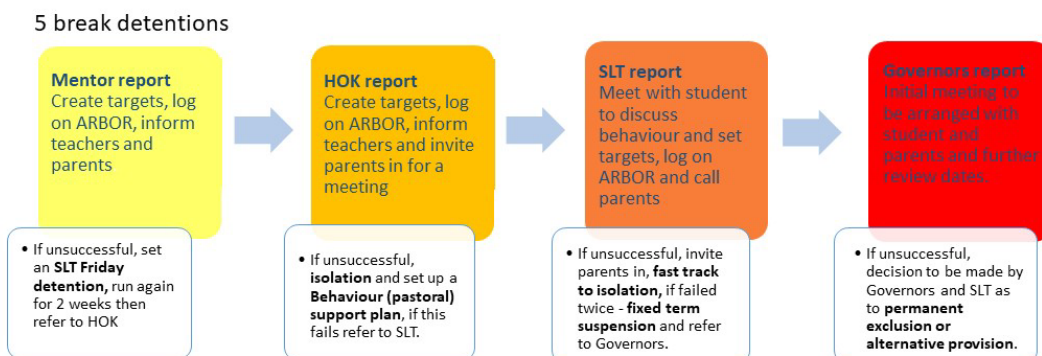
If banned jewellery/hoodies are worn, items will be confiscated until the end of the week held in student support, for repeat offences this will be for the term. The school take no responsibility or liability for any loss, theft or damage to the item during confiscation.

In class behaviour system



*Serious situation in which immediate on call required – risk of harm to staff, students or self.

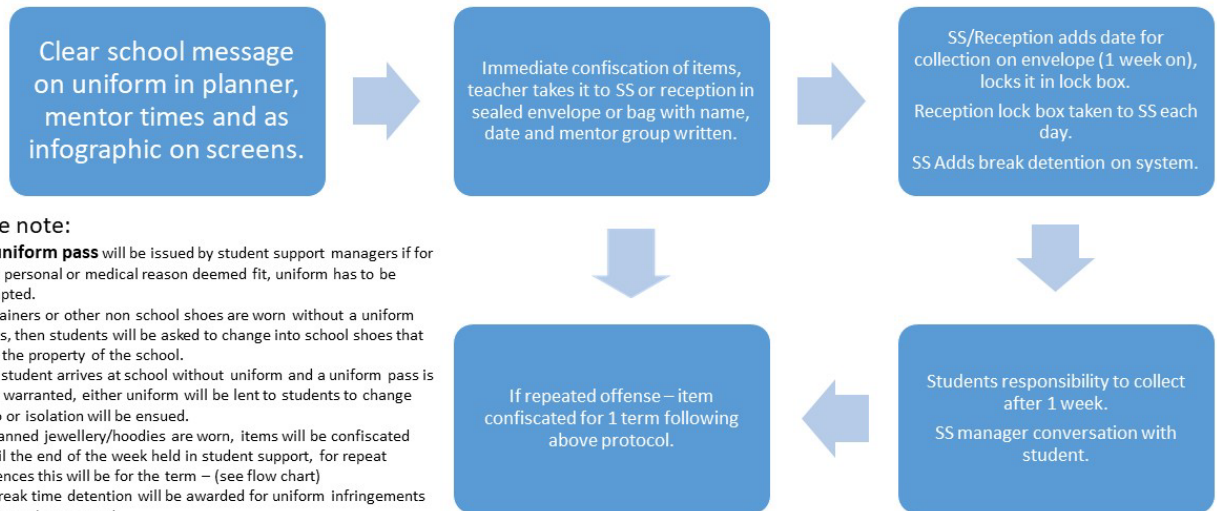
Report Card System and Isolation



2 ASD in a week = Isolation
 Each full term (2 small terms) if a student has multiple isolations, sanctions will be escalated as follows.
 After 3 Isolations = External Isolation
 5 Isolations = Fixed term suspension

APPENDIX 16

Uniform infringements



Please note:

- A **uniform pass** will be issued by student support managers if for any personal or medical reason deemed fit, uniform has to be adapted.
- If trainers or other non school shoes are worn without a uniform pass, then students will be asked to change into school shoes that are the property of the school.
- If a student arrives at school without uniform and a uniform pass is not warranted, either uniform will be lent to students to change into or isolation will be ensued.
- If banned jewellery/hoodies are worn, items will be confiscated until the end of the week held in student support, for repeat offences this will be for the term – (see flow chart)
- A break time detention will be awarded for uniform infringements that can be removed.
- If an item of jewellery, artificial nails or eyelashes cannot be removed within school, then a period of isolation will be issued until this is resolved.
- The school take no responsibility or liability for any items damaged, lost or stolen at anytime, including whilst confiscated.

HILLVIEW SCHOOL FOR GIRLS
TRUSTEES' BEHAVIOUR POLICY

Compiled by: Rebecca Edwins

Consultation with: SLT, , Teaching Staff, Student Support Managers.

Date of approval by Trustees: 17.6.24

Most recent update: June 2024

Anticipated review date: June 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

School Standards and Framework Act 1998

Education and Inspections Act 2006

School Information (England) Regulations 2017 Equality Act 2010

Schools (Specification and Disposal of Articles) Regulations 2012

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

Regulations 2012 The Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

Searching, Screening and Confiscation, July 2022