

Kendrick School

Relationships and Behaviour Policy

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Relationships and Behaviour Policy

This policy should be read in conjunction with the following policies:

Inclusion, Safeguarding, Code of Conduct and Personal Behaviour for staff; Internet and E safety; Homework; Anti-Bullying.

Contents

Kendrick Pledge

Guiding principles and aims

Principles of therapeutic approaches to behaviour and inclusion

Relationships

Organisation of teaching, learning and assessments

Encouragement and praise

Philosophy and staff training

Therapeutic plans

Consequences

Suspensions and Permanent Exclusions

The role of Key Stage Leaders/Tutors/Student Welfare Team

The role of parents, carers and families

Monitoring of the policy

Appendix 1
Difficult behaviours
Dangerous behaviours

Appendix 2
Mobile Phone use

Appendix 3
Behaviours that require staff response but are not difficult or dangerous.

Defiant behaviour

Appendix 4

School Expectations

Appendix 5
KS3&4 Expectations set out to all students

Kendrick Pledge

"We the students, staff and friends of Kendrick School pledge to uphold the values of friendship, kindness and respect. We promise to stand against prejudice, ignorance and injustice in all its forms, promoting the values of equality, tolerance and justice for all".

Guiding principles and aims

The aim of this policy is to support our students to develop pro-social relationships and behaviours and self-regulation.

The primary function of staff is to **enable students to develop their self-regulation** so that their disability, difficulty, experiences or neuro types do not negatively impact:

- their future goals;
- the things that are important to them;
- other students' experiences of school.

When working with students the following tests for decision making should always be undertaken and we will know the quality of education and the impact of this policy are right in our school when:

- Students know more and remember more from their unique starting points as time goes on;
- Their past experiences, difficulties, neuro types and conditions do not impact negatively on their daily life and learning or that of others;
- Our behavioural education supports them to reach meaningful, ambitious and co-produced end points.

When planning to help students demonstrate pro-social behaviour and when planning to minimise difficult or dangerous behaviour **staff should work like they are teachers and enablers not controllers or punishers**. Students who display and or use anti-social behaviours both internalising and externalising are unlucky and need our support. **Any work we do and any decisions we make should make our students luckier, more supported and less vulnerable.**

We accept some behaviours are difficult for us as professionals, however, the impact of these difficulties is far greater on our students whose differences make them highly at risk of poor mental and physical health.

Principles of therapeutic approaches to behaviour and inclusion

- We adopt a therapeutic approach to managing behaviour and inclusion. This means that **school policy and day to day practice are designed to provide positive experiences for our students that create sustained positive feelings** and lead to pro-social behaviour development.
- All students, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.
- All staff are responsible for this policy.
- We plan the curriculum, grouping, teaching and staff interactions to ensure that our environment is therapeutically healthy.

Therapeutically healthy actions:

- Provide positive experiences for all people and drive positive feelings in all people;
- Enable **students** to develop their self-regulation so that their experiences of trauma, disability, difficulty and neuro type does not negatively impact their future goals, the things that are important to them and other people's experiences of school;
- Are based on research, analysis of individuals behaviour and careful planning;
- **Provide a protective or educational consequence for anti-social behaviour;**
- Over time develop internal motivation to repeat pro-social behaviour and default to these when controls are not in place (e.g. out in society).

Therapeutically harmful actions

- Use behaviourist approaches of reward and punishment to manipulate and control behaviour. This includes the use of threat, fear, shame and extrinsic reward such as bribery;
- Are based on hunches or moral judgements and are often reactive;
- Don't protect, educate or prevent the behaviour happening again;
- Drive negative feelings or anti-social behaviour for individuals and groups;
- Often start students on pathways that are actually dead ends with no meaningful end points or learning outcomes that will help **them** thrive.

Some examples of the pro-social behaviours we are trying to develop in our students are listed below.

Active listening; clear communication of needs; self-regulation and self-discipline; willingly following appropriate instructions; negotiating; managing learning independently; being able to disagree with someone assertively but not aggressively; resisting peer pressure; respecting their body and other people; respecting the rights and property of others; accommodating to others needs (e.g. turn taking); acting on recognised etiquette (e.g. respectful language); taking personal responsibility and control for one's own actions; keeping promises and honouring commitments; acting considerately towards others and with empathy; being tolerant; respect for the environment; helping those less fortunate and weaker than oneself; challenging and reporting anti-social behaviour; managing risk; developing internal controls; therapeutic approaches to behaviour and inclusion staff expectations.

Relationships

Positive modelling from staff is expected as students need to learn from adults who can self-regulate, manage their emotions and respond consistently.

Positive relationships are key to supporting our students to develop pro-social behaviour because trust, encouragement, praise and positive modelling are required to develop students' confidence, self-esteem and willingness to try out new ways of being.

Relationships need to be actively worked at by staff and there is an expectation that for all students staff teach they will:

- Get to know students' views and preferences during lessons, tutor times, informal social times and through conversations with parents and carers;
- Take an interest in things that are important to students;
- Speak respectfully at all times to the students which means being calm, using positive language and using tone and intonation appropriate to the situation;

- Talk to students outside of their personal space;
- Smile and greet all students;
- Meet with students following any incident to unpick issues and plan with the student how to reduce the likelihood of this happening again;
- Corrective communications should coach improvements in performance (either behavioural or academic) rather than bribing with reward or threatening punishment;
- Always model personal behaviour that is appropriate for the workplace;
- Over reliance or dependence on one adult if it persists beyond the short term can be therapeutically harmful. Staff should work together to ensure this is minimised;
- Never seek to create an attachment which is intimate and competes with the attachment to key adults such as parents, siblings and friends;
- Not collude with students in rule breaking behaviour;

Organisation of teaching, learning and assessment

How we plan

We believe that an appropriately structured lesson contributes to good behaviour. The experiences we plan and provide for students should be carefully designed to make pro-social behaviours more likely.

All staff must plan experiences in and out of the classroom. Planning, teaching and assessment must take into consideration the following

- Planning scaffolds around individual need and starting points and help to avoid the shame, alienation, over stimulation, anxiety and disaffection which can lie at the root of anti-social behaviour;
- Staff must use knowledge of students to consider how an activity will make individuals feel. Where this is positive we are more likely to get pro-social behaviour. Where we are careless in our planning we are more likely to encounter anti-social, difficult and dangerous behaviour;
- Some of our students are academically capable but lack the confidence to contribute to activities that threaten their self-perception. Staff need to ensure that challenging work is provided but that scaffolds are available to limit threats and fears about “failure”;
- All staff are expected to plan sequences of lessons that help students learn and remember the knowledge necessary for them to meet curriculum goals for the term.

How we teach

The way we teach needs to reduce cognitive load and ensure students have opportunities to retrieve knowledge from their memory as research has shown that these teaching approaches support students with attentional and sensory processing difficulties. They also support knowledge development in the long term memory. Delivery should:

- reduce cognitive load;
- give opportunities for practice, repetition and over learning;
- give opportunities for pupils to retrieve what they have learned;

- include curriculum plans that are shared with students and show the key facts, vocabulary, methods and topics will be taught over the term and the year.
- on-going assessments will be used to monitor what has been learned and remembered and future planning will respond to this information.

How we feedback

Marking and record keeping will be used both as a supportive activity, providing feed-back to students on their progress and achievements, and as an indicator that the student's efforts are valued and that progress is important.

We expect that individual and personalised verbal feedback is given regularly.

We expect that work is marked as per department policies.

Encouragement and praise

Our approach to creating a positive ethos within the school is to treat students positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure that students know that their individual gifts and talents. Effort, achievement and good behaviour are recognised and valued. We do not bribe students but recognise that some will need short term incentives to motivate them. Some students also greatly value concrete evidence of successes. The following may all be used as part of therapeutic planning:

- Praise – verbally to students and to parents, written in reports and in homework diaries
- House Tokens
- Display of students' work
- School newsletter and information sheet
- Public acknowledgement in assemblies, speech day, news articles
- Reporting and profiling follow through by tutors and TLCs, including congratulatory interviews, postcards.
- Attendance certificates
- Share good work with another class or member of staff

Use of the above will be carefully considered in terms of:

- how it makes the individual and others feel;
- if it is likely to generate pro-social behaviour;
- unintended negative consequences;
- staff will avoid praising actions and activity that do not represent progress for the student

Managing anti-social, difficult and dangerous behaviour

Philosophy and staff training

As a result of their SEND and or mental health issues our students will at times find it difficult to self-regulate and or moderate their behaviour. At times their behaviour will have subconscious drivers and at other times conscious drivers. Sometimes behaviours will be as a result of both conscious and sub conscious drivers.

We train all staff in therapeutic approaches to behaviour. We train all staff in trauma informed practice. This helps professionals understand the long term impact of adverse childhood experiences and helps them plan curriculum experiences that work to reduce barriers and mitigate some effects of early trauma.

Training is designed to increase staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Behaviours will often be slow to change because negative feelings and associated behaviours are resilient. Staff will often need to work consistently over long periods of time to affect change. This means agreed plans must be applied until changes are agreed by the Head or Deputy.

Therapeutic plans

Therapeutic plans are established for all of our students with concerning behaviours.

These must be read by all staff so that absolute consistency is used around the management of each student's anti-social behaviour.

Therapeutic Plans are written by SLT/TLCs/tutors following consultation with students, their family, key staff and other involved professionals

They are based on thorough analysis of information available about the student this includes:

- knowledge of starting points;
- knowledge about what is important to and for the young person;
- information from EHCP and annual reviews;
- discussion with students and parents/carers;
- Information from analysis tools;
- Information from risk assessments.

Consequences

Anti-social behaviour occurs as a result of negative and resilient feelings. We do not believe that punishment will improve feelings and is not therefore effective in reducing anti-social incidents. However, it is essential that our students recognise that anti-social behaviour will only be improved through the application of protective and or educational consequences.

To be useful these must be individualised and specific.

Protective consequences are put in place to ensure that anti-social behaviour does not negatively impact on other students. These are usually necessary where students are unable to control their behaviour and are not engaging with support. These are designed and managed by SLT and may involve changes to individual timetables, groups and activities.

Educational consequences are put in place to help students learn something that will make the behaviour less likely in the future. IT IS NOT A PUNISHMENT AND MUST PROVIDE A LEARNING OUTCOME.

Consequences will be decided as part of a therapeutic plan where behaviours are dangerous, where they are difficult staff will be expected to work with each other and students to determine what will help and reduce future occurrences. Staff should ensure that consequences are not ever confused with punishment.

Every student will need a different approach in helping them learn new pro-social behaviours. Staff will need to think about what the student needs to know, practice and remember when planning what to look at, talk about and do as part of an educational consequence.

Activities might include:

- Reflection on their behaviour and the decisions they made; thinking about what other choices are available to ensure positive responses/behaviour in the future.
- Looking at online information about the issue or talking to another professional by phone or in person.
- Making right damage or graffiti.
- Taking part in a community activity to make a positive contribution to the school.
- Catch-up with work missed once calm
- Listening to online testimony about the impact of anti-social behaviours such as bullying and discussing this with staff.
- Researching the law or health implications of behaviour with staff

Suspensions and Permanent Exclusions

Suspension (also known as Fixed-Term Exclusion) may be used as a consequence for serious breaches of the school's expectations of behaviour. Permanent exclusion will be considered in response to a serious breach or persistent breaches of the school's expectations and where allowing the student to remain in school would seriously harm the education or welfare of the student or of other students in the school.

Whenever a suspension or permanent exclusion is given, the school will comply with the DfE's current statutory guidance on exclusion. https://www.gov.uk/government/publications/school-exclusion.

The decision to exclude a student must be lawful, reasonable and fair, and the school has a statutory duty not to discriminate against students on the basis of protected characteristics and to give particular consideration to students from vulnerable groups.

The school recognises the importance of providing appropriate support for students when they return from a fixed term exclusion. The provision of support is discussed with the student and parents at a re-admission meeting and may include counselling, behaviour mentoring, restorative actions and targeted intervention from outside agencies.

The role of Key Stage Leaders/Tutors/Student Welfare Team

The above groups of staff are enablers, they take a special interest in their caseload of students and work proactively to support their personal development.

They analyse students' data, progress and behaviour and feedback to SLT any concerns, patterns and information. This analysis will be used to update therapeutic plans, Passports and risk assessments and will inform behavioural interventions to support the promotion of positive behaviour.

During key worker time students are encouraged to determine a personal target from their EHCP / Student Passport and personal goals (things that are important to the student).

Students are then encouraged to reflect on their progress towards this goal over the week.

The role of parents, carers and families

Parents want the best for their children and therefore will support the school in keeping prohibited items off site and maintaining communication with the school.

We are all working to achieve the things that are important to and for individual students so we all need to give a consistent message that dangerous behaviour will require protective and educational consequences. For example, it is obvious that if a young person harms another young person they will not be able to work in a group with that young person until we are sure they will self-regulate enough to be safe.

Being honest and open about how we are feeling helps everyone. We do not judge parents and recognise that parenting different and disabled children is a joy but also can be very difficult. We ask that parents always inform staff about any issues and concerns they have.

We will only discuss students with their parents and will not discuss other students' behaviour and provision.

Monitoring of the policy

This policy will be consistently updated and modified in line with usual school practice. It is the responsibility of the Governing Body to review behaviour analysis and talk to students, parents and staff about how well the policy is being applied. We will also seek to invite periodic external review.

Appendix 1

Difficult behaviours

The following are examples of behaviours that are difficult; they can lead to negative feelings in others and will need to be managed consistently by staff.

All difficult behaviours should be recorded as incidents in CPOMs. Reporting concerning behaviours on CPOMS will facilitate follow up with students. Information recorded on CPOMS is constantly monitored by the safeguarding and pastoral teams.

Staff who witness difficult behaviours such as the ones listed below must take the necessary actions to ensure that the situation is made safe and support from other staff is obtained if necessary.

- **Deliberate damage** of displays and equipment, graffiti, tampering with equipment such as CCTV / Security door / fire doors / Fire alarm
- **Student walking off the school grounds.**
- **Anti-social verbalisations.** Name calling, swearing, putdowns, sarcasm, insults, threats, racist, sexist or homophobic language, verbal bullying. *Staff must report in writing any racist, sexist or homophobic language, and bullying.*
- **Social bullying and or psychological abuse**. For example: persistent ostracising, alienating, making inappropriate gestures spreading rumours, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones. SLT will ask parents into school where any student is repeatedly involved in bullying behaviour or is a victim of it.
- **Students' conduct outside the School gates**. Sometimes students engage in anti-social behaviour outside of the School day when they are: travelling to or from School; wearing school uniform or are in some other way identifiable as a student at School. Where School are made aware of this we will always discuss this with the student and parents will be contacted to ensure they are aware and any safeguarding concerns will be dealt with.
- **Smoking, Vaping.**
- **Student leaving a lesson**. Staff should proactively offer students time out if they notice signs of anxiety. Students who are bored, anxious or over aroused will often try to avoid learning by leaving, being loud and over animated or inciting others to leave lessons. All staff should notice this at the earliest point and proactively manage the student. If a student does leave a lesson they should go to the general office or be found by the Student Welfare Team. The class teacher can contact the SWT most quickly by email which is constantly monitored.

Dangerous behaviours

These are behaviours that cause significant harm to others or the student themselves and or create damage that causes a significant risk to health and safety and include:

- Physical harm to other students e.g. hitting, punching, kicking, scratching, tripping, spitting, biting, hair pulling.
- Physical harm to adults that requires first aid and or assessment by a medical professional.
- Self-harming that requires first aid and or assessment by a medical professional.
- Use of and or selling of drugs on site as this is likely to cause intoxication, involve students in contact with unsafe adults and is illegal.
- Refusing to hand in when requested prohibited materials including any form of drug (including medicines), tobacco, matches, lighters, stolen goods and any instrument that could be construed to be a weapon. SLT will liaise with police immediately to seek advice about storage, disposal or return of prohibited items and parents will always be visited at home by SLT at the earliest time to discuss with the student and parents and get the appropriate help in place.

Reducing dangerous behaviour.

Where students have demonstrated dangerous behaviour specific strategies and consequences are agreed in a therapeutic plan. This acts as the job description for anyone working with the student and sets out exactly what to do and say including any agreed physical intervention.

These plans are written by SLT with students, their parents/ carers and school staff. Staff must follow this plan when working with students. Only SLT will change a plan and staff must not make alterations without permission.

Incident reports and near miss reports must be submitted for any dangerous behaviours and the accident book must be completed. All Incidents will be investigated by SLT and revisions to individual plans and curriculum provision made.

It is important that every young person in our school has positive experiences of school. Leaders are clear that a young person's anti-social, difficult or dangerous behaviour provides a negative experience for other students. SLT will manage learning groups and the curriculum offer to provide a positive experience for everyone.

Students with persistently dangerous behaviour will need the protective consequence of one to one or very small group teaching.

In some cases suspension from school maybe used to provide time for all parties to make more effective plans for the student's education. Permanent exclusion will be avoided wherever this is possible

Appendix 2

Mobile phone use

In Key Stages 3 and 4, mobile phones should not be seen or used during the day. There may be rare exceptions due to health reasons (Diabetes blood level reading for example). Students switch off their phones (fully, not just on silent) before they come into school and the phone must be kept in their locker or their bags until the end of the school day, never in their jacket or coat pocket. At the end of the day, students are not allowed to use their phones until they leave the school. Phones should not be used in the library after school.

In Key Stage 5, mobile phones must be switched off during lessons. When students are not in lessons phones may be used when seated in sixth form areas, but not around the school site.

In Key Stages 3 & 4 the only watches that can be worn are an analogue or traditional digital watch. No smart watches are permitted.

Urgent calls home can be made from the General Office, never on a mobile phone.

If students are seen with their phone at the end of the school day, before they reach the gate then they must take their phone to the General Office the following morning. The tutor is emailed so that the tutor can remind the student to take their phone to the General Office during tutor time if they have forgotten.

Students who use their phone in defiance of school policy will need a protective consequence and staff must confiscate the phone and take it to the General Office. The incident is recorded on Cpoms (part of the school's information management system). The student can collect the phone from the General Office at the end of the day and a member of SLT may speak to them as they return the phone depending on the circumstances in which the phone was being used.

If the phone has been confiscated before in the same year or the phone has been used in a disruptive way, then the following actions are likely:

- Students must hand their phone into the General Office every morning for an agreed number of consecutive days. The Head of Key stage will email home explaining this to parents.
- In some circumstances parents will be contacted and asked to collect the phone from school. A suitable time must be arranged with the SLT member/Head of Key stage.

https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools

Appendix 3

Behaviours that require staff response but are not difficult or dangerous.

We will always clearly communicate to students the likely escalation steps that the school takes when dealing with a behaviour incident. We recognise that students meeting the school's expectations is underpinned by positive relationships rather than rules and that appropriate responses when expectations are not met may be different depending on the situation.

- The first intervention is likely to be with a teacher or tutor.
- The second could be with a head of department or tutor, who may decide to communicate home.
- The third with a pastoral leader, who may decide to communicate home.
- Finally it may require the additional attention of a member of SLT.

At Kendrick the more common behaviours that staff manage are concerned with are the way in which students manage their property, school property, punctuality, and engagement with studies and organisation, such as:

- Lateness to school, registration or lessons
- Not handing in homework
- Inattention in lessons
- Chatting inappropriately in class
- Mild rudeness or disrespect to other students
- Inadvertent rudeness or disrespect to other students
- (Sixth Form) not signing out when going out of school locally
- Pushing into the canteen queue
- Treating property carelessly
- Uniform

In these cases, it is often most appropriate to talk to students and **correct their behaviour**, ask them about their behaviour, point out the impact of what they are doing on themselves and others. Agree the **corrective actions that are needed** and how and why their behaviour can be modified. Many of these behaviours are successful and swiftly addressed by strong, well understood and routinely implemented classroom rules & expectations, record keeping and classroom management techniques – 'rigour with compassion'. It is important to follow up on corrective actions.

It will be made clear to students how **corrective actions will be monitored and recorded** – for example if homework is incomplete with no acceptable reason why then this will be recorded in teacher's markbook and students will be told this.

Use of **notes in homework diaries for small positive and negative behaviours is used by all staff; in this way a record is maintained and tutors and parents** can see patterns of behaviour and

praise and talk to students accordingly. **It may be appropriate to email tutors and/or parents directly.**

If behaviours escalate or repeat then:

Staff will follow the steps above and additionally report to a TLS or pastoral leader as appropriate and together agree a course of action. **Make a report on CPOMs.**

When a form tutor sees a build up or a pattern of behaviour they report this to a pastoral leader and make a record of the behaviour on CPOMs.

All staff will report directly on CPOMS for more concerning behaviour incidents as these will require follow up with students and parents which can be effectively logged in CPOMS. Information recorded on CPOMS is constantly monitored by DSL and pastoral teams.

Summary of steps:

For behaviours that require staff response but are not difficult or dangerous:

- Correct the student's behaviour at the time.
- Advise student on any corrective actions that they should take.
- Follow up on the corrective action.
- Inform form tutor by email.
- Inform tutor and parents by homework diary.
- Inform parents by email.

If the behaviour escalates or repeats:

- Follow the first steps above and additionally report to TLS or pastoral leader as appropriate and together agree a course of action; report the incident on CPOMs

Defiant Behaviour

If a student persists in a behaviour that becomes defiant and the behaviour is becoming difficult then an approach in line with those described in Appendix 1 Difficult Behaviours should be followed.

Appendix 4

School Expectations

Students are expected to be courteous and polite to other students, staff and visitors at all times. Students should respect each other, their own and others' property and the school environment.

Arrival/Leaving school site

All students should use the East Street entrance to enter or leave the school site.

Students should not arrive on the school site before 7.30am. The classroom blocks are opened at 8.00am. Students who have arrived on site before 7.45am should wait quietly in the Canteen area. Students should aim to be on site by 8.20am at the latest, so that they have time to organise themselves ready for registration in their form rooms at 8.25am.
Students arriving at school after 8.25am are late and must sign themselves in using 'Inventry' in Reception, as soon as they arrive in school.

No student below Year 12 may leave the site at any time during the school day. The only exception would be where a student has to leave school to attend an appointment (e.g. dentist, doctor, music exam). Parents must have emailed 'admin' with the details beforehand. The student should have informed her teachers in advance and must sign out using 'Inventry' in Reception before leaving and sign back in on her return. Students in KS3 will not be permitted to leave the site unless a designated adult is at Reception to collect them.

All students are expected to be off the premises by 3.30pm, unless they are attending a supervised school activity or club. The Library remains open until 5.00pm each day for students to do private study.

Travel to and from school

Students are expected to behave responsibly at all times on their journeys to and from school and use the designated pedestrian crossings.
The parents of any student wishing to use a bicycle for travelling to school must apply to the school office for a cycle permit and sign the safety agreement form. Students will be expected to wear a cycling safety helmet.

Personal Property

All articles of clothing, sports equipment, watches, calculators, pencil cases and other personal equipment should be named as permanently as possible.
All bags, overalls, P.E. kit etc. must be kept in lockers in the form rooms or taken home.
General Conduct in School

Moving around the school site: students should walk purposefully and courteously around the school, being mindful of others. In some parts of the school a one way system operates. Running is NOT permitted in any of the corridors or covered ways.

Safety Rules: Students must obey the safety rules laid down by different teaching departments and displayed in practical rooms. In particular, those regulations include wearing overalls and goggles and tying hair back in Science lessons; tying back hair and wearing protective aprons in Technology lessons; wearing the appropriate kit and securely tied footwear in P.E. lessons.

Quiet Areas:
Quiet must be observed on staircases and in corridors in Sidmouth House, and silence must be maintained in all areas during the examination periods.
Students must work quietly in the Library at all times. Students must observe silence in the corridors on the way to and from School Assemblies. There is a room near ICT1 for quiet reflection or prayer. Access is via the General Office.

Jewellery: Only one small stud per ear are permitted. No other jewellery, except a watch, should be worn with school uniform.

Mobile Phones: Mobile phones brought to school must be switched off and kept out of sight at all times during the school day. Sixth Form students may use their phones in breaks and study periods in suitable locations but not whilst walking around the school site. The school cannot take responsibility for the security of such items; individuals must ensure their safekeeping.

Dangerous substances: e.g. cigarettes, solvents, alcohol, liquid correction fluid may not be brought into school.

Chewing gum is not permitted in the school.

Food: Students should eat in the Canteen or Conservatory area. Food should NOT be consumed in the tutor rooms, Library, ICT rooms or any areas designated for PE.

Games kit: PE kit, including PE hoodies, should not be worn for ordinary lessons unless special instructions have been given by the P.E. staff.

Musical Instruments: Must be clearly labelled with the owner's name. They should be left in the Music Store in Cedars and not in classrooms.

Notices: Any notices must be securely fixed to designated noticeboards or clips on classroom doors. Notices should only be put up with permission from a member of staff.

Seating Area outside Sidmouth House: This area is designated for sixth form use only.

Emergencies outside lesson times:
If an accident or emergency occurs outside lesson times, students should seek assistance immediately from the nearest member of staff or go to the General Office or Reception. The General Office and Reception are manned at break times and before and after school.
If the Fire Alarm rings, evacuate immediately and silently go to the Tennis Courts.

Lost Property: If items are named they will be returned to students, but unnamed items will be placed in the Lost Property cupboard, outside ICT1. If a student has mislaid an item, she should ask a member of staff in the Cover Office to look in the cupboard, having first looked carefully in classrooms, PE Lost Property shelf, outside ICT1 and other possible places. Any valuable items are taken to the General Office where they will be kept safely for a maximum of 6 months.
In order to control the level of lost property, unnamed items are displayed at the end of every term. Any unclaimed items will then be disposed of.

Money and valuables: Any money or valuable items brought to school must be kept on a student's person and not left anywhere on the school premises. Students are advised to bring to

school only sufficient amounts of money to pay fares. Money collected from other students on the school premises (e.g. for charity events) must be done with the knowledge and permission of a member of staff (e.g. tutor, Head of Year, Senior Leadership Team).
Items such as watches and phones must be kept on the person or securely in a bag. Staff will make provision for valuables to be deposited in a safe place in practical lessons such as P.E. where students' bags have to be left elsewhere.

Borrowing property: It is forbidden to borrow an item of another person's property without their permission. School text books, etc. may only be borrowed with permission of a teacher. All library books borrowed must be checked out.
It is the responsibility of every student who borrows school property (text books, library books, musical instruments, games equipment and anything which is provided on loan by the school) to look after it carefully, mark it with the borrower's name where appropriate, report any damage immediately and return it after use.

School Emails: You should check our school email system daily. The staff use the email system to communicate with you about work, room changes, additional items needed for a particular lesson etc.

Homework time allowance: You should not be spending longer than this on homework, per day.

Year 7 - 45 minutes
Year 8 – 60 minutes
Year 9 – 60 minutes

Medical Procedures

If a student is feeling unwell during the school day, they should to go the General Office to seek guidance. Students should not phone or text their parents directly if they are unwell. Staff in the General Office will make arrangements to contact parents/carers if required.

Students needing to take medicines of any kind during the school day must take them to the General Office and leave them in the care of one of the staff. All medicines *must* be accompanied by a note from parents to explain and confirm the dose. Students should go to the General Office at the appropriate time to take the medication.

Students who have been prescribed either inhalers or auto-injectors must ensure they have them on their person at all times. This is particularly important in lessons such as P.E. or Food lessons when it is most likely to be needed. An 'in date' auto-injector or other emergency medication should also be left in the General office for use in an emergency.

Appendix **5**

KS3&4 Expectations set out to all students

	SUMMARY OF EXPECTATIONS
Punctuality and Attendance	• **Be punctual (arrive by 8.20am) and have good attendance.** You must be in your form room by 8:20am and be sat down and ready for am registration to begin at 8:25am.
	• **Once you enter the school site in the morning, you are not allowed to leave until the end of the day.** If you have an outside appointment, give the school and your teachers as much notice as possible. In KS3, a parent or carer must come to reception to collect you. • **Once you have left the school site at the end of the day, you cannot re-enter.**
	• **Students should have vacated the school site by 3:30PM unless you are in the library or in a club.** Make sure you sign into the library or the club.
Policies	• **Mobile phones should be switched off and put away before you enter the school gates**. Phones should be placed in lockers. If you are requested by a teacher to have your phone for a lesson it must be put in the bottom of your bag, switched off at all times. Phones can then be turned on once you have left the school dates at the end of the day. • **You must not use your phone in the hallways/walking down the stairs.**
	• **Respect and comply with the Uniform Policy**. This includes correct footwear, no non-religious jewellery (no jewellery should be seen), the correct use of jumper/coats in school, a sensible skirt length, and the correct use of PE kits.
	• **Chewing gum is not allowed at any time within the school and no fizzy drinks/coffee should be brought into the classroom**. Only water should be consumed in any teaching or form room.
Respecting Form Rooms	• **Have your bag ready for your morning/afternoon lessons before your tutor comes in for registration.** No going to your lockers during or after registration. This is for both am and pm registration.
	• **Make your form room a safe space for everyone in your form:** behave in a calm and quite manner in the classroom. Keep the desks in their agreed seating plan. Do not use the teacher computer or screen. Do not use any pens, stationary or equipment that belongs to the teacher. • Make sure lights are switched on at all times if there are students in the room. Switch off when there is no one in the room. DO NOT lock your classroom. • **Respect your form room**: Keep your room tidy, no bags at the back of the room and all belongings must fit in lockers. Put rubbish in the correct bin. • **No eating in form room.** • In KS3, you must not go into other form rooms during the school day. This includes outside of doors/in the corridor. Arrange a space outside to meet if you want to meet with students in different forms. • Year 10 are allowed to mix in different form rooms during lunch; however, if misused, you will no longer be allowed this privilege**. You must be ON TIME for your registration (1pm).** You must not wait for the school bell and then go to your form room.
Organisation	• **Homework** - You should spend approximately 45 minutes (Yr 7), 60 minutes, (Yr 8 and 9), or 90 minutes (Yr 10) on homework per evening. Stick to the time limit set by your teacher. Annotate your work at the end of the allocated time and comment on how you found the work. **Make sure any homework is recorded in your diary with a due date.**
	• **Sign Homework Diaries on time.** Get homework diary signed by home, ready to be signed by your tutor weekly and on the agreed day. It is your responsibility to get this signed, not just your parents/guardians.
	• **Be organised**: meet deadlines and communicate with your teachers if you are unable to meet a deadline; always be honest. Pack your bag the night before so you are prepared.

	• **Have good communication** – check emails every 24 hours. Email teachers as soon as you know if you are missing a lesson/requesting to miss a lesson and remember to ask permission to miss part of their lesson. A reminder that you should only be sending emails to staff between the times of 7AM-6PM.
Support	• **Try your best always, focus in lessons, enjoy your break times and always be kind.** Respect your peers, tutors and teachers at all times. Aim to consistently demonstrate good and respectful behaviour, progress and improvement throughout the school day. You may use the pledge to help you with this.
	• **Speak to a friend/adult in school if you are unsure of something or worried; support can be put in place for you.** The student welfare team located at the General Office and are specifically designed to help support you at any point in the school day.