



**Roding Valley**  
HIGH SCHOOL

# **Student Behaviour and Expectations Policy**

**January 2022**

Person Responsible:	Headteacher
Lead Staff Member:	Deputy Headteacher
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## Section One: Vision and Ethos at Roding Valley High School

Our Vision and Ethos which underpins this policy is:

*“Our vision is to be the school of choice for our local community, developing successful young people with high aspirations, who show respect for all and endeavour to become the very best that they can be.”*

- **Aspiration:** We believe that all students should be given the opportunity to follow a career pathway that is relevant to them after Roding Valley High School. We expect all our students to aspire for excellent academic achievement, regardless of ability. We believe that outstanding teaching and learning should take place in every lesson. We believe in the importance of helping our students achieve their future ambitions through a curriculum pathway that suits their individual beliefs. We believe in the importance of helping our students develop into independent, confident British citizens. We offer a range of school trips, sporting clubs and teams, performing arts clubs as well as other extra-curricular and enrichment activities to help support and complement the learning that goes on in the classroom.
- **Respect:** We believe all students should demonstrate respect to each other and that this respect is also shown to school staff, visitors of the school and outside the school gates. We have the highest expectations of our students and we will reward their hard work and effort. We want our students take pride in being part of a community.
- **Endeavour:** We believe students should give their best in and out of the classroom at all times and become resilient in tackling challenges within learning and during enrichment activities. We believe students, regardless of their ability, should make excellent progress. Our rigorous and detailed tracking systems allow us to ensure that all students are meeting our high expectations.

The Governors of Roding Valley High School and the Trustees of the Chelmsford Learning Partnership (CLP) are fully committed to supporting the school to ensure that all students have the opportunity to fulfil their potential. In order for this to happen, governors and the trustees believe that there needs to be good order and discipline in the school and every member of the school community must play their part in ensuring that learning can take place in a conducive environment. The trustees, governors and school leaders also believe that all members of the school community have a right to be taught in an environment that is safe and conducive to learning, to be treated equally, and not to be bullied, ridiculed or subject to discrimination.

Good behaviour is encouraged through high expectations, clear Behaviour Protocols (Positive Action for Learning), an established rewards culture and an ingrained school ethos which promotes mutual respect between all members of the school community. In line with our vision, we do not expect the students to behave in a way that would bring the school's good name into disrepute; hence their behaviour outside of school is covered by this policy as appropriate.

We expect parents to prepare their children appropriately for school, for example, by ensuring their children are observing the **School Uniform Expectations** ([Appendix 1](#)) and support the school's Behaviour Policies, including rewards and sanctions and do what they can do to help.



We expect parents to be polite and courteous when dealing with our staff. We will not tolerate any parent who behaves in an unacceptable manner to our staff, the governors and the trustees will support action taken by the school to deal with these situations.

The Trustees and the governors believe that by working together, students, parents and staff can support each other to ensure every student has the opportunity to fulfil their potential. This is further clarified in The **Roding Valley High School, Home/School Agreement** ([Appendix 2](#)).

Other policies to be read in conjunction with this policy:

- Acceptable Use Policy

The school has adopted all statutory powers given to schools by the Education Act of 2011 and guidance given to schools, which include that the school has a statutory right to enforce procedures that ensure good discipline in the school environment.

Guidance adopted by the school includes:

- *Department of Education Statutory Guidance on the Suspension of students from Local Authority Maintained Schools, Academies and Student Referral Units. September 2017*
- *Department of Education Statutory Guidance: Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)*
- *Department of Education Non- Statutory Guidance: Use of Reasonable Force (July 2013)*
- *Education Statutory Guidance: Preventing and Tackling Bullying (July 2017)*
- *Department of Education: Cyberbullying: Advice for Headteacher's and School Staff (non-statutory)*



## Section Two: Rewards and Celebration of Achievement

*At Roding Valley High School, we firmly believe that the achievements and efforts of those students that work hard and follow the expectations set out in this policy should be praised, rewarded and celebrated.*

There are many different awards, a few of which include:

- **Class of the Week:** This is presented to a class that has worked particularly hard or produced excellent work.
- **Student of the Week:** This is presented to the student who has worked particularly hard in or out of school.
- **ARE Points:** ARE Points are tallied up at the end of each term. The students with the highest amount of ARE Points will be presented with a certificate celebrating their achievement at the end of Term Celebration Assembly.
- **House Points:** These are won through competitions. Individuals can earn points for their House as well as team activities.
- **Attendance Awards:** Awarded half termly to students with 100% attendance. Students who achieve 100% over the whole academic year will receive the 100 badge to add to their collection.
- **Year Progress Leader Award**
- **Headteacher Award:** Awarded from efforts above and beyond normal school expectations.
- **Progress Awards:** Following every reporting cycle, students who are making good progress are recognised and rewarded.
- **ATL Awards:** Following every reporting cycle students who are working hard across all subjects are recognised and rewarded.
- **Key Stage Award Ceremonies:** As students transition from year 9 to year 10 and then from year 11 to year 12 and finally from year 13 to university and beyond, we take time to reflect on student achievement, both academic and enrichment. Awards ceremonies are held and students are congratulated and recognised for a number of different awards.
- **Achievement Boards and Displays around the school**
- **Other Age Related Rewards:** Trips to Theme Parks or privileged use of mobile phones in Sixth Form areas.



## Section Three: Sanctions - Positive Action for Learning (PAL)

At Roding Valley High School, we have developed our own bespoke approach to managing behaviour. To recognise our positive ethos, we have devised the Positive Action for Learning (PAL) behaviour system which provides a clear and systematic approach to managing the standards of behaviour expected of the students. As a school, we expect students to complete all the work that is assigned to them and will not tolerate low level or other disruption to learning. All staff will strive to implement this on a consistent and fair basis and are expected to take ownership with support from their Head of Faculty, Year Progress Leader or Senior Leadership Team.

The RVHS Positive Action for Learning (PAL) policy within the classroom is a tiered approach;

- **PAL 1:** The student is warned by the classroom teacher and has the opportunity to correct their behaviour within the classroom.
- **PAL 2:** To help an individual focus back on their learning they will be moved to another seat within the classroom.
- **PAL 3:** In order for the individual to continue to work productively and minimise the disruption to the learning of other students, the student will be removed to another classroom located within the faculty. All PAL3s will result in a detention being set by the classroom teacher for a maximum of 20 minutes. This detention should be of a restorative nature. All PAL3s are monitored and tracked daily by the PAL Coordinator; a record of these is kept on the individual student record on SIMs (the school's internal management system). Parents and Guardians should be informed by the class teacher on the day of the incident.

Failure to attend a PAL3 detention will result in the issue of an after school, 60-minute detention.

Failure to attend this detention can result in isolation, internal or external or the issue of a fixed term suspension for persistent defiance to follow school policy and expectations. External isolation is where the student serves the day's isolation in another local school. This is not a fixed term suspension but can add severity to the sanction and avoids contact with the school community.

- **PAL 999:** A teacher will call for immediate assistance in the classroom if they feel that the situation is unsafe or the behaviour of the student is extreme. If a student is removed from a classroom under a PAL999 then the sanction issued will be appropriate to the act. This can include Headteacher's detention, isolation, internal or external or the issue of a fixed term suspension.

A student can expect the following to happen after being issued with a PAL3:

- **First PAL3:** Form Tutor discussion with student.
- **Second PAL3:** PAL3 Coordinator discussion with student to include warning of parental meeting if a further PAL3 is received.
- **Third PAL3:** Parents/Guardians invited to a meeting with the student, PAL3 Coordinator and HoF and class teacher if from the same subject or Form Tutor if they are from different subject areas. Paperwork completed. Targets set. Home/School Agreement resigned.
- **Fourth PAL3:** PAL3 Coordinator meets with student and revisits targets set in previous meeting - agrees additional support as appropriate. Informs parents of meeting.





- **Fifth PAL3:** Year Progress Leader (YPL) meets with student and reviews current support.
- **Sixth PAL3:** Parents/Guardians invited to meeting with student, PAL3 Coordinator, YPL. (Class teacher and HoF may be invited if a number of PAL3s come from the same subject area).

Any sanctions are always combined with an acknowledgment and offer of the support that the student may need to help them maintain their positive behaviour.

Bespoke support offered may include mentoring, report card, access to a Counsellor, access to School Wellbeing Hub and workshops, outside agencies, adapted timetable and a Pastoral Support Plan (PSP) for those at risk of permanent suspension. Consideration is made as to whether the misbehaviour indicates that a child is suffering from, or is likely to suffer significant harm, or is the result of unmet educational or other needs - the school will consider a multi-agency assessment where necessary.

**Beyond the 6th PAL3**, students and parents can expect a tiered approach to further sanctions. This will include intervention from the YPL, then with the Assistant Headteacher, Deputy Headteacher, Headteacher and finally, being asked to attend a Governor Disciplinary Panel. Sanctions imposed can include isolations, internal or external, fixed term suspension, a managed move to another school, positive referral to alternative provision or ultimately a permanent suspension.

### Detentions and Sanctions

Detentions are one of the main sanctions imposed at the school to ensure the orderly running of the school. All teachers at the school have the right to issue a detention to students. During lunchtime detentions, students are allowed time to eat, drink and use the toilet.

Parents need to be aware that their consent is not required for a detention. However, when issuing an after school detention, we do believe that the maximum length of a no notice detention should be restricted to 20 minutes. We will consider if suitable, safe travel arrangements home can be made but inconvenience to the parent is not a consideration.

In the spirit of our ethos, vision, and in line with this policy, teachers are expected to communicate to parents any longer after school detention. Communication can be by phone, text or email. Email is our preferred method of communication and it is the parent's responsibility to ensure that their contact details are correct on the school information system and to read communications sent by the school.

The school operates paperless communication so letters are not sent for routine detentions.

A teacher may set detentions if they feel that the student has not met the school's expectations regarding levels of effort, class work, homework or behaviour. Staff, students and parents are aware of our high behavioural standards and there is an expectation that all sanctions and rewards are implemented fairly and consistently.

It can vary from a discussion after a lesson, loss of break or lunchtime or up to a 60 minute detention after school. Sanctions issued by teachers may also include, but are not limited to, the following:

- Verbal reprimands
- Extra work, or being instructed to repeat unsatisfactory work
- Written tasks



- Loss of privileges
- School based community service i.e. for behaviour such as littering, vandalism, graffiti or bringing the school into disrepute
- Behaviour monitoring i.e. Report cards
- Early morning reporting
- Missing break time

Please note that The Education and Inspections Act 2006 established the school's statutory right to detain students, **regardless of parental consent**. Parents/carers should note that repeated failure to attend detention is a serious breach of the school's behaviour policy and will be dealt with accordingly.

### Head of Faculty (HOF) Detention

The Head of Faculty detention will be on a set evening for 60 minutes after school. In the main, it is set for failing to attend subject or faculty detentions. Parents are contacted in advance of the HOF detention by the original staff member who set the faculty detention. Work is provided by staff from the original detention.

Failure to attend by the student will result in the issue of a Headteacher detention on Friday after school, this detention could be up to 100 minutes long.

### Year Progress Leader (YPL) Detention

In the main, for any behaviour outside of lessons (Form time, before, after school, break, lunchtimes, lesson changeovers, outside of school) where a student demonstrates inappropriate behaviour and disregard for the school rules and expectations. A Form Tutor and other colleagues will discuss with the appropriate YPL who will confirm the detention.

Year Progress Leader detention will be on a set evening for 60 minutes after school. The teacher will contact the parent/carer and complete a SIMS report. Failure to attend by the student will result in the issue of a Head teacher detention on Friday.

A YPL may also issue an internal / external isolation to students.

### Headteacher Detention:

Head teacher's detention is set for persistent and severe misbehaviour; examples are listed but are not exclusive to; receiving a PAL999, persistent defiance to school expectations, swearing at staff, fighting and significant disruption to learning or failure to attend the HOF/ YPL detentions.

Each individual case will be discussed with the appropriate staff on its own merits. However; the detention will occur on a Friday evening and be for 100 minutes.

**Only members of the Senior Leadership Team can issue a Headteacher detention.**

Failure to attend will result in suspension. In some cases it may be deemed appropriate for the HT100 to be re-sat on a Saturday morning.

### Other Sanctions

Persistent disruption to learning and defiance may result in a student being internally isolated and removed from their subject lesson(s) until the barriers to learning have been addressed.





### Isolation

When an allegation has been made regarding a student(s) involvement in a serious incident, the school will always withdraw the student(s) from lessons until such time as it is in a position to conclude all investigations into the incident. This is a neutral act that will allow the school to carry out its investigation impartially and in a manner that is fair to all involved and is not a punishment for those withdrawn. When a student is isolated they will not attend their lessons or take their breaks with the other students. They are expected to hand over their phone for the day and will spend their day with a senior member of staff or their form tutor.

### Governors Disciplinary Committee:

A Governor Disciplinary Committee will be arranged when a student's behaviour is causing the school a serious concern. This could be through a number of factors, not all of which are listed below:

- Serious breach or persistent breaches of this policy
- Number of Fixed Term suspensions (10 days in any one term for instance)
- Number of internal or external isolations
- Number of PAL3's received
- Constant sanctions are having to be applied to an individual who continues to cause concern
- Persistent low level disruption to lessons
- Failure to engage with support offered
- If the safety of staff and students is deemed to be at risk due to the reckless behaviour of the student, in or out of lessons
- Consideration as to whether allowing this student to remain in school would seriously harm the education or welfare of the student or others in the school
- Bringing the school into disrepute, acting in a way which is outside the ethos, expectation and vision of the school

### Process

- Deputy Headteacher to request a meeting to be organised with a week's notice through Governors Clerk or Head's PA
- Three Governors are required for the panel and if appropriate the Headteacher
- 48 hours beforehand necessary information will be presented to the panel
- Minutes and actions to be written up 48 hours after the panel has met and copied to panel, Headteacher and parent/carer, student.

Outcome could be, but is not limited to:

- Warning issued to student and placed on student file, monitoring period set with targets
- Pastoral Support Plan (PSP) to be put in place if the student is at risk of permanent suspension
- Managed move to another school
- Suspension from school



- Positive referral to alternative education
- Multi-agency assessment and additional support put in place

## Section Four: Use of Mobile Phones on the School Site

### Mobile Phones

Students are not encouraged to bring mobile phones into school, as their security cannot be guaranteed. We also believe that the general use of mobile phones during the school day is not conducive to a suitable learning atmosphere in the school, unless used in a very controlled classroom environment. However, the school does recognise the safety aspect of having a mobile phone on a student's journey to and from school.

**If students do bring mobile phones onto the school site, then they must be switched off and out of sight during the school day.**

Any phone that is seen on the school site will be confiscated. When a phone is confiscated, it is stored safely and securely in the School Office. On the first occasion, the phone will be returned to the student at the end of the school day, on the second or subsequent occasions, parents/carers will be expected to collect the phone on the student's behalf.

Students are made aware that they can use their mobile phones at the end of the school day, once released from period 6 but only once they are outside of the school building. This is to allow them to clarify any safe travel home arrangements.

At all other times, students should expect to have their phone confiscated if seen by a member of staff. Failure to hand over the phone when asked by a teacher would be classed as defiance and subject to further sanction.

Students will not be allowed to listen to personal music when working independently during lessons or in sixth form supervised study sessions. We believe that this use can disrupt concentration and potentially that of others. We do appreciate that some students may feel that it can help them to concentrate but the disadvantages of those who would misuse this privilege outweigh the advantages. As a school we will encourage good study habits without disruption from phones and use of social media. During sixth form supervised study sessions, students have full access to computers and the internet.

Students are responsible for their own phone/ media device/ air pods / headphones etc. unless given to a member of staff for safe-keeping or the mobile device has been confiscated, in which case the school takes responsibility for it. We recognise that these can be expensive items (you may wish to consider buying a cheaper "day phone" that has little intrinsic value). If you do not believe that your child will be able to keep these items safe, then they should not bring them to school or should make arrangements to hand them in each morning, and collect them at the end of the day.

**Please Note:** *The widespread ownership of mobile phones and other electronic devices among young people requires that school administrators, teachers, students, parents and carers take steps to ensure that these devices are used responsibly at school. The Trust has therefore established an **Acceptable Use Policy** which is designed to ensure that potential issues involving mobile phones and other electronic devices can be clearly identified and addressed, ensuring the benefits that these devices provide (such as increased safety) can continue to be enjoyed by our students.*



Students, their parents or carers must read and understand the Acceptable Use Policy as a condition upon which permission is given to bring any devices to school.

The Acceptable Use Policy for mobile phones and other electronic devices also applies to students during school excursions, camps and extra-curricular activities both on the school campus and off-site. The school cannot accept responsibility for the devices brought into school.

### Section Five: Outside the School Gates

This policy applies to behaviour and conduct of students both inside and outside of school.

**The school will not tolerate student behaviour that brings the school's good name into disrepute, behaviour that can affect the orderly running of the school or could harm the education or welfare of the student concerned or pose a threat to others in the school.**

Roding Valley High School teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteacher's a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'. Any criminal behaviour which occurs and is reported to the school will be referred to Essex Police and our full support given to any investigation that may be initiated.

### Section Six: Suspensions

The Headteacher has the right to suspend students on disciplinary grounds; only the Headteacher or a Deputy Headteacher can issue a suspension.

***A suspension would be in response to a serious breach of this Behaviour Policy.***

A student can be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed term suspension can be for parts of the day. For example, if a student's behaviour is disruptive at lunch time, they may be suspended from the school premises for the duration of the lunch time period. Lunchtime suspensions count as half a day. The behaviour of a student outside of school can be considered grounds for a suspension.

Any decision to suspend should be rational, reasonable, fair and proportionate. If the incident is significantly serious, it may be appropriate to issue a fixed term suspension in light of the initial findings and then issue a permanent suspension in light of further evidence which has come to light following a thorough investigation.

It must be noted that when establishing the facts in relation to a suspension, the Headteacher must apply the civil standard of proof; i.e. on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the Headteacher should accept something happened if it is more likely that it happened than that it did not happen.

The school will treat every incident individually and will look closely at the circumstances of each student involved in each incident. When an allegation has been made regarding a student(s) involvement in a serious incident, the school will always withdraw the student(s) from lessons until such time as it is in a position to conclude all investigations into the incident. This is a neutral act that will allow the school to carry out its investigation impartially and in a manner that is fair to all involved and is not a punishment for those withdrawn.



The Headteacher must not discriminate in the decision and for disabled children; this includes a duty to make reasonable adjustments. The Headteacher can suspend an EHCP student but must have regard for the SEND Code of Practice. The Headteacher will, as far as possible, avoid permanently excluding vulnerable students and will take all steps to ensure that the school takes input from multi-agencies and has a system of early intervention in place to address underlying causes of disruptive behaviour.

**The list below is not exhaustive, but it indicates what may be considered a 'serious' breach of this Policy:**

- Persistent disruptive behaviour
- Refusal to follow instructions
- Persistent defiance to school rules including refusal to have mobile phone confiscated
- Persistent punctuality issues, including lateness to school and lessons
- Repeated failure to attend detentions
- Refusal to be isolated
- PAL999
- Using foul and abusive language towards any other members of the school community
- Bullying; behaviour by an individual or group, repeated over time, that intentionally hurts another member of the school community either physically or emotionally
- Threatening or intimidating behaviour towards any other members of the school community (including cyber bullying)
- Violence or physical assault against a student
- Violence or physical assault against a member of staff or adult
- Malicious accusations against members of staff
- Discrimination against, harassment or victimisation because of sex, race, disability, religion or belief,
- Unacceptable use of social media, examples being;
  - Inappropriate comments made on social media towards staff and students
  - Inappropriate content (images) shared and distributed on social media re staff and students
  - Creation of fake or fabrication of social media accounts used to upset, undermine or cause distress to members of the school community.
  - Liking, following or commenting on a social media post that is created to cause harm, offense or upset to anyone in our school community
  - Uploading images, videos or other forms of multimedia that relate to or impersonate staff or students of the school, onto the internet without prior permission of the school
- A behaviour which brings the school's good name into disrepute
- Exhibiting anti-social behaviour or attitudes in the local community
- Carrying prohibited items in school. These items can be searched for without parental consent and include knives, weapons, alcohol, illegal drugs, stolen items,



tobacco, fireworks, pornographic images, any article likely to be used to commit an offence or cause personal injury or property damage

- Using drugs (including tobacco or alcohol) on the school site or on the way to and from school (including lunchtime)
- Supplying drugs (including tobacco or alcohol)
- Reckless or deliberate destruction of school property
- Reckless behaviour that results in injury to others
- Being in possession of a weapon that could cause harm to others
- Sexual harassment includes sexting, unwanted physical touching (further guidance refer to DoE guidance: Sexual violence and sexual harassment between children in schools and colleges May 2018)
- Theft (either from other students, staff or school property)
- Failure to follow school's internal exam hall expectations which result in disruption (External exam behaviour is covered by Exam Policies and JCQ Regulations but please note that the result would be students' disqualification from GCSE/ A level Examinations))
- Persistent defiance of the school's uniform policy.

Whenever a student has been suspended, the school will notify parents without delay of the period of suspension and the reasons for it. Initially this may be by telephone and then the parent will receive written confirmation by either email or letter.

(Further guidance from the DfE is provided from the document; Suspension from maintained schools, academies and student referral units in England Statutory guidance for those with legal responsibilities in relation to suspension September 2017).

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### Fixed Term Suspension

A Fixed Term Suspension is when a student is suspended from school for a set number of days. The limit for the length of fixed term suspension is 45 days in any school year. Following any Fixed Term Suspension, a compulsory reintegration meeting between the parents of the suspended child and the school will take place. Failure to attend this meeting may result in the student not being readmitted to mainstream lessons, and isolated for a period of time until the meeting takes place.

The Local Governing Body must consider the reinstatement of a suspended student within **15 school days** but only if the suspension:

- Is permanent
- Is a fixed period suspension which would bring the student's total number of school days of suspension to more than 15 days in a term; or
- would result in the student missing a public examination

The requirements are different for suspensions of more than 5 days but less than 15 days. In these cases, the governing body must consider within 50 school days whether the student should be reinstated. In the case of a suspension which does not bring the student's total number of days to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.





The Governors duties are covered in Section 6 of the Suspension from maintained schools, academies and student referral units in England Statutory guidance for those with legal responsibilities in relation to suspension September 2017.

When a student is at risk of permanent suspension following a number of suspensions for serious breaches of the Behaviour Policy, then the school will work with a variety of external agencies to try and support the student. A Pastoral Support programme will be drawn up to outline the support being utilised. This is an individualised, graduated response for when behaviour may be the result of educational, SEND, mental health or other needs or vulnerabilities. It will include an assessment of student need and clear, transparent targets set. There should be regular reviews set in place. The Student Discipline Committee may also wish to speak with the student to see what further support can be offered.

### Permanent Suspensions

A Permanent Suspension is when a student is permanently suspended from school. The Headteacher (or Deputy Headteacher acting in the Headteacher's absence) is the only person who can permanently suspend a student.

The decision to suspend a student will be taken:

- In response to serious breaches of this Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In the Headteacher's judgement it may be appropriate to permanently suspend a child for a first or 'one off' offence. These may include (not an exhaustive list):

- Serious actual or threatened violence against another member of the school community
- Sexual violence / harassment (further guidance refer to DoE guidance: Sexual violence and sexual harassment between children in schools and colleges - May 2018)
- Supplying, using or carrying illegal drugs
- Carrying an offensive weapon or prohibited item likely to be used to commit an offence or cause personal injury or property damage
- Harassment or defamation of character of any member of our school community via any social media platform

Schools will consider whether or not to inform the police or other agencies such as Youth Offending Teams or Social Workers where a criminal offence may have taken place. (Further information refer to 'Improving Behaviour and Attendance: Guidance on Suspension from Schools and Student Referral Units', Part 2, paragraph 15 & 16, DCFS, September 2007).

If there are parallel criminal proceedings, the Headteacher need not postpone taking a decision on a suspension solely because a police investigation is underway and/or any criminal proceedings may be brought. In such circumstances, the Headteacher will need to take a decision on the evidence available to them at the time. It is the Headteacher's decision whether to suspend, and can issue a permanent suspension.

The Headteacher will inform the parent by phone to discuss the suspension and in writing state:

- The fact that it is a permanent suspension;





- The reasons for the suspension;
- The arrangements to be made by the school for enabling the student to continue their education during the first **5 school days** of a suspension, including the setting and marking of work. It is the parent's responsibility to ensure that the work sent home is completed and returned to school; and to ensure that the parents are aware that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted, or be given a fixed penalty notice, if they fail to do so;
- The Local Governing Body **must** meet within **15 school days**. The parent may attend and/or be represented at the meeting and /or make written representations. In the case of students who are on an ECHP or have a SEND need, support may be available through the Parent Partnership Service.

The notification from the Headteacher will document, for reference, any previous warnings, suspensions or other disciplinary measures that have been taken against the student. The Headteacher will prepare a full written report for the Local Governing Body. A copy of this report and any other relevant information will be sent to the parents of the permanently suspended student prior to the meeting and to the representative at the Local Authority.

The Local Governing Body will meet to consider representations from parents against the decision to permanently suspend their child. The committee will then either direct the school to reinstate the student or will uphold the decision to permanently suspend the student. If the suspension is upheld, then the Local Governing Body must inform the parents of their right to appeal against their decision. If an appeal is lodged by parents, then an Independent Appeal Committee would then be convened to hear all representations. The Appeal Committee's decision is binding on all parties concerned.

### Other Alternatives to Permanent Suspension

As a part of the West Essex Behaviour and Attendance Partnership (BAP) the West Essex Schools along with Essex are trying to reduce the number of Permanent Suspensions and therefore work together to find other arrangements.

### Managed Moves

In certain circumstances, it is appropriate to transfer a student to another school to reduce the risk of the student being permanently suspended and their educational experience being detrimentally affected. Such a move will be in response to a serious breach of the school's Behaviour Policy. This is an arrangement made between the Headteacher's of schools. If a student is in need of a change of environment or a fresh start, a trial period at a local school could be arranged. This can only be arranged if all parties are in agreement that it will be a good and positive option, this includes schools, students, parents and governors. If the arrangement does not work for any reason, then the student returns and other options are sought after. Failure of a managed move may still result in a Permanent Suspension.

### Alternative School Day

Should a student need a period of respite from mainstream classes, we may offer a shortened day whereby the student arrives and leaves at a different time to the main school population. This is a short term supportive measure and tutoring may be provided in the core subjects. Their education would also be supplemented with pastoral guidance or multi-agency input to address their needs.

Parents are responsible for students outside of these adjusted school hours. Students on an alternative day must leave the school site before the main population. Whilst on an alternative day, students must comply with this behaviour policy.



A plan will be put in place to allow the student to reintegrate into the mainstream setting.

### Referral to Moundwood Academy

Due to continued and serious breaches of the school Code of Conduct, Roding Valley High School will consider working with the Alternative Provision Service and the Behaviour Attendance Partnership (B.A.P) in West Essex to consider respite or managed move to prevent a student receiving a permanent suspension.

This involves the completion of a referral form, which results in a meeting with the educational Access Team. A decision is made as to whether the student could benefit from a short or long term placement at Moundwood. This will involve the student being educated by Moundwood until deemed ready to return to mainstream school again.

### Multi-agency Assessment:

A multi-agency assessment will be considered for students who display continuous disruptive behaviour. A TAF (Team Around the Family) meeting may be held if the school believes there are other factors that may be affecting the student's behaviour that could be supported further by external agencies. These may include the School Nurse or Social Care.

### Parental Involvement:

Roding Valley High School has a policy of involving parents as much as possible in all matters relating to their child's education. We are committed to working in partnership with parents to ensure the highest possible standards in all areas of school life, including behaviour. The liaison between school and home is vital in ensuring that all students can achieve the aims of the school set out in the mission statement.

## Section Seven: Anti-Bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power Imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

We recognise some more vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.



No member of the Roding Valley community should be the victim of bullying. Each member of our community has the right to feel and be safe while at school. This is important for the student's well-being and also because children who feel safe learn more easily. Our aim is to create an ethos of good behaviour through this policy and our Personal Development Curriculum.

Bullying in schools is against the law which means that victims of bullying and harassment can seek redress using various aspects of legislation. Roding Valley High School will treat all incidents of bullying seriously and in a consistent, fair and prompt way.

The school believes in early intervention and staff are encouraged to be proactive and report any information about issues between students which might provoke conflict. Bullying will always be sanctioned; the consequence of bullying will reflect the seriousness of the incident. Where appropriate, we will work with students who have been bullied to help them develop the self-esteem and the skills to discourage others from bullying them.

1. All students to be made aware that instances of bullying will be considered as serious breaches of the school rules and will be followed by punishment and support as appropriate.
2. All students receive, as part of the Personal Development Curriculum, drop down days and assemblies, appropriate instructions/information regarding the unacceptable nature of bullying, prevention being easier and better than cure.
3. All students are encouraged to understand that to fail to notify staff of incidents of bullying is both to condone and encourage it.
4. All staff to be made aware of the school procedure for dealing with cases of bullying.
5. All students and staff to be made aware of the 'Step Process' to follow or encouraged to speak with a member of staff.
6. Anti-Bullying Week will always focus on a strand of bullying.
7. Anti-bullying Workshops run regularly in the Hub.

### The Step Process (Action to Be Taken)

- The student who is being bullied should tell a teacher/support teacher, friend, parent or guardian
- All incidents of bullying will be logged
- It is a confidential process. The student being bullied does have the right for their name not to be used
- The victim should generally decide if the step policy is to be initiated.
- Each case is taken individually and appropriate actions are taken accordingly.

The **Step** Process is used as a guideline and subject to change, it was originally devised by students as part of school council 2014 (updated 2017 by Student Voice Team).

### Step 1

- The bully is identified by the student (if they feel comfortable with this). The teacher talks through the incident with the student being bullied and with the bully and discusses how



the student being bullied may be feeling. A clear warning given for it not to happen again.

- Bully advised not to discuss with other students but directed to staff if needed.
- Bully meets with the student (with a teacher present) to apologise if the student feels comfortable with this
- An appropriate detention will be given, or extra-curricular activities/trips may be denied
- Form Tutor/Progress Leader will monitor situation
- If the student wishes, a note book will be given to record events
- Parents of the student being bullied contacted (with their consent) and the bully's parents notified. In some cases, we may disregard.
- Anti-Bullying workshop to be offered to the victim and may be compulsory to the bully
- Sixth Formers/ Yes Prefects to act as peer support/mentor if student wishes
- Subject teacher's notified if in the same class to monitor. Victim given the option to respite from the group.

### **Step 2**

If the bullying continues despite Step One, the following will occur:

- Bully meets with the student (with a teacher present) to talk through the situation if the student feel comfortable with this, to understand how the victim is feeling
- Parents of student being bullied are notified and invited in if the student wishes
- Parents of bully and student to have a meeting with the teacher dealing with the incident, to discuss situation and give a clear warning for this not to happen again
- A series of sanctions may be imposed
- Additional mentoring/monitoring of the student by the Form Tutor or Progress Leader

### **Step 3**

If the bullying continues despite Step One and Two, the following will occur:

- A targeted report card will be given to the bully with specific targets
- The bully meets regularly with the Progress Leader or Senior Member of Staff
- Meeting convened by teacher with student being bullied, bully and other representative such as Student Voice representatives
- Both sets of parents contacted and invited in (separately)
- Both bully and student being bullied should be offered counselling / mentoring
- Bully may be isolated as a sanction or a more serious sanction depending on the circumstances and given appropriate work linked to bullying

### **Step 4**

If the bullying continues, despite Step One, Two and Three, the following will occur:

- The bully may be suspended from school. The length of the suspension would depend on the individual circumstances
- A re-entry meeting with the bully and their parents, with a Senior Member of Staff would follow a suspension



- A clear warning given to the bully that the next incident could result in Permanent Suspension
- All students involved will continue with counselling, anti-bullying workshops or other appropriate support

**Note:** All incidents of bullying are acted upon and logged on the Bullying Log.

*The school adopts the statutory advice given:*

[Department of Education: Prevention and tackling bullying](#)

### Cyber- bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

**Where any type of bullying is found to be happening the issue will be investigated and each issue treated on an individual basis with the victim and perpetrator both being supported**

The school adopts the non-statutory advice given by the Department for Education:

[Cyberbullying: Advice for Headteachers and School Staff](#)

Further information and support can be sought from the resources below;

[Department for Education: Advice for Parents and Carers on Cyber Bullying](#)

[Child Net International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.





[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## Section Eight: Screening, Searching and Confiscation

In addition to the details relating to confiscation of mobile phones or other electronic devices in Section 7, based on DfE Advice January 2018 - Screening, Searching and Confiscation, Headteacher's and staff can search a student for any item if the student agrees. There is no need for written consent and parental consent is not required.

Roding Valley High School retains the statutory power to search students or their possessions, under the direction and/or authority of the Headteacher, **without consent**, where a student is suspected of being in possession of prohibited items. Such as:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item which has been used to commit an offence
- Any item which is likely to cause personal injury or damage to property
- Any other item banned by the school i.e. energy drinks

This is not an exhaustive list, if the Headteacher has any concerns relating to the safety of an individual or group, the student will be searched.

Illegal items such as controlled drugs, stolen items, knives and other weapons, items suspected to be evidence of an offence, and extreme or child pornography should be given to the police.

Items such as mobile phones and/or digital music players found to be in school will be confiscated by staff and sanctions issued. The school will give electronic devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.

School staff can seize any prohibited item found as a result of a search or which they consider to be detrimental to school discipline and good order. The school staff will use electric scanners when searching students.

The Headteacher will decide when, or if, an item is returned. The school may ask parents to collect the items. Items confiscated will be kept securely, but the school is not liable for damage to, or the loss of, any confiscated items.

Illegal items may be shared with the police.





## Section Nine: Use of Reasonable Force

The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

The use of physical intervention will, wherever possible, be avoided. However, it can be used to manage a student's behaviour if it is necessary to prevent a student committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. When reasonable force is used it will be undertaken in such a way that makes every effort to maintain the safety and dignity of all concerned.

The School adopts the non-statutory DfE advice given in the document 'Use of reasonable force': advice for Headteachers, staff and governing bodies July 2013 namely that;

- Any use of force should be reasonable and dependant on the particular circumstances of the individual case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means that the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of the Headteacher when they have used reasonable force and suspension should not an automatic response.
- The School does not require parental consent to use force on a student but will speak to parents about serious incident involving the use of force.
- The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs.
- The following are some examples of circumstances in which force may be used:
  - A student attacks a member or staff or another student (self-defence)
  - A student attacks a fellow student / students are fighting
  - A student is engaged in or about to commit deliberate damage or vandalism to property,
  - A student is causing or is at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects,
  - A student is running on a corridor or stairway in a way that might cause an accident or injury to themselves or to others – particularly likely to be the case in crowded areas with smaller children,
  - A student is behaving in a way that is seriously compromising good order and discipline,
  - Restrain a student at risk of harming themselves through physical outbursts,
  - A student is behaving in a way that is seriously disrupting the lesson, if they are kept there. Assistance should be sought in such circumstances.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. The Trustees and the governors will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.



It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

For full information on the appropriate use of reasonable force, please refer to our [Physical Restraint and Reasonable Force Policy May 2019](#).

### **Section Ten: Allegations Made Against Staff**

Allegations made against staff will be taken seriously. Roding Valley High School will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Allegations will initially be discussed with the Local Authority Designated Officer (LADO). The purpose of the initial discussion is for the LADO, and the school, to consider the nature, content and context of the allegation and agree a course of action.



## Appendix 1: Uniform and Dress Expectations

### Gender Neutral Uniform for Years 7 - 11

Item	Details
<b>Skirt &amp; Tailored Trousers</b>	The only skirt permitted is the school colour kilt and should be worn below the knee. Trousers should be tailored black trousers (not leggings)
<b>Blazer</b>	Plain black blazer with the school badge should be worn at all times
<b>Shirt / Blouse</b>	Traditional plain white cotton tie collar shirt/blouse.
<b>Tie</b>	School tie with the house emblem should be worn at all times
<b>Jumper</b>	The jumper is an optional item, however the only jumper that can be worn is the school jumper with the school badge
<b>Shoes</b>	Plain black leather style shoes. Designer shoes with emblems are not permitted.
<b>Tights and socks</b>	Tights should be plain black or tan with no patterns. Socks should be black or white worn at the ankle.
<b>Jewellery</b>	A single stud in each ear is permitted and a wrist watch. No other jewellery is permitted including braid jewellery.
<b>Make up</b>	Discreet natural makeup is a privilege for Year 10 and 11 students. False unnatural eyelash extensions are not permitted
<b>Nails</b>	Nail extensions, acrylics or colours are not permitted. Nails should be kept at a reasonable length for health and safety reasons.
<b>Coats</b>	Plain coats with no logos are permitted. Tracksuit tops are not permitted.
<b>Bags</b>	School bags must be big enough to hold books and equipment needed for the school day. Bags with big logos or expensive designer bags are not encouraged in our school.
<b>Cultural or religious headwear</b>	Should be navy blue, black or white

Extreme hairstyles or colour are not acceptable. If colour is being used on hair it must be a natural colour. (Colours such as blue, red, purple etc. are not acceptable). Students should not have their hair shaved below a number two and there should not be any patterns shaved into the hair. Hair bands should be discreet and black or blue in colour. Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance. We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps. Braiding jewellery/accessories are not permitted including but not limited to metal hair cuffs and coloured



string wrapped around the braids. If this is due to cultural or religious reasons, please feel free to talk to a member of our team and we can discuss flexibility. At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed



Acceptable	Not Acceptable

## Gender Neutral PE Uniform

Navy And Silver T-shirt – this can be fitted or straight cut

Navy And Silver Skirt, Shorts or Skorts

Navy Roding Valley High School jumper

Navy rugby socks, navy socks with two white rings around the top and white socks for indoor activities

Round moulded stud football boots, training shoes suitable for AstroTurf

Optional Items – School Leggings or navy Roding Valley High School Tracksuit Bottoms

Shin pads

Gum shield





With the launch of our 3rd generation pitch, we need to ensure that these pitches are maintained following the Governing body guidelines and insist that pupil's wear Astro's or moulded stud boots when using the facility. Please note it is part of school PE kit and all students are expected to have these to use in PE lesson.





## Year 12 and 13 Uniform

Students are expected to dress formally every day in professional dress and understand the responsibility they hold in being a role model to the rest of the school community. Students in our sixth form should dress in a way that reflects our core values, **Aspiration**, **Respect** and **Endeavour** and is appropriate for a professional 11-18 educational environment. The aim of the Sixth Form dress code is to ensure students are dressed smartly, professionally and in a formal, business style.

Item	Details
<b>Suit - it may be trouser or skirt suit</b>	Should be blue, black or grey. Shorts and leggings are not permitted. Skirt length and style should be professional and formal.
<b>Dress Suit</b>	Should be blue, black or grey and must be paired with a suit jacket
<b>Shirt/Blouse/Top</b>	With sleeves.
<b>Tie</b>	Ties are a compulsory part of the dress code for male students and are permitted to be worn by female students.
<b>Jumpers/cardigans</b>	Should be blue, black or grey but should not be worn in place of a suit jacket. Hoodies or sweatshirts are not permitted.
<b>Shoes</b>	Should be leather style and plain. Trainers are not permitted
<b>Coats</b>	Plain coats with no logos are permitted. Tracksuit tops are not permitted.
<b>Lanyards</b>	Identification and house coloured lanyard must be worn at all times
<b>Jewellery</b>	A necklace, wrist watch and earrings are permitted. Facial piercings are not permitted.
<b>Makeup</b>	Subtle, natural makeup is permitted
<b>Nails</b>	Nails should be kept at a reasonable length for health and safety reasons. Subtle colours are permitted.
<b>Cultural or religious headwear</b>	Should be navy blue, black or white
<b>Hair</b>	Extreme hairstyles or colour are not acceptable. If colour is being used on hair it must be a natural colour. (Colours such as blue, red, purple etc. are not acceptable).





## Uniform Infringements

Uniform Infringement	Role of the parent/ Carer	Role of the Form Tutor	Year Progress Leader Intervention	School Office	PE staff
<b>No school tie</b>	Parent/ Carer should provide a note to the form tutor, explaining the situation.	During Period 1 - student should be sent to the school office to borrow a school tie.		Email is sent to parents saying the student has failed to return the borrowed tie. If the tie is not returned within 24 hours then the parent is charged <b>£9</b> for the tie via ParentPay. The school will hold a stock of school ties.	
<b>Inappropriate footwear, i.e. trainers, due to Medical need</b>	Parent/ Carer should provide medical evidence		Issue a <b>purple card</b> to student - review every 6 months		
<b>Inappropriate footwear i.e. trainers</b>	Parent/ Carer should provide a note to the form tutor, explaining the situation.	<ul style="list-style-type: none"> <li>Student to be issued with a <b>five day green card</b>, to allow time for the parent to replace shoes.</li> <li>Inform parents on first day - can be by phone, email or text.</li> <li>Inform YPL, if financial issue.</li> </ul>	YPL to arrange for purchase of appropriate footwear as required in liaison with home and Assistant Headteacher		
<b>Continued inappropriate footwear i.e. trainers</b>		Inform YPL on the <b>sixth day</b> , if the student is still not wearing correct school shoes.	<p>Contact home to resolve situation.</p> <p>Student to be in E4 at lunchtime - out of general school circulation until uniform rectified.</p>		



<b>No Blazer</b>	Parent/ Carer should provide a note to the form tutor, explaining the situation.	During Period one - student should be sent to the school office to borrow a school blazer.		The school office holds limited stock of nearly new/donated uniform.  Email is sent to the parent saying the student has failed to return the borrowed blazer. If the blazer is not returned within <b>24 hours</b> , then the parent is charged <b>£5</b> for the blazer.	
<b>Continued lack of Blazer</b>		Inform YPL	Contact home to resolve situation.  Student to be in E4 at lunchtime - out of general school circulation until uniform rectified.		
<b>Extreme hairstyles</b>			Students may be sent home to change their hair style or colour and will work in isolation until the situation is resolved. If a student continues to disobey the rules regarding their hair styles and colour, this may lead to a suspension.		
<b>Skirt worn is too short</b>		Form tutor to contact home - can be by phone, email or text.  Inform YPL, if financial issue.			



Skirt worn is too short: Continued beyond 5 days		Inform YPL	Contact home to resolve situation.  Student to be in E4 at lunchtime - out of general school circulation until uniform rectified.		
Lack of PE kit	<p>If for any reason a student is unable to take part in the lesson, then the following must happen;</p> <ul style="list-style-type: none"> <li>• Parents/ carers should provide a signed and dated note explaining the reason and the estimated duration of withdrawal from PE</li> <li>• Students still need to bring PE kit to every lesson, even if they are not taking part (unless exceptional circumstances and agreed with PE member of staff)</li> </ul>		Progress Leader will be informed of all persistent offenders by a member of the PE department.		<p>The below applies to incorrect / insufficient or lack of PE kit - per term:</p> <p><b>1st offence (per term) = 10-minute</b> detention (break/lunch/after school)</p> <p><b>2nd offence = 20-minute</b> detention (break/lunch/after school)</p> <p><b>3rd/persistent offenders= 1-hour</b> faculty detention and contact home (Monday or Thursday)</p> <p><b>NB.</b> If spare kit is supplied for a student, then it is the expectation that they wear it and take part in the lesson. Refusing to do this would result in a further sanction.</p>



## Appendix 2: Home School Agreement

### The Student

#### I Shall:

- Abide by the school rules and understand my responsibilities
- **Aspire** to achieve my academic targets
- **Respect** all members of the school community
- **Endeavour** to do all my classwork and homework to the best of my ability even when it is challenging
- Attend school regularly and on time
- Bring all the equipment I need every day including my reading book
- Wear the full school uniform properly and with pride
- Be polite and helpful to others
- Help keep the school free from litter and graffiti
- Actively engage in the anti-bullying ethos of school
- Move around the school site purposefully, demonstrating respect for others
- Travel to and from school in a respectful manner and whilst wearing my school uniform
- I will not bring the school into disrepute
- Use social media appropriately without harming or offending others. I must consider on social media if the message is true, necessary and kind. I will 'think before I post'
- Always speak to a member of staff if I am worried about anything for myself or another student in our community.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Parent/Guardian

#### I/We shall:

- Ensure that my child goes to school regularly, on time, properly equipped and wearing full school uniform
- Contact the school on the morning of absence
- Make the school aware of any concerns or problems that might affect my child's work or behaviour
- Support the school policies and adhere to the Code of Conduct
- Support my child with homework and provide other opportunities for home learning
- Show an interest in my child's life at school by attending Parents' Evenings and discussions about my child's progress
- Interact with staff showing courtesy and respect
- Take responsibility for ensuring all contact details are up to date
- Understand that the school will communicate with me/us via email and the website therefore it is my responsibility to check my account regularly and ensure the details are up to date. I/We understand that the school will respond to any query within 48 hours
- Behave in a reasonable way towards members of school staff and the wider school community at all times. Violence, threatening behaviour and abuse against school staff or other members of the school community, including other parents and students, is completely unacceptable
- Address any issues or concerns direct with the Headteacher, member of staff or Governors rather than posting them on social media sites
- Not post derogatory comments or photographs which could bring the school into disrepute
- Contact the school if I become concerned about my child's wellbeing or the wellbeing of another young person in our community.

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Roding Valley High School

### The school will:

- Always work with you to ensure everything is in place for your child to achieve their full potential
- Provide a balanced curriculum and meet the individual needs of your child
- Set aspirational academic targets
- Achieve high standards of work and behaviour through building good relationships, regularly monitoring work standards and developing a sense of responsibility
- Ensure learning starts within the first five minutes of the lesson
- Keep you informed about general school matters and about your child's progress
- Be open and welcoming at all times
- Contact parents if there is a problem with attendance, punctuality, uniform or equipment and address effectively concerns raised by parents
- Respond to parental concerns within 48 hours
- Set, mark and monitor homework and provide facilities for children to do homework in school
- Arrange Parents' Evenings during which progress will be discussed
- Continue to support and empower young people to have a youth voice
- Act in the best interest of the whole community and honour our duty of care to our students

Head of School Signature: \_\_\_\_\_ Date: \_\_\_\_\_