Islip Manor
HIGH SCHOOL

Behaviour Policy

The Islip Manor Way

Approved by:	Curriculum and Standards Committee	
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Islip Manor
HIGH SCHOOL

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1. Aims and scope

1.1 Introduction

At Islip Manor High School we expect excellent standards of behaviour to ensure an effective learning environment. The highest regard is given to the quality of relationships between all members of our school community so that everyone feels valued and respected. We encourage a calm, respectful and purposeful atmosphere where students can enjoy their learning and achieve their potential.

Our priority is to maintain a safe and orderly school to promote learning and support the development and wellbeing of all in our school community. We recognise that a positive and respectful learning environment has a positive impact on the mental health of all in our school community and therefore we actively teach good behaviours and promote the positive impacts of good behaviour.

This Behaviour Policy sets out what is expected of students and the rewards used to recognise those who meet our expectations. It also sets out the sanctions that may be used when standards are not met.

1.2 Aims

The aims of our behaviour policy are to explain:

- What our behaviour expectations are
- What we consider to be unacceptable behaviour
- The roles and responsibilities of people and groups of people in our school community in supporting our behaviour standards
- How students are rewarded for meeting behaviour expectations
- The sanctions which may be used when standards are not met
- The support which may be offered to students who are at an increased risk of exclusion or who may be especially vulnerable to the impacts of exclusion.
- Our consistent approach to behaviour management which is applied to all students

1.3 Written statement of Behaviour Principles

- Students understand they have the right to feel safe, valued and respected, and to learn free from the disruption of others.
- Students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by students, staff and parents / carers.
- Suspension will be used where warranted in response to a serious breach or persistent breaches of the Behaviour Policy. Permanent exclusion will be used only where the statutory tests are met and as a last resort.
- Students are supported to take responsibility for their actions.
- The school works in partnership with students' families to support students to meet our behaviour standards and to reach their full potential in school.
- Violence or threatening behaviour will not be tolerated in any circumstances.
- The school works proactively with students, their families and other professionals to provide support where this is needed, for example, for SEND or health needs, including mental health.

1.4 Legislation and statutory requirements

Under section 89 of the *Education and Inspections Act 2006* every maintained school must have a behaviour policy. The *Education Act 2011* strengthened the authority of school staff when handling matters of discipline and the Department for Education (DfE) issued updated *guidance on behaviour* in February 2024. This policy is based on guidance from the DfE including the following:

(Please click on the links although note that these are external links and whilst we will endeavour to keep them up to date, changes may be made at any time and are outside our control)

- Use of reasonable force in schools
- The Equality Act 2010, advice for schools
- Supporting students with medical conditions at school
- Behaviour in schools
- Searching, screening and confiscation
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

- Keeping children safe in education
- Special educational needs and disability code of practise
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

Note: This is not an exhaustive list

1.5 Other school policies

Our behaviour policy links with various other policies in school, including those listed below. School policies can be found on our website **here**.

- Acceptable Use of ICT by Students Policy
- Anti-Bullying Policy
- Suspension and Exclusion Policy
- Home School Agreement
- Safeguarding Policy
- SEND Policy

Note: This is not an exhaustive list

1.6 Definitions

Misbehaviour is defined as any behaviour which does not meet our expectations.

Serious misbehaviour may be defined as:

- Repeated breaches of the school rules;
- Behaviour likely to bring the school into disrepute;
- Bullying (please see next section here for further details);
- Discriminatory behaviour including racist, sexist or homophobic behaviour or any behaviour directed at a protected characteristic;
- Inciting others to engage in serious misbehaviour;
- Inappropriate use of school technology;
- Theft;
- Persistent disruptive behaviour;

- Possession of any prohibited items (please see section 4.9 for details);
- Sexual misconduct including sexual abuse, sexual assault, lewd behaviour, sexual bullying or sexual grafitti;
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments;
    - Sexual jokes or taunting;
    - Physical behaviour like interfering with clothes and unwanted physical contact;
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Smoking including the use of e-cigarettes or 'vapes';
- Vandalism or other damage to property;
- Verbal abuse including that directed at a protected characteristic (gender, ethnicity, sexuality, disability etc);
- Violence or threat of violence;
- Any behaviour likely to cause serious damage to property or harm to members of the school community.

Bullying

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated;
- intended to hurt someone either physically or emotionally;
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation *(Bullying at school, DfE).*

Where bullying occurs there is often an imbalance of power.

Bullying may involve any one or more of the following:

Cyber: The use of the internet and / or related technologies to harm other people in a deliberate, repeated and hostile manner for example via phone calls, text messages, social media or gaming which can include the use of images and videos.

Discriminatory: Any form of bullying which focuses on a protected characteristic such as (but not exclusive to) ethnicity, faith, gender, sexuality or disability.

Emotional: Being deliberately unfriendly, threatening ridicule, humiliation, exclusion from groups or activities.

Indirect: Invading privacy, graffiti designed to embarrass, spreading rumours, withholding friendship, encouraging others to bully.

Physical: Pushing, kicking, hitting or pinching, any form of violence or threats of violence, taking or breaking property.

Relational: Deliberating damaging someone's relationships or social status.

Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Verbal: Name-calling, sarcasm, spreading rumours, persistent teasing, put-downs, belittling, excessive criticism, sarcasm.

Further details of our school's approach to preventing and addressing bullying can be found in our Anti-Bullying Policy.

2. Roles and responsibilities

2.1 Responsibilities of the governing body

The governing body will:

- Ensure that key stakeholders are involved in the policy review process, as appropriate.
- Take account of the guidance issued by the DfE.
- Agree the school's behaviour policy, and review and amend it regularly.
- Ensure that the behaviour policy is available to all staff, students and parents.
- Publicise the policy in writing, to staff, parents and students.
- Ensure the policy is available on the school's website.
- Ensure that staff receive training on the reasonable use of force to control or restrain students, as appropriate.
- Monitor the effectiveness of the behaviour policy, holding the headteacher to account for its implementation.

2.2 Responsibilities of the headteacher

Working with the governing body in developing a behaviour policy the headteacher will:

- Ensure there is clarity about the standards of behaviour expected in school and that the school environment encourages and supports high standards of behaviour.
- Ensure there are clear processes for achieving the expected standards of behaviour.
- Ensure there are clear processes for rewarding and recognising students who met expected standards.
- Ensure there are clear processes for responding to instances where this standard is not met.
- Monitor the implementation of the behaviour policy to ensure that rewards and sanctions are applied consistently across all students and student groups.
- Ensure that additional support is available to students and / or student groups as appropriate.
- Ensure that the school has kept in mind the Safeguarding Policy and the SEND Policy in the implementation of the Behaviour Policy.
- Work within legal frameworks and statutory guidance to impose sanctions such as suspensions or permanent exclusions.

2.3 Responsibilities of the school staff

School staff will:

- Support, encourage and celebrate expected standards of behaviour.
- Model positive behaviours in their interactions with students.
- Work in partnership with parents and carers to ensure that expected standards of behaviour are met.
- Ensure that the behaviour policy is implemented consistently.
- Support expected standards of behaviour by providing a personalised response to students with additional needs.
- Record rewards and sanctions in line with school procedures.

2.4 Responsibilities of parents and carers

Parents and carers are asked to support our expected standards of behaviour by:

- Supporting their child to meet our expected standards of behaviour by being aware of the policy and by discussing this with children at home.
- Celebrating at home when their child is rewarded for meeting expectations.

- Helping their child to overcome barriers to meeting our behaviour expectations.
- Informing the school of any change in circumstances which may affect their child's behaviour.
- Seeking support from the school if necessary and working with us to find solutions.

2.5 Responsibilities of students

Students have a responsibility to follow the behaviour policy and are expected to follow our school values of curiosity, creativity, collaboration, courage and confidence. They are expected to act as described below to bring these values to life.

Curious	*We will encourage questioning and develop critical thinking.*
Creative	*We will embrace risks, solve problems and turn ideas into reality.*
Collaborative	*We will work together to create an environment where every member of our community feels valued, respected and supported.*
Courageous	*We will approach challenge with optimism and resilience.*
Confident	*We will be confident in our skills and abilities.*

Further details on expectations of students can be found in **Section 4.**

3. Rewards

3.1 Principles

Our school culture is to recognise and reward students who meet our expected standards of behaviour. Students who meet our expectations deserve to be celebrated both at home and at school. Our rewards system seeks to provide regular opportunities to do this and to communicate with families to enable them to praise their children at home.

Rewards are also used to recognise academic achievements including exceptional learning, progress and effort.

The school records and monitors rewards to ensure that they are applied fairly to all students and groups of students.

3.2 Rewards

The school has well established procedures for recognising and rewarding students who meet our expectations, including:

- Verbal praise;
- Written praise (for example, in exercise books);
- Reward points;
- Positive postcards;
- Positive phone calls;
- Letters of praise;
- Special responsibilities or privileges;
- Awards evening;
- Exclusive events.

3.3 Parents and carers

We expect students to be praised when they meet our expectations. Much of this praise will happen in lessons and it is not always appropriate or possible to communicate every piece of praise with families. However, we endeavour to communicate with families regularly to share achievements and rewards. Students are, rightly, proud of themselves when they are rewarded and they tell us that they like their achievements to be recognised at home.. Parents and carers can effectively support our school ethos by looking out for their child's achievements and praising or rewarding them at home. It is also important for students to understand that, by behaving in the right way, they are making learning their priority and that this will have a very positive impact on their future. Parents and carers can support their children by reinforcing this at home.

4. Expectations of students

4.1 Principles

Islip Manor High School is a learning community. We value good behaviour in the classroom and elsewhere to ensure an effective learning environment. Our expectations are focused on our school values of curiosity, creativity, collaboration, courage and confidence. We explicitly teach our behaviour standards to students through tutor activities, assemblies and PSHCE lessons, and discuss with them why these standards are beneficial to them and to the whole school community. Standards are reinforced regularly and key points are published in the student planner for easy reference.

We aim to ensure that all students are able to reach their potential in school, both academically and socially, irrespective of gender, ethnicity, age or sexuality. Some students have additional needs and we offer support as needed to help all students to meet our expectations.

4.2 Expectations

All students are expected to:

- Seek to embody our school values of curiosity, creativity, collaboration, courage and confidence.
- Be polite to and respectful of all members of our school community (including visitors), regardless of gender, ethnicity, sexuality, culture, faith, views or abilities.
- Arrive on time to school and lessons.
- Attend school wearing the correct uniform and with required equipment.
- Try their best and make the most of their learning opportunities.
- Work and play safely, looking after those with learning and physical disabilities.
- Look after school buildings and equipment.
- Help each other and our local community.
- Ask for help or support if they feel they need it.
- Follow instructions and adhere to the behaviour policy.
- Represent our school positively both in school and outside school.
- Be proud of themselves when they meet expectations.

4.3 Uniform

At Islip Manor High School we have high expectations of students' appearance as it is an important factor in establishing a consistent, calm and purposeful learning environment. All students are expected to wear full school uniform (including PE kit) . Our uniform is smart, practical and relatively inexpensive. Most of our uniform can be bought in any High Street clothing store but the branded items can only be bought from our uniform suppliers, Kevin's.

Kevin's can be found at 17, The Broadway, Greenford, Middlesex, UB6 9QH.

The new Islip Manor High School uniform is compulsory for all Y7 students from September 2025. Y8 - 11 students may wear either the existing Northolt High School uniform (in its entirety) or the Islip Manor High School uniform (in its entirety). Students are not permitted to mix and match between Northolt High School and Islip Manor High School uniforms.

Islip Manor High School uniform from September 2025/26 (compulsory for Year 7 and 8 students)

- White school polo shirt with school logo
- Black V-neck jumper with school logo

- Black loose fitting trousers or loose fitting black skirt (at least knee length). Kevin's have examples of the Charleston style skirt which is the style required, although you can purchase these elsewhere if you wish. Trousers should not be in 'skinny style' - again, Kevin's has examples of the appropriate style of trousers.
- Optional black plain belt with small buckle. Large metal buckles, coloured belts or buckles and buckles with logos are not permitted.
- Plain black footwear, either school shoes or plimsolls/trainers. Footwear including trainers must be plain black, with a black sole and no coloured logos, laces or trims
- Black plain socks or plain black tights.

Islip Manor High School PE uniform 2026/27 (compulsory for Year 7 and 8 students)

- Black polo top with school badge.
- Plain black shorts (no logos / stripes / patterns allowed).
- Black football socks.
- Optional: Plain black tracksuit bottoms, plain black sweatshirt or Islip Manor High School PE hooded sweatshirt. Plain items must have no logos / stripes / patterns.
- Note: If your child is selected to play for the school team, the school will provide a school hooded sweatshirt with a school badge.

Northolt High School Uniform for Girls and Boys (students in Years 9, 10 & 11 only)

- Black school blazer with school emblem.
- White school shirt.
- School clip on tie.
- Black loose fitting trousers or loose fitting black skirt (at least knee length). Kevin's has examples of the Charleston style skirt which is the style required, although you can purchase these elsewhere if you wish. Trousers should not be in 'skinny style' - again, Kevin's has examples of the appropriate style of trousers.
- Optional black plain belt with small buckle. Large metal buckles, coloured belts or buckles and buckles with logos are not permitted.
- Plain black footwear, either school shoes or plimsolls/trainers. Footwear including trainers must be plain black, with a black sole and no coloured logos, laces or trims
- Black or white plain socks or plain black tights.
- Optional: plain black V necked jumper

Additional items:

- Plain outdoor coat with no logos, ideally in black.
- If hijabs are worn, these should be plain and black, white or colours of the school logo or tie..

PE uniform - Year 9 and 10

- White polo top with school badge
- Black shorts with school badge
- Black or sky blue football socks
- School hooded sweatshirt with school badge (optional item)

- Optional: Black tracksuit bottoms with school badge. These are the only tracksuit trousers permitted.

PE uniform - Year 11

- Pale blue rugby top with school badge, or hooded sweatshirt as above
- White polo top with school badge
- Plain Black or Navy shorts
- Sky blue football socks
- Optional: Plain black or navy tracksuit bottoms

Please note that hooded tops and baseball caps are not allowed at Islip Manor High School (apart from the hooded PE top as part of our PE uniform). These items will be confiscated if worn. No denim items may be worn. The school reserves the right to decide what constitutes proper school uniform when areas of uncertainty arise.

Items with the school badge can be purchased at Kevin's uniform supplier in Greenford.

Hair styles

Students must attend school with traditional hair styles and natural hair colours. The following are not permitted:

- Lines, tracks or patterns cut into hair or eyebrows
- Hair dyes of an unnatural colour and coloured hair extensions including dips.
- Extremes in hairstyles are not permitted. The school reserves the right to make judgements on hairstyles which may not be appropriate for our learning environment.
- Students are permitted to wear hair bands which are plain and are a colour featured in the school tie (Blue, black or white).

Jewellery and makeup

Students are permitted to wear:

- One small, plain stud in each lower ear lobe
- Sikh students are permitted to wear one thin Kara

Students are not permitted to wear

- Any other visible jewellery including facial jewellery or tongue piercings.
- Tattoos
- Nail varnish

- False nails
- Visible makeup including false eyelashes

General principles about dress and appearance

Students must:

- Be proud of their appearance and recognise that they represent the school whenever they are wearing it either on school site or elsewhere.
- Wear the full school uniform, appropriately and properly, on the way to and from school and at all times when in school.

Students must not:

- Wear caps or hoodies (other than the PE uniform) on the school premises.
- Wear hats (such as woolly hats in winter) when inside the building
- Modify any item of clothing to conceal identity.

4.4 Equal opportunities and school uniform

Islip Manor High School celebrates the diverse communities that are represented within our school community. Our school uniform maintains equal opportunities for all students to respect their religions and customs.

Students who choose to cover their hair must wear their head covering in the colours that are found on the school tie or logo (that is blue, orange, black or white). Additional items such as the Hijab can be worn for religious purposes; however the school shirt and tie must be visible.

Students who wear the Abaya should ensure that they wear the school uniform underneath, and that the school blazer/shirt/jumpers are visible so that they can be identified as a member of our school community..

Sikh students who have been baptised can wear the five articles of faith that must be carried at all times. If worn, the Kirpan must be sealed and should be worn discreetly and out of sight.

If parents / carers have any questions about how their child can respect their faith whilst wearing our school uniform we invite them to contact us directly.

4.5 Use of the library

Our school library is a fantastic learning resource and students have access to it both in and out of lessons. In order that it remains a calm and focused environment, students must:

- Only use the library and media resources for the selection of books, finding information and quiet study.

- Enter the library and media resources areas quietly and leave bags and coats at the entrance.
- Not run, eat or drink in the library and maintain the quiet learning environment.
- Respect and use all learning equipment in a safe and responsible manner.
- Return books on or before the date due and pay for any lost books.

4.6 PE changing rooms

When using the PE changing rooms, students must:

- Line up outside in silence and enter the changing rooms in silence.
- Change quickly - within 3-4 minutes.
- Leave the changing room in silence with the teacher to begin learning.

4.7 Use of ICT

Technology and access to the internet are an important tool in students' learning. Students have access to our school network and computers. These facilities are only to be used to support learning and must be used safely. Therefore, students must NOT:

- Use a computer to harm or upset other people or interfere with their work.
- Damage a computer and its connections, other IT equipment or the network in any way.
- Interfere with the operation of the network by installing any software, including shareware and freeware.
- Use any computer designated for 'staff use only' unless specific permission has been granted.
- Violate copyright laws or view, send or display offensive messages or images.
- Waste the disk space allocated or save material which is not related to learning.
- Print paper copies unnecessarily.
- Trespass into folders, files or work stored in areas other than his or her home folder or allocated 'shared' area.
- Use the internet or other resources to access offensive sites or sites that are unrelated to their learning.
- Give others access to their password or log into another person's account, even with permission.

Students are expected to notify a member of staff if they encounter, even by accident, students, materials, files or folders that violate this code.

If any of the above codes are broken, the student concerned will lose privileges and access to the school's network and may face other school sanctions.

Please refer to the Acceptable Use of ICT for Students Policy for further details

4.8 Electronic devices including mobile phones

The school recognises that some parents and carers wish students to have mobile phones so that they can contact their child before and after school. The school recommends that students have non feature phones which are relatively inexpensive. Students are permitted to bring one mobile phone into school with them should parents require this. More than one mobile device is not permitted. Each student must bring their Yondr pouch to school every day.The school does not take responsibility for the loss or theft of mobile phones which have been brought into school.

All electronic devices, including mobile phones, smart watches and earpods must be switched off whilst on school site. All students will be provided with a Yondr pouch which will be labelled with their name. Each student must bring their Yondr pouch to school every day. On entry to the school site, students must switch off their mobile phone, and any smart watches or ear pods and place them into the Yondr pouch. Before entry to the school site, the Yondr pouch must be sealed so that access to the devices is not possible during the school day. At the end of the day when students are being dismissed, students will be able to unlock their Yondr pouches using the magnetic locks provided by the school so they can access their mobile devices.

Students are required to ensure that they keep their Yondr pouches in good condition. Failure to do so will incur a replacement charge to families and a school sanction. Examples of damage include the following:

- ripped fabric
- cut fabric
- torn fabric
- bent or cut pin
- signs of force to the black button on the flap
- damage to the black ball
- pouch opening without needing to use the unlocking station

Sixth form students are not required to use Yondr pouches and may bring one mobile device into school with them, which can be used in the sixth form area only. Failure to adhere to these rules will result in sixth form students being issued with a Yondr pouch so they cannot access their phones.

If students are found with mobile phones which are not contained within a locked Yondr pouch, or if devices in pouches are found to be not switched off, the following consequences will apply:

For the first offence	Mobile devices will be confiscated for one week
For the second offence	Mobile devices will be confiscated for one month

For the third offence	Mobile devices will be confiscated for two months
For the fourth offence	Mobile devices will be confiscated for three months
For the fifth offence	Mobile devices will be confiscated for six months
For subsequent offences	Mobile devices will be confiscated for six months and appropriate school sanctions will also apply

What happens if a student loses or damages their Yondr pouch?

If a student loses or damages their Yondr pouch and brings a mobile phone into school, the phone will be collected and stored in the main school office until a parent collects it. A replacement fee will be charged to families for a new pouch and an appropriate school sanction will be issued to the student.

What happens if a student forgets their Yondr pouch?

If a student forgets their Yondr Pouch, their phone will be collected by school staff and stored in the office. The phone will be held in the school office until the end of the day and office staff will only return this when they have been able to speak to a family contact to remind them of the school policy. If a student consistently forgets their pouch, the pouch will be considered lost (see above section).

Unlocking stations

If a student is found in possession of a Yondr unlocking station or a similar strength magnet used to unlock the pouches, this will be considered a serious offence which could lead to suspension.

Accidental damage

In the event of accidental damage to a Yondr pouch, families should contact the school immediately to explain what has happened. If any damage is spotted at a pouch check which has not been reported to the school, this will be considered as intentional damage and addressed as outlined above.

4.9 Prohibited items

It is vital that all members of our school community are and feel that they are safe. To this end, students are absolutely prohibited from bringing any of the following banned items onto school site:

- Aerosol cans and sprays (pump action sprays with no accelerant are permitted);
- Alcohol;
- Cash in excess of £20 unless for school events;

- Chewing or bubble gum or similar;
- Cigarettes or any smoking paraphernalia including vapes;
- Compasses
- Drugs paraphernalia
- Electronic Cigarettes, 'vapes' or similar
- Fireworks or any incendiary materials
- Fizzy drinks
- Glass bottles or containers
- Illegal drugs in any form
- Knives or blades, including multi tools or any other sharp implements
- Legal highs or any psychoactive substance
- Magnets or unlocking devices brought in which could undermine our Yondr pouch system for mobile phones
- Medication - prescription or over-the-counter, including painkillers. If a student needs to take medication during the school day it must be handed in to reception by their parent / carer and a medicines authorisation form completed.
- Metal hair combs or other pointed metal object
- Mobile phones, earpods and smartwatches for students in Years 7-11 unless these are switched off and placed in Yondr pouches
- Nicotine in any form
- Pornographic images (in any format, including electronic)
- Sweets
- Weapons of any kind, including imitation weapons
- Anything that may cause or be intended to cause offence to others
- Anything that may cause or be intended to cause harm to others
- Anything brought to school with the intention of causing damage to property or harm to others or with the intention of committing a criminal offence

4.10 Prohibited actions

Any action which is against school rules is prohibited. In addition:

- Students must not use any object to cause harm or threaten to cause harm to others, whether or not the purpose of that object is to cause harm.
- Students must not be involved in the buying, selling, or other transfer or consumption of drugs.

- Students must not be involved in the buy, selling or other transfer of any banned items.
- Students must not be involved in the buying or selling of any items.
- Students must not take or otherwise interfere with the personal property of another member of the school community.

Everyone in our school community has a responsibility to keep us all safe. Therefore, if a student becomes aware that another student is in possession of a banned item, or may be intending to act in any of the ways outlined above, we expect them to tell a member of staff. This can be done discreetly and, in many cases, confidentially.

4.11 Sexual harassment and sexual violence

Islip Manor High School has a zero tolerance approach to sexual harassment or sexual violence. The school will ensure that all reported incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students and their families are encouraged to report anything that makes them uncomfortable to the Designated Safeguarding Lead, a member of the pastoral team or any adult in school they feel comfortable talking to.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Internal suspensions
- suspensions
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer for early help

- Refer to children's social care
- Report to the police

Please refer to our safeguarding policy for more information.

4.12 Conduct outside of school

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be issued on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip). If a member of staff becomes aware of misbehaviour of the type described above, sanctions will be issued during school time and on the premises following usual procedures.

Students must:

- Be sensible and polite on public transport
- Behave in a manner which reflects credit on the school at all times.
- Behave respectfully to all members of our local community.
- Wear our uniform correctly and with pride on the journey to and from school.

Students must not:

- Congregate around the school entrances at the beginning and end of the day. Students waiting for siblings or friends must do so inside the school premises.

- Cross Eastcote Lane or other main roads without using the zebra crossings.
- Run or shout in the streets.
- Gather in large groups or crowds.
- Enter the gardens or other private areas of local properties.
- Enter the property of other local schools.
- Ride bikes or scooters in a dangerous or anti-social way.

4.13 Malicious allegations

At Islip Manor High School we teach students about keeping themselves safe and how to get help if they feel they are unsafe. This is a very important part of their education and of their ability to keep themselves safe as they grow up.

However, where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help and support. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other students.

5. Behaviour management

5.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and ensuring a calm and purposeful learning environment. To achieve this they will:

- Create and maintain a stimulating environment that encourages students to be engaged and to enjoy their learning
- Teach students our behaviour expectations
- Develop a positive relationship with students, which may include:
    - Greeting students at the start of lessons

- Establishing clear routines including the 5 to start routine.
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Resolving issues positively.
- Having plans and strategies for dealing with low-level disruption
- Using positive reinforcement

5.2 Sanctions

Islip Manor High Schools aims to provide a calm and safe environment in which students can learn, both academically and socially. The founding intention of our behaviour management strategy is to correct with dignity and to educate students about how they are expected to behave. As part of this process, sanctions are used when necessary.

The school may use one or more of the following sanctions in response to behaviour which does not meet our standards:

- A verbal reprimand
- Phone call or letter home to parents / carers
- Detention with a member of staff at break or lunchtime, or after school
- Detention with a middle leader or senior leader
- Referring the student to a senior member of staff, including the member of staff visiting a classroom and resolving a situation so that the student and their class may continue to learn
- Removal from the classroom (please see details in section 5.3)
- Being supervised by staff at break or lunch time
- Removal of privileges
- Internal suspension (please see details in section 5.4)
- suspension (please see details in section 5.5)
- Permanent exclusion (please see details in section 5.6)

We will seek to involve parents / carers at an early stage if we consider there is a concerning pattern of poor behaviour. Our aim is to work proactively with families to ensure students can meet our expectations and achieve their potential in school.

5.3 Removal from the classroom

Staff will use a range of strategies to correct behaviour which does not meet our standards in the classroom. However, if poor behaviour continues to disrupt learning, or if there is a single instance of extremely poor behaviour, a student may be removed from the classroom.

Removal is used to re-establish a calm and purposeful learning environment and allow the student who has been removed to continue their learning in a managed environment

Students who are removed may be sent to the internal suspension room where they will be supported to reflect on and manage their behaviour and to re-engage in learning.

5.4 Internal suspension

In the case of a serious breach or persistent breaches of school behaviour expectations a student may be required to complete an internal suspension. This includes students who fail to attend a Senior Leaders Detention. The internal suspension will take place in our internal exclusion room. Students are closely supervised throughout the day and supported to reflect on their behaviour and to engage with their learning.

Please see our Exclusion Policy for further details

5.5. Suspension

In the case of a serious breach or persistent breaches of school behaviour expectations a student may be required to complete a suspension. A suspension can only be issued by the headteacher. During the first five school days of a suspension or permanent exclusion, the school will take reasonable steps to set and mark suitable work and maintain the pupil's access to education. The school's duties in relation to SEND, disability and reasonable adjustments continue throughout this period. Where a suspension exceeds five school days, suitable full-time education will be arranged from no later than the sixth school day. Where a student is required to leave or not attend the school premises for disciplinary reasons for any part of the school day, this will be treated and recorded as a formal suspension and the statutory notification requirements will apply.

Where suspension is becoming a regular occurrence, the school will review whether suspension remains effective and whether additional or alternative strategies are required, including SEND review, pastoral intervention, multi-agency support, off-site direction or consideration of a managed move where this is in the student's best interests.

In rare circumstances, it may be necessary temporarily to separate pupils by preventing one pupil from attending the school premises for safeguarding purposes. This is not a disciplinary suspension. It will be led by the designated safeguarding lead, considered on a case-by-case basis and used only where separation is essential and cannot practicably be achieved while

allowing the pupil to remain on site. Parents and the governing body will be informed without delay, and suitable education will be arranged.

Please see our Suspension and Exclusion Policy for further details

5.6 Permanent exclusion

In the most serious cases of a breach or persistent breaches of the school rules a student may be permanently excluded. This means that they will no longer be part of our school community. A permanent exclusion may be imposed only by the headteacher. The governing body must then consider the decision and determine whether the pupil should be reinstated, in accordance with the statutory procedure.

Who makes the decision to suspend or exclude?

Only the headteacher, or acting headteacher, has the authority to suspend or exclude a student from school and this will only ever be on disciplinary grounds.

In line with the principles of administrative law any decision the headteacher makes to exclude a student must be:

- Lawful.
- Rational.
- Reasonable.
- Fair.
- Proportionate.

How is a decision reached to suspend or exclude a student?

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. Therefore, a decision to suspend or permanently exclude will only be taken following the process outlined below, unless a more rapid response is required because there is an immediate threat to the safety of others in the school or the student themselves. Before reaching a decision as to whether to suspend or permanently exclude the head teacher should:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations, considering the school's behaviour and equal opportunities policies, and where applicable the Equality Act 2010 as amended.
- Be satisfied that, on the balance of probabilities, the student did what they are alleged to have done.

- Check whether an incident may have been provoked, for example by bullying (including homophobic bullying) or by racial or sexual harassment.
- Consider whether the behaviour was affected by unidentified or unmet SEND; disability; mental or physical health; bereavement; safeguarding concerns; exploitation; domestic or other difficult circumstances and whether reasonable adjustments had been made.
- Consider any other mitigating factors.
- Consider whether the proposed sanction is proportionate and consider the treatment of any others involved in the incident.
- Consult others if necessary (being careful not to involve anyone who may later take part in the statutory review of their decision e.g. a member of the Governors Review Meeting).
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.
- Be satisfied that the decision to suspend or permanently exclude the student was lawful, reasonable, and procedurally fair, taking account of their legal duties.

Before deciding whether to suspend or permanently exclude, the headteacher will take reasonable steps to obtain and consider the student's views, taking account of their age and understanding. Where necessary, the student will be supported to express their views through a parent, social worker, advocate or another trusted adult. The student will be informed how their views have been taken into account.

When establishing the facts in relation to a possible suspension or exclusion, the headteacher will always apply the civil standard of proof, that is, on the balance of probabilities. DfE guidance clarifies the definition of 'balance of probabilities' as: "the head teacher should accept that something happened if it is more likely that it happened than that it did not happen".

The school will always be mindful to ensure that a decision to suspend or exclude does not involve any kind of discrimination as defined by the Equality Act 2010.

Neither suspension nor exclusion will ever be used informally or unofficially. The school will not ask parents to keep students at home for disciplinary reasons, prevent return because a parent has not attended a reintegration meeting or pressure a parent into elective home education or a school to school transfer.

A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. The school will maintain a reliable record of the student's cumulative suspensions, including suspensions imposed by another school during that academic year.

When might a decision to suspend or exclude be taken?

The decision to suspend a student may be taken in the case of persistent breaches or a serious breach of the school's Behaviour Policy.

The decision to permanently exclude a student will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

A permanent exclusion will be used only as a last resort and, in the case of a permanent exclusion for persistent breaches of the behaviour policy, only when a range of strategies have been tried without success. There may be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

Note: This is not an exhaustive list

These examples do not create automatic tariffs. Every case will be considered individually, and the statutory tests for permanent exclusion must be satisfied.

The school may also consider it necessary to inform the police where a criminal offence has taken place and / or whether to inform other professionals such as Children's Social Care..

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

> "...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

The headteacher may cancel a suspension or permanent exclusion before the governing body has met to consider reinstatement. Where this occurs, the student will be permitted to return without delay; the required parties will be notified, with reasons; and the school will offer the parent an opportunity to discuss the circumstances. Days already spent out of school will continue to count towards the 45-day annual limit.

Please see our Suspension and Exclusion Policy for further details

5.7 Reintegration following suspension

Reintegration will be planned to support a student returning from suspension and will:

- offer the student a fresh start;
- communicate that the student remains valued;
- help the student understand the effect of their behaviour;

- reteach expectations;
- restore belonging and engagement with learning;
- identify academic catch-up and pastoral support;
- set clear, personalised targets;
- be reviewed and adapted with the student, family and relevant professionals.

A student will not be prevented from returning because a parent is unable or unwilling to attend a reintegration meeting.

5.8 Equal opportunities in behaviour management

Islip Manor High School recognises that each child is an individual and some will need extra support to meet our expected behaviour standards. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, our approach to challenging behaviour may be differentiated to cater to the individual needs of a student.

The school's Special Educational Needs Co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where a pupil with an EHC plan is at risk of suspension or permanent exclusion, the school will engage the local authority at an early stage and consider whether an early annual review is required. For students with SEN without an EHC plan, the school will review whether current provision and support remain appropriate, seeking specialist advice where necessary.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify specific needs and to plan appropriate support.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them. Supportive interventions might include:

- Interventions with behaviour mentors
- Monitoring report with a form tutor, pastoral leader or senior leader
- Use of time out card where appropriate.
- Interventions with SEND department when appropriate.
- A Pastoral Support Plan
- Intervention with external professionals
- Alternative educational provision.

Off-site direction is a temporary placement at another school or alternative provision, directed by the governing body to improve a student's future behaviour. It will not be used as a

punishment for past misconduct and will be used only where in-school interventions or outreach have been unsuccessful or are inappropriate. Where offsite direction is utilised as an alternative provision or alternative from suspension:

- the placement must be time limited;
- its objectives and proposed duration must be clear;
- parents must receive the statutory written notice;
- the governing body must keep it under review;
- the student must receive a broad and balanced curriculum;
- there must be a reintegration plan;
- SEND and equality duties continue to apply.

The school also recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding procedures.

5.9 Staff training

All members of staff are trained to use a variety of methods to manage behaviour, all within our core aim of educating students to meet our expected standards. This training is regularly reviewed and re-visited.

Staff are trained to be aware that a student who is not meeting our behaviour standards may be facing difficult circumstances in or outside of school, that it may be a manifestation of a mental or physical ill health or that they may need other learning support.

Any concerns about students are initially referred on within the school and may be referred to external professionals. The school will always seek to involve parents / carers at the earliest opportunity where there is a concern and will always aim to work proactively with families to find the appropriate solution.

5.10 External professionals

The school may involve external professionals to support a student who is not able to meet our behaviour expectations despite intervention and support in school.

Where a student with a social worker is at risk of exclusion, the social worker, DSL and parents should be involved as early as possible;

Where a looked-after child is at risk, the designated teacher should contact the Virtual School Head as soon as possible and:

- an interim PEP review should be considered;
- the effectiveness of Pupil Premium Plus support should be reviewed;

Where previously looked-after pupils are at risk, the designated teacher may seek advice from the Virtual School Headteacher.

The school reserves the right to involve the police in cases where students' actions may be illegal.

6. Searches, screening and confiscation

6.1 Principles

Everyone in our school community has the right to be and to feel safe. Therefore, where it is necessary, school staff will carry out searches or screening of students and may confiscate items from them. Searches, screenings and confiscations are conducted in line with Searching, screening and confiscation, DfE. and with our own policies and procedures.

6.2 Searches

School staff are empowered to search students for illegal or dangerous items or any items which are identified in the behaviour policy as being items which can be searched for. At Islip Manor High School, searches may be carried out if it is reasonably suspected that a student may be in possession of any dangerous or illegal item or any item listed as prohibited in school (please see section **4.9 Prohibited items**).

6.3 Screening

An important part of our role is to educate students on how to keep themselves and others safe. As part of this, we conduct screenings in lessons. This is when a student and their belongings are checked with a metal detector in much the same way as happens when travelling or at large venues. This is carried out by senior staff and sometimes with our school's policing team. Students are always given the opportunity to ask questions and have told us that they find screenings useful and reassuring.

6.4 Confiscation

Any prohibited items (please see section 4.9 Prohibited items). found in students' possession will be confiscated. **These items will not be returned to students.**

We will also confiscate any item which is potentially harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents, if appropriate.

7. Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8. Monitoring and review

The governing board will review behaviour, suspension, permanent exclusion and student-movement data to identify patterns, disproportionality and any evidence of unlawful or inappropriate exclusion or off-rolling. It will challenge leaders on whether exclusions are lawful, necessary and proportionate and whether appropriate support and reasonable adjustments were in place.