

## Behaviour and Relationships Policy

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|---------------------------|---------------------------|
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| <b>Statutory Policy</b>   | Yes                       |
| <b>Review Cycle</b>       | Annually                  |
| <b>Last Review</b>        | October 2024              |
| <b>Next review</b>        | July 2025                 |

| <b>Date of Review</b> | <b>Section/Subheading</b>       | <b>Details of changes</b>                             |
|-----------------------|---------------------------------|---|
| September 2024        | 7 - Punctuality                 | Update to Punctuality Systems and structure           |
|                       | 15.1 – Behaviour Scales         | Assed information of Behaviour and Achievement Scales |
|                       | 15.2 – On Call Procedure        | Updated procedure and system                          |
|                       | 19. Sanctions and Interventions | Update to detention system.                           |
|                       | Appendices 4 and 5              | Added new Behaviour and Achievement Scales            |



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## 1. Introduction

At Stoke Newington School and Sixth Form, we seek to provide a positive and supportive environment where all achievements are applauded. Our fantastically diverse school body makes us all the richer and is something we celebrate. We have high expectations of behaviour for all our students, thus allowing everyone to thrive and achieve brilliant outcomes. We pride ourselves on our compassionate pastoral care and environment of kindness.

A calm, structured and safe environment enables everyone to work hard, feel safe and to enjoy school. We see our Behaviour Policy as not only promoting the best of behaviours whilst our young people are at school, but as one which gives them the skills and characteristics to be the best of global citizens, leaders in their own right prepared for a world full of opportunity. We strive to develop individuals who are equipped with excellent academic qualifications, together with the courage and character to call our injustice.

This policy is underpinned by our school core values of compassion, ambition, resilience and excellence (CARE) and is revised to incorporate the needs of our community with our steadfast commitment to address structural inequalities.

Equality is something we unapologetically stand for at Stoke Newington School and we want our school to be a place where students feel safe and have a voice regardless of their background. Stoke Newington School staff stand against racism, sexism, homophobia and prejudice in all its forms and we acknowledge there is work yet to be done to ensure we eradicate the inequality in society.

We recognised that to truly change the narrative of race relations, this will take time, unrelenting determination, and a whole school approach with all stakeholders. This policy in that regard is a start, but no means the end product.

We want our students to be proud of who they are, hold their heads up high and live their ambitious dreams. We wish for them to play a key part in making our society a fair and equitable one.

## 2. Aims of the Policy

To ensure that all students demonstrate excellent behaviour which actively engages them in school life, while having rules and routines which ensure learning is a focus at all times enabling lessons to proceed without interruption.

To support the inclusive ethos of the school, raising attainment for all, through the development of positive relationships, strong sense of belonging, excellent behaviour and the championing of equal opportunity.

To ensure that restorative approaches play a part in resolving conflict and repairing relationships between all in the school community are positive and based on mutual respect.

To support staff, students and parents/carers by providing a clear and consistent framework for promoting positive relationships and behaviour which support outstanding learning.

To create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which students are safe and feel safe and everyone is treated respectfully.

To ensure any incidents of child-on child abuse, bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

### 3. Guidance and Framework

The guidance and framework used to produce this policy includes:

- Equality Act 2010
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2022 s175/s15
- Education and Inspections Act 2006
- The Teachers Standards 2012
- Race Relations Act 1976 (as amended in 2000)
- Special education needs and disability code of practice 0 to 25 years (Jan 2015)
- Disability Discrimination Act 1995 (as amended in 2005)
- Behaviour in Schools (July 2022)
- The national curriculum in England Key stages 3 and 4 framework document (Dec 2014)
- Keeping children safe in education (September 2023)
- Working together to safeguard children (September 2019)
- School suspensions (Jul 2022) School Attendance (July 2017)
- Timpson Review (May 2019)
- Improving behaviour in schools - Education Endowment Fund (June 2019) Race, Education and Inequality in Contemporary Britain – The Runnymede Trust

Linked policies to be read in conjunction with this policy:

- Curriculum; SEND Information and Report; Child Protection; Teaching and Learning; Assessment and Reporting; Health and Safety; Educational visits; Anti -Bullying; Looked After Children.

### 4. Key Roles

At Stoke Newington School we prioritise positive relationships between staff, students and their parents/carers, each of whom have a vital role to play in our students thriving and succeeding. Our school culture and climate seek to foster connection, inclusion, respect and value for all members of the school community.

#### 4.1. Role of the Headteacher

The Headteacher must determine measures which aim to:

- encourage good behaviour and respect for others.
- secure an acceptable standard of behaviour of students.
- promote, among students, self-discipline and proper regard for authority.
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- ensure that students complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of students.

*Behaviour in Schools (2022) - Department for Education Guidance*

The Headteacher will act in accordance with the behaviour principles of the Governing Body and have regard to any guidance provided by the Governing Body on promoting good behaviour at the school.

The Headteacher will regularly report to the Governing Body behaviour data, identifying key trends and the school's intervention to reduce incidents of poor behaviour. The Headteacher may delegate the responsibility of key interventions to reduce incidents to members of the leadership team, who in turn will lead the response and regularly update the Headteacher.

#### **4.2. Role of the Leadership Team**

The School Leadership Team (SLT) will be highly visible, with leaders routinely engaging with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Senior Deputy Headteacher (Pastoral) will lead on pastoral interventions, analyse key data and responses with Heads of School and the SLT plus the wider staff body.

The SLT will seek to analyse data linked to different groups of students and is committed to ensuring that behaviour incidents of marginalised groups are reduced, by working in partnership with all stakeholders including experts and education consultants.

The SLT will undertake an important role in making sure all staff understand the behaviour expectations and the importance of maintaining them. The SLT will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. The SLT will align this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.

#### **4.3. Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead will monitor the behaviour of those students who are known to Children Services and those students under the radar of the Safeguarding Team or targeted youth services.

The Designated Safeguarding Lead together with the Deputy Headteacher (Curriculum) will lead on responses to Child-on-Child abuse and will also monitor trends linked to bullying. Working in collaboration with other members of the leadership, consultations and input from staff and students, will identify key actions to reduce incidents of bullying through the curriculum delivered in form time, assemblies and curriculum areas.

#### **4.4. The Role of the Head of Inclusion**

The school will ensure staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation, of our behaviour policy – making links to whole school approaches to mental health and wellbeing as set out in the Department for Education (DfE) - Mental health and behaviour in schools' guidance.

#### **4.5. Role of the Pastoral Team**

The Heads of School and Deputy Heads of School will lead the year groups under their responsibility. The Heads of School line manage the Head of Year and pastoral colleagues who provide support and intervention as appropriate.

The Heads of Year lead a team of form tutors; analyse behaviour, attendance and academic progress data and lead on intervention linked to behaviour and attendance.

The Form Tutor is the first port of call for a student and parent/carer. They play a key role in instilling the school values and the best of behaviour for all students. The Form Tutor is key in delivering the behaviour curriculum.

#### **4.6. Role of Subject Teams**

The Subject Leader will lead support for their team, by being visible and analysing behaviour data linked to the subject area. The Subject Leader working in collaboration with the Assistant Headteacher (Teaching and Learning) will seek opportunities to embed best classroom practice to engage learners and minimise low level disruption. They will also liaise with Heads of School and Head of Inclusion to better understand the needs of students and how best to support behaviour management.

#### **4.7. Role of Teachers and Support Staff**

Learning is the school's number one priority, and no one has the right to disrupt the learning of others. We believe that an appropriately representative, structured, differentiated and balanced curriculum contributes towards excellent behaviour for learning and leads to fewer disruptions. Staff working with young people must be aware of the factors that may disadvantage students, such as a low reading age, special educational need, and take steps to reduce barriers by adopting an empathetic approach. Thorough planning for the needs of individual students will help to support academic progress and strengthen the sense of belonging.

Developing positive relationships between staff and students is a fundamental aspect of high-quality teaching and learning; it promotes a sense of belonging and encourages students to actively participate in their own development. School staff develop student confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. Staff can assist and develop students' resilience and ambition, and help them become reflective learners, in addition to being there for support and guidance. Staff understand the importance of highlighting the positive behaviour choices made by young people, as and when they happen. They seek to celebrate these instances both publicly, where appropriate, and privately with the individuals.

Staff develop and strengthen relationships thereby supporting a safe and positive learning environment by:

- Treating students fairly and consistently
- Expecting the highest standards of work and behaviour from all
- Providing a safe and positive learning environment both inside the classroom and outside, such as in the corridor during transition time
- Using opportunities outside of the classroom to connect with students.
- Addressing disruptions to learning in a timely manner
- Regularly reflecting on practice
- Take responsibility for behaviour and well-being and development of the student.
- Have an understanding of the needs of students through information provided by the Inclusion Team



- Working in partnership with other staff, such as the Inclusion Team and Year Teams, and parents/carers to celebrate good behaviour and concerns.
- Monitoring students that are not presenting themselves emotionally and mentally as they usually would i.e., actively speaking to a student who is much quieter than usual.
- Being there to listen to students and provide advice and support.
- Playing an integral part in ensuring consistency across the school by following the SNS classroom procedures

All staff play a key role in providing a safe environment and are to address any behaviour which falls of our expectations. Consistency is essential in supporting one another to in maintaining high standards of behaviour.

As part of our safeguarding duty, all staff are expected to be on duty promptly, ready to supervise students. Staff must proactively oversee students, addressing any behaviour which falls short of our expectations. If a student fails to comply with staff instruction, the senior member is informed, and the staff member will log the incident on Class Charts. Where a student's behaviour raises a health and safety concern or does not meet the SNS expectations, they will be sanctioned as per our policy as deemed appropriate by the Head of Year.

Positive behaviour is celebrated in the following ways:

- Praise for excellent attitude to learning and progress.
- Achievement points awarded.
- Work showcased in classrooms and corridors.
- Positive written feedback given on pieces of work.
- Telephone call to parents/carers or notes in planners
- Postcards home
- Weekly Year and Achievement assemblies – Half termly

Examples of actions that staff seek to avoid:

- Humiliation
- Overreacting – the problem will grow.
- Blanket punishment
- Shouting
- Harsh sarcasm
- Threatening children with someone's discipline (e.g., go to see Mr X)

It is integral for the development of healthy relationships that staff find a consistent balance between promoting positive behaviour and supporting young people in recognising when actions are appropriate.

#### **4.8. Role of Students**

All students must take responsibility for their own actions and have an awareness of how such actions might impact on other individuals, as well as themselves. Students are regularly reminded of the school's ethos, values and rules together with taking ownership of this throughout their time at SNS, through assemblies, form time and lessons.

As part of promoting positive behaviour and providing positive role models, students are provided with opportunities to take on responsibilities within their own class, across the school and the wider community, such as Student Leadership Body and Hackney Youth Parliament.

Students must recognise that whilst the school is committed to celebrating good behaviour, it also has a responsibility to address poor behaviour. The school has a duty to keep the environment, so it promotes good learning, therefore not following the School's Behaviour Policy will lead to sanctions.

## **5. Behaviour Expectations**

### **5.1. Student Expectations**

Students are expected to always behave in a positive manner by being:

- Respectful to peers, staff, and visitors to the school at all times
- Attending school every day, and to every lesson on time
- Kind and co-operative with peers, always showing respect.
- Ready to learn and give their best to achieve excellence.
- Prepared for learning with the correct uniform and equipment – no coats in the building, lanyards, and ID cards visible.
- Responsible for their own learning and behaviour so that they do not disrupt learning or the smooth running of the school.
- Respectful to the learning of others and valuing their contribution by attentively listening.
- Behaving impeccably, in a safe manner, both inside and outside of lessons
- Behaving in a highly positive and considerate manner in the local community, and always giving a positive representation of the school, this includes the online community.
- Respecting the personal space of others
- Following SNS's no physical contact and not touching the property of others
- Responsible for the safety of others by not running anywhere in the school building.
- Respectful always - swearing, the use of offensive language, physical aggression, or causing harm to other people or their property is not acceptable.
- Respecting our school environment. – no litter, gum, graffiti, and no eating and drinking in the building

Failure to meet these expectations will lead to sanctions.

### **5.2. Classroom Expectations**

All students must always:

- Follow staff instructions.
- Always sit according to the teacher's seating plan.
- Respect and work co-operatively with others
- Always give their best to achieve excellence.
- Be responsible for their learning and supporting the learning of others.
- Take pride in the presentation of work, by only using a blue/black pen, underlining titles, dating work, and using pencils for drawings.
- Leave the classroom in a tidy manner and depart in an orderly way as directed by the teacher or the adult in the classroom, mindful of others in the corridor.

### **5.3. Corridor Expectations**

For the smooth movement of the school community, all students must:

- Move around school quietly and purposefully, walking on the left.
- No shouting or running.
- Observe the one-way system and not enter out of bounds areas.
- Display courtesy towards other people at all times.
- Not use the lift without medical exemption





#### **5.4. Breaktime and lunchtime expectations**

These are times of the day which allow students to enjoy the company of others, eat a healthy snack/lunch and drink. During this time so that everyone can enjoy this time, additional rules apply:

- All students are expected to behave responsibly during break and lunch.
- All students to follow the instructions of all staff on duty.
- All students are to be out of the school building unless they have a staff note in their planner.
- All students to line up when waiting to enter the Blue Bird Café and once in the Blue Bird Café
- No physical contact, following the “no touching policy”.
- Not standing in the Undercroft, unless it is a Wet Break
- Hoods must be down at all times, unless it is raining.
- Upon the first whistle, the Lower School (Year 7 and 8) to line up in their designated areas, quickly and quietly to enter the building with their class teacher.
- Upon the first whistle, the Upper School (Years 9 to 11) to purposefully enter the classroom promptly arriving at lessons – any student arriving after five minutes will be marked late.

#### **5.5. Behaviour in Clubs, Performances, Activities and Trips**

As a school which celebrates creativity, enrichment, and seeks to give students out of lesson opportunities to develop through an enriched experience. Our expectations for all students are they demonstrate an appreciation by actively listening not talking, following instructions including where to be seated, do not disturb the activity in anyway or being disrespectful in any form. Whilst on a trip all students must follow all instructions, be always respectful and behave as a role model for the school.

Failure to comply will lead to sanction including the barring of a student attending an activity outside of lessons.

### **6. Uniform and Appearance**

All students in Years 7 to 11 are expected to wear the school uniform with pride. If a student is at school with the incorrect uniform, they will be sent to the school Reception to get the correct item of clothing, or contact will be made to the parent/carer to bring in the correct uniform for your son/daughter to wear. Students who refuse to wear or adjust their uniform will be sent to the Referral Room.

Throughout times of the year, the school may hold non-uniform days. During these days, students must wear appropriate professional clothing to school, and continue to bring their equipment, lanyard, and ID card. Please find student uniform expectations in Appendix 2.

### **7. Punctuality**

All students are expected to be on time for school and lessons. Where a student is late for school, i.e., arrives at school after 8.30am, they will be marked late. Tutors will speak to the student and follow up any continued lateness with parents/guardians. Students who are continuously late hinder their progress and disrupt the learning of their peers. Being on time for school is imperative and an essential habit for life beyond school. Students who are continuously late will receive targeted intervention from the pastoral team including the Attendance Officer. Lateness leads to loss learning which hinders academic progress.

## **8. Mobile phones**

Students are not permitted to have mobile phones. Where there is a reason to believe a student has a phone the phone will be confiscated. will not be allowed mobile phones on the school site. If a mobile phone is seen or heard by a member of staff, it will be confiscated. The phone will be given to reception, where it will be kept in the safe. A parent or carer will be able to collect the phone after school on the Friday of that week, if the device is confiscated on a Friday, it will be returned the following Friday. Where a mobile phone is required for exceptional reasons such as a medical need, a parent/carers must request this in writing to the Head of School.

Where a phone is used to film in school this will lead to a suspension and where a student uploads this on social media, or if social media is used to bully any student this will lead to a suspension.

## **9. Behaviour out of school**

The same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on site and off the school site.

The January 2016 DfE 'Behaviour and Discipline in Schools' documents states 'Headteachers have a statutory power to regulate student's behaviour in these circumstances 'to such an extent as is reasonable'. Therefore, we expect the following:

- Positive behaviour which does not threaten the wellbeing of our students, staff, or members of the public.
- Always use designated crossings
- Mindful and considerate of other road users, no foul language or littering.
- Good conduct on all transport to and from school and educational visits.
- Treat the environment and local area with respect.
- If a student has been involved in criminal activity out of the school, the student(s) may also be subject to action from the school. This includes riding on bikes not legally hired.

## **10. Students are not allowed into the fast-food shops on Albion Road until 4.00pm.**

Students are not allowed into the fast-food shops on Albion Road until 4.00pm. We continually work in partnership with our Safer Schools and Community Police teams to increase presence. This is to keep students safe, due to a spate of robberies. Students who fail to observe with this rule may face a 3-day suspension.

## **11. Role of Parents/Carers**

At SNS, we recognise that strong school-parent partnerships are key to supporting improvements in behaviour. Our Senior Team, Heads of School and Heads of Year lead on Parents/Carers Forums which are opportunities for parents and staff learning and sharing thoughts, advice and evidence-based research on key issues related to parenting of young people.

Staff value communication with parents/carers on all aspects of their child's education, including their personal and social development and welfare. Where appropriate, staff will contact parents/carers to discuss specific incidents of behaviour or concerns around attitude and engagement with their child's learning and will always to communicate as soon as possible. If a student has had to be removed from a lesson using the school's on-call system, then the teacher will contact the parent on the day of the incident, where possible or as soon as possible, to enable the parent/carers to best support their child in making positive behaviour choices.

The partnership between home and school is a vital tool in supporting young people to develop healthy relationships and helping them to develop positive behaviours. Therefore, the role of parents/carers in this policy is a vital one. This is set out in our Home School Agreement (Appendix 3). Throughout the school year, there are several ways in which home-school communication is promoted to ensure that parents/carers have opportunities to share in the successes and celebrations of their child. Equally important is the opportunity to discuss any behaviour choices made which are not deemed in keeping with the school's ethos and values.

Whilst the School is aware that families support their children in a variety of different ways, there is an expectation that parents support the school in the approach that is set out in this policy (and in the Home-School Agreement) and be consistent when discussing behaviours with their children.

However, the School understands the importance of providing parents and carers with an opportunity to discuss their own concerns, or indeed, their child's concerns that may not have already shared by the student with staff at school. Where communication is required to take place, parents are encouraged to contact the form tutor in the first instance. Please bear in mind that teachers will be teaching during the day and will check their voicemail when they are able to do so.

#### **11.1. What parents/carers can do to promote positive relationships**

- Use their child's contact book to communicate with their form tutor or subject teachers as appropriate.
- Communicate in a timely manner any change in student circumstance which may affect their wellbeing.
- Support student independent learning with consistent routines at home
- Participate in parents/carers evenings and events in the wider life of school, such as our Summer Showcase, Community Evenings
- Discuss the school's key values with their children and share in their importance.
- Provide support to the school, where required, when resolving concerns around behaviour and actions of individuals.

Aside from the year group parent/carer forums, the school has forums including Forum for Students with Special Educational Needs. The school also seeks to have a termly parent forum to discuss and consult school priorities.

## **12. Unacceptable behaviour**

Everyone has the right to feel safe and be safe. The following behaviours will lead to a sanction including internal and external exclusion. Unacceptable behaviours include:

- Persistent disruptive behaviour
- Refusal to follow instructions or walking away from a member of staff.
- Verbal abuse
- Racist, sexist, Homophobic, Biphobic and Transphobic behaviour (HBT) remarks this includes on an online platform and discrimination of form.
- Assault including spitting or deliberately coughing in the direction of another member of the community.
- Fighting (including play fighting)
- Bullying
- Theft
- Other negative behaviours such as, vandalism and truanting.

When investigating an incident, students will be asked to give an account by writing a statement. Students are always expected to be honest in these statements.

Staff will issue a Behaviour Incident where incidents of swearing are heard amongst students but is not deemed of a bullying nature by staff. Poor language is not acceptable.

Littering/chewing gum will result in a Behaviour Incident.

A behaviour and achievement scale is used to track student behaviour, implement interventions and give awards. See appendix 4 and 5

### **13. Social Media**

Whilst we are aware of the benefits and usefulness of social media, we are also very aware of the negative uses of it. There is much evidence to link online abuse to serious mental health concerns.

All students are to be responsible when using social media and use it in a positive way.

Inappropriate use of social media or any online platform includes:

- Bullying and Harassment
- Threats of violence
- Sending and sharing inappropriate images and videos

The school will take robust action against students who misuse social media and communications in particular if this use affects the welfare and safety of others.

### **14. SNS Home Learning – Online Teaching**

Please note should there be a need for school closure due to a local or national lockdown, all students are expected to use the online teaching platforms abiding by our high standards of behaviour. The same rules apply in a virtual classroom as a real school classroom.

### **15. Behaviour Management**

All staff will take the preliminary action of positive reinforcement of good behaviour, notice students doing the right thing, make generalised comments regarding poor behaviour.

Staff will operate the classroom One Warning Rule for any behaviour where the student is not meeting the school behaviour expectations. Redirecting the student back on task. Staff to use clear, consistent language with students; At SNS all staff use the word – warning”. Students must respond to the warning and not argue back.

If a student continues to not follow instructions, then the staff member will take-class action, such as move student to another seat, time outside the classroom to reflect, or issue a behaviour incident Staff will take the opportunity to talk to the individual student reinforcing belief in the student to adhere to the school rules. This will ideally be at the time of the lesson or another suitable time.

If disruptive behaviour continues despite action taken, the on-Call duty staff member will be called, and the student moved as per the shadow timetable.. Three on calls in a week will lead to a Head of Year detention

Where there may be an unsafe, serious incident the classroom a teacher will call On-Call immediately.

### 15.1. On-call procedure

A student will be removed from a lesson if the behaviour has not been modified, the student will be taken to a lesson as per the shadow timetable, or in case of a serious incident straight to the On-Call Room. A serious incident is anything that would prevent the learning for all the class or an incident that could cause harm to another individual - staff or student.

- The teacher should enter an On Call Request via Classcharts requesting support for the student.
- The school office will contact the On-call duty member who will go to the lesson.
- The student will be taken to the On-call Room.
- Teacher to contact parent to discuss behaviour.
- Before the next lesson the teacher should have a meeting with the student to reflect on behaviour choices and to implement steps to prevent reoccurrence – This meeting can be supported by a pastoral support worker or pastoral leader or Head of Department.
- Heads of Year analyse students on the On-call list in their year group -Any student causing concern will be discussed with the relevant Head of School thereby identifying interventions through the Student Support Network\* (SSN) Group. If a pattern of behaviour emerges over time, the Head of Department/Faculty, Head of Year and Head/Deputy Head of School will discuss further support and sanctions through our regular pastoral and curriculum meetings. We strongly value the role of parents in supporting the school and as such will contact parents when we have concerns about a student's behaviour.
- Where there is an incident where a serious sanction, such as an internal or external exclusion may be necessary, the Head of Year will report this to the Head of School

\*Student Support Network Group consists of the Head of School (Assistant Headteacher), relevant Head of Year, Head of Inclusion, Designated Leads for Safeguarding, Attendance Officer and partnership agencies as appropriate, such as Young Hackney and the allocated CAMHS (Children and Adolescent Mental Services) Worker.

### 15.2. Behaviour Support

Staff will carefully consider when and how sanctions are put in place, clearly explaining their reasoning so students develop an understanding of the impact of their actions and that such behaviour choices, require addressing as a result. When imposing sanctions, the following points are considered:

- The deterrent factor
- The need for the students to learn how to resolve conflicts.
- Students involved in bullying may require additional support.
- Restorative conversations must be attempted.
- The school will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability. Staff should seek advice from the relevant Head of School and SENCO, if they are unsure about how to manage a student's behaviour where this is related to a special educational need or disability.

## 16. Vulnerable Students

Our school is increasingly aware of factors in some students' lives which make it difficult for them to always work within the school's behaviour policy. We understand that for some families they are under more pressure than others and this may lead to more prevalence of needs. We recognise that

behaviourist approaches are not always successful with all children, in particular for those with complex or acute Social, Emotional and Mental Health needs.

Where a young person has no identified Special Educational Need, and still persistently disrupts and fails to adhere to the Behaviour Policy, the School will seek to understand the underlying cause of this behaviour through the Student Support Network (SSN). The school recognises that behaviour is a form of communication for some of our vulnerable students.

Please see our Equality Statement in the appendix.

### **17. Students with Special Educational Needs and/or Disability (SEND)**

The school's culture aims to consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. The school will consider how a whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in our school community and high expectations are maintained for all students. We see a good behaviour culture underpins an excellent environment for learning and ensures all students feel safe to learn. This benefits all students including those with SEND.

We recognise that some behaviours are more likely be associated with types of SEND, such as a student with speech, language and communication needs may not understand a verbal instruction. Behaviour needs to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We aim to manage student behaviour effectively, whether or not the student has underlying needs. When a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance several duties which will have bearing on their behaviour policy and practice, particularly where a student has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the school's policies or practices.
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and if a student has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, the school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures from government guidance include (but are not limited to):

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a student with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism.

Any preventative measure should consider the specific circumstances and requirements of the student concerned.

### **18. Understanding Attachment and Trauma**

Developing secure attachments are crucial to supporting positive well-being, mental health and behaviour. Certain groups of students may have more difficulty making and maintaining healthy attachments, for example children and young people in the care system, especially those in a caring role, and children in need. These children and young people are likely to struggle to feel a sense of self-worth, feeling helpless and hopeless they may display anger, withdrawal, extreme controlling behaviour and a seeming refusal to accept the parameters of ordinary school life. Some children respond by becoming the 'good child' acting out their distress by extreme compliance or by passive/aggressive responses.

Key school staff have undertaken Attachment Awareness and Trauma training and these pastoral staff advise the Student Support Network when identifying and reviewing support strategies for our most vulnerable students. We also work closely with Child and Adolescent Mental Health Services (CAMHS) and Young Hackney. The school is part of Hackney's Wellbeing and Mental Health in Schools Project and has achieved the Optimus National School's Wellbeing Award in recognition of the school's work in promoting wellbeing and mental health matters and our commitment to continually evolve in our practices.

### **19. Sanctions and Interventions**

In the unfortunate event of a student failing to meet the school's expectations, a clear set of sanctions will be applied.

Sanctions may include:

- Withdrawal from lessons or activities to the shadow timetable, or to the 'on-call' room
- Removed for a period of days to the Referral Room
- Lunchtime Head of year detentions
- Weekly Senior leadership detentions
- Services around the school
- Internal/external exclusions
- Direction to alternative provision.

The above list is not exhaustive, other sanctions may also be applied as deemed appropriate.

Parents/carers will be informed of detentions which go on beyond 3:40pm.

Head of year detentions will be held once a week. Failure to attend the head of year detention will upscale to a senior leadership detention. Failure to attend this will lead to a suspension.

### **20. Exclusion Procedures**

Only the Headteacher can suspend a student, and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods up to a maximum of 45 days in an academic year. The Headteacher may also permanently suspend a student in exceptional circumstances. There are three levels of suspension:

- Internal Suspension



- External Suspension
- Permanent Exclusion

## **21. Search and Screening Procedure and Inappropriate Items**

It is the policy of the school to search a student or their possessions if there are reasonable grounds to believe that they are in possession of a prohibited item and any other item that is forbidden in school. Content of mobile phones and similar devices may be searched if there is reasonable concern that there are safeguarding concerns for the student and/or other students. If required, content of mobile phones and similar devices . Any such search will be carried out in a way that is in line with DfE guidance and the law in force at the time. As stated in the DfE guidance 2014, schools have the ‘power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.’ Parents will be contacted before the search should it be safe to do so and there is no threat of imminent danger, if not the school will contact a parent where it is safe to do so, or once discussed with external agencies. As far as possible an appropriate adult will be present. The search will be conducted by a senior member of staff.

The school will follow the advice from the Department of Education – Searching, Screening and Confiscation (July 2022), but will not permit a strip search on school grounds, this must be conducted in a private location, such as a police station or home.

## **22. Prohibited Items**

The following items are prohibited on school premises. If a prohibited item is found on a student, a serious sanction will follow which can include a fixed term suspension.

Prohibited items include:

- Compasses, except students in Year 11 and above as required by subject.
- No scissors, where scissors are necessary for learning, the subject teacher will issue these, and the scissors must be returned at the end for the lesson.
- Any metal hair equipment
- No metal rulers, where this is needed for learning the class teacher will loan the use of the metal ruler and it must be returned at the end of the lesson.
- Chewing gum
- Fizzy Drinks, including high energy drinks.
- Glass bottles, including perfume bottles.
- Jewellery, including nose rings, except for a watch and one pair of stud earrings (in Years 10 and 11 – students may wear one nose stud). All jewellery must be removed for PE lessons or any sporting activity.
- Religious jewellery – any jewellery required for religious reasons – parents/carers are to write in to request this, it is to be one piece of jewellery and the jewellery must not be visible.
- Aerosol cans, including deodorants.
- Correction fluid and correct fluid thinners
- Permanent marker pens
- Unnecessary money
- Mobile phones and other electronic devices including smart watches.
- Tattoos for any students under the age of 18 years
- Expensive items





- Cigarettes, tobacco, rolling papers and other smoking paraphernalia.
- Matches/lighters.
- Fireworks, fire snaps/fun snaps/firecrackers
- E-cigarettes/shisha pens/vapes.
- Metal water bottles
- Any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment.
- Solvents and glues with solvent, NOT including Pritt-stick.
- Black chinos, leggings, skinny trousers, jeans, corduroys, or combat trousers (any trouser that has back pockets sewn ONTO the trouser, rather than from within) are not considered part of the school uniform. Trainers (apart from in PE lessons) hooded tops, branded clothing (for example Nike, Adidas, etc) and hats, including winter hats.

Where a student brings a prohibited item on to school site or comprises the safety of our community beyond the school gate a suspension will be given – for example smoking paraphernalia such as vapes will result in a 3-day suspension, using smoking or supplying paraphernalia will lead to a more serious sanction.

### **23. Offensive Weapons Policy**

We consider the safety of young persons, teaching and non-teaching staff, parents and visitors of paramount importance, and must be protected through the minimisation of risk of harm. This policy on offensive weapons is part of our dedication to safeguarding all who are involved at any time with SNS. It is not a reflection on the young people who attend.

#### **23.1. Legislation**

It is an offence, under section 139A of the Criminal Justice Act 1988, to carry an offensive weapon or knife on school premises. The definition of school premises here is in its widest sense, including not just the buildings, but the outdoor area within the school's curtilage. It is also an offence to carry an offensive weapon or knife in a public place unless a person has a good reason or lawful authority for having the article with them. Section 45 of the Violent Crime Reduction Act 2006 amends the Education Act of 1996 and makes provision for members of staff to search pupils. This came into force on 31 May 2007. Part 7 of the Education and Inspections Act 2006 (which came into force on 1 April 2007) sets out the responsibilities of schools in relation to discipline. Schools general powers to discipline are set out in Section 91; Section 93 specifically deals with the powers of school staff to use reasonable force to maintain good order and discipline at a school, as well as preventing the commission of an offence, personal injury or damage to property. Section 94 provides a defence in any proceedings relating to the confiscation of pupils' possessions.

Headteachers and staff authorised by them have a statutory power to search young persons or their possessions, without consent, where they have reasonable grounds for suspecting that the young person may have a prohibited item.

#### **23.2. Prohibited items are:**

- Knives, weapons or any item which can be used as a weapon
- Fireworks
- Compasses, except students in Year 11 and above as required by subject.
- No scissors, where scissors are necessary for learning, the subject teacher will issue these, and the scissors must be returned at the end for the lesson.
- Any metal hair equipment



- No metal rulers, where this is needed for learning the class teacher will loan the use of the metal ruler and it must be returned at the end of the lesson.
- Any article that staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the young person)

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any item, however found, which they consider harmful or detrimental to school discipline.

Prohibited items which can cause serious harm such as fireworks, knives or any offensive weapon will lead to a permanent exclusion.

The school always prioritises community safety and therefore reserves the right to add items to this list where necessary through the academic year and will communicate these students and parents/carer.



## 24. Appendix 1 – The SNS Way

# THE SNS WAY



## Compassion

**We are polite and courteous and keep our voices quiet to show consideration for our community.**

## Ambition

**We actively participate in lessons, and use the feedback given to us to go above expectations.**

## Resilience

**We understand that mistakes are part of learning and strive to work hard, even when the task may be challenging.**

## Excellence

**We take pride in our smart appearance, the brilliant work in our books and our commendable behaviour.**

**We role model these four core values to other students in the school community.**

Compassion | Ambition | Resilience | Excellence



## 25. Appendix 2 – Uniform Expectations

All students in Years 7 to 11 are expected to wear the school uniform with pride. Girls' trousers are no longer required to be purchased from our uniform outfitters; however, they must be school appropriate trousers. Leggings, skinny trousers, jeans or anything with pockets sown on the outside is not allowed. Any student wearing the incorrect uniform will be challenged and offered alternative items to wear if available or we may contact you to request you to bring in the correct uniform for your child to wear.

Stoke Newington School have a non-gendered uniform policy. Below is a list of permitted uniform items:

- Year 7 & 8: a standard white shirt with collar or school polo shirt
- Year 9, 10 & 11: a standard blue shirt with collar or school polo shirt
- A school sweatshirt or cardigan with the school logo
- A plain black knee-length skirt
- Plain black trousers with pockets sewn within the trouser
- Tailored (fitted) shorts
- Plain black full-length culottes
- Black leather shoes
- Religious clothing or items must be plain black
- One small stud earring per ear. No other piercings (eyebrows, nose etc.) are acceptable
- The year-group lanyard
- A rucksack/school bag that fits an A4 ring binder folder (any type of handbag is not permitted)
- A suitable outdoor coat, which must be removed in the school building

The following items are strictly forbidden

- Black chinos
- Leggings
- Skinny trousers
- Jeans
- Cords
- Combat trousers
- Any trouser that has back pockets sewn ONTO the trouser, rather than from within
- Trainers (apart from in PE lessons)
- Hooded tops
- Branded clothing (for example Nike, Adidas, etc)
- Hats (except for outside during cold weather).

### **Earrings**

Students are allowed one small stud earring per ear.

### **School bags**

Students must use a bag/rucksack that is appropriate for the school day.

### **PE kit**

PE kit must be worn in PE lessons. This is: a school PE T-shirt or school PE sweatshirt, black shorts or black tracksuit bottoms and training shoes. The PE kit can be purchased from our preferred uniform suppliers.

Please note: football boots must have moulded rubber studs suitable for a 3G football pitch. No other type of studs are allowed. This is a requirement from the [Football Foundation](#) to ensure the pitch's longevity and protect it from damage.



## 26. Appendix 3 – Home School Agreement

At Stoke Newington School and Sixth Form, we are committed to developing a supportive ethos that promotes high expectations for our students. We recognise that this requires a strong partnership with all stakeholders, sharing responsibility for the development and achievement of our young people.

### The School will:

- Expect high standards of behaviour and conduct from students, and have clear rules and guidelines underpinned by core values of Compassion, Ambition, Resilience, and Excellence (CARE).
- Provide a learning environment that is engaging, safe, and supportive, where students feel cared for and valued.
- Ensure that every student has access to the opportunities, support, and guidance necessary to achieve their full potential.
- Regularly report on each student's progress, recognising that open communication with parent/carers is essential for fostering success.
- Maintain the highest expectations of academic progress for each of our students, recognising that every child has the potential to succeed.
- Foster a collaborative positive relationship with parent/carers through school and community events and regular timely communication, strengthening a responsive approach to inquiries and concerns, recognising that a strong partnership between home and school are essential for success.
- Record, reward, and celebrate good progress and performance, recognising the importance of positive reinforcement.
- Offer a broad range of extra-curricular activities that develop creativity, broaden horizons, and prepare students for life beyond the classroom.
- Notify parent/carers through Class Charts if a student receives achievement points, behaviour incidents and detentions.

Staff Member Name:

Staff Member Signature:

### Parent/Carers will:

- Work in partnership and collaboration with the school to ensure students achieve their full potential.
- Agree and ensure young people follow the Behaviour and Relationships Policy.
- Ensure that students attend school on time every day wearing correct uniform and fully equipped for the day's activities.
- Keep up to date with behaviour and homework by using the Class Charts system.
- Support young people with their homework and sign their planner each week.
- Attend Parents' Evenings and meetings and discussions with staff when requested to ensure best student progress.
- Be aware of appropriate safe and healthy boundaries of young people, including use of online platforms.
- Ensure that time is not taken out of school unless it is urgent.
- Regularly review the enrichment calendar and Music Lessons offered by the school and encourage participation.
- Consent to off-site visits within a 2-mile radius, such as Sports Day and school trips to the local area.
- Ensure ParentPay account is always in credit and all required payments for trips, visits, lessons, and clubs are made on time.

Parent/Carer Name:

Parent/Carer Signature:

### Students will:

- Be an ambassador for Stoke Newington School, taking pride in representing the School community at all times.
- Always be respectful to staff, peers, and members of the community including visitors, those in the local community and online.
- Attend school every day on time in correct full uniform, with all necessary equipment for learning.
- Work diligently in class and at home to achieve their full potential by always giving best effort.
- Follow the Behaviour and Relationships Policy, ensuring to behave responsibly and respectfully, and attend detentions.
- Use Contact Book to organise homework, record achievements and as communication between the School and parent/carers.
- Regularly check ClassCharts to ensure homework is completed to the highest of standards and on time.
- Participate in extra-curricular activities and Music Lessons offered by the school.
- Respect and care for the environment, both inside and outside of the school premises.
- Understand and demonstrate correct safe usage of technology, including social media.

Student Name:


Student Signature:

Date:

## 27. Appendix 4 – Behaviour Scale

| Subject behaviour Scale   | 2+   | Persistent  | Persistent   |   |  |  |  |
|---|--|---|--|---|--|--|--|
| Procedure   | BI/ST = call home/teacher detention  | BI/ST in the same subject = class teach/KS lead/HOD meeting with parents  | Subject LM to support (potentially park them in another lesson/ move classes & parent meeting. | Refer to HOS & link to pastoral scale.  |  |  |  |
| Pastoral behaviour scale  | 10+ or more  | 20+   | 30+  | 40+   | 50+  | 70+ 100+   |  |
| Procedure   | Tutor report 2 weeks + parent meeting (virtual/onsite) Telephone call Email. | HOY report 2 weeks + meeting with parents (virtual/onsite) Telephone call | Referral room for 1 day followed by report to DHOS & parent meeting with DHOS                  | RR 2 days followed by report to HOS + individual behaviour plan started by HOY in meeting with parents, HOY & HOS | RR for 3 days followed by report to DHT. Meeting with parents to review IBP with HOY & HOS & DHT | suspension 3 days for persistent disruptive behaviour + PSP started by HOY in meeting with HOY & HOS | Report to the HT – if report is failed 5 days Suspension & meeting to review PSP with HOY, HOS & DHT |
| <p>All reports should be for 2 weeks &amp; parents should be informed prior to being placed on report by the staff member issuing the report.</p> <p>Report rules:<br/>If failed, it escalates to the next report<br/>*These are rough guidelines as if all BI are from the same subject, then a tutor report is not necessary instead this should be a subject report.<br/>Review BIs to decide targets.<br/>Those with extremely high BIs risk not being permitted on the end of year trips and may not be invited to attend the prom.<br/>HOYs to keep spreadsheet to monitor where students are on the scale.</p> |  |   |  |   |  |  |  |

## 28. Appendix 5 – Rewards Scale

| Achievement points  | 50 - 100  | *150+  | *200+   | *300+  | Deputy Headteacher 400+                               | *500+   |
|---|---|--|---|--|---|---|
|    | Tutor post card<br>Praise Text  | HOY post card<br>Praise Text   | Deputy head of school post card. Praise Text                                      | Head of school's postcard<br>Praise Text                             |   | Headteacher's postcards<br>Praise Text  |
| YR 7 Office on the web Frame  |   | Bronze badge   | Silver Badge  | Gold Badge   |   | Platinum Badge  |
| <p>Rewards</p> <p>Min 3 AP per lesson<br/>Max 1AP per student per lesson<br/>Whole class awards only on exceptional circumstance</p>  | Options:<br>One fruit drink<br>OR<br>1 day in Game room with a friend<br>OR<br>Pen & Pencil | Options:<br>2days game room with a friend<br>OR<br>1week jump queue pass<br>OR<br>A pair of earphones<br>OR<br>Pencil case | Options:<br>1week Game room with two friends.<br>OR<br>Two weeks jump queue pass. | Options:<br>Half term lunch pass<br>OR<br>Pencil Case with Equipment | Options:<br>A £5.00 Olive voucher<br>OR<br>A Football | Options:<br>A £5.00 Olive voucher with Jump Queues till end of term<br>OR<br>A Basketball |
| <p>*Students choose these rewards on classcharts. Purchasing power = APs take away BIs<br/>Post cards should be posted to parents</p> <p>Consistent high APs each year = encouraged to be prefects in year 11 or on the prom committee.<br/>These students should also be considered for reward opportunities that arise such as trips/mosaic project/ gardening etc.</p> |   |  |   |  |   |   |
| Sixth Form Achievement points   | 10  | 30   | 50  | 70   | 80  | 90  |
|   | Tutor post card   | Head of Year postcard  | Deputy Director of 6 <sup>th</sup> form postcard                                  | Director of sixth form postcard                                      | Deputy Headteacher                                    | Headteacher's postcard  |
| Rewards<br>Minimum of 1AP per lesson  | Tutor's contact? SNS pen/pencil   | Free Drink   | A drink and snack   | A £5.00 Olive Voucher  | A £10.00 Olive Voucher                                | Options:<br>Towards PROM for Year13s  |