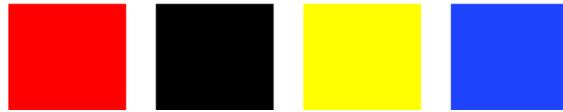


Heston
COMMUNITY
SCHOOL



BEHAVIOUR FOR LEARNING POLICY

Approved by:	Full Governing Body	Date: July 2025
Last reviewed on:	July 2024	
Next review due by:	July 2026	

1. HESTON COMMUNITY SCHOOL'S CORE VALUES

Heston Community School is a learning community that endeavours to provide a safe and nurturing environment, with high expectations, which creates ambitious, resilient, responsible and successful young adults, able and willing to contribute to society. In this community, all stakeholders are valued and contribute to the future success of the School. Our mission is to instil, in all stakeholders, a passion for lifelong learning and the courage to learn from mistakes.

2. LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE

This Policy is based on legislation and advice from the Department for Education [DfE] on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \[SEND\] Code of Practice](#)

3. PRINCIPLES OF OUR BEHAVIOUR FOR LEARNING POLICY

- The consistent promotion of excellent behaviour is key – we hold genuinely high expectations and insist on the very best conduct from all of our students, without exception
- A belief that all students can consistently display excellent behaviour and achieve the best possible outcomes, contributing positively to the life of the School and our wider community
- Heston Community School's values apply to all students and all members of our School community; the values that our Behaviour for Learning Policy seeks to uphold are applied consistently by all members of staff
- Rewards feature more prominently than sanctions on a day-to-day basis for the overwhelming majority of students
- Poor behaviour is never accepted
- These aspirations are reflected through all of our expectations, and recognised through rewards and celebrations.

4. GROWTH MINDSET

Growth Mindset values underpin our learning ethos; our students will be fully aware that success, however defined, is achieved through hard work, perseverance and focused practice, based on seeking and responding to feedback. Heston Community School staff, students and parents/carers learn to be resilient, welcome challenge and understand that failure is a necessary part of the journey to success. We believe that there are no upper limits to what our students can achieve if they have the right attitude to learning and display the behaviours necessary for success. Our Behaviour for Learning Policy outlines what those behaviours are and encourages these through clear expectations, rewards and sanctions. We also believe that, like all things, behaviour and conduct can be developed and improved. Our students will be encouraged to adopt the behaviours and attitudes reflective of a Growth Mindset where they:

WORK HARD

- Are prepared to learn
- Take pride in everyone's success and achievements
- Take risks in learning with a positive 'Growth Mindset'
- Concentrate and stay focus in class at all times
- Complete classwork and homework to the best of your ability
- Meet deadlines
- Revise thoroughly for any test or examination
- Find time to participate in extra-curricular activities.

ARTICULATE

- Avoiding any kind of derogatory or discriminatory language
- Seek opportunities to extend answers when answering questions
- Think carefully about what is about to be said
- Pronounce words correctly
- Avoid unnecessary filler such as '*basically*', '*like*'
- Avoid slang or swear words.

PRACTISE KINDNESS

- Treat each other the way we would like to be treated ourselves
- Respect the feelings, belief and cultures of others
- Help each other
- Apologise when poor judgements are made and forgive easily and quickly
- Avoid talking about others unkindly or teasing others, either in person or on-line
- Try to do a good deed every day.

SHOW RESPECT

- Follow instructions first time, every time
- Be in the right place, at the right time
- Respect the possessions of others
- Look after the School environment and treat it with respect
- Queue sensibly, never push in
- Refrain from shouting
- Stay on task in lessons
- Take responsibility for themselves and their actions
- Seek help from staff if something is going wrong
- Move around the School in a calm, orderly and purposeful manner.

DEMONSTRATE GOOD MANNERS

- Say '*please*', '*thank you*', '*good morning/afternoon*'
- Make eye contact and greet everyone with a friendly smile
- Acknowledge a greeting and respond to it in a positive way
- Keep to the left and respect the one-way system in Hogarth
- Hold doors open for those immediately behind them
- Use the bins and never drop litter
- Be considerate of parents and our community when leaving the School especially at our local bus stops and shops.

BE SMART

- Take pride in how you wear your uniform, to, from and within School.

Attitude to Learning

The AtL indicators help students to understand what behaviour best supports learning. This focus is therefore building positive behaviour, rather than preventing negative behaviour. Students and staff are expected to reflect on the **AtL Indicators**, which are displayed throughout the School. Students and staff will periodically assess AtL as a means of monitoring and developing students Growth Mindset in the face of challenges. Individual Curriculum Areas within the School have tailored their own subject-specific resources that are used to support students' AtL.

ATTITUDE TO LEARNING		
	ATL CLASS WORK	ATL HOME WORK
A EXCEPTIONAL	I am proactive and take pride in my learning. I collaborate with my peers, improving my own understanding and that of others. I am able to break down difficult tasks to reach a solution; I know when to ask the teacher or my peers for help.	I plan my week to ensure I have sufficient time to complete all my homework. I never miss a homework deadline. I research my homework and often have it checked before I submit it. I fully prepare for assessments and always act upon identified areas of development.
B GOOD	I remain focused throughout the lesson and complete class work to the best of my ability. I work well with my peers. I am resilient when I find things difficult; I ask the teacher or my peers for help.	I plan my week to ensure I have sufficient time to complete all my homework. I rarely miss a homework deadline. I prepare for assessments so that my strengths and areas of development can be identified accurately.
C BASIC	On occasion, my teacher needs to remind me to stay on task to complete the work. At times, my lack of commitment has a negative impact on the work I produce.	I regularly leave completing my homework / assessment preparation to the last minute. This usually means my homework lacks thought and detail.
D CONCERNING	Even with the teacher prompting me, I often do not complete work in class. I am falling behind my peers.	I regularly leave completing my homework / assessment preparation to the last minute. This usually means my homework is incomplete or poor in quality.
E INADEQUATE	Even with the teacher prompting me, I rarely complete work in class. I disrupt the learning of others.	I regularly get detentions for failing to hand in my homework.

5. HOME SCHOOL AGREEMENT

Heston Community School recognises that the successful development of our students depends on an effective partnership between school, student and parent/carer. All three parties share responsibility for the development and achievement of each student. In order to support our students to develop: the necessary attributes; a Growth Mindset and appropriate social behaviours we have a detailed **Home School Agreement [Appendix 2]** in place; the Home School Agreement details actions that all stakeholders agree upon to ensure the success of our students.

6. MOBILE PHONES & SMART WATCHES

Mobile phones must not be seen or heard on the School site. If Students bring them in to school, they do so at their own risk. Smart watches [eg Apple Watches, Fitbits etc are not allowed on site under any circumstances.

If a mobile phone or smart watch is seen or heard while students are on site, it will be confiscated, placed in an envelope with the student's name and locked away in Student Services as soon as practical. They can be collected from Welfare between 15:00-16:00 on Friday – unless it was confiscated on Friday when it will be returned the following Friday.

Students using technology to abuse / harass their peers [eg sharing threatening or abusive messages] could be either required to hand their phone over to their Learning Coordinator on arrival to School or be banned from bringing it in at all.

7. STUDENT CODE OF CONDUCT

In order to support all stakeholders in achieving the actions outlined in our **Home School Agreement [Appendix 2]** we have a **Student Code of Conduct [Appendix 3]**. Our rules are in place to make Heston Community School an excellent place to be for everyone and the Student Code of Conduct outlines the expectations for our students:

- In lessons
- Outside lessons
- In the local and wider community.

All of our students will be taught to:

- Wear their uniform with pride
- Be prepared for learning
- Communicate politely and effectively to each other, staff, members of our local Community and all visitors to the School
- Make sensible choices, avoiding poor behaviour choices.

8. ROUTINES AND EXPECTATIONS

In order for a large school community such as Heston Community School to function purposefully and safely, all stakeholders must have an awareness of our daily routines and expectations. Our **Routines and Expectations document [Appendix 4]** outlines the following routines and expectations:

- Before School
- Arrival to School
- Walking around the site
- Classroom routines
- In lessons and online
- In assemblies
- At break and lunch times
- In between lessons
- Exiting the School
- The journey home from School

9. PRAISE AND REWARDS

The role of rewards and praise in recognising and promoting Heston Community School's values is a key component of developing the potential of our students by giving them encouragement and praise; praise is integral to good teaching and good staff/student relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and be linked to tangible examples of a student's strengths or effort.

Students' hard work, good behaviour and demonstration of the School's core values are recognised and celebrated by teachers in many different ways, including:

- Verbal praise
- Positive feedback
- Positive letters/phone calls home
- Classroom displays
- In-class rewards and certificates
- The privilege of being given positions of responsibility.

Student's effort and achievements are rewarded through the allocation of Achievement Points in SIMS using the Trackit Lights software. The accumulation of these results in certification at various levels with other rewards. These include; assemblies, honour boards, Attitude to Learning badges, attendance badges, certificates and other rewards that arise as a consequence of the accumulation of these points.

10. BEHAVIOUR SUPPORT AND EARLY INTERVENTION

At Heston Community School, we will support our students who are experiencing behavioural, emotional, social or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour, but there are occasions and circumstances when other support is required. There are a variety of mechanisms available, with early intervention always our aim. Where students are having difficulty conforming to the expected standards of behaviour various strategies and systems may be employed to help them improve.

In lessons, some examples of strategies that teachers may deploy include:

- challenging the student by reminding them of expectations
- moving a student to another seat
- putting a note in their Student Planner [FAO parents/carers and tutor]
- contacting parents/carers via phone call, email or letter
- recording the incident on the student's file through SIMS
- referring the incident to the Curriculum Leader [subject issues] or the Learning Coordinator [pastoral issues]
- using the Trackit Light Whiteboard App to give students a first formal warning for either Disturbing Learning [DL] or Refusing to Follow Reasonable Requests [RR] - **Orange**
- using the Trackit Light Whiteboard App to give students a second formal warning for either Disturbing Learning [DL] or Refusing to Follow Reasonable Requests [RR] - **Yellow**
- using On-call to remove students to the Withdrawal Room after non-compliance, having already received two formal warnings - **Red**
- a restorative conversation meeting on the same day of removal by staff who sent students to the Withdrawal Room.

Furthermore, the following structures exist within School to support learners whose behaviour is causing concern. Referral to these areas for support is decided by staff with specific responsibilities to do so and in all cases parental involvement is sought.

Mentoring/Coaching/Counselling

The School employs one Learning Mentor and a School Counsellor who can work on a 1:1 basis with individual students or work with small groups. The School also operates a Peer Mentoring Scheme where trained students from Years 12 and 13 work with younger students in order to improve behaviour.

Mediation

The School encourages the use of mediation as a method of conflict resolution. The approach is based on the belief that the people best placed to resolve a conflict or problems are those directly involved. Through structured communication, mediation approaches seek to include all of the people affected by an incident safely, encourage and facilitate opportunities for communication and reparation, and find ways of agreeing mutually acceptable outcomes.

Teacher First Strategy

Behaviour management is integral to good classroom practice. Wherever practical, we encourage teachers to use the following simple strategies to set the tone for an environment conducive to learning.

- Meet and greet students as they enter the learning space — using positive language
- Have one foot in and one foot out — the corridor is everyone’s learning space
- Set high expectations — challenge poor uniform, jewellery and gum
- Praise students to reinforce positive choices and attitude to learning
- Ensure that every interaction with our students is calm and measured
- Get the basics right— seating plan, Context Sheet and differentiated learning strategies that meet student needs
- Be the role model.

Additionally, our SENDCO creates and maintains the ‘Inclusion File’, which provides guidance and teaching strategies for all those students who are on the Inclusion Register. This supports teachers in making reasonable adjustments for students should their behaviour be the result of a learning difficulty, disability or medical condition. These strategies are also usually captured in either students IBP or EHCPs.

Planned Brain Gym or Reset Room Activities

Students who experience difficulty with impulsive behaviour are coached by Inclusion Team to adopt ‘brain gym’ techniques suitable to be completed in a classroom setting. Furthermore, targeted students are able to use the multi-sensory Reset Room. These students are timetabled to leave their lesson for a short period of time to visit this resource before returning to their lesson. These arrangements are reviewed on a termly basis or in the event of persistent misuse.

Behaviour Contracts and Meetings

The aim of a Behaviour Contract is to promote social inclusion and help to reduce the need for suspension. It is designed to support students make positive behaviour choices. There are three levels; Tutor Contract, Learning Coordinator Contract and Senior Leadership Team Contract. They are also linked to being on a report card. The Level is related to the number of behaviour points accumulated.

KEY STAGE 3			
-15pts Tutor Meeting	-25pts Learning Coordinator Meeting	-50pts Learning Coordinator Meeting with Parent/Carer	-60pt Senior Teacher Meeting with Parent/Carer
KEY STAGE 4			
-25pts Tutor Meeting	-50pts Learning Coordinator Meeting	-75pts Learning Coordinator Meeting with Parent/Carer	-100pts Senior Teacher Meeting with Parent/Carer

These benchmarks are reviewed periodically and subject to amendment

Acceptable Behaviour Contract [ABC]

An ABC is mainly used when a student returns from a fixed period of Suspension or Internal Suspension. It outlines what the student has agreed to do in order to make positive choices.

Individual Behaviour Plan [IBP]

An IBP is used to capture a student's strengths and areas for development and detail the key strategies for classroom teachers to use in supporting the child achieve the principle planned outcome of the plan. It details how this plan will be monitored and assesses the evidence required for success.

Pastoral Support Programme [PSP]

The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school-based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.

Learning Support Centre [Bubble] Planned Interventions

This could mean a part-time timetable where some lessons are spent in the 'Bubble', where the adult to student ratio is much smaller enabling a student to focus and reflect on negative choices.

Alternative Provision Hub

The purpose of the Hub is to re-engage students who have or are 'at risk' of exclusion in their education. To this end, we provide our students who are struggling with mainstream education the confidence, resilience and self-belief to become better learners and lay the foundations for success in adult life.

The curriculum is based upon removing barriers to learning by developing:

Resilience	confidence and self-esteem to enable students to tackle challenging tasks, lessons, subjects and new skills
Open Mindedness	encourage opinions, thoughts and ideas, engaging students with culture, current affairs and Fundamental British Values and how they impact upon them
Aspiration	to encourage students to aim higher in both their academic goals and career paths
Reflectiveness	to understand the consequences of their decisions on themselves and others
Self-Regulation	to develop behavioural control processes, including the ability to inhibit and delay responses and maintain emotional control in order to reflect before acting
Literacy	to develop the literacy skills to access the curriculum and love of reading

Referral To and Working with External Agencies

The Heston Community School has excellent partnerships with the Educational Welfare Service, Educational Psychologists, Early Intervention Teams and Targeted Youth Support. The School will refer students if our own strategies have not impacted on a student's behaviour choices.

11. SANCTIONS

Detentions

The purpose of detentions is to promote positive behaviour and, where necessary, modify

unsatisfactory behaviour. At Heston, we focus on three key criteria: incomplete homework, lateness to lesson/School and bringing in the correct equipment to School. Detentions are centralised to take place in the School Gym / Sports Hall on the same day the sanction was given. Parents are informed via the Trackit Lights App on the same day.

Staff will apply detentions fairly, consistently, proportionately and reasonably, taking account of special educational needs, disability and the needs of vulnerable students and offering support as appropriate. All members of staff [teaching and support staff] who work at the School have the right to issue detentions.

The Department for Education states that schools do not legally need a parent's permission to detain a child and no longer have to give 24 hours' notice. There is no legal obligation to inform parents their child is being kept back after school and schools do not need to provide a reason as to why a detention has been issued. School staff have a legal power to put a student in detention; this includes detention outside of school hours. Further DfE guidance is found on the link: <https://www.gov.uk/schooldiscipline-exclusions/discipline>

In exceptional and rare circumstances:

- A Member of SLT may suspend the detention to the next day
- A Learning Coordinator or a member of the Senior Leadership Team makes the decision to detain the student after School hours for their own safety. This would not count as detention. Parents/carers will always be informed.

Detentions issued to students are centralised to take place in the Main Hall. There are three main types listed below:

- Staff will set a **45 minutes** detention for either **lateness or non-completion of homework or not having the designated equipment**. The Parent/Carer will be notified via Trackit Light communication. Students can serve two consecutive detentions on the same evening – perhaps set by two different teachers or for two different reasons. The second detention will be for 30 minutes.
- Learning Coordinators and SLT can set detentions for **75 minutes** – for behaviour that exceeds the 45-minute threshold but does not meet the threshold for an internal suspension for example, in response to some form of bullying, assault on another child, exam malpractice or truancy.
NB: students sent to the Withdrawal Room during Periods 5&6 will automatically be set a 75-minute detention on the same day. Parent/Carer will be notified via Trackit Light communication.
- Senior Leader Detentions are for **120 minutes on the last day of the school week - usually Friday**. This sanction will only be given by a Deputy Headteacher for serious misbehaviour that has not reached the threshold for suspension. The Parent/Carer will be notified by Trackit Light communication, text or a phone call.
- If staff choose to undertake additional **break/lunch-time** detentions for other misbehaviour, they will allow reasonable time for the student to eat, drink and use the toilet.

Staff will only set detentions for that day. They will not book detentions in for future dates. However, the corresponding behaviour points can still be given to the student via sims to sanction a lateness or homework issue even if the student is not able to serve it.

Failure to attend a centralised detention will result in an Internal Suspension the following day and parents will be required to attend a face-to-face readmission meeting before the child returns to normal lessons.

Withdrawal Room

Where there is a serious Disruption to Learning [DL] or Failure to Follow a Reasonable Instruction [RR], Heston operates a formal student warning process via the Trackit Light Interactive Whiteboard App. The colour codes demonstrate the escalation of warnings before a student's removal from lessons for the remainder of the day. If the student is removed during periods 5 or 6, they will remain in School until 16:15 serving a 75-minute detention. Staff who requested the withdrawal will meet the student(s) for a restorative conversation on the same day and contact parents by the end of the following day.

The only action that would warrant immediate removal to the Withdrawal Room is Aggressive Defiance. Examples would include:

- Swearing at or threatening a teacher
- Insulting and disparaging comments to staff
- Physical violence or threat of physical violence
- Walking out of lessons
- Walking away from staff when challenged
- Interactions characterised by significant active and passive non-cooperation.

Heston uses the term aggressive defiance to denote a tendency to argue and be defiant; demonstrating unreasonable, quarrelsome and non-cooperative interactions with staff. [Truculence is the manifestation of aggressive defiance].

Refusal to enter the Withdrawal Room, and poor or uncooperative behaviour in the Withdrawal Room will be escalated to an External Suspension. This will be followed by an Internal Suspension on the day of their return.

Community Service

Where appropriate, students may be set Community Service tasks to offer the opportunity to reflect and so that sanctions are an action which benefits their community, improving students' understanding of the positive impact they can have, if they choose to do so.

Community Service can constitute any imposed task to improve the School environment, such as picking up litter; weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times or removing graffiti. This is not an exhaustive list and others may be added depending on resources, supervision requirements or the School context at the time.

Suspensions

The School will use a Suspension [Internal, Fixed Term or Permanent Exclusion] when a student is in serious breach of the School's Student Code of Conduct or when being in School would seriously harm their education or welfare, or the education and welfare of other students.

Once a decision has been made to suspend, Parents/Carers will be contacted by telephone at the earliest opportunity informing them of the following: [Written confirmation will also be sent home by post].

- The reason for the suspension
- The nature and duration of the suspension
- The date and time that the suspension ends
- The readmission procedures; Parents must attend a face-to-face restorative meeting with the Learning Coordinator before the student returns
- The parental responsibility for the daytime supervision of their son/daughter for the duration of the suspension [**Fixed Term**]

- Notice that the parent may be prosecuted or given a fixed penalty notice, if their son/daughter is unsupervised during school hours and is present in a public place without justification [**Fixed Term**]

Internal Suspensions

Internal Suspension is a sanction used to separate a student from the rest of the School community. They take place in the Withdrawal Room, where students are required to wear full School uniform and work quietly and productively under the close supervision of a member of staff. The student and their parents must participate in a face-to-face restorative meeting with the Learning Coordinator before returning to normal lessons. Internal Suspension is a sanction that can only be authorised by a member of the Senior Leadership Team. Poor or uncooperative behaviour in Internal Suspension will be escalated to a fixed term suspension followed by a return to the Withdrawal Room for a day on their return.

Fixed Term Suspensions

Fixed Term Suspension requires the student to stay at home for a fixed period of time. They will need to complete school work and should not leave their homes. Fixed Term Suspensions are included in a student's permanent record and can only be authorised by the Deputy Headteacher or Headteacher.

Most suspensions of a fixed term nature are short in duration [usually between one and five days], however, longer fixed term suspensions may be imposed at the discretion of the Headteacher [up to 45 days].

Permanent Exclusion

Permanent Exclusions are extremely rare, where it means a student cannot return to the School. The Headteacher makes this decision, but it is subject to a Governors' Disciplinary Hearing [which Parents/Carers are invited to attend] and which the Governors may uphold or overturn the Headteacher's decision. The educational provision for students who are permanently excluded becomes the responsibility of the Local Authority in which they live.

A decision to exclude a student permanently, befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences have been employed to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious poor behaviour negatively affecting the School's reputation or its relationships with local partners – e.g. abuse of social media
- Any other one-off offence considered by the Headteacher to be exceptionally serious.

Education on/off-site to Improve Behaviour

In accordance with section 29A of the Education Act 2002 [amended by Section 154 of the Education and Skills Act 2008], the Governing Body have delegated the power to the Headteacher to direct a student to be educated at an alternative provision on or off-site to receive education provision which is intended to improve their behaviour. This is not a suspension and is to address the student's behaviour.

Beyond the School Gate

The School has statutory power to discipline students for misbehaving outside of school premises. Section 89[5] of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable.' Any non-criminal bad behaviour or bullying that occurs off the School premises that is witnessed by a member of staff or is reported to the School will also be managed. Furthermore, no student is ever allowed to invite or encourage others who are not part of our school community on to the School site or the immediate area.

12. Searching, Screening and Confiscation

Guidance from the Department for Education states that School staff can search students with their consent for any item. However, the Headteacher and the Senior Team [SLT], the designated Trip Leader if students are off-site have the power to search students or their possessions, without consent, where they suspect the student has a "prohibited item".

Prohibited items are:

- Knives, and weapons
- Illegal drugs/Legal highs
- Stolen items
- Alcohol, tobacco, cigarette papers and E-Cigarettes
- Pornographic images/hate crime
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the School rules.

Where possible, two members of staff will be present during a search. However, this may not be reasonably practical. Searches can be performed on both the School site and anywhere the member of staff has lawful control or charge of the students [e.g. School trip]

Confiscation

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School. Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia, fireworks and pornography will be destroyed by the School.

Other items banned by the School will be retained until the end of each week and returned to students or parents/carers if it is deemed more appropriate on a Friday between 15.00 and 16.00. Confiscation that occurs on a Friday will be returned at the end of the following week. Repeat offenders may have items disposed of by the School immediately.

Screening

Heston Community School does not currently screen students on entry; however, the School reserves the right to do so, and does not have to allow a student access to the site if they refuse. This is not classed as suspension but as an unauthorised absence. Working in cooperation with the Safer Schools Police Team of Hounslow, we currently organise screenings of students as they enter the site on a termly basis.

13. Use of Reasonable Force

The School acknowledges its duties and responsibilities under the 2006 Education and

Inspections Act in which all School staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

14. Malicious Allegations

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 consider whether to 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 consider whether to 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 [LADO], where relevant] will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. 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.

SLT and Governors should refer to the guidance in our Child Protection and Safeguarding Policy, if responding to allegations of abuse against staff or other students.

15. Online misbehaviour

The School can issue behaviour sanctions students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

16. Sexual harassment and sexual violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

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

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 to early help
 - Refer to children's social care
 - Report to the police.

Refer to our Child Protection and Safeguarding Policy for more information

<https://www.hestoncommunityschool.co.uk/attachments/download.asp?file=993&type=pdf>

17. Suspected criminal behaviour

If a student is suspected of criminal behaviour, the School will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the Senior Leadership Team will make the report. The School will not interfere with any police action taken. However, it may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead [DSL] will make a tandem report to children's social care, if appropriate.

APPENDIX 1: ROLES AND RESPONSIBILITIES

1.1 The Governing Board/Trustees

The Governing Body is responsible for monitoring this Behaviour for Learning Policy's effectiveness and holding the Headteacher to account for its implementation.

1.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this Behaviour for Learning Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this Policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the School's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities [SEND] and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this Policy
- Ensuring this Policy works alongside the Safeguarding Policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this Policy.

1.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Behaviour for Learning Policy consistently
- Communicating the School's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the School culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations.

The Senior Leadership Team [SLT] will support staff in responding to behaviour incidents.

1.4 Parents and Carers

Parents and Carers, where possible, should:

- Get to know the School's Behaviour for Learning Policy and reinforce it at home where appropriate
- Support their child in adhering to the School's Behaviour for Learning Policy
- Inform the School of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour - for example, attending reviews of specific behaviour interventions
- Raise any concerns about the management of behaviour with the School directly, while continuing to work in partnership with the School
- Take part in the life of the School and its culture.

The School will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the School's policies, and working in collaboration with them to tackle behavioural issues.

1.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Behaviour for Learning Policy
- The School's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the School's Behaviour for Learning Policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour for Learning Policy.

APPENDIX 2: THE HOME SCHOOL AGREEMENT

Heston Community School recognises that the successful development of our students depends on an effective partnership between school, student and parent/carer. All three parties share responsibility for the development and achievement of each student. Together we commit ourselves to the following:

The School will:

- Provide a safe and stimulating learning environment for your child
- Ensure that your child has the opportunities, support and guidance to fulfil their potential as a learner and member of our School Community
- Offer a broad and balanced curriculum for all students
- Expect high standards, set clear rules, promote mutual respect and nurture high aspirations for every student
- Encourage all students to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the School
- Keep Parents/Carers informed of their child's progress and attainment at School as well as more general School matters
- Insist that all students observe the School's Behaviour for Learning Policy and Anti Bullying Policy
- Set regular homework and provide suitable facilities for homework to be done at School
- Record and reward hard work, good progress, perseverance and effort
- Offer a wide range of extra-curricular opportunities that will develop broader skills to prepare your child for life beyond School.

As a Parent/Carer, I will:

- Take an active interest in all aspects of my child's School life
- Make sure that my child attends School regularly, on time, properly equipped and properly dressed in full School uniform
- Keep the School informed with any information that may be relevant to my child's health, happiness, work or behaviour
- Ensure that the School is provided with details of any changes to my address, telephone numbers or emergency contact detail
- Notify the School if, for any reason, my child cannot attend
- Support the School's policies and guidelines as outlined on the School website, and encourage my child to do the same
- Support the School's policy on homework, check Satchel: One and check and sign my child's Student Planner each week, encouraging my child to make the required effort and provide an atmosphere at home which is conducive to learning
- Attend Parents' Evenings and other meetings at which my presence is requested
- Encourage my child to participate in the extra-curricular opportunities offered by the School and for them to attend off-site visits.

As a student, I will:

- Do my best to be a credit to myself, my family, my School and my community
- Work hard in class and at home so that I can achieve my full potential
- Attend School regularly and arrive at lessons, registration and assembly on time
- Wear the correct full School uniform at all times
- Follow the School's rules and accept the consequences of my actions - the rewards

and the sanctions

- Help other students by allowing every teacher to teach and every learner to learn
- Behave safely, sensibly and with courtesy and consideration on my journeys to and from School
- Behave with courtesy and consideration in and out of class, cooperating with all School staff
- Respect and care for others and their property [including School property]
- Use my Student Planner to help me be organised and successful in my learning
- Record my homework in my Student Planner, completing and handing it in on time
- Find out what opportunities are available for me to participate in so that I can contribute to the life of the School
- Care for the environment - in and out of School
- Pass all letters, notes and reports to my parents on the day they are issued
- Talk with my parents and teachers about any concerns that I have about my progress, safety and happiness at School
- Observe the School's policies and advice on the safety of myself and others, including advice given about on-line safety
- Be a proud member of Heston Community School.

APPENDIX 3: THE STUDENT CODE OF CONDUCT

In the community of Heston Community School, I must:

- Listen to all members of staff and follow instructions first time, every time
- Be in the right place at the right time
- Go straight to lessons, holding doors open for others
- Be honest and not be afraid to tell the truth
- Be polite to everyone that I encounter: staff, visitors and fellow student, treating all people as I would wish to be treated myself
- Walk calmly and quietly in corridors and staircases, keeping to the left, without rushing or causing a disturbance
- Respect other people's privacy and family life so they are not offended by what I say or do
- Never insult, undermine or swear at any member of staff, visitor or student, whether in person, through others, or via social media
- Never rush, fight, play-fight or engage in other forms of physical abuse or intimidation to anyone at any time
- Never touch or vandalise other people's or the School's property, and treat other's belongings with respect
- Always wear my uniform completely and correctly – including to and from School
- Eat only in the Designated Eating Areas.

In lessons to help me achieve, I will:

- Make learning my priority and understand there are no shortcuts
- Be on time for School and all lessons
- Bring my Student Planner, water bottle, PE Kit [as required] and all other equipment necessary for School every day
- Enter the classroom quietly, greet the teacher, go straight to my seat and get my Student Planner and any other relevant equipment out as necessary
- Settle down to the starter activity straight away
- Show respect for my own learning and that of others by being silent when requested
- Be an active learner engaging with all activities, sharing my ideas with others when requested
- Respect other peoples' responses and questions and learn from them
- Always record homework in my Student Planner [even though it is set on Satchel:One] and complete homework on time and to the best of my ability
- Drink water when necessary [and permissible depending on the subject and venue] but never eat or chew gum in class
- Make sure I catch up with my learning when I am absent from School or behind in my work
- Remember it is always the teacher who determines what happens in lessons.

To take pride in Heston Community School's surroundings and support the planet, I must:

- Help keep teaching rooms pleasant, clean and tidy areas for myself and others to work in
- Follow the School's guidance on the safe and efficient use of electrical items
- Never drop litter and indeed help pick it up/remind others of their duty to keep the environment clean and tidy
- Never perpetrate graffiti or vandalism.

To show I am an ambassador of whom Heston Community School can be proud, I will:

- Dress smartly, in correct uniform at all times, including to and from School
- Have respect for the School's neighbours and be helpful and considerate in the local community
- Be aware of other people around me – on the streets, in shops, on buses and trains – never shout or behave in a way that will affect others [we share pavements, buses/trains]
- Speak quietly and politely to my friends
- When using public transport, offer my seat where possible to an older person/carer with young children
- Make my way to and from School quickly and not congregate in large unruly groups on the streets.

APPENDIX 4: ROUTINES AND EXPECTATION

Before arriving at Heston Community School, all students will:

- Eat breakfast or leave home with enough time to arrive at School before 08:25
- Make sure that all homework is complete
- Pack their School bag with the following items:
 - Current DEAR book [Years 7-9]
 - Student planner
 - Books/folders for that day
 - Water bottle
 - PE or DART equipment
 - 1 x pencil case with the following contents:
 - 2 x black writing pens [black for exam purposes]
 - 2 x green pens
 - 2 x highlighter pens [any bright colours]
 - 2 x sharpened pencils
 - 1 x rubber
 - 1 x ruler
 - 1 scientific calculator [Casio FX-83GTCW]
 - 1 x pencil case.

On arrival at Heston Community School, all students will:

- Be in full uniform
- Remove any chewing gum from their person and dispose of it in the bin
- Go straight to registration and line up outside the classroom in silence waiting to be greeted by their teacher

Walking around School and moving to/from lesson, all students will:

- Follow instructions from any member of staff first time, every time
- Move to lessons once their teacher has dismissed them in an orderly fashion
- Allow any member of staff to pass through a doorway before them
- Hold doors open for others
- Never run
- Walk on the left-hand side of the corridors and stairways
- Stay quiet and calm on corridors and stairways and never shout.

All students will follow the same routines for entering the classroom:

- Students will line up quietly outside their classroom ready to enter the class
- The teacher will greet the students at the door
- All students will move quietly and immediately to their allocated seat and place their equipment on their desk ready for learning
- Students will remove outdoor coats, hats, scarves or gloves
- All students will start any starter activity [as appropriate] quietly.

During a lesson, all students will:

- Bring their homework
- Put their hand up and wait for permission before asking or answering a question
- Develop oracy by speaking in full sentences and using Standard English
- Be active listeners
- Celebrate the successes of others
- See mistakes as steps on the road to understanding
- Show perseverance when attempting new tasks and embarking on new learning
- Help maintain a supportive culture based on respect and teamwork
- Always carry their Planners if leaving during a lesson - with the teacher permission slip completed.

Moving to and from assemblies, all students will:

- After being dismissed from registration, students will meet their tutors in the 'Quadrangle' adjacent to the Main Hall and line up in register order
- Enter the Main Hall in silence
- Sit in silence whilst awaiting the start of the assembly
- Listen attentively to the assembly and participate as fully as necessary – all rounds of applause will be genuine and respectful to the celebratory ethos of Heston Community School
- Form Tutors or other attached staff will stand next to their form group and actively supervise
- At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, all students will remain in silence whilst they are dismissed by their Learning Coordinator, Form Tutor or member of SLT, one row at a time
- The students will then walk quietly to their next lesson.

During break and lunchtime, all students will:

- Use their break and lunch time effectively:
 - i. Drink some water/refill their water bottle
 - ii. Go to the toilet
 - iii. Meet with any member of staff to address any concerns.
- Line up quietly outside the Canteen in a straight line
- Display good manners to Canteen Staff
- Clear away their own trays, plates and cutlery and maintain an orderly environment at all times
- Only play ball games on the Courts, Astroturf or Field in appropriate footwear and according to the rota
- Follow all School rules to maintain a calm and pleasant environment for all
- Abide by the expectation that if an incident occurs, students should never rush towards it and crowd around, thus making it impossible for staff members to deal with it quickly and safely
- Not wear any non-uniform items as a replacement for the School blazer at any time.

At the end of the School day, all students will:

- Make sure they have everything they need to complete their homework
- Walk quietly and sensibly through the School exits and in the surrounding streets
- Not congregate in large groups in public areas
- If getting public transport, wait quietly by the bus stop

- Get onto the bus one at a time, after allowing other members of the public onto the bus first
- Follow any staff instructions when outside of School
- Give up their seat to a member of the public if appropriate
- Talk quietly and never shout
- Remember at all times they are representing Heston Community School and are therefore expected to model our ethos and values within the wider community.

APPENDIX 5: BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered [sexist]• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic [e.g. gender, race, sexuality]
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence [AI]

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying strategy

<https://www.hestoncommunityschool.co.uk/attachments/download.asp?file=915&type=pdf>

APPENDIX 6: SUMMARY GUIDE TO LEVELS OF BEHAVIOUR

		Examples of Types of Behaviour	Sanction & Intervention
		<ul style="list-style-type: none"> Diary not signed Failure to attend lesson with appropriate equipment Failure to follow the School's Uniform Code/Dress Code Repeated chewing gum inside or outside lessons 	<p>Discussion during break and lunch: Verbal warnings, parental contact and/or note in Planner</p> <p>Confiscation and disposal of gum</p>
B1 [-1pt]		<ul style="list-style-type: none"> Late to School/Registration Late to lesson – students who arrive after class have entered/settled Incomplete homework Not having the designated equipment 	45-minute centralised detention – Gym
B2 [-2pt]		<ul style="list-style-type: none"> Assault – LC application only Bullying – LC application only Truancy – LC application only Exam malpractice – Exam Officer Removal to the Withdrawal Room during Periods 5 or 6 	75-minute centralised detention – Gym
B3 [-3pt]		<ul style="list-style-type: none"> Serious misbehaviour below Internal suspension threshold – Deputy Headteacher application only 	120-minute centralised SLT detention – Gym
ORANGE WARNING LEVEL		<ul style="list-style-type: none"> Persistent Disruption to Learning Failure to follow reasonable instructions given by staff 	First Formal Warning Recorded on Trackit Light Whiteboard App
YELLOW WARNING LEVEL		<ul style="list-style-type: none"> Persistent Disruption to Learning Failure to follow reasonable instructions given by staff 	Second Formal Warning Recorded on Trackit Light Whiteboard App
B4 [-4p]	RED Removal to Withdrawal Room	<ul style="list-style-type: none"> Aggressive Defiance [AD] Disruption to Learning [DL] – after 2 formal warnings Refusal to Follow Reasonable Request [RR] – after 2 formal warnings 	<p>Removal to Withdrawal Room for the remainder of the day. If removal takes place during periods 5 or 6, students remain in Withdrawal Room until 13:20 the next day</p> <p>Recorded on Trackit Lights - RED Message to Parents/Carer via Trakkit Lights App</p>
B5 [-5pt]		<ul style="list-style-type: none"> A one-off incident serious incident eg assault/bullying Action or incident that brings the name of the School into disrepute Inappropriate language or rudeness which is discriminatory towards a member of staff or student/s i.e. racial, homophobic or sexual Threatening behaviour towards a member of staff Wilful vandalism Serious cases of theft Failure to attend detention 	<p>Internal Suspension: Up to 5 days [maximum]</p> <p>Mentoring workshops Acceptable Behaviour Contract Student placed on a PSP [if repeated]</p>
B6 [-6 pt]		<ul style="list-style-type: none"> A one-off incident serious incident eg assault/bullying Premeditated, one off assault on another student Action or incident that brings the name of the School into disrepute Inappropriate language or rudeness which is discriminatory towards a member of staff or student/s ie. racial, homophobic or sexual 	<p>Fixed Term Suspension [FTS]</p> <p>If a FTS takes the total number of days to 6-15 for that term, a meeting of the Governors' Discipline Committee may be requested and this would take place within 50 School Days, following the Suspension. For a FTS that takes the total number of days to more than 15 in a term, the Governors' Discipline Committee must arrange a meeting to take place</p>

	<ul style="list-style-type: none"> • Threatening behaviour towards a member of staff • Failure to follow the School Code of Conduct and Behaviour for Learning Policy while in Internal Suspension • Persistent bullying • Possession of an illegal substance • Serious cases of theft • Serious damage of School property • Sexual or indecent assault [escalated as necessary] 	<p>within 15 school days, following the FTS.</p> <p>The maximum amount of time that any child can be excluded from school for a Fixed Term is 45 School Days in an academic year. This may be either a single suspension of 45 days or a number of suspensions, which together total 45 School days.</p> <p>Student placed on a PSP Acceptable Behaviour Contract</p> <p><u>Or:</u> Permanent Exclusion or Managed Move</p>
B7	<ul style="list-style-type: none"> • Any one-off event deemed so serious that the continued inclusion of the student as a member of the School is not compatible with good order and discipline and/or threatens the Health and Safety of members of the School Community • Dealing of Illegal substances • Extremist behaviour of any type • Persistent repetition of B6 [excluding second incident with illegal substances leading to PEX] • Possession of an offensive weapon 	<p>Permanent Exclusion or Managed Move</p>
	<ul style="list-style-type: none"> • Child on Child Abuse [COCA] 	<p>Every example to be recorded on Google Form</p> <ul style="list-style-type: none"> • Restorative action, mediation and/or sanction



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