



Heddingham School & Sixth Form

Behaviour, Relationships and Recognition Policy 2026

Reviewed by Mr Finch, Headteacher, and Mr Nash, Assistant Headteacher

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Key Principles

Hedingham School seeks to create a challenging and stimulating learning environment that encourages high expectations for all learners. Students are prepared for life in the 21st century through a safe, caring and supportive environment. We strive to foster positive relationships with students and staff, offering mutual respect for all members of the community.

The Behaviour, Relationships & Recognition Policy is based upon our behaviour and relationships ethos of Ready, Respect, Safe and forms the Hedingham Home/School Agreement. It outlines the expectations of staff and students and protects the right to learn and right to feel safe. This is outlined below in our Classroom Expectations and Character Expectations for all members of our school community.

HEDINGHAM SCHOOL

READY RESPECT SAFE

CLASSROOM EXPECTATIONS

READY

Be on time
Be equipped to learn
Be alert and ready to learn

RESPECT

Ensure that you do not disrupt the learning of others
Keep your phones and headphones out of sight in lessons
Be polite, and listen to staff and peers

SAFE

Use equipment appropriately without causing damage
Remain seated unless given permission to leave your seat
Follow all teacher instructions without question

HEDINGHAM SCHOOL

READY RESPECT SAFE

CHARACTER

READY

Am I ready for the 21st Century World?
All Hedingham students should develop the characteristics of hard work, perseverance and resilience in their pursuit of ambitious goals in preparation for their 21st Century World

RESPECT

How do I celebrate difference & diversity?
All Hedingham students should respect everyone regardless of race, religion, sexuality, gender or disability
All students should be kind to everyone in the language they use and be accountable for their own actions
All students should positively contribute to their school and wider community

SAFE

How do I look after myself and others?
All students should learn how to identify and manage risk
All students should be kind and positive digital citizens
All students should look after their health and well-being

The key to a well-ordered school with a positive ethos is a behaviour, relationships and recognition policy with a wide range of both educational interventions and positive recognition.

Every member of Hedingham School has the right to learn and work in a safe, secure and stimulating environment. No one has a right to disrupt the learning of others and the work of the school. Boundaries and limits are to keep everyone safe and to meet everyone's needs.

Behaviour management is predominantly through relationships. We understand that students are prone to make mistakes and that behaviour is something to interpret. We will not as a staff reaffirm negative behaviours but rather use a common language for teaching positive behaviours and in turn, positive relationships.

Its aim is to be simple, transparent and consistent for all members of our school community.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

Supporting Students with medical conditions at school

Safe Practice for Schools – understanding and supporting behaviour. Essex County Council Guidance for Schools Autumn 2019.

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

Links with other policies

This behaviour policy is linked to the following policies:

- Teaching & Learning Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Anti-Bullying Policy
- Harmful Sexual Behaviour Policy
- Mental Health & Well Being Policy
- Mobile Phone and Electronic Devices Policy

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving the Behaviour, Relationships and Recognition Policy.

The Governing Body is responsible for monitoring the effectiveness of the Policy and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this policy in conjunction with the Governing Body, giving due consideration to the school's behaviour and relationship principles.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff interpret and understand behaviour. The Headteacher will monitor how staff implement this policy to ensure a consistent approach is applied by all members of the school community.

Staff

Strong relationships between staff and students are vital. Our staff are fair and consistent with students (considering individual needs) enabling students to feel safe. Equally, our staff are approachable and there to support (not only there to discipline) and we help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

Staff are responsible for:

- Implementing the behaviour, relationships and recognition policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- Have continued professional development in a variety of behaviour management approaches, including Trauma Perceptive Practice.

The Senior Leadership team and Year Leaders will support staff in responding to behaviour incidents.

The Hedingham School Agreement (The Home School Agreement)

The aim of the Hedingham Agreement (see Appendix A) is to encourage shared responsibility and a close partnership between home and school so that each student achieves their personal best and, in doing so, contributes to the school and wider community. It is referred to by some schools as a Code of Conduct.

Students, staff and parents accept that this school is a place of learning.

Each Subject Area has the school values of Ready, Respect and Safe displayed, with additional safety rules in place for practical subjects.

RECOGNISING SUCCESS

There is a constant need to give all students recognition for their effort, positive behaviour, academic and extra-curricular achievements and to privately and publicly recognise that they are fulfilling the mission statement and values of the school. To reflect this, the school has half termly Celebration Assemblies. During these assemblies, the Headteacher and Year Leader recognise 'Subject Stars' as well as 'excellence in education' across the curriculum.

In addition to this, the House system recognises success beyond the classroom in half termly House assemblies. The House System is designed to embody the values and ethos of the school and aims to be an integral part of our school community and the development of student character. This gives students a sense of belonging within the school community as well as opportunities to develop social, intellectual, physical and practical skills.

Our Personal Development sessions also emphasise the need for students to not only have the 'currency' of their GCSE/ A Level results, but the character and skills needed for the 21st Century world. These are underpinned by our character expectations.

Students across the entire ability range need to be consistently recognised if we wish to develop a positive ethos and "success breeds success" principle. Students are issued with House Points to recognise positive contribution.

The following examples of recognition generate a positive influence on improving students' self-esteem.

- 'Subject Star' postcards and public recognition in half termly Celebration Assemblies.
- Half termly certificates for attendance (Blue, Bronze, Silver, Gold, Platinum, Headteacher's Commendation)
- Termly House Points with certificates at key milestones.
- Prominent displays of student work in the half termly 'Excellence in Education' bulletin to parents in KS3
- Year 11 Credits and Rewards Passport
- Tokens to recognise character qualities displayed in class

Communicating with Parents/Guardians

Within school, we operate the Arbor MIS (Management Information System). This is where all of our student and guardian information is stored and how teachers take registers, organise seating plans, complete report data, manage behaviour and much, much more. As Arbor is a cloud-based MIS, this makes sharing information home with parents/guardians much easier and in order to facilitate this easy sharing of data, all Primary Guardians are provided with an Arbor account.

On the Arbor account there will be lots of different information for parents to interact with, this includes attendance statistics, full timetables, reports, examination timetables, house points, behaviour incidents (including any detention sessions awarded) and lots more. Parents will also be able to see what homework students have been provided using the “Assignments” section. This section shows the title, contents and deadlines for any homework assignments set so that you can see what work students have been asked to complete outside of lessons.

Additional to access to Arbor, parents will receive regular communications from the school via email with copies of any letters sent out and updates about any specific behaviour incidents and/or detentions which are relevant to monitoring progress.

Regulating the Conduct of Students – the interventions adopted for the safety of all members of our school community.

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Students will push limits, boundaries, and societal norms as part of their development. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the student so they can learn from their mistakes and improve for next time. It is our role, as professionals, to help guide students to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our students’ behaviour and maintain our relationship with them. The approach we strive for is based on the premise of ‘connection before correction.’

However, students must know that if they choose not to follow school expectations, there will be consequences. The school motto of Ready, Respect, Safe underpin non-negotiable high standards that Hedingham School is a safe place of learning where respect is the norm. However, it is important that they understand that it is their behaviour that is unacceptable, not themselves as individuals.

Teachers have statutory authority to discipline students whose behaviour affects the school’s mission and values.

Harmful Behaviour (Definitions)

Harmful behaviour, in the school context, encompasses behaviour that has a duration, frequency, intensity or persistence and is beyond the typical range for a school.

The school defines harmful behaviour as:

- Disruption in lessons which interferes with the student’s own and /or other students’ learning
- Disruption to the day-to-day functioning of the school such as in corridors between lessons, and at break and lunchtimes which make the school a less safe and orderly environment.
- Failure to be in the correct timetabled lesson
- Non-completion of classwork or homework
- Failure to attend a Departmental, Pastoral or Senior Staff detention.
- Incorrect uniform which deliberately contravenes our Behaviour Policy (see Appendix B)
- Lateness without good reason
- Physically aggressive towards adults or other students (including pushing, punching, kicking, serious biting, scratching, spitting)
- Verbally abusive (and may include anti-social language/ insulting language swearing/racist/homophobic/transphobic/sexist abuse)
- Destructive, including destruction of property and the environment
- Gathering in school toilets within groups of students.
- Vaping anywhere on the school site.

- Striking another adult/ student with an object

Serious breaches of our school mission and aims is defined as:

- Repeated breaches of the school character and classroom expectations
- Refusal to attend lessons or truancy from school
- Any form of bullying
- Harmful sexual behaviour, including child on child abuse
- Make videos or record conversations at school without permission of staff
- Theft
- Fighting
- Smoking/ vaping
- Use, supply or possession of drugs or drug related material (including any form of tetrahydrocannabinol (THC)). Please see separate Drugs and Alcohol Policy).
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Misbehaviour on school buses (which can lead to a withdrawal of bus pass from the bus company)
- Possession of any prohibited items. NB. This list is not exhaustive. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapor pens
 - Lighters and matches
 - Laser pens
 - Fireworks
 - Pornographic images
 - THC/Spice
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the students)

Dependent on the context, any harmful behaviour and/or serious breach of this Policy, could lead to permanent exclusion.

In some circumstances, such as possession of illegal items or a serious safeguarding allegation, the school will refer to the National Police Chief's Council on when to call the Police (Appendix E).

Educational Consequences

At our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include:

- ensuring the student completes the learning activity they have disrupted
- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the student assists with repairs where they have caused damage (when possible and practical)

- intentionally provide educational opportunities for the student to learn about the impact of certain actions and behaviours
- providing the student with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one)

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. Such approaches encourage the students in our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

At our school the staff work with the students to ensure that they have learnt from an incident so that they can be successful next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

The school's approach to behaviour management centres around Choice and Consequence. The aim of this is to remind all students that they are responsible for their own behaviour. This approach best equips them for life beyond the school gate.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Teachers and Support Staff will use a range of behaviour management and relational techniques with the aim of de-escalating and co-regulating behaviour. However, should students make the choice to continue with difficult or harmful behaviour, appropriate interventions will be issued.

The school also monitors low level disruption (consequence one 'C1') in lessons to ensure that 'smaller issues' are not 'overlooked' or given a chance to become 'habits' for students within a class. If low level disruption becomes persistent across a school day or short period of time, appropriate interventions will be issued and parents will be informed. Persistent disruptive behaviour is recorded and sanctioned as a 'consequence two' 'C2'.

For more serious difficult or harmful behaviour in a lesson, the school has a 'Hot spot' system, where a student is removed to another location. This will be classed as a 'consequence three' 'C3' in our tiered approach to recording negative behaviour. If students refuse to go to the hotspot room, an alternative room will be offered. If the student refuses both rooms after a period of ten minutes reflection time, the student will be suspended for the remainder of the school day (period 5 will result in a suspension the following day). Parents will be asked to collect their child. If the incident in classrooms is deemed by duty staff to be particularly severe, students may be taken directly to the Internal Suspension Unit until the incident can be investigated.

Students will also be monitored for punctuality, uniform and equipment to ensure they are developing skills needed for the 21st Century workplace.

Consequences will be based on the professional judgement of staff based on the context of the situation and student. Harmful behaviour could result in a lunchtime pastoral or Senior Staff detention.

Students should be offered clear choices, thus making them responsible for the outcome and consequences of their behaviour. The Consequence system is fair, consistent, predictable and transparent to all our school community.

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging negative behaviours or relationships may be differentiated to cater for the needs of the student.

The school will always consider behaviour (and responses to it) in the context of keeping children safe. Keeping Children Safe In Education (DfE, 2024) states that safeguarding and promoting the welfare of children is everyone's responsibility. It states that, *'everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interest of the child.'*

At our school, we acknowledge that some students will have, at times, additional needs. We recognise that students may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include students displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the student's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these students, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the CYP be in a place to learn, connect and thrive.

The school will always promote good practice as:

- Appreciate previous childhood experiences in understanding current behaviours
- Build relationships of trust and understanding with students. Positive relationships are a protective factor in helping students become resilient
- Understanding triggers and finding solutions
- Underpin our actions with our core values

However, the school has the aim of making all students as independent as possible, preparing them for life beyond school. We believe students need to take ownership of their own behaviour but appreciate this may need co-regulation from a member of staff for their time here. The Senior Leadership Team and the SENCO (where appropriate) in conjunction with the Year Leader, will become involved in managing students exhibiting behaviour and/ or relationship problems when the behaviour and relationship management interventions usually employed by the school are not effective.

Behaviour Monitoring

If there are continued behavioural/relational concerns, a structured, four-tiered support plan will be put in place. It has the aim of changing the student's behaviour and relationships for the better. Students can be placed on any tier at any time according to the context of the current situation and the judgement of a Year Leader or Senior Management Team.

Tier One

Tier One behaviour support is led by the student's form tutor. This is an early intervention to support any identified concerns in relation to a student's effort or conduct. Strategies for support may be a report card, mentoring sessions, using 'My Brilliant Book,' or RAG (red, amber, green) rating a timetable to identify any barriers to learning.

Tier Two

Tier Two behaviour support is led by the school's Pastoral Support and Behaviour Support Assistants. This intervention may include support into thoughts, feelings and triggers for behaviours, mentoring, check ins and curriculum adjustments.

Tier Three

Tier three behaviour support is led by the Year Leader through a Behaviour Support Plan. This will apply to students exhibiting substantial and regular barriers to regulating their own behaviour and relationships with others which interfere with their own learning or that of others. A range of strategies, involving internal measures will be considered, actioned and reviewed as necessary.

Students who are already identified on the SEND register will have targets that reflect their Educational Healthcare Plan.

This intervention may include regular updates to parents on further strategies which have or have not impacted positively on a student's behaviour. Intervention may include mentoring from the Year Leader, curriculum interventions, external support such as the Wilderness Foundation or the Infinity Programme.

Tier Four

Tier Four behaviour support is led by the Year Leader and/or a designated member of the Senior Leadership Team. A Pastoral Support Plan (PSP) will be implemented when a student does not respond positively to a range of strategies from the Behaviour Support Plan. SMART (specific, measurable, achievable, realistic and timed) targets will be set in a formal meeting between the school, student and parents/carers. These targets will form part of an eight-week Pastoral Support Programme. Support interventions will run parallel to the student taking ownership and aiming to achieve these targets.

They will be formally reviewed every two weeks and amended according to the context of the situation. Should a student not achieve the targets set by the school, other strategies will be explored such as an extension of the Pastoral Support Plan, Off-Site Direction or a referral to the Pupil Referral Unit. This means that the student could be educated in another location for a period of time.

Sixth Form Behaviour

All Sixth Form Students are expected to follow the Sixth Form Code of Conduct (see Appendix D). Behaviour Interventions will be led by the Head and Deputy Head of Sixth Form. If students fail to abide by an agreed Code of Conduct, their place in the Sixth Form will be of question.

Parental Involvement

We must never underestimate the influence of parents in disciplinary issues with students. Parents have a range of strategies available to them which have a huge effect in supporting decisions made in school. These methods can be very effective in modifying student behaviour/ relationships and show the student that the school and their parents are in agreement about expectations of behaviour and positive relationships.

Regulating the conduct of students – the disciplinary sanctions adopted if a student misbehaves

External Fixed Term Suspension

The Headteacher will decide to suspend a student, for a fixed term or a permanent suspension, in line with the legal requirements on the use of suspension and having regard to statutory guidance. The law allows Headteachers to suspend a student for up to 45 days in a school year. In all cases, work will be set for the student and monitored to ensure that they continue their education. Students will be issued a work pack that will be expected to be returned at the reintegration meeting with the Headteacher.

The Headteacher is the only person authorised to suspend a student (or the Deputy Headteacher in his absence).

This usually occurs after a serious incident or following a series of problems with an individual student. All incidents resulting in fixed term suspensions are investigated and documented thoroughly. The student is usually isolated during this period. Once a decision is made, the student is told by a senior member of staff. When establishing the facts in relation to an external decision, the Headteacher must apply the civil standards of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' The education and welfare of other students in the school should also be considered when making the decision.

The parents are contacted by telephone, and the student is either collected or taken home. This will be communicated to parents on the day and in writing. The letter will explain that parents have a right to make representations to the governing body (Independent Review Panel).

It is not appropriate to produce an exhaustive list of incidents that could result in a fixed-term suspension. However, misdemeanours may include physical violence towards other people, verbal abuse, bullying, consistent refusal to follow reasonable instructions, vandalism.

The student is not allowed on to school premises for the period of the suspension.

On return, the student and his/her parents are seen by the Headteacher, or Deputy Headteacher/ Assistant Headteacher, for a Behaviour Reintegration Meeting to support their re-entry into school.

Permanent Exclusion

A decision to exclude a student permanently is a serious one. In the case of persistent breaches of the school's Behaviour Relationships and Recognition Policy, it is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed (Behaviour Plan, Pastoral Support Plan, Senior Support Plan). The Headteacher will only decide to permanently exclude:

'in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school'.

Extract from 2023 Exclusion Policy

The incident or series of incidents leading to permanent exclusion are investigated and documented carefully. The parents and the student are informed of the decision both verbally and in writing. The Chair of Governors and Local Education Authority receive copies of the letter.

Students bringing a weapon into school (eg a knife), using a weapon against another person, persistent or extreme violence, will trigger the Headteacher to consider permanent exclusion.

Students taking, selling or having drugs on their person in school will trigger the Headteacher to consider permanent exclusion. This includes THC/Spice/alcohol.

An extreme 'one-off' incident will trigger the Headteacher to consider permanent exclusion.

There is not an exhaustive list that can be produced. However, any serious breaches or persistent breaches will be investigated.

The Deputy Headteacher prepares a detailed case explaining the reasons for permanent exclusion. This has to have detailed supporting documentation which may be challenged by a solicitor. Copies of the report are sent to members of the Governors' Discipline Committee, Area Office and the parents of the student.

A meeting of the Governors Discipline Committee must be convened within 15 days after the Clerk of the Governing Body has received notification of the exclusion. The parents and representatives of the LEA are invited to the meeting together with the Governors Discipline Committee. The parent may be accompanied by a friend or legal representative.

The Discipline Committee consider all the statements and have to decide whether to uphold the Headteacher's decision. They must satisfy themselves that all reasonable strategies to improve a student's behaviour have been tried and have failed.

The Discipline Committee must notify the parent and the LEA of their decision within one school day of the hearing giving reasons for their decision. If the decision is upheld the parents have the right to appeal to an independent review panel within 15 days of being informed of the Committee decision. If the decision is not upheld the Discipline Committee direct immediate re-instatement of the student.

A student who is permanently excluded becomes the responsibility of the County. Some excluded students are educated at home-by-home tutors, some join Alternative Education schemes whilst others may be directed to other secondary schools by the LEA.

For further guidance on exclusions, please read the document 'Guidance on Permanent Exclusions.' You can also read additional guidance by following the link below:

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Internal Suspension Room/Internal Isolation Room

An internal suspension is a sanction used for students when there is a serious breach of our behaviour policy. Examples of this may be vaping, fighting, repeated failure to attend detentions or persistently challenging school rules.

The Headteacher, Deputy, Assistant Headteacher will decide if a student is to be internally suspended. An internal isolation is for students who have been involved in a serious incident or have persistently challenged school rules.

When establishing the facts in relation to an external decision, the Senior Leadership Team and Year Leaders must apply the civil standards of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Three or more C3's (resulting in students being removed from class) in one week will result in a one-day internal suspension. This will be used as a reset in readiness to be integrated back into the wider curriculum.

The education and welfare of other students in the school should also be considered when making the decision. This will be communicated to parents on the day.

Internal suspensions will mean that a student is isolated from other students within the school, included break and/or lunch, for a fixed period of time. The Internal Suspension Room will be supervised by a member of staff at all times and appropriate work will be set for the student.

Parents will be informed by a member of the Pastoral Team if their child is internally isolated.

Alternative arrangements may be made if the student is on the SEND register. This will depend on the nature of the student's needs.

Failure to comply with the rules of internal suspension may lead directly to an external fixed term suspension or a further period of internal suspension. This includes completing the work set and handing over their mobile phone at the start of the period in isolation.

If possible, parents and students would usually be informed in advance. This would be a planned or measured response.

Parents will be required to provide a lunch for their child if the isolation is for a full day. A lunch will be provided if students qualify for Free School Meals.

Detentions

Teachers may hold back a student at the end of a lesson before unstructured time (break or lunchtime) to have a reflect and repair conversation with a student.

A lunchtime detention of 20 minutes can be issued due to repeated or persistent difficult behaviour. These will usually occur on the day of the incident and will be communicated to the student directly. Attendance is compulsory and non-negotiable. The responsibility for attending these detention sessions is solely on the individual. The student will be informed of the detention on their Arbor school account.

If a student fails to attend a subject detention, parents will receive an email that their child has had their detention escalated to a "Senior Staff Detention". These sessions, lasting 30 minutes and led by one of the Senior Leadership Team, will occur the very next lunchtime the following day. Attendance to this session is crucial, as failure to attend will result in the student being placed into a Headteacher's detention. These take place after school on a Wednesday and a Friday from 3.30-4.30pm. It is the parents/ carers responsibility to pick up their child.

If the student fails to attend the Headteacher's detention, they will be internally suspended for one day which will also include a loss of break and/or lunchtime. However, if a student displays a poor attitude towards the sanction, the period of time will be extended.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This behaviour may have an impact on the safety or wellbeing of the rest of the school body or bring the school's reputation into disrepute.

Social Media

The school cannot 'police' student's internet usage. However, action will be taken when a parent 'screen shots' evidence of bullying and this is given to a Year Leader. This can also be reported to the Police. Inappropriate use of social media which targets a member of staff can also receive a serious sanction. Whilst staff have a responsibility to have a digital presence in line with the Teaching Standards, they also have a right for their digital presence to be respected. Please see our Anti-Bullying Policy for further information.

Vaping

Vaping is not permitted on the school site. The school will issue a serious sanction (isolation or suspension) for any student who is vaping or gathering in groups of students in the school toilets on the school site. If multiple students are found in the same toilet cubicle, an assumption of guilt will be made.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to the Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of any member of staff accused of misconduct.

School Trips

The school reserves the right to remove a student from a school residential trip or day visit if there are safeguarding issues that the Designated Safeguarding Lead and trip supervisory staff deem a risk, or if a student's behaviour at school would present a possible risk to the safety of all attendees or staff.

If a student is presenting behaviours in school which display that they cannot follow reasonable instructions by staff, the student can be removed from the school trip at any point up until the departure of the trip. This is because the student may pose a significant safety risk to themselves and the wider trip.

The school will always seek to inform parents at the earliest stage and present the student with the opportunity to modify their behaviour.

Parents will need to aware that a refund for the trip may not be possible if a replacement cannot be found.

Searching students with consent

School staff can search a student for any item if the student agrees. The ability to give consent may be influenced by the child's age or other factors. The member of staff is not required to have written consent from the student; it is enough for the teacher to ask the student to turn out his pockets or search the student's bag.

The school is not required to inform parents before a search takes place or to seek their consent to search a child. The school will inform the individual's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Any student who refuses to be searched will result in an internal or external suspension.

Searching students without consent

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have prohibited items on them. For

example, they may have heard other students talking about an item or they might notice a student behaving in a way that causes them to be suspicious.

If any of the items below, as a result of a search, they will be confiscated. The school may retain or dispose a student's property as a disciplinary penalty, where reasonable to do so.

- Where an article is thought to be a weapon it will be passed to the police
- Controlled drugs will also be passed to the police unless there is a good reason not to (The member of staff dealing with the incident should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article)
- Stolen items will be passed to the police as soon as reasonably practicable, but may be returned to the owner if the person thinks that there is a good reason to do so
- Vapor pens, smoking materials, tobacco, cigarette papers, alcohol, fireworks may be retained or disposed and will not be returned to the student or parent
- Offensive or inappropriate comments/images will be removed either by the school or the student. Copies will be made and kept on file. The school may report the incident to the police
- Pornographic images will be deleted unless its possession constitutes a specified offence (ie it is extreme or child pornography). If this occurs, school staff must inform the school's Child Protection Officer who will follow the school's Safeguarding Policy and Procedures
- Other items banned under the school rules will be returned, retained or disposed of

School staff will also seize any item, however found, which they consider harmful or detrimental to school discipline.

Complaints about searching should be dealt with through the normal school complaints procedure.

(See Appendix C for "If a search is necessary")

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Any use of physical restraint must be proportionate, reasonable and necessary.

The use of restraint is about safeguarding anyone from a hazard that could cause harm eg chemicals or a risk that someone could be harmed.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Anti-Bullying

Bullying is “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)

We define bullying as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups eg because of race, religion, gender or sexual orientation
- Unwanted behaviour that involves a real or perceived power imbalance

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyber bullying - bullying via mobile phone or online (email, social network and instant messenger)
- pressurising, forcing, or coercing someone

We pride ourselves in being a school where students are ready to learn, respect everyone and feel safe. Nevertheless, we acknowledge that incidents of bullying can occur and are aware that its effects can lead to unhappiness, loss of self-esteem and under achievement.

The school will investigate all reports of bullying (towards a student or adult) when they affect well-being e.g. the people within the school community. It makes it clear that bullying is unacceptable and finds ways of supporting the victim and guiding the bully into more socially accepted ways.

All students have a page in their homework organiser which gives advice on well-being. In addition to this, they are given guidance through assemblies and tutor time as to why bullying occurs and learn strategies for tackling it.

For further information on Anti-Bullying, please refer to our Anti-Bullying Policy.

Wider Expectations

Mobile Phones

Please see the separate Mobile Phone and Electronic Devices policy.

Equipment

All students are expected to come to school fully equipped for lessons. A student should have:

Mandatory:

- Two pens (black ink)
- A green pen
- Three Pencils (2H/ 2B/ 3B)

- Ruler (30cm)
- Scientific Calculator

Recommended:

- Compass
- Protractor
- Rubber
- Barrel Sharpener
- Highlighters
- Glue stick
- Colouring pencils
- A Pencil Case

Form Tutors carry out equipment checks and letters are sent home to parents of students who persistently come to school ill-equipped.

Lateness

Student punctuality is checked each lesson and the number of minutes late noted down. Tutors will monitor lateness. Students who are regularly late to lessons (three late marks or more within a five-day period) will receive a Year Leader detention and may be placed on punctuality report. For students who are repeatedly late, the form tutor or Year Leader will contact parents/ carers.

If a student arrives more than 10 minutes late to a lesson without any permission to do so, they will be asked to wait outside of the classroom. A duty teacher will be called who will have a conversation with the student. A professional judgement based on the context will be made as to whether the student will join the lesson.

Uniform

It is expected that all students wear the correct uniform at all times. Where there is a medical condition that prevents this, students should have evidence from a doctor to confirm the issue. Temporary injuries can be covered with a note from parents but there must be an agreed time scale for recovery before a doctor's note is requested.

Students are permitted to wear a 'winter' coat during the colder months. These should be removed when inside the buildings. Hoodies are not permitted at any time, including break and lunchtime. Hedingham School black 'V' neck jumpers or plain black (no branding) V neck jumpers are the only type of jumper permitted. Round neck or any jumper with writing/logos on are not permitted. Blazers and a tie must be worn in the school building. Reasonable adjustments are made during periods of extreme heat.

Inappropriate items of uniform (such as hoodies) will be confiscated by teaching staff and held at the front office until collection is authorised.

Tutors check the uniform of students during Personal Development time each day and teachers check that students are adhering to the school uniform rules as they enter lessons. Students should take pride in their uniform as this is their place of work.

Should a member of staff have concerns about a student's uniform, the form tutor may contact home, or a letter will be sent home outlining the concern. A parent/guardian can contact the student's form tutor/ Year Leader should they wish to discuss the matter further. Please see Appendix B for Hedingham School Uniform Code.

Escalation

If students constantly fail to wear the correct uniform, an email will be sent to parents by tutors. Students will be followed up to identify improvement one week later.

If no further improvement, tutors will call parents to indicate that failure to wear the right uniform will result in removal from circulation (isolation room) until the correct uniform is worn.

If students are wearing incorrect uniform, tutors will issue a green slip for the day which will excuse the infringement for a set duration.

If students have extreme uniform infringements such as wearing leggings, if a replacement loaned item cannot be given or the student refuses to wear a replacement item, they will be placed in isolation as to such a time that the issue can be resolved. The Year Leader will contact home.

Make-Up and Nail Varnish

False eye lashes, false nails and nail varnish are not permitted. We ask that only very discrete make-up is worn by our students.

Jewellery

All jewellery with the exception of a plain stud in each ear and a watch will be confiscated. Staff will ask students to remove any items which are worn in addition to a plain stud. If an item is repeatedly worn, staff will confiscate the item and deposit it in the School Office. The student can collect it from reception at the end of the school day. If the item is confiscated again, parents will be asked to pick up the item.

Skirt length

Skirts should not be rolled up and should be knee length (in keeping with the professional and smart look required of our formal learning environment). Leggings are not permitted.

School Shoes

Trainers are not permitted as part of our school uniform. The shoe must be plain in design and have no branding (for example the Nike shoes 'tick'). Please be mindful when buying shoes that a lot of shops market trainers as "back to school shoes."

Hair

Extreme haircuts and colours are not allowed. Hair should be a natural colour with no extremes in style. This includes shaved heads or a cut which is less than a number 2 or shaved patterns in the hair. In addition, there should be no extreme highlighting, for example: red, pink, blue, green.

Toilets

Students should not be permitted to leave lessons to go to the toilet unless they have a medical need to do so and have an agreed toilet card (medical evidence should be provided to the school). With over 50 classes in session each hour, it is important for the safety of all that students are not wandering corridors unsupervised. Students should use the toilet at break and lunch or between lessons. Students on a concern list that routinely attempt to leave the class to use the toilet can only go once collected by the Duty Teacher. If there is an occasion where a student is desperate to go, the student will leave their mobile phone on the teacher's desk and be issued with a toilet pass.

Impact of the Policy and Evaluation of Students' Behaviour & Relationships:

The Senior Leadership team will evaluate the impact of this policy through a review of systems and key outcomes on a regular basis. They will seek the views of stakeholders, including students, parents and staff.

The success criteria will include the following:

- Lesson observations show that learning continues without interruption and that students' behaviour for learning is strong
- Students show a mature attitude and display responsible behaviour at all times in line with our character expectations; in lesson, before and after school, break times, lunchtimes, and in their journey to and from the school, including school buses
- Student outcome data shows that there are improvements in behaviour over time for any individuals or groups with particular behavioural difficulties
- Incidents of bullying, homophobia, transphobia, sexism or racism are extremely rare
- Student achievement and participation in the recognition process is high



THE HEDINGHAM SCHOOL AGREEMENT ACHIEVEMENT & EXCELLENCE

All students and parents sign the Hedingham School Agreement prior to admission to Hedingham School. The Agreement and its importance in monitoring good behaviour and high achievement is discussed with both parents and students. The Hedingham School Agreement confirms the partnership between home and school in a child's education.

Hedingham School will aim to ensure the curriculum delivers the following principles:

READY

To provide the knowledge and skills required to be successful learners
To create resilient and independent learners who are able to meet the challenges of the 21st century
To prepare learners for the next step in their education

RESPECT

To broaden their horizons through a rich and varied enrichment programme

SAFE

To encourage learners to be active citizens who contribute positively to the community

Parents & Guardians - I/We will try to

READY

Ensure that my child has a high level of attendance and punctuality
Make sure that my child is in correct uniform and properly equipped to learn
Support my child in homework tasks
Attend parents' evenings and engage in discussions about my child's progress

RESPECT

Support the school's policies, guidelines and judgements for behaviour

SAFE

Let the school know any concerns and problems that may affect my child's education or welfare

SIGNED:

CONTINUED OVERLEAF



THE
HEDINGHAM SCHOOL AGREEMENT
ACHIEVEMENT & EXCELLENCE

Students - I will try to:

CLASSROOM EXPECTATIONS

READY

- Be on time
- Be equipped to learn
- Be alert and ready to learn

RESPECT

- Ensure that I do not disrupt the learning of others
- Keep my phone and headphones out of sight in lessons
- Be polite and listen to staff and peers

SAFE

- Use equipment appropriately without causing damage
- Remain seated unless given permission to leave my seat
- Follow all teacher instructions without question

CHARACTER EXPECTATIONS

READY

- Develop the characteristics of leadership, organisation, resilience, initiative and communication in preparation for the 21st Century World.

RESPECT

- Respect everyone regardless of race, religion, sexuality, gender or disability
- Be kind to everyone in the language I use.
- Positively contribute to my school and wider community

SAFE

- Learn how to identify and manage risk
- Be a kind and positive digital citizen
- Look after my own health and well-being

SIGNED: _____

Appendix B Hedingham School Uniform Code

School Uniform	
Boys	Girls
Hedingham School black blazer*	Hedingham School black blazer*
Traditional white shirt	Traditional white shirt
Hedingham School black jumper with V-neck*	Hedingham School black jumper with V-neck*
Traditional black trousers (cords, denim jeans, leggings, jeans style or skinny leg fashion trousers are not allowed)	Traditional knee-length black skirt** or trousers (cords, denim jeans, leggings, jeans style or skinny leg fashion trousers are not allowed)
School tie*	School tie*
Black ankle socks	Black ankle socks
Formal black shoes (Flat soles. No trainers, plimsolls, boots or high heels)	Formal black shoes (Flat soles. No trainers, plimsolls, boots or high heels)

Sportswear	
Boys	Girls
Hedingham School navy and amber top*	Hedingham School navy and amber top*
Hedingham School navy and amber shorts*	Hedingham School navy and amber skirt* or shorts*
Navy long socks - from Easter they may wear short white socks	Navy long socks - from Easter they may wear short white socks
Hedingham School navy and amber rugby jumper*	Hedingham School navy and amber rugby jumper*
Indoor non-marking trainers or astro boots	Indoor non-marking trainers or astro boots
Football boots	Football boots
For outside sports ONLY - under armour/skins must be black or blue. For cold weather days boys will be allowed to wear plain black or blue tracksuit bottoms, but only if their teacher specifies to do so	For outside sports ONLY- under armour/skins must be black or blue. Girls are allowed to wear plain black leggings. For cold weather days girls will be allowed to wear plain black or blue tracksuit bottoms, but only if their teacher specifies to do so
For health and safety reasons- shin pads for football and a gum shield for rugby	For health and safety reasons- shin pads for football and a gum shield for rugby

For Dance, students should wear:

Dancewear	
Boys and Girls	For Key Stage 4, students wear a black dance polo shirt.
Hedingham School navy and amber top*	
Hedingham School navy and amber shorts or skirt* (The same as the PE kit)	
Plain black leggings	
Bare feet	

*Available to purchase from Baldwins of Halstead:

<https://www.baldwins-departmentstores.com/halstead>

**Girls may wear black trousers or skirts. Trousers and skirts must have a waistband to allow shirts to be tucked in properly. Skirts should be box pleated or tailored and should be knee length. Short skirts or skirts made of a clingy jersey fabric are not acceptable. Photographs of acceptable skirts can be found on the website.

Appendix C: If a search is necessary:

If a search is necessary, the member of staff must be the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. However, there is a limited exception to this rule when a member of staff of the opposite sex to the student and without a witness present can carry out a search, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The extent of the search includes clothes, possessions, desks and lockers and is conducted on reasonable grounds when there is evidence to believe a student may be in possession of a knife or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The search does not include an intimate search, which only a person with more extensive powers (e.g. a police officer) can do.

Where the person conducting a search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Members of staff can erase data or files on the device if it has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Where a student refuses to allow a search to occur the student will be kept in isolation until the school's police liaison officer or police are able to assist with the search.

Appendix D: Sixth Form Code of Conduct



Code of Conduct

At Hedingham we have very high expectations of our students. We are committed to treating the students as young adults and expect them to behave and act in the same manner. We have devised a number of professional standards that we expect students to maintain at all times:

- 1. Be respectful and courteous to each other and staff at all times**
- 2. Respect Sixth Form Facilities**
- 3. Attend all lessons**
- 4. Maintain an attendance of at least 90% (medical issues aside)**
- 5. Use study periods appropriately**
- 6. Complete all independent tasks set**
- 7. Do not smoke or vape anywhere on site**
- 8. Do not eat in lessons**
- 9. Phones and AirPods/headphones are not to be seen in lessons unless directed by teacher**
- 10. Maintain professional standards expected of Sixth Form students at all times**

I agree to adhere to and meet these professional standards at all times and understand that persistent failure to do so will jeopardise my place at Hedingham Sixth Form.

Signed:

.....
Head of Sixth Form

.....
Student

.....
Parent

**WHEN
TO CALL
THE POLICE**
Guidance for schools & colleges

INTRODUCTION



Who is this for?

This advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams in schools and colleges in England.

What does this advice cover?

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police.

Safeguarding incidents

This advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Chapter 1 of working together to safeguard children explains that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47 of the Children's Act 1989.

Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

Sexual offences

In the case of incidents involving sexual offences, schools and colleges should refer to local safeguarding protocols, alongside [Keeping children safe in education](#) and [Sexual violence and harassment between children in schools and colleges](#) guidance.

In cases involving youth produced sexual imagery – often called 'sexting' - schools and college may refer to the non-statutory [UKCCIS sexting in schools and colleges](#) guidance.

What is the status of this advice?

This advice has been produced by the National Police Chiefs' Council working alongside the Department for Education, Home Office and the PSHE Association.

This advice is non-statutory and should be read alongside the Department for Education's (DfE) [Keeping children safe in education](#) statutory guidance and non-statutory searching, Screening and Confiscation advice for schools.

Police assistance is required

All other non-emergency incidents should be reported using 101 or online reporting methods, or through existing arrangements, for example, to a safer schools officer. The call will be logged by an operator and depending on the nature of the incident the appropriate response made.

Contact with police should ideally be made by a single point of contact from the school. This may be the headteacher or the designated safeguarding lead. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The designated safeguarding lead (and any deputies) are most likely to have a complete picture of safeguarding and be the most appropriate person to advise on the response to safeguarding concerns.

Having a single point of contact between a school or college and the police helps increase consistency in referrals.

Contacting the police

In an emergency dial 999. This should be used if:

- There is a danger to life or
- Risk of serious injury or
- A serious crime is in progress or about to happen.

Any member of staff witnessing such an incident should be empowered to dial 999 as they will be able to give the most accurate account of the incident.



Making a decision to involve the police

When an incident occurs in which a crime has or may have been committed, the school or college need to consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school or college behaviour policy will give guidance on how to deal with and record such incidents.

This guidance document outlines the factors which school or college leaders should consider when deciding to involve the police. These considerations would inform whether the police would expect and need to be involved.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Things to consider

In making a decision to involve the police it is important that the school or college ensure a balance is struck between the needs of the students involved and the needs of other students and the wider school or college community.

It is not always clear initially who is involved in an incident and in what capacity. The victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances in a young person's life that are contributing factors to an incident and it is important that they are taken into consideration.

The seriousness of the incident will be a judgement call for the school or college. In making this decision the level of harm and the circumstances leading to the incident would need to be carefully considered.

Any aggravating factors which contribute to making the incident and subsequent level of harm more serious would be relevant in making a decision on whether or not to involve the police.

Ideally the decision as to whether the school or college deal with an incident internally or pass it over to the police needs to be made at the initial stage, by gathering only enough information to establish the facts of the case.

The school or college should be aware that they may not be aware of all circumstances leading to or connected to the incident i.e. students behaviour or involvement outside school or within their family. Contacting the police or other agencies may allow a further picture to be obtained, which assists in making informed decisions.

When the decision is made that the school or college will deal with the incident internally, it remains the responsibility of the school or college to investigate and resolve it in accordance with their behaviour policy. Parental cooperation should be maintained throughout and the incident and actions recorded.

The designated safeguarding lead (or a deputy) should be leading the schools or college's response and should be aware of the local process for referrals to children's social care and making referrals to the police.

Schools and colleges should be aware that if a referral is made to children's social care, this may result in a subsequent referral to the police.

Many schools and colleges have close relationships with their local police force and many police forces have a permanent or semi-permanent police presence in schools and colleges. The designated safeguarding lead (or deputy) should be liaising closely with the local police when an incident in which a crime may have been committed occurs.

Vulnerable young people

All staff should be prepared to identify children and young people who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a young person's life, from the foundation years through to the teenage years.

Some areas of vulnerability are highlighted below, but should not be seen as a comprehensive list. It's important to note that most children and young people with vulnerabilities do not commit offences.

However, the challenges that children and young people with vulnerabilities are facing can sometimes contribute to behaviour which may lead them to unwittingly commit offences.

All school and college staff should be particularly alert to the potential need for early help for a child or young person who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is a child in care
- has experienced recent trauma ie bereavement



Crimes reported to the police

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the school or college should cease their own investigation, having asked only enough questions to establish the basic facts of the incident. Every effort should be made by the school or college to preserve any relevant evidence.

Initial enquiries undertaken by the school or college should be fully documented as they may be required if the matter goes to court. This includes recording questions asked to young people and their replies.

Where a crime is reported to the police, it will be recorded as a crime and an investigation will commence.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator of a crime is under ten, it may still be necessary to involve the police. The police will take a welfare approach in these cases rather than a criminal justice approach.

Arresting on school or college premises

Arresting on school or college premises should be avoided unless the seriousness and urgency of an incident deems the arrest absolutely necessary. The head teacher should always be made aware of the situation and the arrest should be conducted as discreetly as possible.

In any incident where a crime may have occurred schools and colleges should consider:

- The seriousness of the incident. Whether an incident is 'serious' will be a matter of judgement and will depend on the type of incident.
- Whether there are any aggravating factors. These factors increase the level of risk, or highlight the need for a wider investigation and the need for the involvement of a range of agencies as well as the police
- Whether the young people involved have any vulnerabilities.
- Whether this could be part of a pattern of behaviour also occurring in the community, in which case the police will want to be involved.

The context of the offence is really important and the school or college are in the best position to gather together all the relevant information prior to making a decision whether or not to report to the police. The decision and the rationale behind it should both be recorded.

What are hate or prejudice based incidents?

Hate incidents and hate crimes are acts of violence or hostility directed at people because of who they are or who someone perceives them to be. The police and Crown Prosecution Service have agreed a common definition of hate incidents.

An incident is considered a hate incident when the victim or anyone else believes that the incident was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity
- sexual orientation

If you believe something is a hate or prejudiced based incident it should be recorded as such by the person you are reporting it to. All police forces record hate incidents based on these five personal characteristics.

When is a hate or prejudice incident also a hate crime?

When hate incidents become criminal offences they are known as hate crimes. Any criminal offence is a hate crime if it is motivated by hostility or prejudice based on disability, race, religion, transgender identity or sexual orientation.

GUIDANCE

The following guide outlines questions schools or colleges should ask for different types of incidents and possible aggravating factors to be considered. The context of the offence should always be taken into consideration and the vulnerabilities previously outlined taken into account.

Assault – see flowchart

An act which intentionally or recklessly causes violence to another.

The school or college should first establish:

Are there any injuries?

If there are any suspected broken bones or significant injuries then seek medical help first, then call the police on 101.

If no significant injuries are apparent consider:

- What has happened?
- Who is involved?
- Is there any history between the individuals involved?
- Are there any safeguarding concerns? If YES — Refer to Keeping children safe in education and follow local safeguarding protocols

Are there any aggravating factors?

- Is there a significant age gap between the individuals involved, ie more than a year apart?
- Is there any evidence of injuries?
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- What is the impact on the victim?
- What are the victim's wishes?
- Are there any hate elements?
- Is the assault gang-related?
- Were weapons involved? (see weapons flow chart for the definition of a weapon)

Criminal damage including arson – see flowchart

To destroy or damage property belonging to another either intending to do so or being reckless as to whether damage is caused.

The school or college should be able to deal with most incidents of criminal damage.

What has happened and who is involved?

Are there any aggravating factors?

Schools or colleges will need to decide whether to involve the police by establishing:

- Is the damage of a high value? (What constitutes high value is a professional judgement call for the school)
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Have any threats or violence been used in the course of the damage?
- What is the impact on the victim?
- What are the victim's wishes?
- Is there a hate element?

Schools or colleges may decide that the presence of aggravating factors requires the police to be involved.

Cybercrime – see flowchart

Cybercrime is criminal activity committed using computers and/or the internet. It can involve malicious attacks on computer software, including:

- Breaking IT rules
- Unauthorised access to computers
- Denial of Service or other computer interference and impairment



- Acts causing serious damage to or loss of data
- 'Hacking'
- Cheating at online gaming

This guidance has a focus on offences committed by young people rather than external cybercrime and cyber security. Further guidance can be found at www.ncsc.gov.uk

The school or college should first establish:

- What has happened?
- Who is involved?
- Is this part of a pattern of behaviour?
- Are there any safeguarding concerns? If YES — Refer to Keeping children safe in education – (link) and follow local safeguarding protocols

Are there any aggravating factors?

- Did this incident cause any disruption to the school? eg. loss of access to website and online learning platforms or school communication networks disrupted.
- Did the school suffer a loss of data or corruption of files?
- Did the school suffer loss of teaching time resulting on an impact on other students?
- Is there a hate element?
- Have they expressed any ideological motivation or reason for their actions?
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Is the behaviour related to gang activity or an Organised Crime Group?
- Do the young people involved have any additional relevant vulnerabilities? This could include:
 - Neurodiversity including Autistic Spectrum Disorder
 - Mental health concerns
 - Living in a chaotic or dysfunctional household or one in which their skills are not likely to be fostered at home
 - In a household with inappropriate ideological influences



- Gang or Organised Crime Group associations
- Socially isolated

Cyber Choices Program

Wherever possible, students should be referred into the Cyber Choices Program. This initiative is aimed at 12-18 year olds supported by the National Crime Agency and the Home Office, together with regional and local police force cyber specialists.

The objective of the program is to encourage students to use their cyber skills positively by highlighting alternative opportunities, along with providing victim awareness and deterrents, such as the potential penalties for continuing along the cybercriminal pathway.

Drugs – see flowchart

Possession: It is an offence for any person to unlawfully have a controlled drug in their possession.

Supply: It is an offence to either supply, be concerned in the supply, offer to supply or be concerned in making an offer to supply a controlled drug.

The school or college should first establish:

What has happened?

- Have drugs been found?
- Who is involved?
- Are there suspicions of drug dealing?

If drugs are found

- Is it on school or college premises?
- Seize the substance — it is legal to possess an illegal substance in order to prevent an offence being committed and then destroy it, or hand it to the police.

- If the substance needs to be kept pending police collection, then it should be securely stored in the school safe.
- Schools and colleges are allowed to dispose of substances. If this action is taken, a witness must be present and the action recorded.

If a student is under the influence of a substance

- If a student is suspected of being under the influence of drugs or alcohol on its premises, the school or college must prioritise the safety of the young person and those around them. If necessary it should be dealt with as a medical emergency, administering first aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted.
- If the student is seen to be at risk the school or college's safeguarding policy will come into effect and social services may need to be contacted.
- If the student is taken to hospital in an ambulance or receives medical attention at a hospital, parents and carers and the police must be informed. As the student has been placed at significant risk or harm, the police will need to investigate potential offences in relation to the misuse or illegal taking of substances.

A student suspected to be in possession of drugs

- Ask the student to turn out their pockets and bags. Given the circumstance, the designated member of staff is permitted to use reasonable force when conducting a search. However, if a pupil is not compliant or a more personal search is required, consider calling the police to conduct the search.
- The student should be supervised at all times to ensure they have no opportunity to dispose of any substance.
- Ensure that a second adult witness is present throughout and that any action taken is recorded.
- If a substance is found – seize substance – it is legal to possess an illegal substance in order to prevent an offence being committed and then destroy it or hand it to the

- police. If the substance needs to be kept pending police collection, it should be stored in the school or college safe. Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present.
- Schools and colleges are allowed to dispose of substances. If this action is taken, a witness must be present and the action recorded.
- If a small quantity is found, a school or college can manage the incident in line with their drug policy – consider a referral to a local young person drug service for support and intervention.

The law does not require a school or college to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so;

- Record full details of the incident, including the police incident reference number;
- inform parents/carers, unless this is not in the best interests of the student;
- identify any safeguarding concerns and develop a support and disciplinary response.

Are there any aggravating factors?

- What age are the students involved?
- Is there a large amount or the substance prepared for dealing?
- Are there signs and symptoms of problematic drug use e.g. change of appearance/behaviour?
- Is there any indication of links to gangs or county lines?

If there are rumours of drug use within the school or college

- School and college staff are best placed to decide on the most appropriate response to tackling drugs within their school. This is most effective when:
- It is supported by the whole school or college community; with a current schools drugs and alcohol policy in place



- Drug education is part of a well-planned programme of PSHE education delivered in a supportive environment, where students are aware of the school or college rules, feel able to engage in open discussion and feel confident about asking for help if necessary;
- Staff have access to high quality training and support

Involving the police

It is essential to work in partnership with local officers for support and advice and where required, operational intervention.

Drug Dogs and Drug Testing

The National Police Chief's Council does not recommend that drug dogs and drug testing should be used for searches where there is no evidence of the presence of drugs on school or college premises.

Prevention

Schools and colleges should ensure that students have access to and knowledge of up-to-date information on sources of help. This includes local and national helplines (including FRANK for drugs, NHS Smoking Services for tobacco and Drinkline for alcohol), youth and community services and drug services. These sources can be used as part of, or in addition to, the school or college's own drug and alcohol education.

When evaluating the behaviour and safety of students under the Ofsted inspection framework, inspectors will consider student's ability to assess and manage risk appropriately and to keep themselves safe. In supplementary PSHE guidance for subject survey visits, students awareness of the dangers of substance misuse is included in the criteria for inspectors when grading the quality of PSHE delivery.

Behaviour Management

Any response to drug-related incidents must balance the needs of the individual students with the wider school and college

community. In deciding what action to take, schools and colleges should follow their own disciplinary procedures.

Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. More detail on excluding students can be found in the [DfE exclusion guidance](#).

Drug use can be a symptom of other problems and schools and colleges should be ready to involve or refer students to other services when needed. It is important that schools and colleges are aware of the relevant youth and family support services available in their local area.

Sources of advice and local services should be listed in the school or college drug policy for reference. The senior member of staff responsible for drugs should have established relationships with local agencies to understand what support is available.

Schools and colleges can have a key role in identifying students at risk of drug misuse. The process of identifying needs should aim to distinguish between students who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

Harassment – see flowchart

Causing alarm or distress to another on more than one occasion, which they either know or should have known would amount to harassment of the other.

Harassment can include repeated attempts to impose unwanted communications and contact upon a victim in a manner that could be expected to cause distress or fear in any reasonable person.

- What has happened?
- Who is involved?
- What is the nature of previous incidents?

- Are there any safeguarding concerns? If YES – Refer to [Keeping children safe in education](#) and follow local safeguarding protocols

Are there any aggravating factors?

- Is there evidence of escalating behaviour?
- Are there any on line elements?
- Is it sexual harassment? If YES – refer to [Sexual harassment guidance](#)
- Are there any hate elements?
- What is the impact on the victim?
- What are the victims' wishes?

Theft – see flowchart

A person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it.

Schools and colleges should take steps to establish what has happened and who is involved. The school or college would normally deal with such an incident internally unless there were aggravating factors present.

The following questions will support the school or college in the decision making process.

Are there any aggravating factors?

- Is the stolen goods of a high value? The definition of high value here is a professional judgment call to be made by the school
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Have any threats or violence been used in the course of the theft?
 - What is the impact on the victim?
 - What are the victim's wishes?
 - Is there a hate element?

Weapons – see flowchart

An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories:

a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and

b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another

Possession of a weapon, particularly a knife on school or college premises is often an indicator of vulnerabilities for the young person concerned and therefore a multi-agency approach is important, instigated by a police referral. The school or college should not be expected to manage the situation in isolation.

School staff do have the power to search for weapons, using force as is reasonable in the circumstances. It is important that staff do not put themselves at risk.

Offences

Section 139A of the Criminal Justice Act 1988 creates the offence of possessing an article with a blade or sharp point or an offensive weapon on school premises.

Section 1 of the Prevention of Crime Act 1953 prohibits the possession in any public place of an offensive weapon without lawful authority or excuse.

Section 139 of the Criminal Justice Act 1988 prohibits having with you, in a public place any article which has a blade or is sharply pointed, (including a folding pocket knife if the cutting edge of its blade exceeds 7.62cm/3 inches)

139A(1) Any person who has an article to which section 139 of this Act applies with him on school premises shall be guilty of an offence.

139A(2) Any person who has an offensive weapon within the meaning of section 1 of the Prevention of Crime Act 1953 with him on school premises shall be guilty of an offence.

Defences

139A(3) It shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had good reason or lawful authority for having the article or weapon with him on the premises in question.

139A(4) Without prejudice to the generality of subsection (3) above, it shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had the article or weapon in question with him:-

(a) For use at work, (b) for educational purposes, (c) for religious reasons, or (d) as part of any national costume.

BB guns (plastic pellet guns)

The possession of these types of guns under legislation is not an offence as they are deemed to be toys. However, if from a school or college's perspective they breach school rules, they could be seized and retained under the Education Act.

If an item is found which is suspected to be a gun, and it cannot be ascertained whether it is a genuine firearm or a BB gun, it should always be treated as a firearm and the police called to make that decision.



Possession of these items becomes an offence when a person is misled into believing they are genuine firearms in order to provoke fear; the BB gun may then be classed as an imitation firearm. Circumstances giving rise to this belief may include use:

1. in connection with a robbery
2. To threaten someone
3. As a weapon to assault someone, e.g. pellet injures

Contacting the police

The presumption would be to contact the police unless in exceptional circumstances where there is a reasonable explanation or set of circumstances where it is obvious that a weapon or prohibited article has been brought into school or college as a genuine mistake.

The weapon should be seized and stored securely by the school.

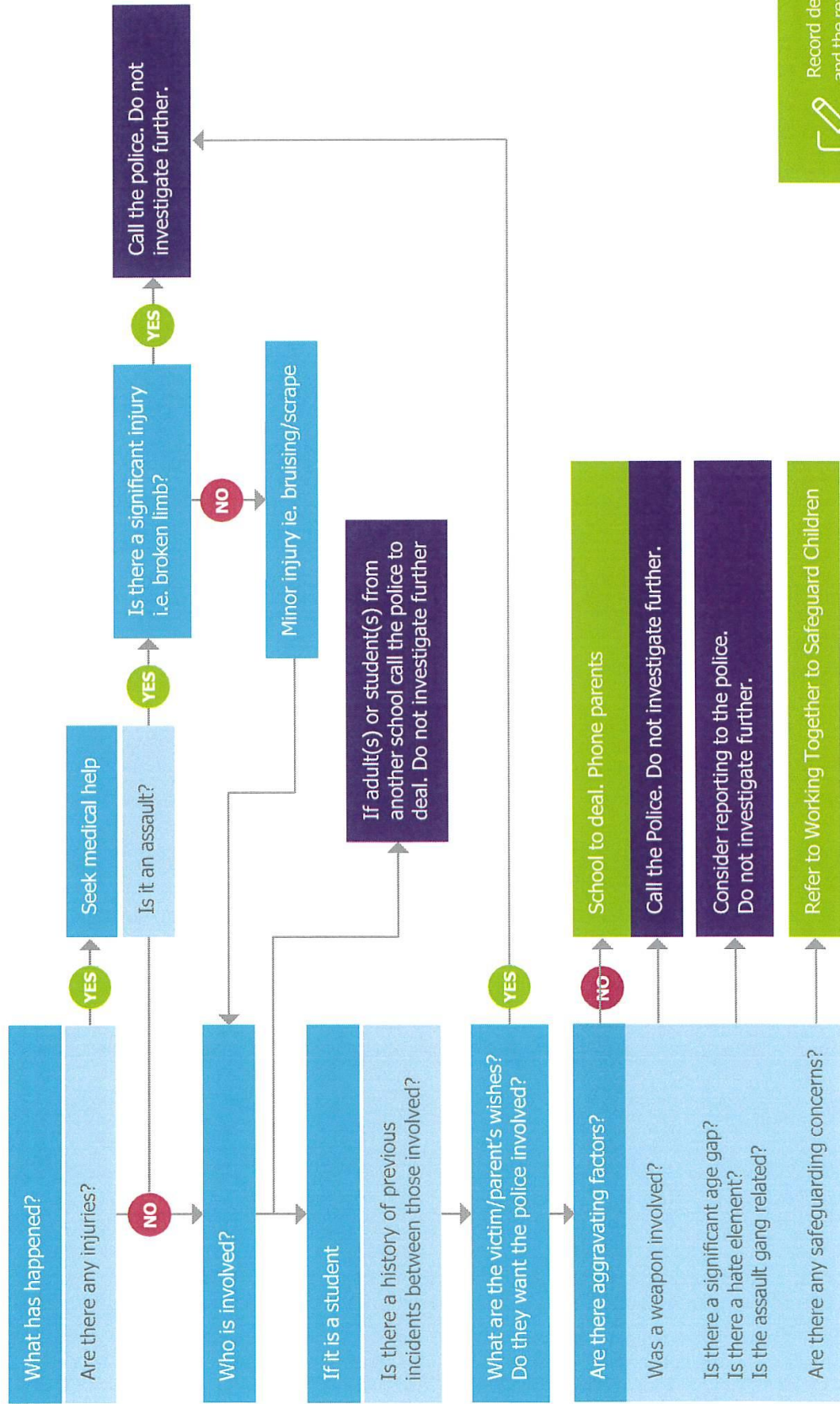
- Head teachers and staff authorised by them have the power to search students for offensive weapons, with their consent. They also have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have an offensive weapon. Further information can be found [here](#)

Aggravating factors

Therefore as the police will be involved in most situations where a weapon is involved, the full circumstances relating to the incident will be investigated.

ASSAULTS

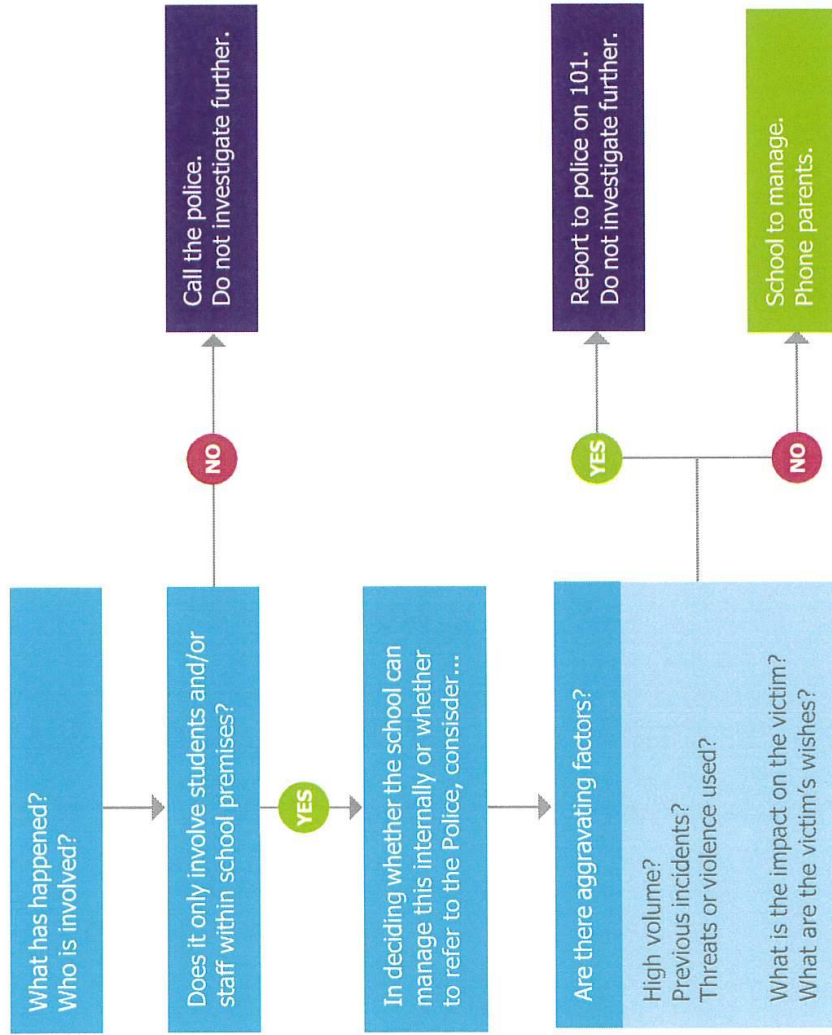
Definition: It is an act which intentionally or recklessly causes violence to another



CRIMINAL DAMAGE

INCLUDING ARSON

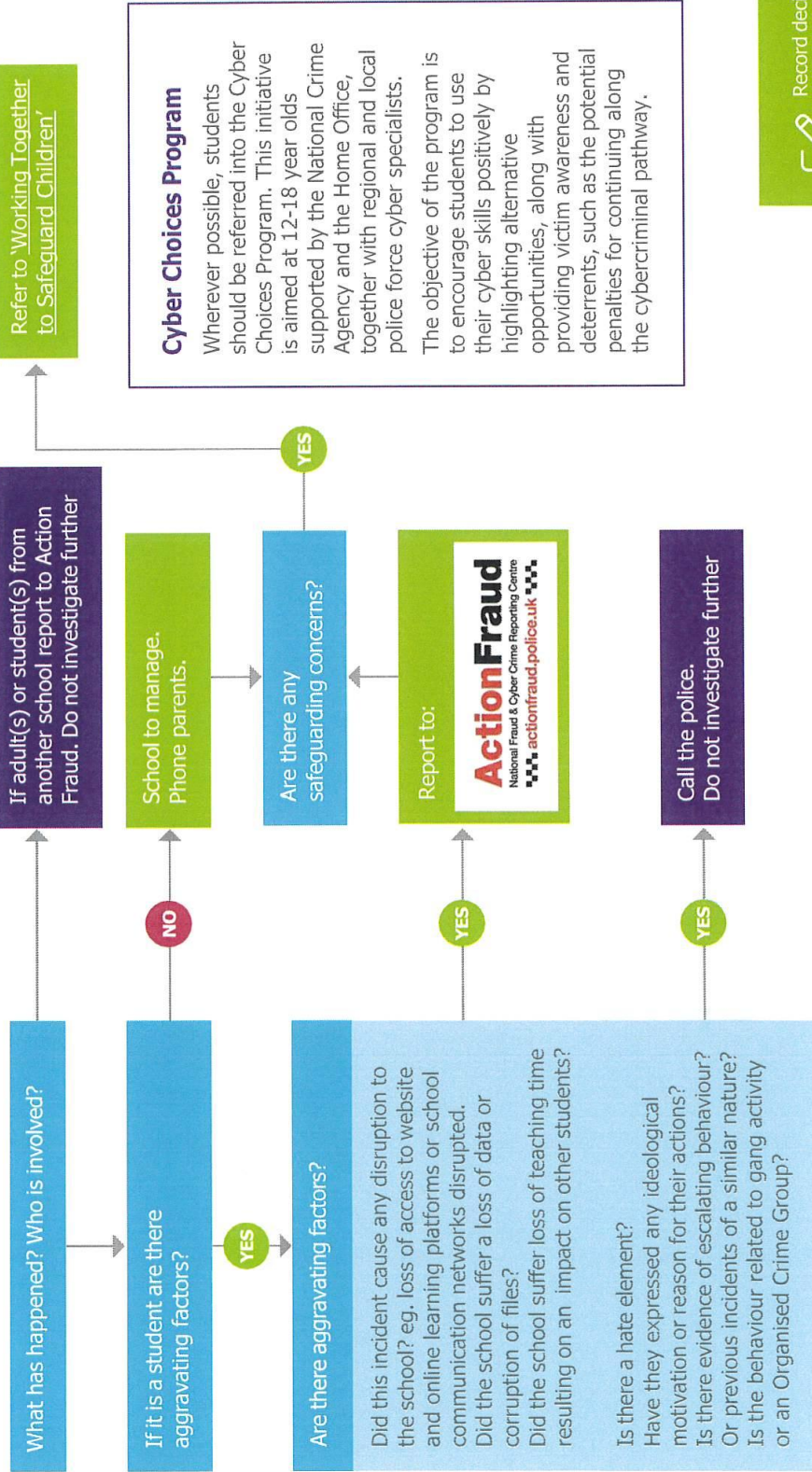
Definition: Criminal damage is the intentional and malicious damage to property or vehicles, including graffiti, or being reckless as to whether damage is caused. Arson is the act of deliberately setting fire to property, including buildings and vehicles.



Record decisions and the reasons for decisions

CYBER CRIME

Definition: Cyber Dependent Activity includes: Unauthorised access to computers, Denial of Service or other computer interference and impairment, Acts causing serious damage to or loss of data, 'Hacking'.



Cyber Choices Program

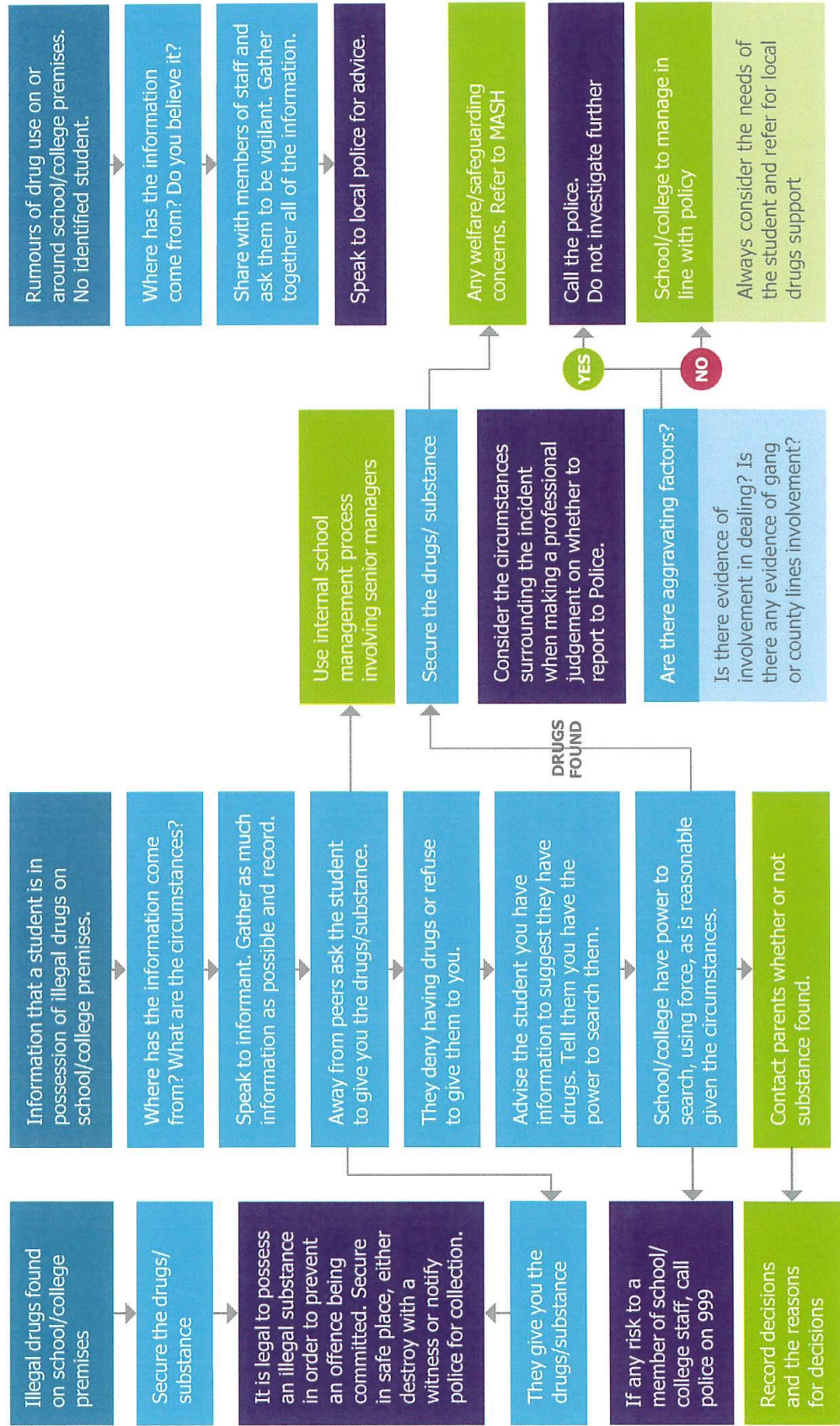
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The objective of the program is to encourage students to use their cyber skills positively by highlighting alternative opportunities, along with providing victim awareness and deterrents, such as the potential penalties for continuing along the cybercriminal pathway.

Record decisions and the reasons for decisions

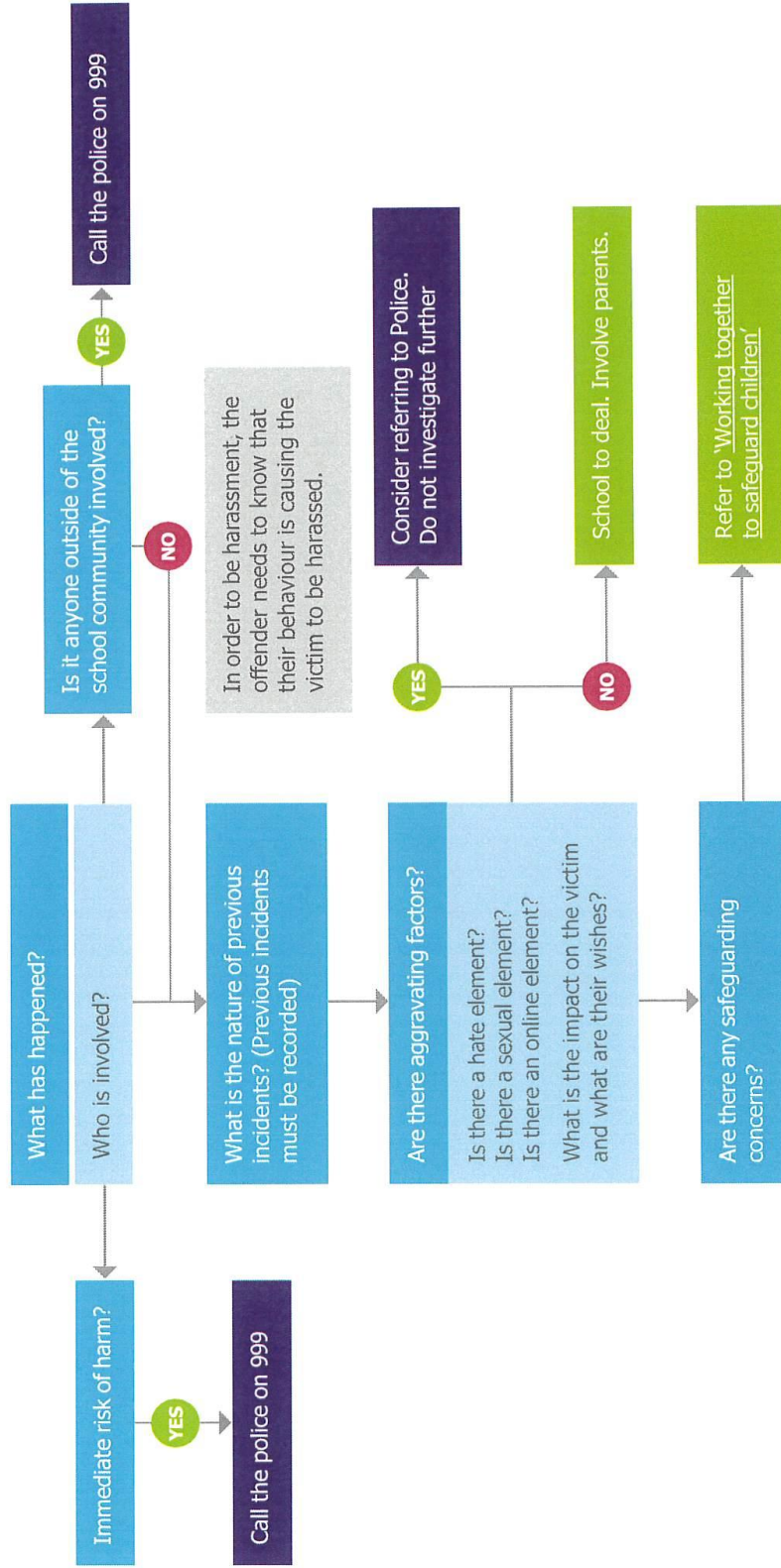
ILLEGAL DRUGS

Definition: Misuse of Drugs Act 1971: It is an offence for any person to unlawfully have a controlled drug in their possession. It is an offence to supply, or be concerned in the supply of a controlled drug. It is an offence to offer to supply, or be concerned in making an offer to supply a controlled drug.



HARASSMENT

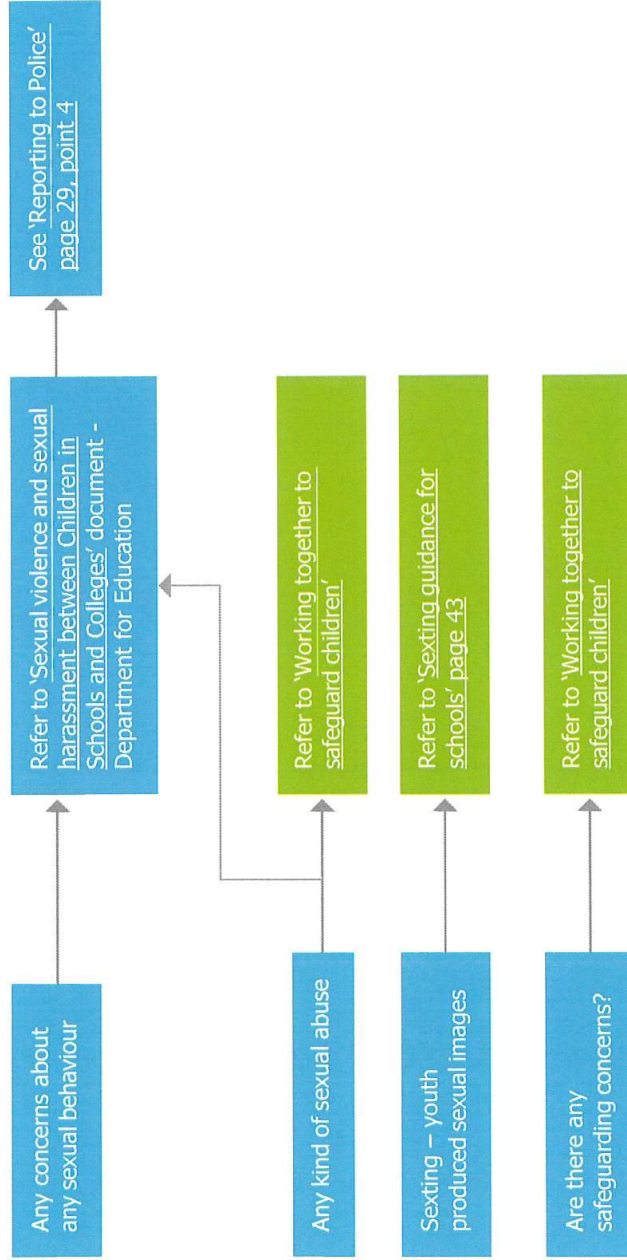
Definition: Causing alarm or distress or putting people in fear of violence, on more than one occasion (course of conduct) and the incidents are connected.



Record decisions and the reasons for decisions

SEXUAL OFFENCE

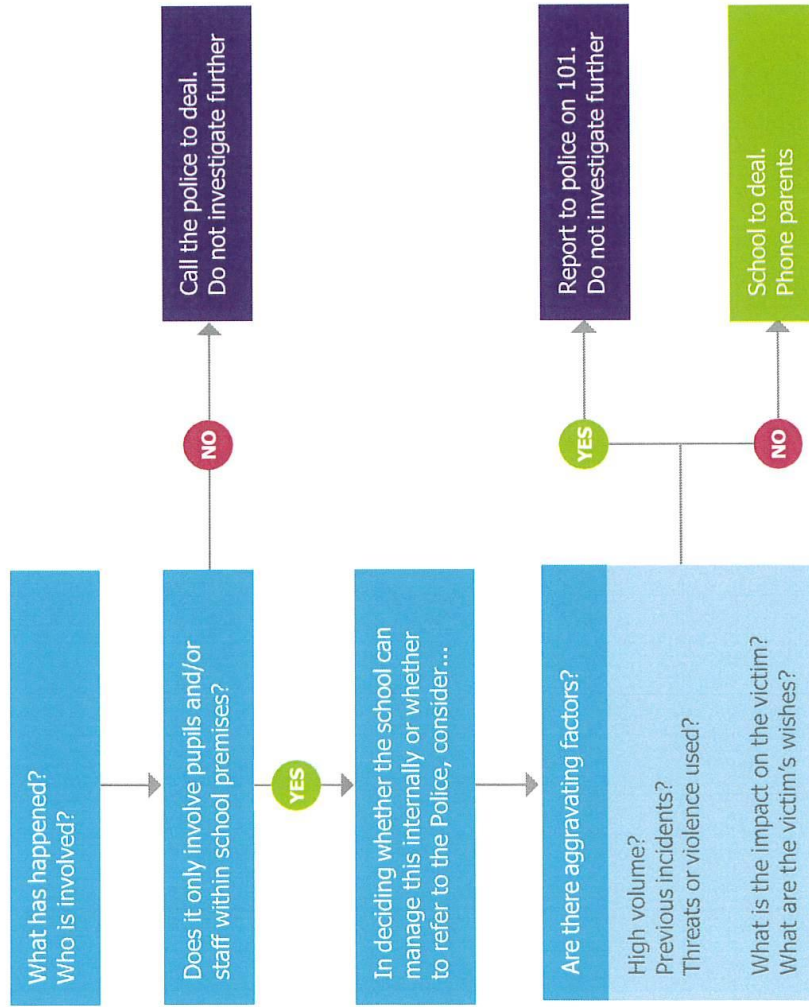
Definition: Any sexual contact with another person without that other person's consent. Generally speaking guidance on dealing with sexual offences is covered in working together to safeguard children. For incidents of rape or serious sexual assault call the police immediately.



Record decisions and the reasons for decisions

THEFT

Definition: A person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it.



Record decisions
and the reasons
for decisions

WEAPONS

Definition: An offensive weapon is any article which is made, intended or adapted to cause injury. It is an offence to possess an offensive weapon or bladed or sharply pointed article on primary school or secondary school premises.

