



Behaviour Policy

Respect Kindness Honesty

Date: September 2023

At Redhill our core values of respect, honesty and kindness underpin everything we do. Redhill School aims to provide a safe, secure and supportive environment where students can learn to the best of their ability and where teachers can deliver Quality First Teaching. Furthermore, Redhill School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct; to accept responsibility for their behaviour and encourage others to do the same.

Behaviour for Learning ethos:

Redhill School aims to provide a safe, secure and supportive environment where students can learn to the best of their ability and where teachers can deliver Quality First Teaching. The guiding principles of our approach to positive behaviour for learning are:

- We assume the best, narrate the positive and correct behaviour using research led and trauma informed approach.
- Staff model the behaviour for learning approach in all their interactions with our students from the corridor to the classroom, reinforcing our core values, whilst shining a light on the 100% students who get things right every day.
- Strong and dynamic relationships are at the heart of Redhill school, and they are built to allow pupils to flourish academically and become well-rounded citizens
- Strong systems and routines are clear, embedded and adhered to which allow pupils to learn effectively and teachers to teach effectively
- Commitment to learning, deploying and embedding strategies to ensure the conduct of our vulnerable learners (PP and SEND) is exceptional and allows them to flourish in a climate of high expectations
- We publicly and consistently convey and model our principles to help pupils understand our shared values around behaviour management

Roles and Responsibilities

The role of the *teaching staff* in ensuring that this behaviour policy works:

- Arrive on time and be ready to welcome the class into the learning environment
- Plan appropriate, engaging and challenging work
- Respect the individual students and be aware of their specific needs

- Create and provide a stimulating learning environment
- Model best practice
- Promptly mark work providing constructive feedback and opportunities to act upon this feedback (in line with department policy)
- Recognise positive learning behaviours using our positive narration techniques.
- Provide and reinforce firm boundaries in a kind, calm and respectful manner using our positive and anonymous group correction approach. We also narrate what we want students to do and ensure our instructions are clear, specific and precise.
 - Reinforce the “corridor curriculum” in our school where we highlight our values and expectations in all our interactions with our students outside the classroom.

The role of *support staff* in ensuring that this behaviour policy works:

- Support in any way they can to contribute to a settled and meaningful learning environment both in and outside of the classroom (Could the word partnership go into here anywhere?)
- Liaise with and take their lead from teaching staff regarding pupil learning/behaviour needs and strategies
- Work collaboratively and supportively with individuals as/when required/requested
- Have high expectations for their own professional conduct and work hard at developing and maintaining positive working relationships between teachers and non-teaching staff. Work towards developing positive relationships between teachers and other non-teaching staff
- Work towards developing an appropriate learning environment both in and outside the classroom
- Support and reinforce teacher expectations of pupil behaviour and conduct in class and around the school site using assume the best, positive narration and group correction techniques.
 - Reinforce the “corridor curriculum” in our school where we highlight our values and expectations in all our interactions with our students outside the classroom.

The role of *parents and carers* in ensuring that this behaviour policy works:

- Understand and comply with the Redhill Home-School Agreement that ensures parents and Redhill School work in partnership to support the application of the Behaviour Policy and Procedures and are able to act in loco-parentis in the very best interest of each pupil.
- Encourage attendance which is in-line with the school target of 96% and positive behaviour at all times
- Support the schools extended learning policy.
- Keep school informed of any important information or change in circumstance
- Assist pupils in being ready and equipped for learning every day
- Attend all consultation evenings and act upon information provided

The role of the *form tutor* in ensuring that this behaviour policy works:

- Check uniform and equipment daily in form and refer to home / pastoral team as necessary
- Mark the register each morning according to the attendance policy
- Display, share and discuss student notices daily
- Ensure all correspondence is sent out promptly and collected as necessary

Deliver a high quality, well planned and engaging form time program which places our student's wellbeing and personal development at the forefront.

Support their tutees to become the best people that they can be by regularly reviewing their progress, attendance, achievement, engagement and behaviour records in line with direction from their Head of Year.

Be a role model for their tutor group with high expectations for behaviour and develop strong, positive working relationships with their tutor group supporting them beyond the curriculum.

Appendix 1: Code of Conduct

Code of Conduct

Through Pupil Voice, it is clear that students feel that a code of conduct is [a](#) vital part of ensuring that life at Redhill is a purposeful, enjoyable and safe experience. At Redhill we Value: Honesty Kindness and Respect. Our staff and students pledge to:

- 1: Treat each other with kindness and respect at all times.
- 2: Be honest, admit our faults, celebrate our differences and work together as a community.
- 3: Respect the right of all to learn and be taught. We engage in our learning, and we are committed to excellence in every lesson, every day from our staff and students.
- 4: Have high expectations for ourselves and others and support a behaviour for learning culture across the school.
- 5: Be punctual, well equipped and ready for our learning in all lessons. We wear our uniform with pride.

Behaviour for Safety Rules (This appendix may be adjusted in line with updated Risk Assessment)

As part of our focus on the 'Stay Safe Principle', we have introduced a set of principles to ensure that student behaviour remains focused on reducing risk to themselves or others during the Coronavirus Pandemic. The rules that students must adhere to are as follows:

- Wash or sanitise hands on entry to school and all classrooms.
- Avoid all physical contact with others.
- Follow social distancing rules when moving around the school site.
- Follow your rules for entrance and exit of the school building and walk on the left-hand side.
- Sneeze or cough into a tissue or your sleeve or elbow: 'catch it, bin it, kill it'.
- Avoid touching your eyes, nose or mouth.
- Talk to an adult if you feel worried.

These rules are in place to keep all of us safe. Any failure to adhere to these principles will be seen as a serious violation of the school behaviour code and swift and appropriate sanctions will be put into place.

Embedding the rules

Behaviour Rule	Role of staff	Role of student
1. Treat each other with kindness and respect at all times.	<ul style="list-style-type: none"> To model expected, respectful talk to students always. 	<ul style="list-style-type: none"> Listen carefully when others are talking and avoid speaking over them Raise your hand when you want to ask a question or make a contribution Avoid using inappropriate language or phrases towards any member of the school community
2. Be honest, admit our faults, celebrate our differences and work together as a community.	<p>Carry out restorative conversations with students when things have gone wrong. Ensure these are done kindly, respectfully and in a supportive way. Focus on what you want them to do in future to ensure excellence in the classroom.</p>	<p>Listen to the teacher respectfully and respond calmly. Attend any restorative conversations without the need to be collected. Ensure that in the next lesson you action what has been agreed.</p>
3. Respect the right of all to learn and be taught. We engage in our learning and we are committed to excellence in every lesson, every day from our staff and students	<ul style="list-style-type: none"> Ensure that instructions are communicated in a clear and supportive way Make opportunities to check for understanding and clarify instructions where needed To ensure that all learning set is appropriate to the needs of the individual and offers appropriate levels of challenge To offer support where it is needed 	<ul style="list-style-type: none"> Actively listen when instructions are being given to ensure that they are understood Raise your hand and politely ask for clarification if you do not understand an instruction – wait patiently for a response Respond positively to all instruction given by a member of staff Complete all learning set to the best of your ability and ensure that it meets the Redhill standard of ‘Perfect Presentation’ Ask for guidance on how to develop or improve work when you think that it is finished
4. Have high expectations for ourselves and others and support a	<ul style="list-style-type: none"> To check quality of uniform standards and remind pupils of what is expected whenever required (including the start 	<ul style="list-style-type: none"> Wear your uniform with pride ensuring you look smart and professional. Always follow our uniform and mobile phone policy, without

<p>behaviour for learning culture across the school.</p>	<p>and end of lessons)</p> <ul style="list-style-type: none"> • Assume the best, use positive narration and anonymous group and individual correction to adjust behaviour. • Follow up with students who need further support. • Develop strong lines of communication with parents and guardians. • Ensure that excellent work and conduct is given full attention and praised. • Model our values of respect, honesty and kindness to our students. 	<p>argument.</p> <ul style="list-style-type: none"> • Attend lessons on time.... • Do not disrupt the learning of others, be respectful and wait your turn rather than shouting out or across the room. • Speak kindly and respectfully to your peers and to staff. • Show determination and resilience in your learning and extended learning, not giving up when things get hard and seeking support when you need it.
<p>5. Be punctual, well equipped and ready for our learning in all lessons. Wear our uniform with pride</p>	<ul style="list-style-type: none"> • To remind pupils of what equipment is required and ensure that it is out on the desk during each lesson • Support students who need help in organising and resourcing their equipment. 	<ul style="list-style-type: none"> • Arrive to school with all required equipment each day • Take out equipment and have this on your desk at the beginning of each lesson • Be on time for all your lessons. • Ensure your extended learning is handed in on time to a good standard. • Wear our full uniform and abide by the uniform code.

Appendix 2: Recognition, Adjustments and Consequences.

RECOGNITION: Rewards and Recognition to promote positive behaviour at Redhill

The recognition of individual achievement is an important part of our culture at Redhill School. We believe that the recognition of achievement, progress and attainment is key to the growth of individual students. Furthermore, we also recognise that students should be rewarded for their contributions to wider school life and our rewards policy is based around these beliefs with a clear focus on consistency, excellence and working hard.

Staff at Redhill School will informally attempt to routinely 'catch students being good' and praise effort and hard work both verbally and with 'quick notes' when students surpass expectations. However, there is a more formal reward system that encourages students to strive for excellence in all aspects of school life and this is delivered in the form of the Commitment to Excellence Awards.

The staff at Redhill School are committed to rewarding students authentically and meaningfully and we strive to be 'consistently consistent' with our application of the rewards system.

- A policy that engages all students.
- A clear, simple policy that staff, parents and students can understand.
- A policy that ensures consistency in the way rewards are given.
- A policy which encourages students to strive for excellence in their class work and homework.
- A policy that encourages participation in the wider life on the school.

Please see the table below for details on how pupils will be rewarded;

Type	Frequency
Verbal Praise	As often as merited during the school day.
Effort charts	As deemed relevant by form tutors / pastoral teams.
Communication with home (Quick Notes)	Class teachers will be provided with Quick Notes and will award them for exceptional effort and resilience in lessons.
Achievement Points	Pupils will earn achievement points which will contribute to our Commitment to Excellence Awards. When pupils reach an 'excellence milestone' they will be invited to a half termly celebration assembly to accept recognition, a certificate, a small token from the school and a blazer flash.



REDHILL SCHOOL

Commitment to Excellence Awards

At Redhill School you will be rewarded for the following:

- Demonstrating **kindness and compassion** to others
- **Excellent attendance** each week
- **Exceptional effort** in lessons
- **Resilience and perseverance** with challenging tasks
- **Consistently impeccable** behaviour
- **Commitment** to the wider life of school, participation in extra curricular events and activities
- **Assisting** staff with the organisation of an event or performance



Graduated Approach to managing Behaviour at Redhill School

At Redhill School we believe that we have the responsibility to teach our students core values, such as mutual respect, kindness, honesty and tolerance will create polite and responsible members of society. The school prides itself on high expectations, the quality of relationships and excellent attitudes to learning. We want our students to leave us as the best version of themselves that they can be.

Our behaviour for learning approach recognises that the appropriate way to respond and behave needs to be taught as our young people learn to navigate their emotions and grow into the young men and women that they will become. Whilst sanctions are appropriate, all school staff are committed to offering appropriate support to students in an attempt to avoid sanctions. Please find below the adjustments and graduated approach to behaviour management that exists at Redhill School.

ADJUSTMENTS AND CONSEQUENCES

Adjustments are used when students need to be reminded of what they need to do to meet expectations of behaviour. Students are reminded of what they need to do to be successful and to meet behaviour expectations before stepped consequences are introduced. The focus is on improving relationships and encouraging students to recognize how to do well.

This policy is based around the belief that calm consistent behaviour by adults will nurture the best responses from children. Scripts will be developed as appropriate to help adults tackle inappropriate behaviour in a calm and consistent way. Linked to this is the idea that the certainty that a sanction will follow is more important than the severity of the sanction.

Below are some ideas of responses to poor behaviour.

During lessons

Reminder about what student needs to do to get things right
Use of script. E.g. swearing, mobile phones, attachment aware.
Assume the best, positive framing and anonymous correction

Stepped Adjustments

Adjustments -Move seats
Time out of class – Cool down (limited time)
Time out of class – with another member of staff – Mutual Support/Buddy system - different year groups
Removal from lesson – This should be rare and will be dealt with through the Faculty/Mutual Support system.

End of lesson

Verbal reprimand
Discussion – repair catch up sessions to be used for this to prevent late arrival to other lessons
Catch up work
Reflection sheet

Follow up after lessons

Catch up work /bringing satisfactory work up to expected standard
Written tasks –
Subject detention -15 minutes after school the following day
Restorative conversations.
Subject Report
Withdrawn from lesson for set period
Phone call/ Text/email/ letter home
Meeting with parents/guardians

Repeated problems across subject areas/out of lesson

Form tutor/Head of Year/SLT Report card – monitoring daily behaviour
Contact parents for Behaviour meeting - Pastoral Support Plan may be used.
Supervised Learning
Behaviour intervention programme – use of ALP and Sycamore centre to deliver these.
Anger management/Self esteem work
Barriers to learning tests completed and learning passport updated if needed.
Ready for Learning/ Keep safe interventions
Peer mentors

Reasonable Adjustment for SEND

Some of our students have additional needs and require an adjusted response to their behaviour as their SEND can be a contributing factor to how they have behaved which should be taken into account. We call this approach reasonable adjustment.

All staff should be aware of the learning passport in place for our SEND students. All staff should be following the guidance and bespoke strategies suggested in the passport student profiles ...\$\$\$ to support their learning in the classroom. Regular reviews of passports and learning strategies with parents, guardians, staff and SEND team where relevant should take place throughout the year at point of need.

Examples of reasonable adjustment may include:

Shortened removal detentions – e.g. 20 minutes instead of 30.
Catch up sessions supported by HLTA or SENCO
Use of enrichment area as their safe space – student has permission to go directly there if they are angry or upset. Call out notified to ensure that the student has arrived. Enrichment team to support on arrival and help to de-escalate and talk through what went wrong. If student can return to the lesson (depending on the severity of the incident) this should be agreed with the teacher and the Enrichment team.
Designated room for detentions.
Seating plan adjusted – e.g. sat near an exit.
Regulation stations – reset and return.
Repairs or catch up done on the same day if appropriate for them.
Student collected by pastoral/Enrichment team for detentions.
Use of time out card to go to learning support to talk through with TA what has gone wrong and to reset.
Use of story boards to help a child understand what has gone wrong.
Use of star charts or reward stickers to reinforce positive behaviour.
Daily check in and check out meeting with their keyworker to go through the day.

Reduced timetable (RIPE) for a very short amount of time (1/2 weeks, built up gradually back to full lessons). Must have a signed RIPE agreement by parents/carers that is reviewed and increased weekly to help to reset and refresh. These should only be used on rare occasions.

Where persistent disruption occurs, we may look to source the advice and guidance by involving outside agencies such as AOT/educational psychologist/sycamore/early help to support with behaviour if student is not responding to behaviour management and SEND strategies already in place.

We may call an emergency SEND review

We may look at alternative provision if we feel we cannot meet the needs of the student.

Graduated approach to behaviour management at Redhill School -

Strategy	Description
<p>Low Level Disruption – Verbal Warning</p>	<p>If a pupil is talking out of turn or disrupting the learning environment then staff will use a range of behaviour management techniques to bring help them to come back in line with our expectations. Staff will assume the best, use positive narration and group and anonymous correction/behaviour scripts to adjust their behaviour. They may also use a reset outside. If behaviours continue, they will then issue one verbal warning. When communicating with pupils, staff will use an emotionally intelligent approach which is essential to ensure that all issues can be resolved successfully.</p>
<p>Low Level Disruption – Subject Detention</p>	<p>If a pupil continues to disrupt following a verbal warning and the use of the above range of strategies then they will be referred to a 15 minute detention which will be sat 24 hours later in C2. The purpose of this is to carry out a restorative conversation with the teacher and the student in order to resolve the issues and agree actions going forward. Parents/Carers will be contacted via a notification from Edulink, SMS and email. The subject teacher will also either email or call to explain the situation. Reminder notifications will be set on the registers the following day and students are expected to attend without the need to be collected.</p>
<p>Major Disruptive Behaviour - Call Out Removal followed by a removal detention.</p>	<p>If a pupil exhibits major disruptive behaviour such as verbal abuse towards a member of staff then a student may be removed from a lesson via the Call out system to ensure that the learning can continue for other pupils. If a pupil is removed from a lesson then they will be referred to a removal detention which is 30 minutes the following evening in C1. The purpose of this is to carry out a restorative conversation with the teacher and the student in order to resolve the issues and agree actions going forward. Students will also be set work to ensure they catch up on anything missed and there are no gaps in learning. Parents/Carers will be contacted via a notification from Edulink, SMS and email. The subject teacher will also either email or call to explain the situation. Reminder notifications will be set on the registers the following day and students are expected to attend without the need to be collected.</p>
<p>Serious Breaches of the School Behaviour Policy or repeated disruptive behaviour or noncompliance– Personalised Learning.</p>	<p>If a pupil commits a serious breach of the school behaviour policy, then they will be referred into personalised learning. Students who receive two removals in one day will be removed from the next two lessons and social time in order to reset and reflect. The student will be working with the support of the pastoral team in our Hub away from the main school community. Students who have been removed from lessons will also complete their removal detention and restorative conversation with the teacher the following day.</p> <p>The Hub team will do some bespoke work with them on that day looking at barriers to learning and other relevant interventions. There will also be a need to complete some restorative conversations and catch-up work alongside the work for the day. A student may be in for a full day or on a rolling basis depending on their issues and needs. Students in personalised learning will always be treated with respect, kindness and dignity. Parents/carers will always be informed prior to the day and a meeting will be arranged with the pastoral team to discuss ways forward to best support their child.</p> <p>A student who is having repeated difficulty in engaging with school or meeting our expectations may then move onto a Progress Support Plan or a monitoring report.</p>

Fixed Term / Permanent Exclusions.	In extreme situations, certain behaviours or persistent unacceptable behaviours may lead to a student being excluded for a fixed term or permanently. All exclusions comply with strict legal requirements. Please see appendix 4, for full details of these.
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OUT OF SCHOOL, SOCIAL TIMES AND THE JOURNEY TO AND FROM SCHOOL

Students are expected to be respectful and keep safe at all times. At social times and on the journey to and from school, this is even more important as there may be no direct adult supervision. We expect all students to act honestly and kindly on the way to and from school and during school social times.

Social times in school should be a time when students can relax following lessons and not worry about the conduct of other students.

We also recognise that modern technology means that behaviour out of school can impact on school life (e.g. bullying, social media, and texting). We will intervene if appropriate to ensure that students feel safe, enjoy school and be successful.

Mobile Phone Use:

Phones are expected to be switched off and away in bags from the moment they walk into the school grounds until they leave school at the end of the day. If phones are seen being used in lessons staff will firstly check the student is ok and that there is not a problem. Staff will then remind the student about the school policy on mobile phones and ask them to switch it off and return it to their bag. If the phone is seen out again the member of staff will request the call out team to come and remove the phone from the student. The phone will be taken to reception and the student can collect it at 3.10. If it is a repeated pattern of behaviour their HOY may then contact parents and discuss the phone being handed in daily for a set period of time if this is felt relevant. If any student has an immediate need to contact home, they can go to see their Pastoral Support Worker who will be happy to contact parents or guardians for them.

Phones are not permitted to be used during social times due to the safeguarding risk they represent. Any student seen using their phone during social times will be asked to hand this over to a staff member. The phone will be taken to reception where the student can collect at the end of the day. Reception staff will notify parents and guardians that the phone has been confiscated by letter, email or text. If the student has had their phone confiscated twice then parents will be invited in to collect the phone and discuss the issue further with the HOY. Students will be expected to hand the phone in daily for the next two weeks.

Problems at social times

Loss of social times

Supervised Learning

Community Service – litter, graffiti,

Reparations for damage caused by unsafe or dangerous behaviour.

Letter/ Email/Text home

Confiscation of phone – Parental collection for repeat or inappropriate material on phone

Confiscation of contraband/ banned items – Return only at teacher discretion.

Loss of extra-curricular privileges/clubs, Prom/Trips/ Non-uniform days

Lunchtime contract

Parental collection from site at lunch times

Restorative conversations

Problems that happen out of school but affect school life (e.g. Bullying through social media, texting, journey to and from school)

Contact with parents
Supervised learning
Moving classes
Delayed exit from school
Parents asked to collect or drop off
Restorative conversations and approaches

Smoking, Vaping and Drugs.

Students are not permitted to bring to school any form of tobacco, lighters, vapes, drugs or drug paraphernalia. Students who are suspected of doing so will be searched and any contraband found will be confiscated. Searches will take place with two members of staff present, one member of staff should be of the same gender as the student being searched. Searches will be completed in a respectful and dignified manner. All searches are logged on SIMS along with the outcome of the search once these have taken place. In line with DFE guidance parents and guardians will be informed that a search has taken place, we are not obliged to seek consent for this prior to the search taking place. If a student refuses to be searched this presents a safeguarding issue and we will ask parents or guardians to come in to support us. The student will not be permitted to return to lessons while we are investigating the issue.

Confiscated vapes and smoking related kit will be kept locked away until parents or guardians either collect them or request that they are destroyed. Students will go onto our random search list. Parents or guardians will be contacted and invited in for a meeting if drugs are found on a student.

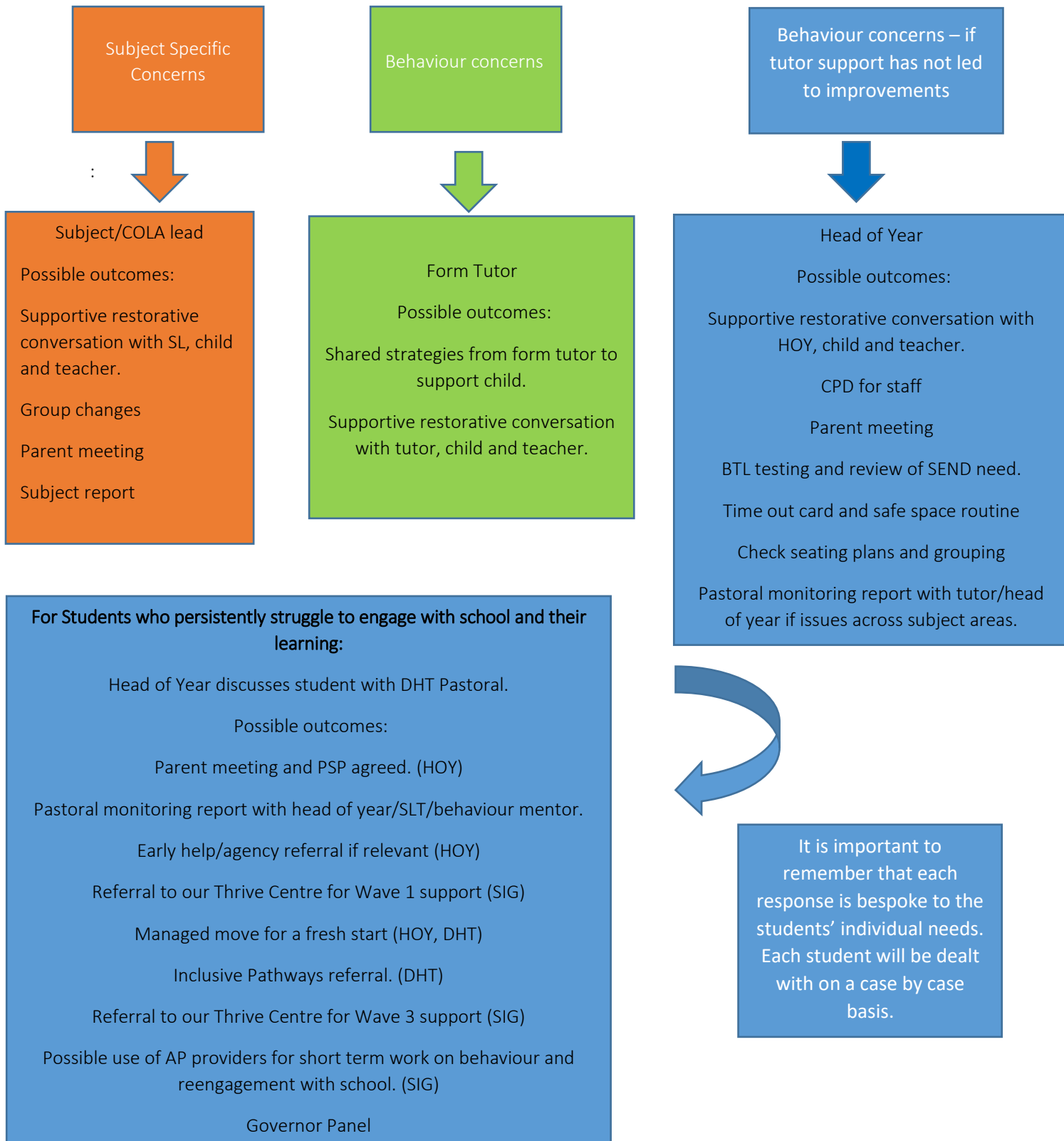
Other Sanctions:

Smoking/vaping letter
Placed on the Stop and search list –these may happen at random intervals during the term. Please refer to the “Schools Power to Search Students” section later in the behaviour policy for guidance on how searches should be carried out.
Parent meeting
Supervised free time
Referral to school nurse for smoking cessation support
Referral for an Early Help
Front door referral may be completed where concerns are related to drug use.
Referral to WHAT centre/Here 4 Youth for support with drug cessation.
Fixed term suspension
Exclusion from school – drug use.

Chain of Referral:

It is the responsibility of all members of staff in school to challenge unacceptable behaviour and attempt to resolve it. Within the classroom, staff should take the appropriate action when dealing with incidents of unacceptable behaviour, so that the situation is controlled and can be resolved. If the action taken does not resolve or bring about improvement, support is available through the chain of referral

Individual Staff Member



Detentions and Call Out Removals -

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Pupils will be issued with detentions so that they can correct any poor behaviour they have displayed or any poor choices they have made. The following points relate to the administering of detentions at Redhill School:

- There are two types of detention; a 15-minute subject detention for low level breaches of the Redhill Code of Conduct and a 30-minute removal detention for major disruptive behaviour, or persistent low-level disruption following a detention referral. Pupils who receive a detention for low level or major disruptive behaviour will be required to sit a detention on the following evening for either 15 or 30 minutes depending on the offence. The detention is sat the following evening to allow everyone time to reflect on what went wrong and consider the best solutions to this which can be discussed the following evening.
- The purpose of the detentions is to enable restorative conversations to happen where staff and students can talk respectfully, honestly and kindly to each other. We want to help our students learn to take criticism, admit fault and find solutions so that they do not repeat poor behaviour. A removal detention will also require the student to complete any work missed from the lesson as a result of being removed. This ensures there are no gaps in learning.
- We expect student to arrive at C2 on time for their detention without the need to be collected as this is all part of their personal learning journey. We place reminders on the registers pd 5 so they don't forget. For those students who do not attend due to being absent from school their detention is automatically rolled over to the next day. For those students who choose not to attend their detention is automatically rolled over to the next day and they will be collected by the pastoral team. If a student refuses to comply with this detention we operate a graduated response that may involve removing their social time, use of personalised learning and a parent meeting.
- When a detention is set parents and carers will receive a notification via EduLink or an SMS if they do not have EduLink. They will also receive an email telling them the time and date of the detention. Additionally, teaching staff will either call or email home to explain the issues in the lesson. Parents and carers are welcome to call to speak to the teacher if they need further clarification.

Mutual Support Removal (Call out)

If initial strategies are unsuccessful in moderating the behaviour of a student, then the teacher should give a clear warning that the student will be removed from the learning environment unless they improve their behaviour. If a student continues to demonstrate unacceptable behaviour, then the member of staff should use the call out button on EduLink to request support. Staff must ensure they say which student they need support for and the reasons. At this point a senior member of staff will be notified by reception and the student will be removed from the learning environment and placed in an area supervised by the Subject Leader or department leadership team.

If a student is withdrawn from a lesson twice in one day, then they will be referred to the Hub where they will be removed from the following two lessons and social time in order to reset, reflect and

adjust their behaviour. They will receive support from the team in the Hub during this time. Students will return to lessons once this is completed and will also sit their removal detention the following day in order to complete the restorative conversation with their teacher. Parents and carers will also be called and if relevant invited in for a meeting with their HOY.

For students who are repeatedly removed their HOY will request a meeting with the student along with their parents/carers and strategies to resolve these behaviours will be determined (including when appropriate the development of a Pastoral Support Plan) and agree the date for a review meeting.

Appendix 3: Pupil Support

Referral to the Pastoral Support Team:

The Pastoral system is supported by non-teaching staff (5 pastoral support officers and 1 administrative support) who have expertise to assist students with emotional and / or behavioural difficulties. They are based in the Wider Inclusion Offices at different points on the school site.

Monitoring Report systems:

Students who are not responding to a range of strategies to support positive behaviour can be placed on monitoring report with appropriate, individualised targets set. There are a variety of reports and levels of report used within school. Students on a monitoring report will be seen by the named member of staff at agreed times during the day to check their progress and further action, if required, will be taken by the named member of staff. Parents and carers will always be informed if their child has been placed on report and will receive regular updates from the staff member leading the report.

<p>Types of report include:</p> <ul style="list-style-type: none">Behaviour monitoringAttendancePunctualityTruancyUniformEquipmentExtended Learning	<p>Levels of report:</p> <ul style="list-style-type: none">Form TutorPastoral SupportHead of YearSubject LeaderSLTDeputy HeadteacherHeadteacher
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Pastoral

Support Plans (PSPs) or Attendance Support Plans (ASPs):

The Pastoral Support Plan is an in-school document which can be created alongside students and parents with the aim of ensuring positive behaviour from individual students. These documents can have a variety of focuses (behaviour, attendance, progress, etc.) and will be generated and monitored by the Pastoral Team.

The Pastoral Support Plan will include a section on 'Barriers to Learning' which will involve exploring any challenges pupils face or additional support that may be required to support them in engaging in their learning successfully. This information will be included in the PSP and shared with relevant staff.

Once in place, a PSP will be shared with staff and parents and reviewed at intervals throughout the academic year.

The Hub and Thrive Centre.

The Hub is our centre for supporting students with additional learning and coregulation needs. It is divided into two sections. The Hub which support students who have issues with coregulation and patterns of disruptive behaviour and the Thrive Centre which supports student with SEMH needs or those returning from AP. Referrals are made in through our School Inclusion Group (SIG) which meets biweekly and is led by the DHT for Culture and Ethos supported by the Headteacher, SENDCO, AHT for safeguarding, DSO and Hub manager.

The Hub provides two waves of support for students who are struggling to coregulate in school:

Wave 1: Reflection: Students who have had two removals in one day will then spend two lessons and a break time in the Hub in order to reset and reflect before returning to lessons. They will receive support from the Hub team and Behaviour Support Officer who will work with them on our core values and coregulation strategies. Students who have been persistently disruptive or need reasonable adjustments due to SEND may be referred in for a day of Personalised Learning with the team.

Wave 2: Reintegration: Following a fixed term suspension (FTS) from school. Students returning to school after receiving an FTS will spend their first lesson in school following the reintegration meeting working with the Behaviour Support Officer on strategies to prevent a repeat of the behaviours that led to the FTS. For students who have had an FTS for physical or verbal abuse this will always include work on anger management strategies and respect. Restorative work will also be completed with the staff member of peers depending on what the FTS was for.

There are 3 waves of support that the Thrive Centre offers.

Wave 1: Interventions: These are 6–8-week programs that focus on a specific need for example anger management, forest school, ELSA, body image, behaviour for learning, social stories and stereotypes and prejudicial language. We also run a pd 1 nurture group every day supporting SEND students or students with complex SEMH needs who work with our TA team on readiness for school, social skills, healthy eating and building confidence. If a HOY feels this is needed, they will have discussed this first with the DHT Pastoral who will then take the referral request to the SIG group to see when we have capacity to offer the intervention. If this is agreed, we will then meet with parents and carers to suggest this as an option.

Wave 2: Phased returns: This is used for students who have returned from AP or a failed managed move. We offer a phased return to school building on success, closing gaps in learning and including intervention packages if relevant. The aim is to fully integrate, the student successfully back into mainstream school within 2-6 weeks depending on need.

Wave 3: Blended Learning: We use this program for students who need long term support from the Thrive Centre and who are not able to cope with a fulltime mainstream program. We only use this program for highly complex students who have complex learning needs and backgrounds that require additional wrap around support. Their needs in terms of SEMH, behaviour or SEND may be beyond the expertise of the normal classroom and they need highly specialist support.

- These students are in some mainstream lessons where they achieve the most success, feel able to learn, and can access the learning.

- Students may do a combination of PSHE, PE, Photography in mainstream lessons and core subjects in the Thrive Centre if this is right for them. This ensures they feel part of the school community and can develop positive relationships with their peers and staff outside the centre.
- For the weakest students who need high levels of support we also run an AQA skills program bespoke to their needs to help them prepare for life after school.
- These students will also have a combination of interventions and support with next steps, careers and college applications.
- Some students may have come to us from other schools on managed moves late in their KS4 career and not be able to complete 4 options. These students may receive additional 1-1 support from the academic mentor working in the Thrive Centre.

Counselling:

The school Counselling Service supports the emotional health of students that underpins academic achievement and facilitates the building and management of helpful relationships in the school environment. Counselling is about helping students to work things out for themselves, making decisions and choices and helping them to look at issues differently.

Redhill has a school counsellor based in school on a Thursday.

Referral to the service is via the Pastoral Team. Requests for referral can be made by students themselves, Form Tutors, teaching staff, support staff, parents or carers to the appropriate Head of Year or Pastoral Support staff. Referral forms can be accessed in the Wider Inclusion Offices.

The Counsellor sends appointment slips to pupils via Pastoral Administration supports. Appointment times for pupils can be rotated to avoid interrupting the same subject lesson on a regular basis. The Counsellor – Pupil consultation is confidential, and this includes not discussing the work with parents unless the young person requests or gives consent for this. However, if a pupil appears to be at risk of significant harm, it may be appropriate to seek help from other agencies to keep them safe. The Counsellor would discuss this first with the pupil concerned.

Issues for staff to be aware of when considering referring a pupil for counselling:

- Standard of work dropping dramatically
- Becoming subdued or over excited; marked mood swings; behaviour that is 'out of character'
- School refusal
- Those who show bullying behaviours and those who experience bullying behaviour
- Are known or who are suspected to have been sexually, physically or emotionally abused
- Have difficulties due to family breakdown
- Peer group or relationship difficulties
- Have been bereaved or suffered loss or separation
- Low self-esteem

- Self-harm
- Misuse of alcohol or drugs

Appendix 4: Serious behaviour concerns. Fixed-Term Suspensions and Permanent Exclusions:

SERIOUS BEHAVIOUR CONCERNS

Some incidents are by their very nature serious behaviour concerns and will be included on the list below. The system for dealing with these is divided into three stages. There are also extreme behaviour incidents which automatically require consideration at stage 3.

The list below represents those that may be considered a serious behaviour concern and for which a wider range of sanctions will be considered which may include exclusion, isolation or Senior Management Detention.

Serious Behaviour Concerns

Verbally abusive to an adult/student
Repeated refusal to follow instructions
Bullying
Abusive comments (including racist, sexist & homophobic comments) directed at others.
Intimidating confrontational behaviour

Endangering the health & safety of self / others
Theft of school or personal property
Physically assaulting or threatening to assault any adult or student
Seriously endangering the health & safety of others
Possessing an offensive weapon, alcohol, illegal drugs & stolen property
Intentionally damaging/defacing property
Substance abuse
Smoking/Vaping
Continual and blatant disregard for school rules.
Directing unacceptable swearwords at adults
Persistent / extreme bullying
Persistent disruptive behaviour
Inappropriate use of a mobile phone or the internet
Inappropriate behaviour of a sexual nature
Malicious accusations against staff
Unacceptable activity on social media impacting on school life/learning and/or wellbeing of other members of the school community

Persistent disruptive behaviour

Persistent disruptive behaviour is when a students' behaviour is seriously affecting the learning of other members of the school community. This may be through disruption of lessons through repeated refusal to follow instructions, not adhering to the timetable, anti-social behaviour in or out of the classroom or interruption of learning.

At this level – statements need to be taken from school staff and any student witnesses and behaviour log analysed to see patterns.

Students may need to go onto a Pastoral Support Plan for Behaviour and parents, or guardians would be involved in this discussion. As part of this HOY would also ensure that barriers to learning tests have been completed, educational psychologist may become involved if relevant, EHCP needs would be reviewed and SEN support in the classroom would be re-evaluated to ensure that their learning needs are being met if they are SEND or to rule out potential SEND concerns. An Early Help may be used at this time if additional support is required at home. Other agency referral may be used to support the young person if relevant for example, anger management, WHAT centre, social services, sycamore, inclusive pathways, Phase trust, Barnados etc.

EXTREME BEHAVIOUR THAT REQUIRES CONSIDERATION OF PERMANENT EXCLUSION

Permanent exclusion to be considered if the student exhibits persistent disruptive behaviour of the types listed above, or is found:

- Committing serious physical assault
- In possession of a knife / weapon / illegal drugs
- Threatening / assaulting another student / adult with a weapon
- Supplying drugs
- Malicious allegations
- Committing an act of arson likely to endanger others / self.

Any of the above could lead to Police involvement / action.

Stage 1 – Serious behaviour concerns including Persistent Disruptive Behaviour Possible Actions:

Suspension is used as a last resort

Personalised learning

Adjusted school day (short term reset, agreed with parents and guardians via a RIPE).

Barriers to learning tests

SEND review if relevant

Pastoral report

Fixed term Suspension

Reintegration programme based on need.

Restorative conversations with relevant staff or peers prior to going back into lessons.

Stage 2 - Repeated high level incidents or extreme incidents which require consideration of a Permanent Exclusion

Pastoral Support Plan

Use of the Hub/Thrive Centre support.

Personalised Learning

External advice sought – SEN/Educational Psychologist

Early help referral, Inclusive Pathways initial discussion.

Other agency involvement e.g. half term/term behaviour modification programs from Alternative providers, agency referrals/police mentoring support.

Managed Move

Fixed term Suspension

Stage 3 - Extreme incidents or failure to improve following Stage 1 and/or 2

Extended school day (temporary)

Inclusive pathways referral if deemed relevant

Alternative provision - full time/blended support.

Part-time timetable (RIPE-exceptional circumstances and temporary)

Governors' panel

Headteacher meeting

Permanent Exclusion

Fixed term suspensions: These may be used for serious incidents or where a student's behaviour patterns continue to fail to meet the standards set out in the school Behaviour for Learning policy. In exceptional circumstances, incident may be serious enough in nature to warrant immediate exclusion. All exclusions will be in strict compliance with legal requirements

Permanent exclusion: This can be considered, and a decision made by the Head teacher, when all strategies have been used unsuccessfully, or in the case of a serious breach of the school's behaviour policy. The Head teacher's decision will go before the Governors discipline committee and parents will be informed of their rights to appeal. Permanent exclusion will follow the procedures set out by Department for Education and Local Authority.

The decision to exclude:

Only the Headteacher, or a person acting with the Headteacher's authority, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a pupil will be taken only:

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

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs

Roles and responsibilities

The Headteacher:

Informing parents. The Headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the board of Governors and local authority

The Headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay. For all other exclusions, the Headteacher will notify the governing board and LA once a term.

The LA:

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Considering the reinstatement of a pupil

Trustees will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination

If requested to do so by parents, trustees will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination trustees will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Local Governing Body will consider the exclusion and decide whether or not to reinstate the pupil.

The Local Governing Body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Local Governing Body will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Local Governing Body will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Local Governing Bodies' decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - o The date by which an application for an independent review must be made
 - o The name and address to whom an application for a review should be submitted
 - o That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion

- o That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require LA to appoint an SEN expert to attend the review
- o Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- o That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- o That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review:

If parents apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Local Governing Body of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the Local Governing Bodies' category and 2 members will come from the Headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school trustee or volunteer
- School Governors who have served as a Governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a [member/director] of the [LA/academy trust], or governing board of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the [LA/academy trust], or the governing board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the [LA/academy trust], school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years. A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

For full DfE guidance on exclusions, follow the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Appendix 5: Malicious allegations, Reasonable force and Searches.

Malicious allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Use of Reasonable Force:

Staff at Redhill recognise that there may be situations in which the use of reasonable, physical intervention is necessary. Any such action by a member of Redhill staff will conform strictly to the guidance set out by the Department for Education as outlined below (taken from the DfE document 'Use of Reasonable Force – advice for Headteachers, staff and Governing Bodies. July 2013).

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

For full DfE guidance on the use of reasonable force, follow the link below:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Schools Power to Search students:

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules (taken from the DfE document 'Use of Reasonable Force – advice for Headteachers, staff and Governing Bodies. July 2013).

For full DfE guidance on the School's Power to Search, follow the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Appendix 6: Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Prohibited items

Knives, blades or weapons

Alcohol

Illegal drugs

Laser pens

Tobacco and cigarette papers

Lighters or matches

Vaping materials and accessories

Pornographic images

Mobile phones which have inappropriate material stored or shown on them

Fireworks

Stolen items

Any article, a staff member reasonably suspects may be used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil).

Appendix 7: Bullying, Prejudicial language and Prevent.

INCIDENTS OF BULLYING OR PREJUDICE RELATED INCIDENTS

We regard bullying and prejudice-related behaviour as extremely serious and take firm and considered action against it.

We promote the celebration of diversity and equal opportunities throughout school life and support students to stand up against bullying or prejudice related behaviour, for themselves and to help others. We encourage all students to inform an adult when they see students becoming victims of bullying or prejudice related behaviour.

We encourage students and parents to always let teachers know of any incidents early on so that we can take action against it. There is a separate policy for Anti- Bullying which relates closely to the Equality Act, 2010 and the rights of all individuals to enjoy a happy and successful education

The Prevent Duty:

The Prevent Duty as set out in the non-statutory advice for schools and childcare providers in 'Protecting Children from Radicalisation: The Prevent Duty (August 2015), Redhill follows a policy (in-line with the Child Protection procedure) of reporting incidences that pertain to the potential of a student being given over to extremist views or ideologies. The school's safeguarding principles apply to keeping children safe from the risk of radicalisation.

The school aims and helps to build students' resilience to radicalisation through the promotion of fundamental British Values and associated areas across the curriculum.

If you would like to report concerns on Extremism you can:

- Report concerns to the Prevent leads in school (Mr Clayton, Mr Bacciochi or Mr Scott)
- Report concerns to the Safeguarding leads in school (Mr Clayton, Mr Bacciochi or Mr Scott)

For full DfE guidance on the Prevent Agenda, follow the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Peer on Peer Abuse:

At Redhill School, we are committed to supporting students both inside and outside of the school grounds; this is absolutely true for instances of peer on peer abuse. Peer on peer abuse includes (but is not limited to):

- physical and sexual abuse
- sexual harassment and violence

- emotional harm
- sexting
- initiation/hazing
- on and offline bullying
- teenage relationship abuse

If instances of peer-on-peer abuse are reported to staff at Redhill School; these will be escalated to the relevant member of staff or Designated Safeguarding Lead (DSL) and the systems and procedures outlined in our Child Protection Policy will be followed: which may include reporting to and working with external agencies (such as Social Services and the Police). If any member of the school community is experiencing or has knowledge of instances of peer-on-peer abuse either inside or outside of school, they have a responsibility to refer this to a member of staff.

Related Policies:

- Anti-Bullying
- Attendance
- Drugs, Alcohol and Smoking
- Recognition
- Safeguarding
- Teaching & Learning

Policy reviewed: Summer Term 2023

Policy Reviewed by Governors: Autumn Term 2023

Next review due: Summer Term 2024

Appendix One

Redhill School Code of Conduct



REDHILL SCHOOL

1

Arrive at all lessons equipped for learning with basic equipment.

2

Arrive at all lessons with exceptional uniform.

3

Follow all staff instructions without challenge.

4

Show respect at all times and do not talk over others.

5

Engage actively with all learning set.

Commitment to Excellence

Staying Safe at Redhill School



REDHILL SCHOOL



Wash or sanitise hands on entry to school and all classrooms

Avoid all physical contact with others



Follow social distancing rules when moving around the school site

Follow the rules for entrance and exit of the school buildings and walk on the left hand side



Sneeze or cough into a tissue or your sleeve or elbow: 'catch it, bin it, kill it'

Avoid touching your eyes, nose or mouth



Talk to an adult if you feel worried

Commitment to Excellence



REDHILL SCHOOL

Commitment to Excellence Awards

At Redhill School you will be rewarded for the following:

- Demonstrating **kindness and compassion** to others
- **Excellent attendance** each week
- **Exceptional effort** in lessons
- **Resilience and perseverance** with challenging tasks
- **Consistently impeccable** behaviour
- **Commitment** to the wider life of school, participation in extra curricular events and activities
- **Assisting** staff with the organisation of an event or performance



BRONZE AWARD



SILVER AWARD



GOLD AWARD



REDHILL EXCELLENCE AWARD



FORM TUTOR AWARD

