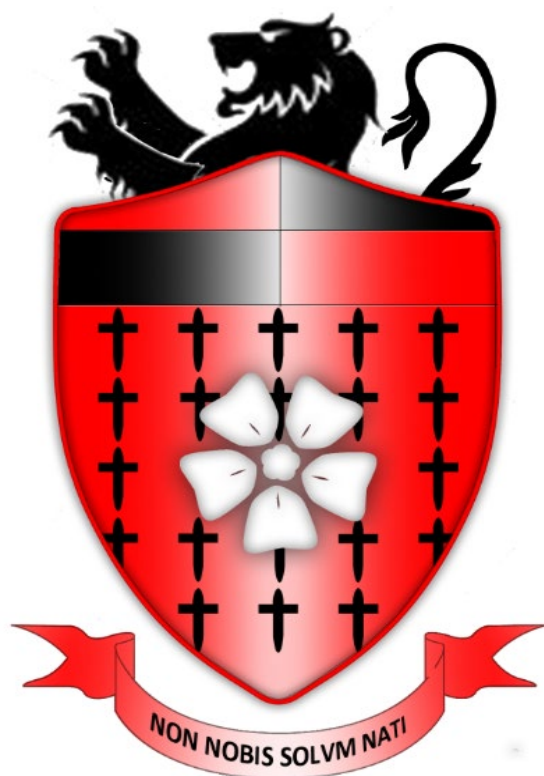


Hornsea School & Language College



Positive Discipline (Behaviour) Policy

Created by:	Gail Smith	
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Rationale

This policy will help to ensure the highest standards of behaviour at HSLC through clearly outlining expectations. Good behaviour is based on mutual respect and is fundamental in promoting a culture of high expectation and achievement. It directly affects our ability to succeed as individuals and as a school within our community and supports the HSLC commitment to inclusivity.

Positive Discipline is underpinned by the notion of rights and responsibilities. Every member of our school community has the right to be valued, the right to be safe and the right to have the opportunity to achieve to the best of their ability. Discriminatory behaviour in any form will not be tolerated, nor will inappropriate interpersonal physical contact or the use of language that is inappropriate, offensive, intimidatory or prejudicial. Pupils are aware of the need to share concerns and how to do this to allow any such issues to be addressed.

Every member of the school community also has the responsibility to value others, to keep everyone safe from harm and to allow others to work and achieve.

Good behaviour is crucial to all aspects of school life. We all have the responsibility to behave appropriately towards others.

The policy has been written to comply with the Human Rights Act 1998 and is compatible with DfE guidance. Relevant statutory guidance and government advice have informed this policy and subsequent updates:

- Behaviour in schools, Advice for headteachers and school staff, February 2024
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement, September 2023 (last updated August 2024)

The Positive Discipline (Behaviour) Policy overlaps with a number of additional HSLC policies and should be read in conjunction with them, for example

- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy
- Physical Intervention and Restraint Policy
- Educational Inclusion Policy
- Student Uniform Policy
- Searching, Screening and Confiscation Policy
- Drug & Substance Misuse Policy
- Student Uniform Policy

The role of parents/carers

The role of parents/carers is crucial in helping schools develop and maintain good behaviour. Parents/carers are encouraged to be aware of the HSLC Positive Discipline (Behaviour) Policy and, where possible, take part in the life of the school and its culture. Parents/Carers have an important role in supporting the school's PD (Behaviour) Policy and should be encouraged to reinforce the policy at home as appropriate. A valuable role of the parent/carer is the familiarisation of the school planner as this underpins everything in relation to PD. Parents/Carers are encouraged to check the school planner daily. Where a parent has a query or concern about management of behaviour, positive or negative, they should raise this directly with the school while continuing to work in partnership with them.

Section 1: Positive Discipline (PD)

At Hornsea School and Language College (HSLC) the Positive Discipline (PD) structure continues to be centred on four very simple concepts:

1. that all young people enjoy being recognised and positively rewarded for their effort
2. that most young people need clear guidelines in terms of what constitutes good behaviour
3. that the response of school to a positive attitude to learning and misdemeanours need to be consistent and explicit across the school
4. that effective communication between teachers, parents/carers and students is essential

The aims of the policy are:

- to promote high levels of student engagement with all aspects of their learning and to minimise incidents of low level disruption
- to encourage friendship, respect, tolerance and good citizenship
- to ensure that the efforts of all our students are regularly and consistently recognised through praise and rewards, celebrating all success.
- to allow students to take responsibility for their behaviour, both in lessons and around the schools site, so that the students, staff and visitors enjoy a purposeful, calm and welcoming environment
- to maintain an inclusive culture that acknowledges, tolerates and celebrates difference

Successful and effective maintenance of PD requires commitment from all staff, teaching and non-teaching. The aspiration and school approach is based upon the assumption that positive reinforcement maximises engagement and progress.

Where necessary, the clearly outlined system of Written Warnings and sanctions provides the structure for supporting and addressing instances of unacceptable and disruptive behaviour in and out of the classroom that has a negative impact upon learning and the school community. PD provides a clear evidence base through daily and weekly data collection that informs school decision making and response to both positive and negative behaviour in both in and out of the classroom.

The PD system provides a transparent and consistent structure for all members of the school community, bringing accountability and providing an objective and fair approach to rewarding and supporting behaviour.

All school staff will look to recognise, praise and reward students as opportunities arise. Reward Stamps are used to recognise positive behaviour and commitment in and out of the classroom for academic and personal achievement and contribution to the school community.

Consistent application across school by all staff of the key principles of PD is fundamental to the successful operation of the system. This is equally important in terms of both Reward Stamps and Written Warnings. PD allows for a 'graduated response' that affords the

opportunity for de-escalation and individual management of issues arising. Students at all points have the opportunity to make 'positive' choices and minimise sanctions.

A structured set of sanctions has evolved over time to best meet the needs of the HSLC school community and are in place and will be applied consistently and appropriately in response to relevant misdemeanours. There is a clearly outlined process that staff are expected to follow and behaviour support initiatives should not be introduced outside of the PD structure. Staff and students benefit from the transparency and clear expectations of PD in terms of both Rewards and Sanctions.

Members of staff who 'opt out' of the agreed policy should be prepared to be challenged by a senior member of staff. All staff members including SLT must also look to operate within the framework at all times.

The policy should not be draconian and inappropriately rigid. Consistency and flexibility need to operate in balance but flexibility should not be confused with a lack of challenge and commitment.

An open door policy remains in place for any member of school staff to liaise with the Head of Positive Discipline in the event of any queries relating to PD. In addition, half-termly PD clinics are available for school staff to attend, supported by the Head of Positive Discipline and the Headteacher, in order to provide a further opportunity gain clarity or understanding of the PD system and how to apply it in a fair and consistent manner.

Section 2: HSLC Expectations

The following expectations apply to all students, based upon the HSLC 'RESPECT' agenda:

R	Right place, Right time, Right equipment, Right uniform, Right ATL
E	Etiquette – Moving around the school in a sensible manner
S	No Swearing – express yourself in an appropriate way, without the use of swear words
P	Polite – manners, saying "please", "thank you" "excuse me
E	Esteem – holding EVERYONE at HSLC in high esteem means to respect and be tolerant
C	Courtesy – act kindly towards others. Be a good friend
T	Tidy – put litter in the bin. Leave the classroom as you found it

The RESPECT campaign is widely displayed across the school and students are made aware of expectations on an ongoing basis.

Classroom Rules

Students are expected to:

- Arrive on time, fully equipped, wearing the correct uniform, including a school blazer, and ready to work for each lesson
- Bring homework on time, every time
- Place opened planner on their desk
- Follow staff instructions – first time, every time
- Listen carefully when the teacher or another person is talking
- Always try their best without disturbing others
- Ensure that mobile phones are switched off and kept out of view at all times when in class unless permission is given by class teacher

All teaching staff will strive to create a positive climate for learning by ensuring:

- Lessons are well planned, prepared and resourced
- Where possible students are met by the teacher as they arrive and a starter activity is ready for students to tackle
- Expectations laid out in the teaching and learning policy are adhered to in all lessons
- The HSLC expectations are modelled frequently by teachers and support staff
- Any failure to meet HSLC expectations is addressed assertively, consistently and fairly as set out in the PD Policy

Site Rules

- Treat others with respect.
- Behave in a quiet and orderly manner.
- Respect the property of the school, the staff, students and visitors.
- Keep the school and surroundings clean and tidy.
- Abide by school uniform requirements*
- Observe the directions given for your health and safety.
- Follow the 'Expectations The 5 R's and the Respect Campaign
- Smoking, vaping, consuming alcohol or drugs on or in the vicinity of the school site is not permitted at any time.
- Do not bring illegal, dangerous, prohibited** or valuable items to school.
- Mobile phones should be switched off and kept out of view at all times when in class unless permission is given by class teacher
- Stay within designated social areas during unstructured times

*Expectations are outlined clearly in the Student Uniform Policy in relation to jewellery (in general and especially PE), footwear, trousers, blazer and make up / hair colour. Please refer to this policy for further information. Should an adjustment of the uniform be required, each case will be considered on an individual basis.

** Please refer to the Searching, Screening and Confiscation Policy for a list of the items deemed as prohibited by the DfE.

Section 3: Rewards

Student achievement, effort and behaviour will be recognised and celebrated in the following ways:

Celebration Evenings

Will be hosted in the Summer Term and will recognise achievements of students over the year.

Celebration Assemblies

Progress Leaders will call an assembly to celebrate the efforts, improvements and achievements of students. All nominees will receive recognition a number of ways which may include, a prize, a certificate or a letter home via Edulink

Messages Home

Contact will be made with home to recognise sustained hard work over a number of lessons. It may be for a significant contribution to the school, or work that is really out of the ordinary. Each teacher should aim to communicate with home a number of times per term for each class. They can be by telephone call or electronically via Edulink.

Governor Meetings

In which some students will have an opportunity to celebrate their achievements with members of the school governing body.

In-Year & End of Year Reward Trips

Students who earn over a specified threshold will be given consideration about the eligibility to go on in-year and end of year reward trips. Progress Leaders may stipulate their own additional specific criteria for eligibility. In addition to PD data, other factors such as Attendance data may be used when considering any criteria for eligibility.

Reward Certificates recognising Achievement

There are five levels of certificates which will be awarded:

- Group Tutor Certificate: 500 reward stamps
- Progress Leader Certificate: 1000 reward stamps
- SLT Certificate: 1500 reward stamps
- Headteacher Certificate: 2000 reward stamps
- HSLC Award: 3000 stamps – exceptional achievement award

Reward Stamps

Students will regularly receive stamps, which they can save up and spend in the school PD shop. (See Appendix 3)

The awarding of stamps will be recorded in the Student Planner. The awarding of stamps by staff gives immediate positive feedback to students and is also intended to be both simple and time efficient. Stamps can be awarded both within and outside the classroom and awarded by all staff. Stamps can be freely given by staff but there should be a maximum of three per lesson. Stamps are not given for meeting basic expectations e.g. having the right equipment. A clean slate in terms of negative comments in the shape of no Written Warnings will be rewarded with 3 Tutor Stamps each week.

At the end of each week a student who has established 100% attendance will receive 5 Tutor Stamps from their Group Tutor.

Down Town Pass for Yrs 10 and 11 – a lunch time Down Town Pass stamp will be given to students on a weekly basis by the group tutor when PD data is collected. A Down Town pass stamp will be placed in the grid on the inside back cover of the Planner for the respective week by the Group Tutor or Progress Leader at the start of each week. (See Appendix 3). Please see below for further requirements relating to the Down Town Pass grid.

Award of the **Down Town Pass** stamp is for 1 week at a time and based upon the criteria below for behaviour / attendance during the **previous** week:

- 100% attendance*
- No Written Warnings
- 35 Reward Stamps

As such the Down Town pass is retrospective as it covers the previous PD week, For example - 100% attendance* and no Written Warnings and 35 Reward Stamps in Week 1 will mean a Down Town pass stamp will be placed in Week 2 of the grid for Week 2 and so on.

This is only applicable to Yrs 10 and 11 and students will not be permitted to leave site without the correct weeks Down Town pass, which will be checked by staff on gate duty. A damaged or defaced Down Town Pass grid in the back of the Student Planner will disqualify students from leaving site until the Planner is restored to an acceptable condition.

*Attendance – discretion will, as required, be applied to the application of this criteria. In the event of a student having an authorised absence e.g. through illness, the Progress Leader may award a Down Town pass. Such a decision would normally require that the pupil has an overall positive attendance profile of above 95%

Abuse of the Down Town Pass system will lead to an escalation of PD sanctions. Failure to comply with the criteria for achieving a Down Town Pass – i.e. leaving site without a legitimate Down Town Pass stamp or ignoring staff and leaving site regardless will lead to PD sanctions extending to isolation and potential suspension. Students who continually return late at the end of lunch, will have their eligibility for the Down Town Pass reviewed and potentially suspended for the remainder of the week and a 'Late' WW given. If a pattern of late 'return to site' is evidenced, students could have access to the privilege withdrawn.

The Down Town Pass system can be suspended at any time in line with specific circumstances and events across student, student groups and year groups.

The Down Town Pass grid that is used to record the specific Down Town Pass stamp each week will not be accepted by staff on Gate Duty and cannot be used if student NAME and TUTOR GROUP are not clearly written and if the page is DETACHED FROM THE PLANNER BOOK.

Attendance Incentives

The school will offer a range of incentives relating to attendance across the school year.

Praise and Encouragement

Teachers and other staff who work with students will always look to give praise and encouragement when students put in lots of effort, produce their best work, make good progress, represent the school and help others.

Section 4. Written Warnings

The following codes x10 will be used when a Written Warning is recorded in the student planner.

- B Behaviour
- D Defiance
- E Equipment
- H Homework
- L Late
- M Mobile Phone*
- OLB Out of lesson behaviour
- U Uniform
- S Smoking/vaping
- IW Inadequate work

* If a pupil chooses to have on display / use their mobile phone in class without permission the phone will be confiscated, a Written Warning issued (M) – NO VERBAL WARNING in this case - and the phone confiscated and given in to the main office for the student to collect at 3pm. Each time a phone is confiscated the parents/carers will be notified. If a phone is confiscated for a second time during a term parents/carers will be contacted and asked to come and collect the phone

The same principles apply to the misuse of Smart Watch devices in the classroom, if used to send receive messages etc. Failure to comply with the sanction will result in a red card and as such the student will be removed from the lesson. In line with PD, this will lead to the student being placed in Isolation for the remainder of the day followed by 1 day Isolation the next day.

Students are encouraged to support staff and the clear expectations of school and behave in a reasonable and responsible manner in terms of the use of mobile phones.

Section 5. Sanctions and Stages of Behaviour Intervention

When a particular misdemeanour takes place an identified sanction or range of sanctions will follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency that underpins an honest, fair and transparent approach for all concerned. .

In terms of sanctions there are seven 7 stages. It is hoped that the vast majority of students will simply choose to spend their time operating within the rewards framework.

Stage	Sanction
1	Verbal Warning
2	1 st Written Warning
3	2 nd Written Warning
4	Detention
5	Red Card - Student Moved Within Subject Area/Faculty Remove – followed by Isolation for the remainder of the day and a 1 day Isolation the following day.
6	Isolation
7	Suspension/Exclusion (Fixed Term Suspension and Permanent Exclusion)

It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond Stage 3.

It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to minimise low level disruption and unacceptable behaviour and to encourage each student to have a positive attitude to learning and to respect the needs of everyone in the classroom.

Each member of staff is expected to operate within the framework utilising a logical and well-planned structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

However, students should not be removed from the classroom for trivial reasons and the graduated framework must be followed with clear explanations to the student why certain stages are being used.

Where appropriate and parallel to the PD system, students generating significant ongoing concerns in terms of non-compliant behaviour that impacts negatively upon the learning of others and school community will be placed on the formal HSLC 'Behaviour Support Process' See Appendix 4

Stage 1 – Verbal Warning

After settling to work.

It is anticipated that many students will receive the occasional Verbal Warning. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within prescribed lesson routines.

The Verbal Warning, though not recorded, has two clear purposes:

- i. to indicate to students that they have done or are doing something which is unacceptable;
- ii. to form a link to the more serious Stage 2 – 1st Written Warning if it is required.

It goes without saying that students must clearly understand the fact that they have received each warning and that the words 'Verbal Warning' must be used by the member of staff.

The Verbal Warning should not be given as a blanket warning to the full class. **Verbal Warning could be recorded on the corner of the whiteboard** either with the student's initials or full name, so they are fully aware they are on a Verbal Warning. Another method to emphasise the verbal warning is to ask for the student's open planner to be put on the teacher's desk and to explain why this is being done.

Alternatively, it may be that a student behaves in such an unacceptable 'one off' way that the teacher chooses to move straight to Stage 5 (Red Card).

Stage 2 – First Written Warning

A student who continues to behave unacceptably despite being given a Verbal Warning will move into STAGE TWO and receive a **First Written Warning**. This must be recorded in the appropriate page of the Student Planner with the appropriate code and a brief comment if desired followed by staff initials. Staff need also to keep a brief record in their own file of the nature of misdemeanour.

Students could move into STAGE TWO as a result of continuing the behaviour which led to the initial Verbal Warning or for behaving in a way which is considered too serious to receive only a Verbal Warning.

A written warning will also be given for the following:

- Failure to bring exercise book to the lesson or homework
- Failure to bring PE kit to the PE lesson
- Failure to bring Technology ingredients and equipment to the Technology lesson
- Mobile device seen or heard in the lesson without the permission of the teacher followed by confiscation for the day

For further details please see Section 6 – Behaviour Tariff.

Stage 3 – Second Written Warning

Occasionally, students will continue to behave in an unsatisfactory manner despite **receiving both a Verbal and a First Written Warning**. This will result in the student moving into Stage 3. The onus is on the class teacher trying to retain control of his/her own teaching groups. A **Second Written Warning** from the teacher must be placed in the student's planner.

The first three stages are seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

Second Written Warning (IW, B, D) triggering detention – if the x2 Written Warnings in a lesson include two B / D / IWs or a combination of any of the 3 (e.g. 1B and 1 IW) then this automatically generates an after school detention the following evening (or variation thereof if a 'reasonable adjustment' is required).

In addition to the Planner, staff need to record this by going on to student profile on ARBOR, add behaviour incident, click drop down on 2nd Written Warning in 1 lesson and add / save. Alternatively it can be logged on register by right clicking against name.

Stage 4 – Detention (Standard and Headteachers)

Please see Section 6 for details of behaviour(s) that trigger a Detention.

Detentions are scheduled to take place as soon as possible after the event / behaviour incident or trigger generating the detention, usually the next day. Contact is made with home to alert parent / carers to the detention.

Detention lasts for 1 hour immediately after school, starting at 3pm and take place in the Isolation Room and is supervised by senior members of staff. A Headteachers detention last a further 15 minutes, finishing at 4.15pm.

Unless there is a valid and acceptable reason, failure to attend a Detention prompts a further Head Teachers Detention and failure to attend a Head Teachers Detention prompts a day in Isolation.

Students are expected to comply with PD behaviour requirements and the rules of the Isolation Room / Detention and complete work set and comply with staff instructions.

Failure to comply with expectations or late arrival for no good reason will mean that the Detention is rescheduled / repeated and also the potential for escalation to more serious sanctions if the non-compliant behaviour continues.

Mobile phones are not permitted and should be handed in to staff upon arrival, students are required to have their Planner available and also pass this to staff upon arrival.

Stage 5 – RED Card / removal from class / 3rd Written Warning

At this point the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite already receiving three clear warnings at this stage (1x verbal warning, 1st written warning and 2nd written warning).

Alternatively, it may be that a student behaves in such an unacceptable 'one off' way that the teacher chooses to move straight to Stage 5. Though there is always the possibility of this occurring, the importance of working through the stages in a cumulative manner whenever possible must be emphasised.

A Red Card/Removal from lesson/Leaving a lesson without permission from the class teacher will lead to the student being placed in Isolation for the remainder of the day followed by a 1 day Isolation the next day.

In the event of a student reaching this level of intervention and requiring removal from lesson, the teacher should share information with both Head of PD and Head of Faculty to allow consideration of the situation and development of a planned response.

Where appropriate, restorative meetings held between the class teacher and the student, supported by a member of the Pastoral Team, are encouraged.

Staff need to log a Red Card on ARBOR, staff member to make call / email home to inform about Red Card Incident

Stage 6 – Isolation

Isolation is an extremely serious sanction. Expectations and requirements of students when in Isolation are explicit and clearly outlined. The Isolation Room is a business like and purposeful environment with a bank of work which covers every curriculum area. The Isolation Room will be staffed by the Pastoral team and SLT. Students will be 'isolated' in the fullest sense of the word. Lunch-break will be taken in the Isolation Room and at no time will the isolated student be allowed to socialise with other students. Isolated students must not be sent to collect work. Use of mobile phone is not permitted at any time in Isolation (including Break and lunch)

The duration of the day in the Isolation Room will be from the start of p1 to the end of p5.

Students placed in Isolation arriving late without good reason will repeat the full day at the earliest opportunity.

Continued non-compliance with Isolation will prompt consideration of further escalation of sanctions. This could include a repeat of the Isolation in full or a fixed term suspension.

Students refusing Isolation as a sanction will be suspended for a fixed term and required to repeat the Isolation sanction upon their return.

Students must hand in mobile phones to staff upon arrival, phones should be switched off and will be stored safely in the Isolation Room in a compartment corresponding to the booth number occupied by the student. Students will not have access to their phones at any point of the day when in ISO.

It must be stressed that the sanction of Isolation, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

Pastoral Staff and Leaders will determine appropriate responses to students who are involved in the Behaviour Support Process and are failing their targets and incurring repeat offences within short periods of time.

Stage 7 – Suspension – Fixed Term and Permanent (Fixed Term Suspension and Permanent Exclusion)

Students who commit a particularly serious misdemeanour or persistently fail their targets on an IBM (Increased Behaviour Monitoring), IBP (Individual Behaviour Plan) or PSP (Pastoral Support Plan) can expect to receive a more serious sanction of, depending upon the circumstances, either a fixed-term suspension or consideration of a permanent exclusion.

In such an event, school will follow the DfE guidance, which is currently Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023, last updated August 2024).

On re-entry to school after a period of fixed term suspension, there will be a reintegration meeting involving the student, parents / carers and a senior member of school staff. An integral part of the fixed term suspension sanction is a day in Isolation upon return to school.

Section 6: Behaviour Tariff – Behaviour(s) leading to Detention / Isolation / Suspension

Professional judgement, and to an extent common sense, needs to be applied when dealing with students not following staff instructions. It might be that the incident is so minor that the member of staff concerned simply uses a Verbal Warning or makes a written comment in the appropriate section of the Student Planner. Reasonable adjustments will also be given consideration as and when appropriate.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the pastoral team, decides that a more severe sanction is required.

The following graduated sanctions around the school will be applied in response to identified behaviour triggers:

Sanction	Reason
Detention	Students will be placed in Detention for:
	<ul style="list-style-type: none"> • 7 Written Warnings in a week • 2 Written Warnings in a lesson (involving B, D, IW) • 2nd Written Warning for Late in a week • 2 Written Warnings for wearing the incorrect uniform in a week • Physical Altercation • Unpleasant behaviour towards others (child on child abuse) • Truancy (1st Time) • 3 'No PE Kit' in half term • 1st and 2nd incident of Planner page missing for previous week in PD Data collection (2nd Occasion is HT detention) • 2nd Homework Written Warning in a week
Isolation	Students will be placed in ISO for:
	<ul style="list-style-type: none"> • Red Card/Removal from lesson/Leaving a lesson without permission from the class teacher* • 9 WW in a week** • 4 WW for late in a week • Failure to Hand in Planner • Failing to attend Head Teachers Detention • Verbal abuse of staff • Persistent truancy • Physical altercation • Failing uniform policy • Smoking / Vaping • Serious incident involving failure to meet behaviour expectations • Following Fixed Term Suspension • 3rd / ongoing occasion of Planner page missing for previous week in Period 1 PD Data collection <p>*A Red Card/Removal from lesson/Leaving a lesson without permission from the class teacher will lead to the student being placed in Isolation for the remainder of the day followed by a 1 day Isolation the next day.</p> <p>** Once a student has accrued 9 written warnings, the student will receive an updated planner page. A further sanction will be applied in the event the student receives a further 3 written warnings (or more) during the same week. The further sanction will be a 1 day suspension.</p>
Fixed Term Suspension	Students will be suspended for:
	<ul style="list-style-type: none"> • Persistent refusal to accept school sanctions • Actions which put anyone in danger • Vandalism • Malicious allegations against staff • Indecent behaviour – social media or actual

	<ul style="list-style-type: none"> • Persistent Smoking / Vaping • Racist, homophobic or sexist abuse • Arson • Actual or threatened violence • Carrying an offensive weapon • Possession, supply or misuse of drugs or prohibited item(s) • Serious One Off Incident • Accumulating a further 3 warnings (or more), on an updated planner page, during the same week as accruing 9 written warnings. • This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate sanction
Permanent Exclusion	<p>When will a permanent exclusion be considered?</p> <p>For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.</p> <p>This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.</p> <p>A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:</p> <ul style="list-style-type: none"> • in response to a serious breach or persistent breaches of the school's behaviour policy; and • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. <p>Source: DfE guidance (September 2023, last updated August 2024) – Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.</p>

HSLC is an inclusive school and, as such, there may be occasion where reasonable adjustment to sanctions are considered.

Section 7: The Use of the Student Planner

Students are expected and must have their Planner with them at all times. Sanctions will be applied to students forgetting their Planner or in any way defacing the Planner so as to compromise the recoding of PD data.

Central to the success of PD is the Student Planner. This forms the centre of communication between school and parents/carers and provides immediate feedback on a student's attitude to learning. The Student Planner forms the basis for recording all PD data – Reward Stamps and Written Warnings.

At the beginning of every lesson, students will take out their Student Planners.

Missing / Forgotten Planner

- It must be emphasised that forgetting the Student Planner is extremely serious
- The Student Planner must be kept as if it were a best exercise book and in a tidy and well-presented state
- Students who have not brought their Student Planner will be spoken to by the class teacher in P1 and an electronic daily planner will be set up on ARBOR (using 'No Planner (PD Check)' and monitored and used for the rest of the day by student / staff using the E-Planner function, with the information transferred covering Reward Stamps and Written Warnings to the hard copy Student Planner the next day
- Sanctions may be applied for students who do not bring their planners to school on a number of occasions, applied at the discretion of the Head of PD.
- Lost Student Planners will need to be immediately replaced at a cost of £5.00, replacement planners are available from Mr Dexter (Head of PD)
- **The above sanctions are wiped clean on a termly basis.**

Damaged or Planner Pages Missing when collecting PD Data

Staff are to email the Pastoral Team on these occasions.

Sanctions could be applied by the Head of PD.

Section 8: Monitoring of Rewards & Sanctions

Student Self-Monitoring

It is important that students have the opportunity to monitor their own performance throughout the week. It is, therefore, essential that a regular amount of time is given each week to allow students to reflect upon their performance in school with assistance from their tutor.

Parental Monitoring

Parents and carers will also have a key role in monitoring their child's planner. It is expected that parents will encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner.

Group Tutor Monitoring in PD

Within school Student Planners will be monitored each week by the Group Tutor. Group Tutors are expected to identify or confirm a number of points:

- i. that the planner is free from graffiti and is being kept in a tidy manner
- ii. that homework details are being recorded in sufficient detail
- iii. that comments made in the Student Planner by other members of staff are responded to in an appropriate way
- iv. that comments made in the Student Planner by parents are responded to in an appropriate way
- v. to communicate as Group Tutor to parents upon any school based issue which they feel would be best communicated through the Student Planner
- vi. to monitor the awarding of stamps or written warnings and input this data into ARBOR to allow collation of PD data – see Appendix 1
- vii. Log on ARBOR any instances of (1) Missing Planner and (2). Planner Pages missing / defaced (see above)
- viii. For Yr 10 and 11, award Down Town Pass stamp on inside of back cover of Planner on Grid for the current week, based upon criteria for previous week e.g. 100% attendance and no Written Warnings in Week 4 generates a Down Town Pass for Week 5, stamped in Week 5 Grid. This lasts for the week.

Pastoral Team Monitoring

In an attempt to reduce the number of detentions, the Pastoral Team will monitor closely the number of detentions received and will put in place the following support:

3 detentions- A one to one chat with the student carried out by DA/DR or a member of SLT, a phone call to parent/carer will follow.

5 detentions- Parent/Carer invited into school to discuss concerns.

7 detentions- 1 day suspension- followed up with reintegration meeting with parent/carer

In an attempt to reduce the number of days in isolation and therefore missed learning days in the classroom, the Pastoral Team will monitor closely the number of days in isolation received and will put in place the following support:

2 isolations- A one to one chat with the student carried out by DA/DR or a member of SLT, a phone call to parent/carer will follow.

3 isolations- Parent/Carer invited into school to discuss concerns

4 isolations- 1 day suspension- followed up with reintegration meeting with parent/carer

Section 9: Daily Period 1 – and Monday PD Data and Requirements

- **All teachers in P1 must check the following at the start of the lesson;**
- Planners are open on the desk.
- For any student who does not have their planner with them, this must be recorded on ARBOR - see Appendix 1
- For missing Planner the daily E-Planner system on ARBOR should be used to record Rewards and Written Warnings
- Check uniform and alert the Pastoral Team to any issues
- All students must have a pen, pencil and ruler. Students who do not have these items will receive a written warning and will be given a replacement. Teachers will be provided with a stock of basic equipment.
- Students who are late to period one should be recorded as late unless there is a written warning already given by the member of staff on the gate.

Monday PD Data and Requirements

Group tutors will do their routines checks and will also record information from the planner:

- Missing Planner – see Appendix 1
- Instances of damaged or missing Planner pages that compromises the collection of the weekly PD data, this should be recorded on ARBOR- see Appendix 1
- Number of stamps
- Any written warnings and the category of written warning e.g. Homework, defiance.
- Attendance will be discussed
- 3 Stamps will be awarded for a clean slate and 5 stamps for full attendance from the previous week

APPENDIX 1

APPENDIX 1 - How will it look for the Group Tutor Monday morning PD/ and the teacher in the classroom Tuesday to Friday p1

PD Duties (Monday morning)

The structure should be as follows:

- Tutors check that the student has their individual own Planner and the condition of it
- **Students who do not have a Planner** have this recorded on ARBOR) the E-Planner system on ARBOR will then be used for the rest of the day and information transferred to the Planner the next day or when available
- **Students who have the Planner page(s) missing or defaced** for the week being recorded, meaning that no data can be recorded should have ARBOR update accordingly - If, when you're collecting the PD data, a student does not have the required weeks page in their planner, e.g. It's missing (probably ripped out), part of the Written Warnings table has been ripped out
- Students enter into their planners attendance score for the week and running score for attendance. You will receive this data in time for the PD lesson. Students who have 100% attendance for the week should be given a tutor stamp x5 written on it.
- Students will count up their stamps for the week and the tutor will enter on ARBOR. Students will also in their planners fill in how many stamps for each subject.
- Students who have a clean slate for the week with no written warnings should be given three tutor stamps
- Students will count up their number of written warnings and the tutor will enter on ARBOR. Hopefully, many students have clean slates.
- Individual feedback/guidance from tutor as students report stamps and written warnings –praise and “discussions” and signing of planners by tutors.

PD Duties - Teachers of Period one (Tuesday to Friday mornings)

- **All teachers in P1 will check the following at the start of the lesson:**
- Planners are open on the desk. For any student who does not have their planner with them, the E-Planner process will commence that day and the E-Planner set up via ARBOR
- Any student who has accrued 7 or 9 written warnings in a week between PD lessons has been placed in the appropriate detention or Isolation. The person giving the 7th or 9th written warning should have already “right clicked” and indicated so in the planner. Period one teachers will act as a backup check and will right click and log the 7th or 9th written warning if there is no record of this having been done in the planner.
- Any student not in the correct uniform, names will be emailed to Pastoral Managers for them to respond to.
- All students must have a pen, pencil and ruler. Students who do not have these items will receive a written warning (E) and will be given a pen.
- Students who are late to lesson 1 after 8.30am should be recorded as late on the register and also given a written warning unless they already have a late written warning from the member of staff on the gate.

Please note, information on how to log PD on ARBOR will be shared on the Training Day (Autumn Term 2025). In addition, there will be opportunities for any staff member to meet with the Head of Positive Discipline to ensure all staff are aware of the ARBOR processes.

APPENDIX 2

APPENDIX 2 - How will it look for the teacher in the classroom

All new teachers to the school will receive an induction session with the Head of PD to ensure a thorough understanding of PD at HSLC and its application. Half termly drop-in sessions will be held by the Head of PD to allow school staff (teaching and non-teaching staff) to receive additional support/advice, as required.

Rewards in the classroom

Reward Stamps

Students will regularly receive Reward Stamps in the planner, which they can save up and spend in the school shop. Stamps can of course be awarded both within and outside the classroom and awarded by all staff.

Stamp as you go through the lesson – it is easy to do! Do not give all your stamps at the end of the lesson. Stamps/achievement points can be freely given by staff but there should be a **maximum of three per lesson per student**.

Stamps are not given for meeting basic expectations, e.g. having the right equipment but should be given for positive engagement. Stamps which will be collated by the group tutor

Ongoing certificates

There are five levels of certificates which will be awarded in assemblies or on other appropriate occasions. (We will review the number of stamps required as we go through the year).

- Group Tutor Certificate: 500 reward stamps
- Progress Leader Certificate: 1000 reward stamps
- Assistant Head Certificate: 1500 reward stamps
- Headteacher Certificate: 2000 reward stamps
- HSLC Award: 3000 stamps – exceptional achievement award

Communicating with home

Telephone calls and messages (email/ARBOR) are sent home for sustained hard work over a number of lessons. It may be for a significant contribution to the school, or work that is really out of the ordinary.

Classroom Sanctions

The following stepped consequences or stages will be applied when students fail to follow expectations. A student will receive clear explanations at each stage. Written warnings will be entered in the planner using the teacher initials and the following codes. Planners must be open on the desk at the beginning of the lesson.

- B Behaviour
- D Defiance
- E Equipment (P1 teachers will mainly issue this in a morning)
- H Homework
- L Late
- M Mobile Phone
- OLB Out of lesson behaviour
- U Uniform
- S Smoking/vaping
- IW Inadequate work

Stage	Sanction
1	Verbal Warning
2	1 st Written Warning
3	2 nd Written Warning
4	Detention
5	Red Card - Student Moved Within Subject Area/Faculty Remove – followed by Isolation for the remainder of the day and a 1 day Isolation the following day.
6	Isolation
7	Suspension/Exclusion (Fixed Term Suspension and Permanent Exclusion)

- Students can be removed to Isolation by going through the first five stages or for a one off incident.

A written warning will also be given for the following:

- Failure to bring exercise book to the lesson or homework
- Failure to bring PE kit to the PE lesson
- Mobile device seen or heard in the lesson without the permission of the teacher followed by confiscation for the day

Extras

- 7 written warnings in a week both in and out of the classroom will result in a detention. If you are the person giving the 7th written warning you will log this on ARBOR so the detention is recorded and also log this in the planner.
- Detentions will be run each night of the week from 3.00pm to 4.00pm but the Head Teacher detention will run each night from 3.00pm to 4.15pm. Students who fail to attend an allotted detention will automatically go into the Head Teacher detention the next evening. Failure to attend the Headteacher detention will result in a day in Isolation the next day followed by the Headteacher detention the next day until 4.15.
- Likewise 9 written warnings in a week both in and out of the classroom will result in an isolation. If you are the person giving the 9th written warning you will log this on ARBOR so the isolation is recorded and also log this in the planner.

Teachers are asked to ensure sanctions are recorded on ARBOR by 330pm on the day given.

Sanctions for Misdemeanours Committed Around the School

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they should, as a minimum, give a Written Warning with the appropriate code in the Student Planner for that week.

APPENDIX 3

APPENDIX 3 – PD Posters

PD REWARDS SHOP

The Reward Shop is open before school and also at Break & Lunchtime.
It is not open between or during lessons.

The PD Shop
is located in
Pastoral



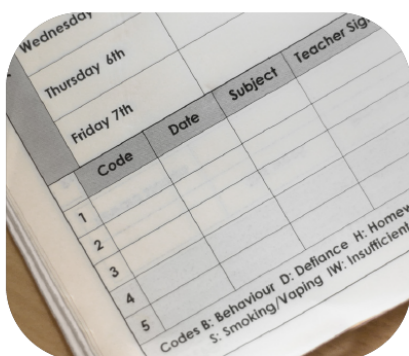
Please note, items may change.

BEHAVIOUR TARIFF

HSLC is an inclusive school and, as such, there may be occasion where reasonable adjustments to sanctions are considered.

WRITTEN WARNING

B:	Behaviour
D:	Defiance
E:	Equipment
M:	Mobile Phone
H:	Homework
OLB:	Out of Lesson Behaviour
U:	Uniform
S:	Smoking / Vaping
IW:	Inadequate Work
L:	Late



DETENTION

- x2 'no planner' in 1 term
- x2 L in 1 week
- x2 H in 1 week/same piece
- x2 written warnings in 1 lesson (B,D,IW)
- Truancy

ISOLATION

- Red card
- x3 'no planner' in 1 term
- Persistent mis use of planner
- x4 L in 1 week
- x9 written warnings in 1 week
- Refusing to hand over planner
- Missed head teacher's detention

SUSPENSION

- Persistent refusal to accept school sanctions
- Actions which put anyone in danger
- Malicious allegation against staff
- Vandalism
- Rachel, homophobic or sexist abuse
- Indecent behaviour - social media or in person

- Planner page missing
- x3 'No Kits' in 1 half term
- Bullying
- Fighting
- x7 written warnings in 1 week
- x2 U in week

- Failing to meet behaviour expectations
- Verbal abuse of staff
- Fighting
- Failing uniform policy
- Following fixed term exclusion
- Persistent truancy

- Smoking/Vaping
- Actual or threatened violence
- Arson
- Carrying an offensive weapon
- Possession, supply or misuse of drugs
- Serious one off incident
- 3 additional written warnings after isolation in a week.

REWARDS

Students have access to a range of rewards throughout the year, these include:

- Celebration evenings
- Treat days
- Certificates
- Reward trips
- PD reward shop
- Attendance draws
- Achievement stamps
- Praise & Encouragement

SANCTIONS

Students who do not meet expectations may receive the following sanctions:

1. Verbal warning
2. Written warning
3. 2nd written warning
4. Detention
5. Red card
6. Isolation
7. Suspension

MOBILE GUIDANCE

We continue to allow students to bring mobile devices to school.

You must ensure that mobile devices are **not seen or heard** during lessons, unless your teacher specifically asks you to use them.

Mobile phones that are seen or heard will be **confiscated and a written warning** will be given.

Mobiles that are confiscated can be **collected from the school office at 3pm**. Parents / Carers will be informed.

Mobile devices that are confiscated for a second time in a half term **will require a parent / carer to collect the device**.

If a student fails to hand over a mobile phone then this will result in a red card.

You bring your mobile to school entirely at your own risk!

RIGHT

Place, time, equipment, uniform and ATL

ETIQUETTE

Moving around school in a **sensible way**

SWEARING

Express yourself in an **appropriate** way

POLITE

Manners - saying **please** and **thankyou**

ESTEEM

Be **respectful, tolerant** and **proud**

CCOURTESY

Being **kind** to others

TIDY

Put **litter** in the bin,leave
classrooms as you find them



Down Town Pass Grid

Print Full Name: _____		Tutor Group: _____					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1	2	3	4	5	6	7	8
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
9	10	11	12	13	14	15	16
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
17	18	19	20	21	22	23	24
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
25	26	27	28	29	30	31	32
Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
33	34	35	36	37	38	39	

2019-20. This cannot be used if name and tutor group is not clearly written or page is detached from planner book.

Appendix 4 – Behaviour Support Process (BSP)

The **Behaviour Support Process (BSP)** is designed to remove barriers to learning and support students. A range of resources are available in school to support the achievement of this. The BSP is integral to and runs parallel to Positive Discipline (PD). Data from PD will be used to inform the BSP process and set and monitor targets for all stages of the BSP. The BSP is part of the school approach to minimising inappropriate behaviour and ensuring that all students benefit from a settled and positive learning environment, in which maximum progress can be made

The BSP is designed to be inclusive, flexible and individualised, tailored to meet specific needs and circumstances of students (including consideration, allowance and adjustment for out of school context). Emphasis is placed upon support and early intervention to promote positive choices and in so doing avoid escalation into formal sanctions (e.g. Detention / Isolation and Fixed term Suspension) and also escalation into the formal school BSP, especially IBP and PSP.

There are 4 increasingly significant levels to the BSP:

1. Increased Behaviour Monitoring (IBM)
2. Individual Behaviour Plan (IBP)
3. Pastoral Support Plan (PSP)
4. Where appropriate, the identification of possible alternative provision, for example a Level 3 managed move or a commissioned placement, a supportive measure to prevent further escalation, will be considered.

A student may move directly to any level depending upon the nature of incident/concern.

The BSP is a formal school response to behaviour concerns – either from a single ‘one off’ serious incident or due to ongoing behaviours. As such, it forms part of the HSLC graduated response to supporting students exhibiting behaviour(s) that do not meet school expectations.

Cause for Concern

Students will usually be identified by PD data that tracks

- Written Warnings
- Detentions
- Isolations
- Suspensions (Internal and external)
- Other causes of concern

Head of PD and Assistant Head (Inclusion) monitor and review PD data, which is also shared with SLT and key staff across school.

Level 1 - Increased Behaviour Monitoring (IBM)

Level 1	Individual Behaviour Monitoring
Duration	6 Weeks
Support	<ul style="list-style-type: none"> • Individual weekly target setting (e.g. WW – amount and type and Rewards) and monitoring / mentoring by allocated member of staff via PD Planner – classroom and unstructured time ‘check in’ • Advise parents of concerns • Share details of IBM with Progress Leader and Tutor • Weekly communication with parents / carers to advise and update (email / telephone) • Review of timetable and any particular pattern of difficulties to be explored / addressed • Consider Level 1 Managed Move (student directed to an alternative educational setting for a short period of time) • Consider Vulnerability / SEND issues and discuss as necessary with PV / DA / SKE
Triggers	<ul style="list-style-type: none"> • DA and DR to identify students causing concern and requiring IBM and allocate case • Students generating negative PD profile and accumulating repeat sanctions – Detention / ISO or high levels of Written Warnings in PD year group and school year to date table • Non-standard entry with accompanying behaviour concerns
Staff Supporting Intervention	A member of the Inclusion Team (Pastoral Team/Student Support Team or Learning Enhancement Team) or a Progress Leader will be identified to take the lead in oversight of the IBM.
Recording	Record on CPOMS the start / weekly check in with student and contact with home and end of IBM

Level 2 - Individual Behaviour Plan (IBP)

Level 2	Individual Behaviour Plan
Duration	6 Weeks (can be extended by further 4 weeks)
Support	<ul style="list-style-type: none"> • Communication with student, parents / carers at start, mid point and end review (1,3,6 weeks + 8 and 10 if extended) • Weekly review meeting with student & Head of PD and / or Pastoral Lead • Individual target setting and monitoring by allocated IBP Lead / Mentor • Consider Vulnerability / SEND issues and discuss as necessary with PV / DA / SKE • Relevant school staff and SLT updated • Meeting with Head of PD and/or SLT at start and end • Consider referral for ELSA • Consider individual programs of work • Consider personalised timetable (subjects / school day) • Consider placement in the 'The Bridge' • Consider supervised break and lunch times (voluntary / compulsory) • Consider referral for Early Help via SaPH and multi agency support • Consult with SENCO and complete SEND screening and consider referral to Education Psychologist
Triggers	<ul style="list-style-type: none"> • DA and DR to identify students causing concern and requiring IBP • Failure of Level 1 (IBM) and ongoing behaviour concerns • Single 'one off' serious incident • Students generating negative PD profile and accumulating repeat sanctions – Detention / ISO and fixed term suspensions • Non-standard entry with accompanying behaviour concerns
Staff Supporting Intervention	A member of the Inclusion Team (Pastoral Team/Student Support Team or Learning Enhancement Team) or a Progress Leader will be identified to take the lead in oversight of the IBM.
Recording	Record on CPOMS the start / weekly check in with student and contact with home and end of IBP

Level 3 - Pastoral Support Plan (PSP)

Level 3	Pastoral Support Plan
Duration	8 Weeks (can be extended by further 4 weeks)
Support	<ul style="list-style-type: none"> • Meeting with parents / carers at start, mid point and end review (1, 4 and 8 weeks + 10 and 12week points if extended) • Weekly review meeting with student & Head of PD • Consider Vulnerability / SEND issues and discuss as necessary with PV / DA / SKE • Weekly contact home to update parents carers (t/c or email) • Individual target setting and monitoring by PSP Lead / mentor • Meeting with Governors / SLT at start and end • Consider individual programs of work • Consider supervised break and lunch times (voluntary / compulsory) • Consider referral for ELSA • Consider personalised timetable (subjects / school day) • Consider placement in the 'The Bridge' • Consider referral for Early Help via SaPH and multi agency support • Further consultation with SENCO
Triggers	<ul style="list-style-type: none"> • DA and DR to identify students causing concern and requiring PSP • Failed or failing IBP • Single 'one off' serious incident • Pupil at risk of extended Fixed term and or Permanent Suspension • Students generating negative PD profile and accumulating repeat sanctions – Detention / ISO and fixed term suspension • Non standard entry with accompanying behaviour concerns
Staff Supporting Intervention	A member of the Inclusion Team (Pastoral Team/Student Support Team or Learning Enhancement Team) or a Progress Leader will be identified to take the lead in oversight of the PSP.
Recording	Record on CPOMS the start / weekly check in with student and contact with home and end of PSP

Appendix 5 - Out of School Behaviour Expectations

Parents / cares are viewed as key to supporting out of school behaviour and school regard it as a reasonable expectation (on occasions where appropriate) to involve parents / carers in addressing concerns and look to parents / carers (in conjunction with the Police if necessary) to take the lead role. This is particularly the case with use and abuse of social media outside of school. School advice is that unpleasantness, anti-social and criminal behaviour should be reported to the Police.

Students convicted of criminal offences will be reviewed on a case by case basis to determine the implications for school and any action(s) necessary. Convictions for serious offences, for example, involving violence, sexual harmful behaviour, arson etc could lead to a review of arrangements at HSLC and possible exclusion.

It is our expectation that pupils who attend HSLC will behave well outside of school as per the HSLC RESPECT agenda, acting as positive ambassadors for the school and considerate members of the wider community. This is particularly relevant when students are wearing school uniform.

Instances of inappropriate behaviour and conduct falling outside of school expectations will be considered and dealt with by school on a case-by-case basis, after careful consideration of the circumstances and impact of the behaviours and whether there is a role and implications for school. Behaviour outside of school that emerges in school (e.g. peer conflict / unpleasantness) and impacts upon student learning will be addressed in school through PD sanctions.

If it is deemed appropriate for the school rather than parents or carers to deal with inappropriate behaviour outside the school gates, such inappropriate behaviour will be dealt with in exactly the same way as inappropriate behaviour that occurs in school i.e. in line with PD sanctions. Where safeguarding concerns emerge, school will carefully consider the need for sharing information in line with the HSLC Child Protection and Safeguarding Policy.

DFE guidance: Behaviour in Schools February 2024 states that:

“Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.”

Maintained schools and academies’ behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.”

School will, after careful consideration, review the necessity for a proportionality of sanctions available, in line with the PD Tariff System, up to and including Permanent Exclusion.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

School Transport (including bus and taxi transportation to and from HSLC)

Transport for HSLC pupils is either managed and supported directly by the East Riding of Yorkshire Council or, in the case of the services HS001/HS002 and HS003, by the school itself, and in the first instance, any breaches of expected behaviour need to be reported directly to Buswise. This information will then be shared with school by Buswise and a follow up agreed

Buswise is a partnership between the council, schools, parents, pupils and local bus companies. This partnership will work together to ensure that everyone has a safe and pleasant journey using either the school bus or public transport. Buswise liaise closely with HSLC and support decision making and efforts to address concerns that are shared.

Unacceptable behaviour on the school bus could lead to a temporary or permanent withdrawal of a student 'bus pass'. In such cases the responsibility for transporting the student will become that of parent / carer and any absence from school resulting would usually be 'unauthorised'.

Concerns can be shared by calling 03456 445959 between 8:30am and 5pm from Monday to Friday. Alternatively, there is an online reporting facility on the East Riding of Yorkshire Council website:

<https://www.eastriding.gov.uk/learning/schools-colleges-and-academies/school-transport/buswise/>

HSLC Twilight Bus

Any concerns on the 'Twilight bus service' at HSLC will be managed through Positive Discipline (Behaviour) Policy. Students not conforming to HSLC behaviour expectations will not be permitted to use the twilight bus service for a period of time, depending upon the circumstances.

HORNSEA SCHOOL & LANGUAGE COLLEGE

BUS USERS CODE OF CONDUCT

DO

- ✓ Be seated before the bus starts moving and stay in your seat for the whole journey.
- ✓ Speak politely and keep your voice at a reasonable level.
- ✓ Respect other passengers, their belongings, and the bus.
- ✓ Follow any instructions from the driver.
- ✓ Have your bus pass ready when asked. If you don't have it, be prepared to give your name.
- ✓ Put rubbish in the bin on the bus if there is one. If not, take it with you and bin it at school or home.

DON'T

- ✗ Throw anything inside the bus or out of the window.
- ✗ Eat or drink anything other than water on the bus.
- ✗ Leave your seat once the bus is moving (unless it's your stop).
- ✗ Distract the driver in any way.
- ✗ Shout or make loud noises.
- ✗ Vape or smoke on the bus.
- ✗ Intimidate, harass, or abuse anyone – including other students, the driver, or members of the public.
- ✗ Damage or vandalise any part of the bus.
- ✗ Sit with your feet up on the seat next to you or in front of you.

REPORTING INCIDENTS

If you see someone breaking a rule on the bus, report it using the official form (scan the QR code below). Even if you've already told a teacher, it's important to fill out the form. This helps the school track repeat problems and deal with them.

Taking time to give a clear, accurate report helps us handle things fairly and stop problems from getting worse.

Bus drivers will also fill out a report if they see anything wrong. Parents and carers can report incidents too if their child tells them something concerning.

HOW TO REPORT AN INCIDENT



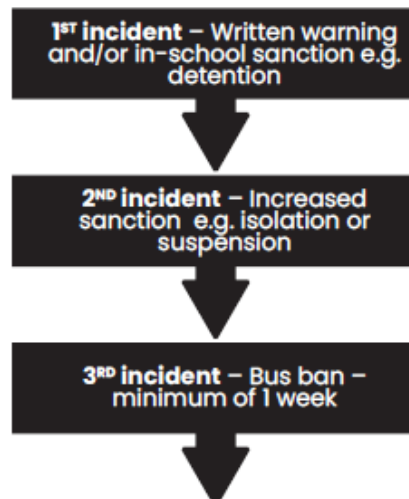
If you travel on HS1, HS2, HS3,
HS4, HS5, HS6, HS7, HS8, HS9
or HS10



If you travel on HS001, HS002
or HS003...

SANCTIONS

The information below gives you an idea of what might happen if someone breaks the rules.



If issues persist then the length of the ban can be increased or a permanent ban can be put in place.

If any damage is caused to the bus then we have asked the companies to invoice the school and these will be passed on. Any unpaid invoices will remain on your account in school and may result in you being unable to take part in any trips / extracurricular activities until the balance is cleared.



SERIOUS INCIDENTS CAN LEAD TO SERIOUS CONSEQUENCES STRAIGHT AWAY. YOU MIGHT NOT ALWAYS GET A WARNING FIRST.

CCTV EVIDENCE



If an incident is reported, we may need to review CCTV footage from the bus. Getting this video and following privacy rules can take time. That means there might be a delay before any action is taken. If you're under investigation, we'll try to contact your family quickly. But if you haven't heard from us straight away, it doesn't mean nothing is happening. We will follow up, review the footage carefully, and take appropriate action where needed.

School Trips

Students need to be aware that prior to being awarded a place on a school trip, the SLT will give consideration to the Behaviour Profile of each student to determine whether or not a place can be awarded. Every member of the school community has the right to be safe, the right to be valued and the right to have the opportunity to achieve to the best of their ability. If the Behaviour Profile of a student generates concern in relation to this then the SLT reserve the right to not award a place to a student on a school trip.