



Behaviour for Learning Policy – Primary Phase

Approved by: HLC Governing Body **Date:** October 2018

Last reviewed on: October 2018

**Next review due
by:** October 2019

Our Vision for our students at HADLEY LEARNING COMMUNITY

Hadley Learning Community is determined to deliver an outstanding, innovative education where every child is respected as an individual. Through a 'can do' culture of success we set the highest expectations for all our students with drive and determination for each individual to be the very best they can be.

We are a truly inclusive school that passionately cares about every child so that they are safe, happy, confident, inspired to learn and achieve academically.

Hadley Learning Community values the wealth of skills and experiences in our local community and is committed to building strong partnerships to help support, sustain and develop that community.

We prepare students to make the right choices in life by ensuring they are equipped with resilience, independence and ambition to guide them towards a rewarding and successful future within their local community, modern Britain and the wider world.

Behaviour for Learning

At HLC, learning is at the heart of our organisation. It is therefore crucial that we create the right ethos and relationships to ensure that both students and staff can learn and enjoy learning.

As teachers at HLC we ensure that we promote positive behaviour within the classroom and around the campus. We recognise that the key to creating this positive ethos is consistency in our approach to students and in delivering high quality lessons.

The main aim of this policy is to promote excellent behaviour throughout the school community to provide an environment conducive to effective teaching and learning. The policy sets out to:

- Clearly define expectations, with regard to behaviour for learning, to staff, students and parents/carers.
- Recognise that praise plays a very significant part in improving behaviour for learning.
- Define a clear rewards system.
- Present a series of consequences and sanctions, which follow if students display unacceptable behaviour.
- Provide a clear system for monitoring and tracking Behaviour for Learning at whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions.
- Defines clearly our dress and uniform code.

We expect staff at HLC to plan and deliver lessons that:

- Are warm and welcoming with a prompt start.
- Have clear and high expectations of all students.
- Have good pace and challenge.
- Are well planned and appropriate to the ability range of the class/group.
- Engage and involve students in their learning.
- Have a variety of teaching and learning styles.
- Have regular formative and summative assessment to inform future planning.
- Provide a safe and secure learning environment.

As students at HLC we expect you to:

- Be on time, ready and eager to learn.
- Have a positive attitude to learning.
- Want to try new things and have a thirst for learning.
- Demonstrate a resilience in your learning.
- Work co-operatively with others.
- Allow others to learn and be involved in your own learning.
- Have the right equipment with you for lessons.
- Make good choices.
- Show mutual respect to staff and students.
- Reflect on your own learning experiences.
- Always try to improve your work.
- Aim to do the very best you can.
- Respect yourself and your environment.
- Remember others are there to help you.
- Recognise that HLC is part of the wider community.
- Behave in a way that keeps yourselves and others safe.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Rewards and Recognition Protocol

Our philosophy involves students being rewarded whenever possible.

- Rewards and encouragement are very powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos.
- It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books, work or assessments and around the school.
- All staff are familiar with the rewards policy and apply it fairly and consistently.

Rewards

Our main rewards system operates through the awarding of Class Dojo points. These points are added to a personal scoreboard so that the children can see how well they are performing throughout the week. The children's aim is to get as many points as possible.

Dojo points can be awarded for a wide variety of other positive contributions to school and community life such as:-

- ✓ Being punctual and well prepared for school
- ✓ Acting as a good role model
- ✓ Producing an outstanding piece of work
- ✓ Demonstrating outstanding effort and perseverance in their work
- ✓ Showing outstanding progress in their learning
- ✓ Volunteering and helping around school
- ✓ Supporting school teams and clubs
- ✓ Being a good friend, supporting other children.
- ✓ Demonstrating improvement in their personal organisation and independence
- ✓ Taking part in community activities
- ✓ Taking responsibility for jobs inside the classroom or at other times in the school day.

- Thank you Friday

The student who receives the most points during the week from each class is rewarded by receiving an invitation to have a hot chocolate/drink with a member of the SLT on a Friday afternoon. Certificates are also sent home with the children in recognition of their effort and this achievement. The class teacher records this on our behaviour management system as a positive log. While we aim to be a healthy school and promote healthy eating, we recognise that treats such as hot chocolate are acceptable as long as these are occasional.

- Attendance

As a school, we continually promote good attendance and punctuality. As part of this, each class has the opportunity to earn £1 a day when they have full attendance and every member of the class is on time. When the class have accrued 10 full days with 100% attendance and punctuality, they can apply for a £10 'cheque', which they may spend as a class on a treat, democratically voted for by themselves. They can choose whether to save this up for a termly treat or for something bigger at the end of the academic year.

Additionally, the class achieving the highest level of attendance on a weekly basis is celebrated in assembly. The children earn an additional playtime for the whole class and they keep the Attendance Cup for a week. Children with 100% attendance receive a certificate at the end of each term and are congratulated in assembly.

- Celebration Assembly

Primary students are nominated for a weekly celebration assembly by staff. They are chosen for excellent work in class or at home. Celebration Assembly is held on Friday morning and parents are invited to attend this assembly by a letter sent home with the child. A certificate to celebrate this will be sent home with the child at the end of the day.

- Lunchtime

Behaviour at lunchtimes is supported through a separate golden ticket system which can be added to their Dojo points in class. Children who are playing well together or helpful to staff are given a ticket which enters them into a draw for a small prize each week.

- Half-termly Rewards

For those children who have earned no negative points (e.g. they have handed their homework in on time, completed their reading at home, always arrived with the correct equipment and have had no negative behaviour incidents), a reward session will be put on to celebrate their achievement at the end of a half term. This reward will be decided upon by the classes in the year group e.g. baking, additional PE, craft activity, disco, cinema afternoon. For those children who have had negative incidents, they will continue with their learning in the classroom. The teacher will be able to use their discretion, to decide if the children must miss all of the reward session. This will depend on the number and severity of the negative logs.

- Additional reward systems

Primary staff may also use class based reward systems that complement the whole campus ethos. This could include 'Star of the Week' or 'Magic Moments' for example. Children receiving a 'Magic Moment' earn themselves class Dojo points.

Supporting our Students at HLC

There are a number of key staff who support our students on a day to day basis.

Class Teacher (Primary Phase): Each class has a class teacher who is the first point of contact for pupils and parents. Parents are most welcome to contact their child's class teacher if they have any concerns or queries. Teachers are available at the end of the day or by organising an appointment with the school receptionists.

Student Support Assistants: Our Student Support Assistants support pupils in individual and group work.

Pastoral Support Managers (PSMs): In the Primary Phase, we have two PSMs who support our pupils in classrooms, at lunchtimes and can be the first point of contact for the parents if a class teacher is unavailable.

- Miss M Ball
- Mrs C Caddick

The PSMs play a very important role in the support and guidance of our students. They have a very good understanding of students in their care and monitor key aspects of student life mainly in these areas:

- Monitoring the attainment and progress of students.
- Behaviour.
- Attendance and punctuality.
- Uniform.
- Supporting young people who require additional support at HLC.
- Communicating with home.
- Working with external agencies who are involved with their students.
- Attending planning meetings.
- Ensuring students are gaining rewards.

In addition, the PSMs are supported in their work by staff from our Learning Support Base whose skill-set and specialisms compliment the support our students and their families have available to them.

Family Support Advisor (FSA): Our FSA, Charmaine Townsend, take a lead on supporting families in our community, encouraging and improving parental engagement and leading on any Safeguarding issues. Charmaine will support families with a range of concerns within education and beyond. She is available every day for parents or children for support or advice.

Team Leaders: These staff work closely with the PSMs to ensure high standards are maintained. They meet regularly with parents and are happy to resolve any problems or issues.

Early Years – Mrs S Armstrong
Years 1/2 – Mr N Holloway
Years 3/4 – Miss K Molland
Years 5/6 – Miss S Plumb

Heads Teacher, Deputy Headteacher, Assistant Headteachers and Principal.

All of the Leadership Team are involved with our students on a day-to-day basis and have overall responsibility for the support and guidance of our students.

Many of the Leadership Team are mentors to individual students who require further support.

We endeavour to have a member of our SLT available at all times to meet with parents should the need arise.

Pupil support

HLC recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. HLC's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Resolving Issues and Concerns

HLC does have the power to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school has a duty to report crime or criminal activity to the police.

Any negative behaviour is when the child is:

- Taking part in any school organised activity.
- Travelling to and from school wearing school uniform.
- In some way identified as a student at HLC.

Also, we will deal with any negative behaviour at any time that:

- Could have repercussions to the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

In the Primary Phase, incidents of poor behaviour are dealt with by the class teacher with support from the PSMs.

All classes operate a warning system. If a child does not follow the school rules they will be given a reminder and their name is moved on the behaviour system. If the behaviour continues, they are given a second warning and will then be moved to another part of the classroom. If further poor behaviour is evident, the child will be sent to another classroom or to the PSM office to complete their work. A 'Reflection' session will then be completed at the next lunchtime where the child will discuss with the PSM steps to improve their behaviour. Any incidents of poor behaviour where a child is moved from the classroom are logged electronically. Parents will be involved immediately if there is an issue that staff feel they need to know about, even if no further action needs to be taken. If there are any serious concerns regarding behaviour, parents will be invited in to meet with relevant staff so that any problems can be resolved quickly.

Reflection

This is a mediation session, which runs during lunchtimes. A child will visit the Reflection session for any poor behaviour where they have been moved from class or shown high levels of poor behaviour. During this session, the child will discuss what happened, be given time to reflect on their behaviour e.g. how they could have resolved it in a different way and how things may be resolved in the future including steps forward.

A Reflection letter is given to the child for them to take home. It is the class teacher's responsibility to ensure that the child returns the reply slip and it is given to the Pastoral Support Managers. If the reply slip is not returned a Reflection letter will be reissued or posted to the child's address.

Consequences of poor behaviour

In the Primary Phase, we have a whole school approach to managing behaviour. We have categorised poor behaviour into low and high levels, which have clear consequences for incidents of each category.

Low-level poor behaviour is categorised as but not but are not restricted to, shouting out, disturbing other children they are working with, throwing pencils, poking, making noises, getting out of seat, etc.

High-level poor behaviour is categorised as but are not restricted to, racism, physically hurting someone, being disrespectful to any child or adult, swearing or disrupting other children's learning in the classroom.

In an emergency during a lesson the teacher will call for Pastoral Support Managers to attend the classrooms. The Pastoral Support Managers will alert the Senior Leadership Team, who will come to their assistance, if required. Situations deemed as an emergency are as follows:

- Violent/abusive behaviour to staff or another child.
 - Refusal to co-operate with adult instruction, which may harm themselves or others around them.
 - Swearing
 - Racism
 - Preventing others from learning
- These will result in immediate removal from class.

An incident of low-level behaviour

A **warning** given with the child's name moved down the behaviour chart (verbal warning if no chart).
A second warning will be given if the behavior continues

If the disruptive behaviour continues the child is sent to **another class** to complete their work.

After class (playtime/lunch) child to discuss their behaviour with the **class teacher** and complete any missed work. Parents will be informed by the class teacher.

If required, a mediation with the class teacher, Team Leader and a Pastoral Support Manager to correct their misbehaviour e.g. behaviour targets or reward system put into place .

If low level behaviour continues a meeting with the Team Leader, class teacher and parents to decide on an appropriate course of action. Action could include removal from clubs and HLC events.

An incident of high-level behaviour

Incident in the **classroom** - sent to the Pastoral Support Manager.
Incident on the **playground** - sent to the lunchtime Reflection session.

Child to attend a **Reflection** session at the next lunchtime to discuss their behaviour, complete a behaviour booklet and any missed work. Staff will determine the suitability for the child to return to class or work in isolation. Parents will be informed.

Three times attendance in a Reflection session per half term - parents invited to meet with the Team Leader and class teacher to complete a **behaviour management plan**.

If behaviour continues or is severe the **Headteacher** will decide on the next course of action and meet with parents. Action could include removal from clubs and HLC events.

The role of:

The Classroom Teacher

- Enter all negative logs into the MIS system
- Check reading, homework, uniform and equipment every day and keep a record (log negative incidents on the MIS system).
- Warn a student of his/her behaviour.
- Provide two clear warnings
- Move child to another classroom or to the PSM office
- Inform parents of all behaviour incidents
- If poor behaviour continues, issue a Reflection session and log this electronically on the MIS system
- Ensure Reflection letters are returned and given to the PSMs
- Inform Team Leader if a pupil receives 3 Reflection sessions you within a

half-term

To support the Reflection system, all members staff need to ensure that the PSM is informed of who will be attending the Reflection session before that lunchtime and the reason for this. It is the responsibility of the class teacher to ensure the pupil attends the session.

The Team Leader

- Visit the Reflection session on their management day to check all pupils have arrived.
- Contact parents if a pupil attends 3 Reflection sessions within a half term and inform SLT.
- Discuss lesson planning and behaviour management techniques with teacher, if necessary.
- Invite parents into school if behaviour still fails to improve.

The PSM

- If a pupil's behaviour has not improved the PSM team will move the pupil from the class and contact parents. This is recorded on a student's MIS log.
- Lead the Reflection session on a daily basis, ensuring all logs have been completed by staff, letters have been issued and phone calls home have been made where necessary.
- Through analysis of sanctions set, highlight students to SLT during Pastoral meetings for further intervention.

Police Community Support Officer (PCSO)

A PCSO is based on the school site to support with any issues which may arise in school and our community. They offer incentives for children behaving appropriately but also can offer support in tackling anti-social behaviour and criminal activities.

Behaviour Panel

If a student's behaviour is still causing serious concern, then parents and the student will be invited to attend a formal panel. This will determine the final actions required to ensure that the student and parents understand that we will not accept their behaviour. They will be made aware that there are further sanctions available to the school.

The panel will consist of Principal, Head Teacher, Assistant Head Teacher with responsibility for behaviour and welfare and lead Governor or Chair of Governors. These meetings will be minuted and copies sent to parents with clear action plans.

Fixed term exclusions

The school is committed to reducing fixed term exclusions. On the rare occasion that a fixed term exclusion is deemed as the most appropriate action the Head and Deputy follow Local Authority procedures.

The duration of the fixed term exclusion is at the discretion of the Head Teacher.

Following any fixed term exclusion the lead member of SLT is to conduct a return to school meeting with the student and parent. Where appropriate any link member of staff should attend and a restorative justice approach used.

Students returning from a fixed term exclusion are to be placed on a behaviour report card which is monitored by the lead member of SLT.

Alternatives to Permanent Exclusion

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the Head Teacher may agree to an adapted timetable that links with an external agency. This offer will provide bespoke education and training alongside behaviour modification programmes.

The stages of behaviour management at this level are linked to the Local Authority **Fair Access Panel**. Key aspects of this process are detailed below:

- Timed intervention and support from the LA Linden Centre and Kickstart Facilities
- Temporary Managed Move
- 6 week Managed Move

Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Procedures

Within the curriculum, bullying will be dealt with in Personal, Social and Health Education, but may also be covered in other subjects, such as English and ICT.

In non-curriculum areas staff constantly supervise pupils and the respective member(s) of staff will deal with issues involving any bullying. This process of 100% supervision of pupils greatly reduces pupils' opportunities to either be a bully or to be bullied.

1. All bullying incidents will be reported by all staff.
2. The bullying behaviour or threats of bullying will be investigated and dealt with appropriately.
3. At the discretion of the Head Teacher parents will be informed and may be asked to come in to a meeting to discuss the problem.
4. Children who represent the school in events and attend after school clubs will have such honours removed if behaviour continues to be a problem.
5. If necessary and appropriate, outside agencies will be consulted.
6. An attempt will be made to help the bully (bullies) change their behaviour.

The role of the headteacher:

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to

identify and deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of staff:

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. The staff will take action in relation to bullying that may include:

- Differentiation of curriculum/teaching style to promote non-confrontational situations.
- Building positive interpersonal relationships which model non-aggressive interaction.
- Taking action against acute incidents ranging from verbal reprimand to exclusion.
- Recording incidents on Bromcom as soon as possible. If a pattern becomes established then further action may be taken.
- Informing a member of the Senior Leadership Team of any serious incident as soon as possible and making the individual's class teacher aware of the situation
- Making all pupils aware of the school's position on bullying and on bystanders to bullying incidents.

The role of parents:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the team leader responsible for overseeing the relevant year group. If they continue to be unsatisfied, they should contact a member of the Senior Leadership Team. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils:

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

We do ask parents to support our systems so that we work in partnership to ensure the very best for our students

KEY ISSUES

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.

Mobile Phones

Primary students are only allowed to bring mobile phones into school when parents wish them to have them at the end of school to contact them. Phones must be handed in to the PSMs at the beginning of the day.

When it is suspected that a mobile phone has been used for inappropriate purposes such as cyber bullying etc. the school has the right to read, copy or delete messages. The phone will be confiscated and returned once parents are informed of the issues. (Links to the DFE document "Screening, Searching and Confiscation" 2011)

iWatches/iPods/Music Players

Students may not use these at school; other than iWatches for time telling purposes.

Dress Code for Both Phases

- Students should be in full school uniform at all times appropriate to their phase
- No leather/denim jackets
- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer. Strongly coloured hair/shaven heads/razor markings are not permitted
- Make up/nail varnish is not permitted.
- Body piercing and body decoration is not permitted.
- 1 pair of stud earrings and a watch are permissible.

High Caffeine Drinks

These are not permissible in school.

Smoking

Any student found in possession of cigarettes and electronic cigarettes will trigger the use of the consequence system. Any items discovered will immediately be confiscated and parents informed.

Offensive Weapons

Under no circumstances are students allowed to bring any form of weapon into HLC. Students who do so face permanent exclusion.

Drugs/Alcohol

Under no circumstances are students allowed to bring any form of drugs or alcohol into the building – except for prescribed medication which must be handed into a the SSA staff, PSM or Qualified First Aider. Students who do so risk permanent exclusion.

Searching Students

On the very rare occasion when we may need to, School Staff have the right to search students, with their consent, for any item which is banned by the school rules. HLC follows

The Department of Education Guidelines 2012 on screening, searching and confiscation in schools.

Very occasionally, but when required, members of the SLT have the power to search students or their possessions, without their consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items. Searches may only be carried out by staff of the same sex. There must always be a witness who, if at all possible, should also be of the same gender.

Senior staff can undertake a search, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item. The member of staff concerned will decide what constitutes 'reasonable grounds'.

Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control of the student, for example on a school trip. The person conducting the search may not ask the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of Staff. Reasonable force may be used by the person carrying out the search but this would be a very rare event.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

Informing Parents and Dealing with Complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search a child. There is no legal requirement to make or keep a record of a search. HLC will inform parents or guardians where alcohol, illegal drugs or potentially harmful substances are found and ask them immediately in to school. If there are any complaints regarding searching they are dealt with through our complaints procedure which is accessible on our website.

Use of Reasonable Force

All Staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Uniform

Primary Phase (for boys & girls)

Our current expectation on uniform is listed below:

- Grey trousers/skirt/pinafore
- Pale blue polo shirt (embroidered with HLC logo)
- Navy 'v' neck sweatshirt/navy sweat cardigan (embroidered with HLC logo)
- Black shoes (not black trainers, pumps or shoes with logos)

Summer Option

- Short grey trousers/blue gingham print dress

PE Kit

- White t-shirt (embroidered with HLC logo or plain with no logo)
- Navy shadow striped shorts
- Trainers

Optional Items

- Navy woolly hat (embroidered with HLC logo) suitable for training/PE/outdoor wear
- Sunhats (peak or legionnaires)
- Book bag (printed HLC)
- Ruck sack (printed HLC)
- Outdoor navy reversible coat (embroidered with HLC logo)

Dress Code No leather/denim jackets

- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer and should project a traditional professional image.
- Strongly coloured hair including red is not acceptable.
- Shaven heads/razor markings are not permitted.
- Make up/nail varnish is not permitted.
- Body piercing and body decoration will not be permitted.
- 1 pair of stud earrings and a watch are permissible.

Dress Code for Muslim Girls

In line with local agreements and national policies the following dress code may be applied:

- A black headscarf may be worn by Muslim girls.
- Specialist swimming outfit that allows full body coverage.
- We do not allow girls to wear any facial covering.

All our uniform is supplied by D Baker & Son, Outdoor Market, Wellington (further information can be found on our website)

Attendance

We expect our students to achieve 100% attendance during the academic year.

If your child is unwell and unable to attend school, then please telephone us and leave a

message on our voicemail by 9.00 a.m. Following illness and a return to school please provide a note to explain the absence for the form tutor/class tutor. We employ a full-time Attendance Officer who is always available to support parents as well as an Educational Welfare Officer (EWO) to support our families. If there is a long-term medical problem, then a letter from your doctor is required.

Punctuality

We expect students to be in school on time. Primary students need to be in school between 8.25-8.35 am. It is important that students are in school promptly to start lessons as there are morning activities which are key to their learning.

Signing in and out of school

When the Primary gates are locked, students are expected to use the Community Entrance where they report to our receptionist.

Primary students should be collected from the Community Reception area. We do ask parents, where possible, to arrange routine medical and dental appointments outside school hours. Primary students leaving HLC campus for any reason must be collected by a parent.

Absence from school during term-time

We do not authorise absences from school in term time, in line with all other Telford schools and Department for Education Policy.

Modified Timetables

The Head Teacher of both phases must approve the use of a modified timetable. The decision making process will be linked specifically to the individual case.

All students on roll at the school who are subject to a modified timetable are to be made known to the EWO and LA.

Local Authority official paperwork is to be completed by SSM/Deputy Heads and must be signed by the Head Teacher and parents before being submitted to the relevant officers.