



Behaviour for Learning Policy – Primary Phase

“Belong, Respect, Inspire, Succeed, Enjoy”

Approved by:	HLC Governing Body	Date:	14 December 2023
Reviewed:	September 2023	Reviewed By:	Samantha Armstrong
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Our Vision for our children at HADLEY LEARNING COMMUNITY

HLC is committed to creating an environment where exemplary attitudes, behaviour and pastoral care are at the heart of learning. We ensure that we promote positive behaviour within the classrooms and around the school. We recognise that the key to creating this positive ethos is communication with our parents and carers, consistency and fairness in our approach to pupils and in delivering high quality lessons.

Our partnership approach aims to build community cohesion and positive relationships within the school and the local area.

BELONG - At Hadley Learning Community we treat all pupils in a caring and responsible manner as individuals, all equally important and deserving of our attention and support.

RESPECT - We understand that life's journey is different for everyone and that our pupils are a mirror of society and its wider variances.

INSPIRE - The core principle of our pastoral system is to support our children and their families in removing the perceived/presenting barriers to access, learning and effective functioning in order to maximise outcomes.

SUCCEED - We combine outstanding teaching and learning with the highest quality structured support, mentoring programmes and personalised learning opportunities in order to ensure our young people develop self-regulation, a sense of responsibility, accountability and the ability to function effectively both in school and in wider society.

ENJOY - We ensure the safety and wellbeing of our young people, helping them to enjoy their school experience whilst having excellent attendance and engagement.

Aims:

- To create a culture of exceptionally good behaviour
- To ensure that all are treated fairly, are shown **RESPECT** and promote good relationships in order to build a community which values kindness, care, and empathy for others.
- To help learners behave in a **SAFE** way, taking control over their behaviour and to be responsible for the consequences of it.
- To teach a high quality curriculum to all pupils, ensuring they are **READY** 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 Primary, learning is at the heart of our school. It is therefore crucial that we create the right ethos and relationships to ensure that both children and staff can learn and enjoy learning.

All staff at HLC ensure that we promote positive behaviour within the classroom, around the school and in the community. We recognise that the key to creating this positive ethos is consistency throughout school; strong and respectful relationships with the children; teaching learning behaviours and delivering high quality and engaging lessons. Learning behaviours are taught within our curriculum, pupils are encouraged to be self-reflective of their own behaviours during different parts of the school day.

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, children 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, to follow if children 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 behaviour and consistent use of a preventative and restorative approach.
- Defines clearly our dress and uniform code.

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

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

As children 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.
- Show mutual **respect** to staff and children.
- Reflect on your own learning experiences.
- Aim to do the very best you can.
- Respect yourself and your environment.
- Behave in a way that keeps yourselves and others **safe**.
- Recognise that HLC is part of the wider community.

Parents/Carers are expected to:

- Ensure their child is well behaved in school including during the arrival and collection from school and their journey home.
- Engage in a partnership with school and be supportive of the behaviour policy when incidents occur.
- Discuss any behavioural concerns with the class teacher promptly.
- Whilst on the school site, to model good behaviour to the children.
- Attend meetings about their child's behaviour.

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 \(publishing.service.gov.uk\)](#) (Jul-23)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

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 children being rewarded whenever possible.

- Encouragement and rewards are very powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos.
- It is the adult's responsibility to praise pupils 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

Ethos and values.

Our school ethos, 'Belong', 'Respect', 'Inspire', 'Succeed', 'Enjoy' are at the heart of everything we do in our school. This is woven through our curriculum and every aspect of school life. The children that demonstrate these values and talk about it are awarded with a special sticker. These are then either celebrated in the class, a star added to the large school rings on display or loaded onto our school Twitter. Children who consistently model these values will be awarded with the 'HLC Champion' status.

Our main rewards system operates through the awarding of Dojos. These dojos are added to a personal scoreboard so that the children can see how well they are performing. The children's aim is to get as many points as possible. The Student Parliament have assigned the number of Dojos that can be rewarded, to ensure fairness across the school.

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, using their manners
- ✓ 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 child/children who receives the most points during the week from each class is rewarded by receiving an invitation to have a hot chocolate/drink/milkshake with a member of staff on a Friday afternoon. While we aim to be a healthy school and promote healthy eating, we recognise that treats such as hot chocolate/milkshakes 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/Be Here Bear for a week. Children with 100% attendance receive a certificate at the end of each term and are congratulated in assembly. Children with 100% attendance for the academic year are awarded with a prize.

- Celebration Assembly

Primary children are nominated for a weekly celebration assembly by staff. They are chosen for excellent work in class or at home. A reader of the week is celebrated and has the chance of being invited to the Readers Restaurant at the end of the half term. The children are awarded with a certificate to take home.

- 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 golden ticket which can be exchanged for 1 dojo.

Supporting our Children at HLC

Class Teachers 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 administrators.

Class teacher will:

- Greet children positively at the start of every school day.
- Build relationships with each child, taking an interest in what they do.
- Teach and promote good learning behaviours.
- Treat all children fairly and will not hold grudges.
- Enter all incidents onto BROMCOM and contact parents/carers on the day of the event.
- Follow the school policy and procedures consistently and fairly.
- Allocate a time to restore relationships with the child following the event.

Learning Support Mentors: Our Learning Support Mentors support children in individual and group work. They are also our lunchtime supervisors, this ensures continuity of support for the children throughout the school day.

Support staff will:

- Greet children positively at the start of every school day.
- Build relationships with each child, taking an interest in what they do.
- Model good learning behaviours.
- Treat all children fairly and will not hold grudges.
- Enter all incidents onto BROMCOM and share information with the class teacher
- Follow the school policy and procedures consistently and fairly.
- Restore relationships with the child following the event.

Pastoral Support Managers (PSMs): We have two PSMs who provide additional support for our pupils in classrooms and at break/lunchtimes. They are available for parents to contact.

The PSMs play a very important role, offering additional and bespoke support and guidance. They have a very good understanding of our children and monitor key aspects of student life.

Pastoral staff will:

- Support pupils to remain in class and continue with their learning.
- Attend the meeting with parents/carers for a **home/school agreement** to be written and support the implementation and review.
- Log incidents on BROMCOM and make phone calls to parents/carers if needed.
- Working with external agencies who are involved with their children.

- Communicating with parents/carers, including expectations of pupils' readiness for school eg punctuality and uniform

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

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

Senior leaders: These staff work closely with the pastoral team to ensure high standards are maintained. They meet regularly with parents and are happy to resolve any problems or issues.

Head Teacher, Deputy Headteacher, Assistant Headteachers and SENDco

The Leadership Team are involved with children on a day-to-day basis and have overall responsibility for the support and guidance provided for our children, this includes lesson planning and behaviour management techniques.

We endeavour to have a senior member of staff available at all times to meet with parents/carers should the need arise.

Senior leaders will:

- Lead the Reflection session on their management day.
- Escort the pupil back to the class teacher and feedback the discussion.
- Contact parents/carers if the support fails and invite them to a meeting for a **home/school agreement** to be put into place.

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 adapted to cater to the needs of the pupil.

The SENDCO will evaluate a child 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. We will work with parents/carers to create the plan and review it on a regular basis.

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.

Incidents of poor behaviour are dealt with by the class teacher with support from the wider team where needed. We recognise that the class teacher has the best relationship with the child/children and it is vital that they are involved in order to maintain strong and respectful relationships over time.

We have a whole school restorative approach to managing behaviour. We have categorised poor behaviour into low and high levels, which have clear consequences. All staff and pupils follow a set model to ensure consistency and fairness across school.

Staff will aim to de-escalate any situations before they arise. This will be done by using a range of techniques including distraction, physical breaks or a quiet conversation. It is vital that the adult has a good relationship with the child.

Low level behaviour (disruption in class, refusal)

If a child does not follow the class/school's expectations they will be given a verbal warning, these link to our school values. This warning will clearly explain what their behaviour is and how it is affecting the other learners in the class. They will be informed of the next step if it continues.

If the behaviour continues, they are given another warning.

On the third warning the child will be sent to another classroom for five minutes to complete their work.

If this fails, the PSM will be called to support. On returning to the class, the teacher will have a restorative conversation with the child and give praise when the child demonstrates the correct behaviours.

If this behaviour continues, the class teacher and child will create a **Support Plan**. This will be shared with staff in the teaching team to ensure consistency in support. It will contain measurable targets to support the child, these may include short brain breaks, a fiddle toy, additional resources in the lesson.

A Boxall profile will be completed by the class teacher and SENDCO (if required).

High Level behaviour (dangerous refusal, physical events and racist incidents)

If a child behaves in a way that they or others are not safe, a senior member of staff will be called immediately to support and de-escalate the event. The child/children will attend a Reflection session. During this session, they will discuss their behaviour and a **Program** will be created with them. This bespoke program will set out clear targets to support the child to manage their behaviours in similar situations. This program will last for 4 – 6 weeks. A 'Champion' will be allocated, they will meet with them regularly and be a supportive role model.

To support the Reflection system, all members staff need to ensure that the SLT on duty 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.

If this fails, parents will be invited into school to discuss further support and the support plan will include a bespoke **home/school agreement**.

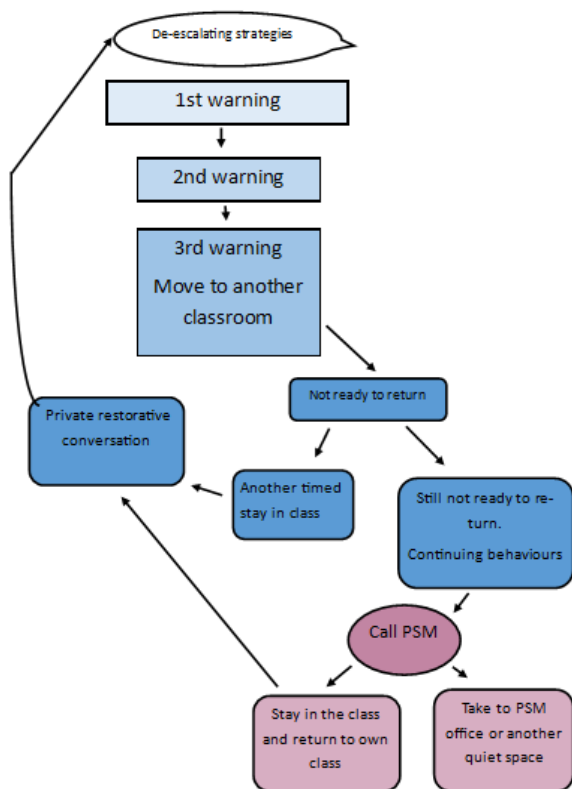
Any incidents of poor behaviour are logged electronically on Bromcom by the class teacher and parents/carers will be informed

Restorative conversations.

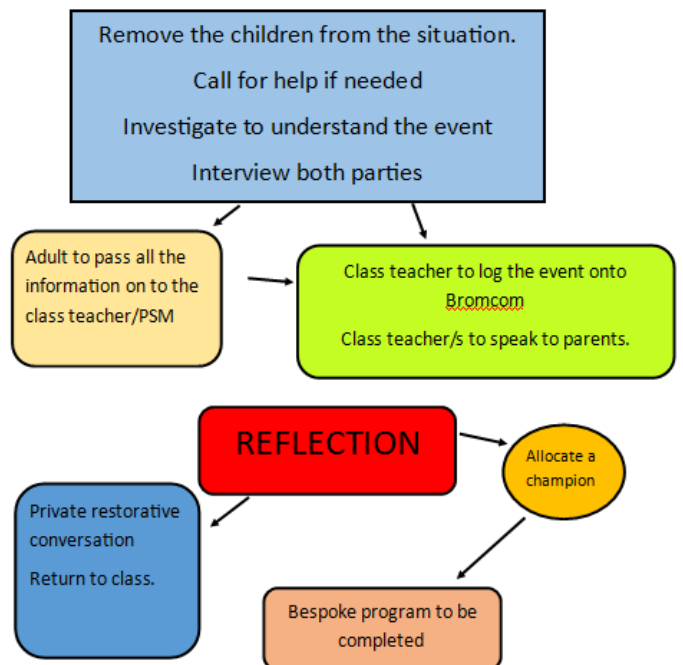
Time will be given for the class teacher/adult to have a restorative conversation with the child. This will be done privately and then the child will return to their learning as quickly as possible.

Corporal punishment should not be used or threatened by anyone working on the premises.

Low level behaviours



High level behaviours **PHYSICAL**



Behaviour meeting

If a student's behaviour is still causing serious concern, then parents and the student will be invited to attend a formal meeting. 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.

Suspensions

The school is committed to reducing suspensions. On the rare occasion that a suspension is deemed as the most appropriate action the Headteacher will follow Local Authority procedures. The duration of the suspension is at the discretion of the Head Teacher.

The Headteacher will invite the parent/carer in for a reintegration meeting following any suspension. Children returning from a suspension are to be placed on a **Support Plan/Home school agreement**, 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 Headteacher 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
- Temporary Managed Move
- 6-week Managed Move

Child-on-child abuse (Bullying)

Child-on-child (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.

Child-on-child (bullying) is, therefore:

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

Child-on-child (bullying) can include:

Type of abuse	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, hair pulling, shaking, 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. Upskirting. Online sexual harassment
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

Child-on-child abuse

All staff are aware that children can abuse other children we refer to this as child-on-child abuse. This can happen inside or outside of our setting and online. If staff have **any** concerns regarding child-on-child abuse, even if there are no reports in our setting, they should still speak to a DSL.

All staff are expected to challenge inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff will be trained in our school policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- educating all governors, its senior leadership team, staff, children, and parents about this issue;
- educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum;
- engaging parents on these issues;
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise pupil mental health, and by providing in-school counselling and therapy to address underlying mental health needs;
- working with governors, senior leadership team, and all staff, children and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;
- creating conditions in which our children can aspire to, and realise, safe and healthy relationships fostering a whole-school culture;
- responding to cases of child-on-child abuse promptly and appropriately;
- ensure that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify children who may be in need of additional support.

We will actively engage with TWSP in relation to peer child-on-child abuse, and work closely with, for example, children’s social care, the police and other schools. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL’s will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child’s vulnerability to abuse by their peers. We know that research suggests:

- child-on-child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers.
- some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Procedures

Within the curriculum, child-on-child abuse will be dealt with in Personal, Social and Health Education, but may also be covered in other subjects, eg English and ICT.

In non-curriculum areas staff constantly supervise pupils and the respective members of staff will deal with issues involving any child-on-child abuse. This process of 100% supervision of pupils greatly reduces pupils' opportunities to either be a perpetrator or to be a victim.

1. All child-on-child abuse /bullying incidents will be reported by all staff.
2. The abusive / bullying behaviour or threats of abuse/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 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.

The role of the headteacher:

It is the responsibility of the headteacher to implement the school strategy, and to ensure that all staff are aware of the school policy and know how to identify and deal with incidents of child-on-child abuse.

The headteacher ensures that all children know that inappropriate behaviour is wrong, and that it is unacceptable in this school. The headteacher draws the attention of children to this fact at suitable moments eg assemblies. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of inappropriate behaviours. The headteacher sets the school climate of mutual support and praise for success, so making child-on-child abuse less likely. When children feel they are important and belong to a friendly and welcoming school, child-on-child abuse is far less likely to be part of their behaviour.

The role of staff:

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

- Adaptation 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 will be taken.
- Informing a member of the SLT 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 child-on-child abuse and on bystanders to any incidents.

The role of parents:

Parents who are concerned that their child might be being abused, or who suspect that their child may be the perpetrator of child-on-child abuse, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the Senior Leadership Team. Parents have a responsibility to support the school's behaviour 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 hurt, and if the behaviours continue, 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 children.

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

Children are only allowed to bring their mobile phone into school when their parents/carers wish them to have them at the end of school to contact them. Parents/carers must make these arrangements with school. Phones must be handed in 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.

Children may not bring any other forms of technology into school, including smart watches

Dress Code

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

Social Media

Posting malicious or inappropriate content of school staff on social media will be taken seriously.

High Caffeine Drinks/Energy drinks

These are not permissible in school.

Smoking/Vaping

Any items discovered will immediately be confiscated and parents informed.

Offensive Weapons

Under no circumstances are children allowed to bring any form of weapon into school. Children who do so face permanent exclusion.

Drugs/Alcohol

Under no circumstances are children allowed to bring any form of drugs or alcohol into school – except for prescribed medication which must be handed into the admin staff, or Qualified First Aider. Children who do so risk permanent exclusion.

Searching and confiscation

On the very rare occasion when we may need to, the headteacher, and staff they authorise, have the right to search children, with consent, for any item which is banned by the school rules. We follow the DfE Guidelines 2023. Screening, searching and confiscation in schools.

Banned items include:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes or vapes, fireworks, pornographic images.

Illegal drugs, weapons and stolen objects will be handed directly to the police.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The member of staff conducting the search must be of the same gender as the child/children and there must always be a witness present. A DSL will be present to support where needed. Reasonable force may be used by the person carrying out the search if they feel that there is risk of harm to the child or others.

School is not required to inform parents/carers before a search takes place or to seek their consent to search a child. Parents/carers will be informed 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

Identified staff members are trained in managing actual and potential aggression with the aim of minimising the need to hold a child. Staff have the authority to use reasonable force to prevent children committing an offence, injuring themselves or others or causing major damage to property.

Members of staff are trained how to use physical intervention with a child where needed always with the aim of preventing harm and holding a child for the minimum time possible.

Any incidents of when physical intervention is used by staff with children is recorded in the 'Bound and Numbered' book and parents notified on the same day.

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

- Causing disorder
- Hurting themselves or others
- Damaging property, eg doors, walls and large ICT equipment

Incidents of physical intervention 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

Our current expectation on uniform is listed below:

- Grey trousers/skirt/pinafore
- White polo shirt (embroidered with HLC logo)
- Royal blue sweatshirt/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

- Royal blue t-shirt (embroidered with HLC logo or plain with no logo)
- Royal blue shorts
- Trainers
- Blue/black jumpers and joggers for outdoor lessons in Winter

Optional Items

- Book bag/document bag/backpack (printed HLC)

Dress Code

- No trainers to be worn around the building other than for PE
- Hairstyles should not draw particular attention to the wearer. Strongly coloured hair or shaven heads/razor markings are not permitted.
- Make up/false nails/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/navy blue 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, Wellington and My Clothing (further information can be found on our website)

Attendance

We expect our children 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 by 9.00 a.m. The Educational Welfare Officer (EWO) is always available to support parents and families. If there is a long-term medical problem, then a letter from your doctor is required.

Punctuality

We expect children to be in school on time. Children need to be in school between 8.25-8.35 am. It is important that children 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 school gates are locked children should be collected from the Community Reception area. We do ask parents, where possible, to arrange routine medical and dental appointments outside school hours. Children 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 Headteacher must approve the use of a modified timetable. The decision making process will be linked specifically to the individual case.

All children 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 SLT/SENDco and must be signed by the Headteacher and parents before being submitted to the relevant officers.