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1. Introduction and ethos

1:1

The Norwood School's Behaviour Policy provides all stakeholders with guidance on the school's approach to managing all aspects of behaviour, the expectations we have of members of staff, students, parents, carers, and visitors to the school, and explanations of the school's ethos, systems and approaches.

We want to create an inclusive, supportive and safe learning environment in school, and we expect our students to represent us positively outside school and in the wider community.

We encourage, recognise and reward positive behaviour.

We deal fairly and consistently with negative behaviour.

We respond to the challenges of social issues in London and wider society.

We adapt and develop our approaches in light of an evolving educational agenda.

1:2

In applying this policy, the school will take into account its duty under the Equality Act 2010, and take such steps as it is reasonable to take to avoid substantial disadvantage to any student, including those students with a disability and those with special educational needs. The school will make reasonable adjustments for students, informed by our professional judgement, anticipating these according to individual students, reviewing what adjustments might need to be made to prevent any disadvantage. Similarly, the Equality Act 2010 does not say what is 'reasonable', and therefore the school will be flexible, acknowledging that what is reasonable for one student may not be reasonable for another. This process is likely to involve a range of staff at the school, including the SENCO and members of the school's Senior Leadership Team, as well as consultation with the student and their parent(s) or carer(s).

As detailed in the SEN Code of Practice 2015, the school also recognises that there may be a range of reasons why it may not always be possible to take reasonable steps when a student's behaviour is incompatible with the efficient education of others, where the student's 'behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others'. In this case, discussion will take place about the suitability of the school and likely lead to the suggestion of a managed move or managed transfer to another school either through Fair Access Panel or the school's partnership with other schools, as well as consulting with the Local Authority SEND teams to consider alternative, appropriate provisions.

1:3 The school will

- Apply the Behaviour Policy and ensure rules and disciplinary measures are enforced
- Promote and maintain a safe, orderly and productive climate for learning
- Ensure as far as possible the safety and wellbeing of students
- Encourage, recognise and reward positive behaviour and conduct
- Model the behaviour and conduct the school expects students to demonstrate
- Not tolerate abusive, dangerous, threatening or violent behaviour towards its students or members of staff

- Clearly establish and communicate measures taken by the school to ensure order, respect and discipline
- Ensure all staff are aware of the extent of their disciplinary authority and receive necessary professional development on a needs basis
- Maintain a fair, reasonable and transparent sanctions system
- Work alongside students, parents and carers and other support provision in order to support students in improving their behaviour and conduct
- Work collaboratively with schools in our partnership provision in Lambeth and neighbouring boroughs to continue opportunities for learning for any students who receive a fixed term exclusion
- Make alternative provision for any students who receive a fixed term exclusion longer than five days
- Engage with parents and carers and encourage their role in meeting the school's expectations

1:4 Students will

- Adhere to the Behaviour Policy and the authority of members of staff employed by the school
- Support the school in maintaining a safe, orderly and productive climate for learning
- Respect members of staff, each other, visitors and the environment
- Take responsibility for their own learning, conduct and behaviour and be willing to play a full and active role in school life
- Be supported by the school when dealing with issues that make them unhappy, unsafe or unable to learn
- Represent the school positively and act as ambassadors outside school
- Not bring banned or prohibited items onto the school site
- Not bully, threaten or intimidate other students, members of staff or members of the public
- Cooperate with any support plans or strategies put in place to support learning and behaviour
- Wear the school uniform correctly and with pride

1:5 Parents and carers will

- Adhere to the Behaviour Policy and its contents
- **Support the school and its staff members' professional judgements**
- Support the school in maintaining a safe, orderly and productive climate for learning
- Support the school in the implementation of its rules and expectations
- Ensure their child arrives on time to school everyday, fit and healthy to meet the demands placed upon them
- Contact the school to inform of any issues that may affect learning, progress or behaviour, as well as any changes to contact details or home circumstances
- Communicate with the school in an appropriate and timely manner
- Attend scheduled meetings and parents' evenings
- Ensure regulations are met should their child receive a fixed term exclusion, **including attendance at reintegration meetings as scheduled by the school**

2. Home School Agreement

Students and their parents and carers agree to work with us as a school and commit to our Home-School Agreement. This is signed by students and their parents and carers when they first join the school, and at the beginning of each academic year. Please see the school's website for our most recent Home School Agreement.

3. Approaches to Managing Behaviour

The school aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. There is a direct link between the way students learn and their behaviour. It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour.

3:1 To encourage this, staff will:

- Model exemplary behaviour
- Treat all children and adults with respect
- Speak politely to each other
- Build student confidence and self-esteem through positive reinforcement
- Avoid using inappropriate or sarcastic language
- Recognise student effort and achievements on a regular basis and celebrate success
- Keep parents informed about success, efforts and achievements
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour.

3:2 We will not accept the following behaviour:

- Disrupting the learning of others
- Rude or inappropriate language
- Acts of aggression or any kind of physical violence, either actual or threatened
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism
- Being in possession of prohibited items
- Theft

3:3 If unacceptable behaviour is presented by students, members of staff will:

- Challenge the behaviour
- Tell the child what we find unacceptable and why
- Explain how they could have behaved differently, modelling what they could have done or said
- Try to find out why the child is behaving this way
- Record the behaviour and action taken on BehaviourWatch
- Take further action if the poor behaviour is repeated, or if it is judged to be serious, involve other members of staff and escalate

4. Recognition and rewards

Positive behaviour and conduct is recognised, acknowledged, recorded and celebrated. Individual teachers, departments and faculties and year teams will recognise and reward students in different ways. Students' success is also celebrated through the school's house system, encouraging students' participation in house competitions and whole school activities.

BehaviourWatch is used by all staff to record positive behaviour, and we aspire to a ratio of 4:1 positive to negative entries. The overview below details some of the recognition and rewards students might receive within their year groups:

4:1 What might happen weekly?

-Each week a student from each form group is nominated as 'Star of the Week' by form tutors, accompanied by recognition as to why the student has been nominated, and this is recognised and celebrated in assembly with a star badge and certificate. Form Tutors call home to share with the student's parents or carers as to why they were recognised. At the end of term, all of the students who have been awarded 'Star of the Week' are entered into a prize draw for Amazon Gift Cards.

-Each week form groups compete in 'Quiz of the Week' developing their general knowledge and awareness of current affairs, which is set by Heads of Year. The winning form group in each year has a food treat at the end of term organised by Heads of Year.

-Each week Heads of Year recognise and celebrate the form groups with the best attendance with the year group's Attendance Trophy.

-Each week, the student with the greatest number of BehaviourWatch points is given a Lunch Pass to get their lunch from Esther's Place.

-At the end of each week, the top three students with the greatest number of Achievement Points in each year group are displayed on the 'Wall of Achievement' outside the Dining Hall.

-Subject teachers choose at least three students from across their classes and write 'Just brilliant' postcards home, briefly stating why they have been recognised as 'brilliant'. This is also recorded on BehaviourWatch.

-Subject teachers choose at least three students from across their classes who are making good progress, sharing with parents and carers how they have demonstrated this. This is also recorded on BehaviourWatch.

-Students are awarded Achievement Points for work of exceptional quality, mastering a particular skill, putting in considerable effort, significant improvement in progress, outstanding collaborative learning, responding exceptionally well to instructions or activities, being helpful without being asked, taking on responsibility, taking time with work outside the lesson and displaying impeccable manners, being respectful, polite and friendly. At the end of every lesson, teachers choose at least five students to award Achievement Points.

4:2 What might happen at the end of each half term?

-At the end of each half term, subject teachers nominate students as 'Half Term Heroes', which is coordinated by the Head of Year. These students are recognised in assembly, receive a box of Heroes, certificate and letter of recognition that is sent to parents or carers by the Head of Year detailing the reasons for their nominations.

-At the end of each half term, six students are chosen for a letter of commendation that are sent to parents and carers from the SLT Line Manager attached to each year group. This identifies students who have not received any negative BehaviourWatch entries over the half term, and who have demonstrated the school's qualities of 'integrity' and 'courtesy'. The six students are also entered into a prize draw with an Odeon Cinema Gift Card prize.

- At the end of each half term, students with 100% attendance are awarded 50 BehaviourWatch Achievement Points.
- At the end of each half term, students with zero lates are awarded 50 BehaviourWatch Achievement Points.
- At the end of each half term, students are given 1 raffle ticket for every 20 Achievement Points they have been awarded, and these are entered into a prize draw for Nandos and JD Sports Gift Card prizes.
- At the end of each half term, Heads of Year nominate two female and two male students in each year group to attend the Leadership Lunch, where these students are treated to a special lunch with their Head of Year, Deputy Head of Year and members of the Senior Leadership Team, as well as bringing a guest of their choice.

4:3 What might happen at the end of each term?

- At the end of each term, a targeted group of students are taken on a trip or given a particular experience in school based on their positive behaviour throughout the term. This might include a trip to the theatre, cinema, restaurant, cooking in school, and Easter Egg Hunt, sports in the park, or working visiting practitioners.
- At the end of each term, form groups with the best attendance and punctuality are awarded with a 'Lazy Time Breakfast' in the Dining Hall from 8.30am - 9.30am over the last 5 days of term.
- At the end of each term, form groups with the greatest number of positive BehaviourWatch entries and least Late to Lessons will be awarded with an End of Term Party Kit to celebrate their success on the last day of term.
- At the end of each term, subjects identify a female and a male student in each year group who have demonstrated excellent progress, commitment and achievement across the term. These awards are in the name of a recognised individual associated with the subject, for example, the Year 7 William Shakespeare Award, the Year 8 George Orwell Award etc. Students will be awarded with a book linked to the subject, a certificate and an Amazon Gift Card, as well as a letter that is sent home detailing why they were recognised in this way. These students will be displayed on the faculty or department's 'Wall of Achievement' display board, including their photograph and a description of why they were awarded.

5. Sanctions

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or fail to follow a reasonable instruction (see Appendix 1 for examples of consequences). The power also applies to all paid staff with responsibility for students. **The school reserves the right to adjust and implement changes to existing systems according to emerging behaviour trends and to ensure the smooth running of the school.**

Teachers can discipline students whose conduct falls below the standard which could be reasonably expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment. Students can be disciplined at any time in school or elsewhere under the charge of the school e.g. on school visit. Students can be disciplined for misbehaviour outside of school.

All punishments must be fair, reasonable, proportionate and not in breach of any legislation such as disability, SEN and race. Teachers have the legal power to impose detention in and outside of school hours; this is defined as after any school day when the student is present, weekends and Inset days; **parental consent is not required for detention. Students can be detained for no more than one hour at the end of the school day without prior parental notice.**

Teachers can confiscate student property.

Poor behaviour must be addressed and all staff have a professional obligation to highlight and help students improve their behaviour.

Discipline is administered with calm, not anger and works best when it is applied thoughtfully, consistently and a distinction is drawn between the poor behaviour and the individual – it is the action not the individual that we are criticising. A student who perceives animosity or lack of respect from a teacher is more likely to react adversely.

In the first instance a teacher should attempt to deal with poor behaviour. This is likely to begin with reminding a student if their behaviour falls below acceptable levels and be increased progressively if the student fails to respond.

We encourage a culture where all staff feel confident to challenge poor behaviour both in and out of lessons. There is a collective responsibility in managing behaviour.

5:1 Parking

In lessons we operate a 'Parking' system, where students are given a succession of warnings for poor behavior:

P1. A student is given a warning for poor behaviour

P2. If a student continues to demonstrate poor behaviour they are given a second warning, and will be told that further disruption will lead to being 'Parked' to another classroom, as well as attending a one hour detention at the end of the day.

P3. Further misbehaviour will lead to the teacher asking the student to leave the classroom and go to another teacher's classroom.

For a serious incident, a student can be parked without warning or corridor support can be requested. In the lead up to students being parked, teachers are explicit with their warnings, using the common language of P1, P2, making sure that students are clear of what the warnings are given for. If a member of staff has parked a student, they must attend Parking Detention and talk the student through their behaviour and reinforce their expectations. **If a student fails to attend their Parking Detention at the end of the school day, or is parked more than once in a week, it will be escalated, and could lead to an internal exclusion in the school's Greenhouse. Students who are persistently parked are likely to be excluded externally to one of our partnership schools.**

5:2 Appropriate use of language

We recognise our role in shaping students' use of language for different audiences in different contexts, and are proud of our focus on oracy and developing speaking and listening skills.

We discern the difference between talk and communication that might be used outside school among peers and family members, and the language we expect students to use in school, a place of work, respect and integrity; we explain to students that the 'street stops at the gate'. Students who communicate using inappropriate language, language of an explicit nature, derogatory language and aggressive terms like 'shut up', dismissive expressions like 'ok', answering back and those students who kiss their teeth, will be sanctioned. This also includes disrespectful body language like eyeballing, shrugging shoulders, pretending not to hear and walking away.

5:3 Safety

We expect students to be aware that every member of our school community is entitled to their personal space, and that this should be respected. We discourage students from gathering in large groups, and encourage them to consider how they congregate during social times. Students should be mindful of physical contact with other students, and recognise that we sanction any kind of physical altercation. This includes what might be perceived as 'playfighting'; fighting and play fighting are dealt with in the same way.

Students need to move around school in a safe manner, and be aware of others as they walk in corridors and stairwells. If students jeopardise the safety of others, they will be sanctioned. **Poor behaviour on the corridor could lead to an after school detention, an internal exclusion in the Greenhouse or an external exclusion to one of our partnership schools.**

5:4 Lateness to school and lateness to lessons

When students are late to school, it not only affects their learning, but significantly disturbs the learning of others. Students should be in school by 8.25am. Breakfast Club is open at 8am. If a student arrives at school after 8.40am, they are late. If a child is late to school, they will be expected to attend a Late Detention. If a student is persistently late to school, their parents or carers may also receive a Fixed Penalty Fine.

Staff also monitor students punctuality to lessons; students should arrive at lessons on time. If students are late to lessons, they may be given a detention by their subject teachers and/or by the leadership of their year group.

5:5 No Social Time

As well as after school detentions, we will also remove students' social time at break and lunchtime as a sanction. Students who fail to attend their No Social Time detentions risk further sanctions including an internal exclusion or external exclusion to one of our partnership schools.

5:6 Inappropriate use of mobile phones and ICT

Students who are involved in any inappropriate use of a mobile phone (including the use of a mobile phone on site, taking photographs or filming on site, or contacting parents or carers on mobile phones without permission), social media and ICT either in school or outside school will be sanctioned. At the very least, students' phones will be confiscated, and they might lose their social time for 5 days and have an extended school day until 4pm, or could be internally excluded to the Greenhouse or excluded externally to one of our partnership schools.

5:7 Failure to attend detentions

If a student fails to attend a detention at the end of the school day, it is likely to be escalated. This might be escalated to a detention with a Head of Year or Head of Department and/or Faculty. This might also be escalated to an extended detention with senior members of staff and could lead to an internal exclusion in the school's Greenhouse. Students who persistently fail to attend detentions are likely to be excluded externally to one of our partnership schools.

6. Uniform and appearance

We believe that uniform plays a valuable role in contributing to our ethos as a school, sets an appropriate tone and instills a sense of pride among students and those associated with the school. Our school uniform supports positive behaviour and discipline, representing our identity as The Norwood School. It promotes a strong, cohesive, school identity that supports high standards and a sense of identity among students, ensuring students of all backgrounds feel welcome and protected from the social pressures to dress in a particular way, nurturing cohesion within the student body.

Correct uniform and appearance must be adhered to, to and from school, at all times. We expect students and their parents and carers to ensure they arrive at school in the appropriate school uniform. Staff reserve the right to insist and ensure that students leave school at the end of the day in correct uniform.

In addition to the school uniform requirements printed in our Student Handbook:

6:1 Coats and hoodies

- Hoodies are not permitted and should not be brought into the school site, or worn to and from school.
- A dark overcoat should be worn (either black, dark blue or dark grey in colour, and not khaki green). A small logo is permitted.
- Coats should not be worn inside the school building.
- Hoods on coats are only to be worn outside and during inclement weather. They should not be worn at any other time.
- Winter scarves should be plain black. 'Blanket' style scarves are not permitted.
- Balaclavas and face masks are not permitted.

6:2 Trousers and skirts

- Trousers and skirts should be black.
- Denim, corduroy, tracksuit bottoms, skin tight, leggings and skinny jean style trousers are not permitted.
- Denim and corduroy skirts are not permitted.
- Skirts should be no shorter in length than just above the knee.
- Trousers and skirts must be worn in such a way that does not reveal underwear and should sit smartly on the waist. If required, belts should be worn and trousers must not sag.
- Students are not allowed to wear tracksuit bottoms, shorts or any other kind of trousers underneath their trousers; this is unhygienic and has negative associations.

6:3 Footwear

- 'Traditional' leather school shoes, either laced, strapped or slip on are acceptable, as are 'Kickers' shoes.
- Trainers are not permitted in school, or on the way to and from school. Students can change into these shoes during break and lunch time and for PE lessons.
- Canvas shoes and plimsolls are not acceptable. This includes Converse or Vans style shoes, even if they are leather.

6:4 Tights and socks

- Tights and socks should be clean and ladder free.
- Tights and socks should be plain black or white.

6:5 Piercings and jewellery

- Students are allowed to wear one small plain stud no larger than 4mm in diameter, in the lower part of each or either ear.
- No other facial piercings are allowed.
- Students should not enter the school site with any additional piercings.
- Retainers and plasters are not acceptable **even if a piercing hasn't healed in time**
- Students will be sent home to remove any additional piercings, or will remain in the Greenhouse until the piercing is removed.
- Rings, chains and elaborate watches must not be worn.
- **Sunglasses can only be worn outside the school building.**

6:6 Make up and nails

- If make up is worn, it should be subtle and discreet.
- Excessive or gaudy make up is not allowed.
- Nail polish, nail extensions and elongated nails are not allowed.
- Eyelash extensions are not allowed.
- Drawing or writing on hands is not allowed, unless it is for religious purposes.
- Skin lotions or creams should only be applied in the toilets.

6:7 Hair

- Hairstyles that attract undue attention are not allowed.
- Hair bands or other discreet accessories should be plain and black.
- **Ribbons and gold or silver hair clips or threads are not allowed.**
- Headscarves should be black and only worn for religious purposes.
- Hats, bandanas and doo-rags are not allowed.
- Students' hair should be natural in colour (**here we mean naturally occurring colour**), and must not be coloured in any way with unnatural colours like red, blue, green, purple, yellow, orange, white, grey etc. **Braided hair and hair extensions should also only be in natural colours.**
- Students will be sent home to rectify hair that is not natural in colour.
- Students should not 'do' their hair on the school site, and should not walk around with combs and brushes, or wear these in their hair.

6:8 School bags

- School bags should be fit for purpose and large enough to fit all books and other equipment, and should be carried at all times.
- Handbags, pouches and sports shop carrier bags are not allowed.

6:9 Snacks and drinks

We are a healthy school and encourage students to make healthy choices:

- Fizzy drinks and energy drinks are not permitted on the school site.
- Oversized bags, family sized bags, sharing bags and tubes of crisps, sweets and biscuits are not permitted on the school site.
- Fast food bought from outside restaurants is not permitted on the school site.
- Family sized cartons or bottles of juice are not permitted on the school site.
- Students are not permitted to sell food items to other students.

If any of the above snacks and drinks are seen, they will be confiscated and thrown away.

6:10 Sixth Form uniform

We want our Sixth Form students to take pride in their appearance and dress professionally. Students should wear a plain collared shirt or a blouse, suit jacket (blue/black/grey), or plain cardigan/plain 'v' neck jumper (depending on weather), trousers, skirt or dress, and sensible shoes (not trainers) – a tie is optional. If students wish to wear a colourful plain shirt, blouse, or turtleneck jumper this will be perfectly acceptable. If students wish to wear a shirt only this is also acceptable. Jewellery is to be understated and pose no health and safety hazard.

Students are not permitted to wear anything revealing too much of their body, including their chest, shoulders, stomach etc. They are also not allowed to wear jeans, hoodies, tracksuits, hats, doo-rags, t-shirts, sports clothing (except Greenhouse Basketball Academy tracksuits), and coats are not allowed to be worn in the building.

6:11 Mobile phones and electronic equipment

The Norwood School has a 'No See, No Hear' policy. This means that whilst on the school premises, phones must be switched off and placed at the bottom of a bag and cannot be taken out. If the phone is seen on site, it will be confiscated for a minimum of 48 hours.

A parent or carer will need an appointment with either the Headteacher or Senior Deputy Headteacher to collect it on the child's behalf at the end of the school day. **Parents and carers should not expect to determine a student's mobile phone being returned sooner than 48 hours.**

If a phone is confiscated for a second time, it will be kept for one week. If a phone is confiscated for a third time, it will be kept until the end of the half term.

Mobile phones and MP3 players etc must be switched off and in a student's bag prior to entering the school site. This includes smart watches. If students need to use a telephone in an emergency, they should speak to a member of staff. The school is permitted by law, to sanction students who choose to use their mobile phones to record, film or take photos of anything that is inappropriate. Students must not use their phone anywhere on the school site, that includes toilets, changing rooms and the playground. Sixth Form students can use mobile phones in designated areas or with permission from members of staff.

Headphones, earphones and portable speakers are not to be seen or used on the school site. If these are seen on the school site, they will be confiscated and returned at the end of the half term.

When students are on the school site, all communication from anyone outside school should go through the school's office. Students must not use their mobile phone or another student's mobile phone to contact their families or others whilst they are on the school site. Parents, carers and others outside school must not undermine the school's rules and expectations by contacting students either by messaging, calling, or using social media whilst students are on the school site. This includes attempting to contact students through other students' mobile phones.

The school is not responsible for the loss or theft of mobile phones, electronic equipment or any other valuable item.

6:12 Non-compliance with school uniform policy

Teachers can discipline students for breaching the school's rules on appearance or uniform. This will be carried out in accordance with the sanctions identified within the Behaviour Policy. The Headteacher, or a person authorised by the Headteacher, may instruct a student to go home briefly to remedy a breach of the school's rules on appearance or uniform. When making this decision, parents and carers will be contacted. Students in Years 12 and 13 will be sent home unaccompanied to change without parents and carers being contacted.

When a student is sent home to rectify the issue in their uniform or appearance, this is not an exclusion but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than is strictly necessary to effect the change, the student's absence may be recorded as unauthorised. In either case the student's parents must be notified and the absence recorded.

The school expects parents and carers to support the school's rules for uniform and appearance, ensuring that their child is dressed appropriately before they leave home. This includes ensuring their child does not have a piercing that is prohibited by the school; we expect parents to take responsibility for their children and not create unnecessary issues when piercings need to be removed.

Breaches of uniform policy can lead to exclusion from school in line with legal requirements for exclusion.

6:13 Process for dealing with non-compliance with the school uniform policy

1. The student is challenged at the school gate, or on the school site by a member of staff.
2. Senior team on duty will speak with the student and decide on the appropriate action. This includes:
 - Sending the student home to rectify the infringement (a phone call will be made to parents or carers)
 - Instructing the pupil to wear replacement uniform
 - Sending the student to the Greenhouse until the infringement is rectified

7. Searching screening and confiscation

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained.

Under this authority we reserve the right to search and screen students under the following circumstances and to confiscate items as described below.

Students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search or screening; personal items will only be searched in the presence of the student.

Searching should be carried out by a member of staff who is the same sex as the student. There must be member of staff present during the search to act as a witness who should also be the same sex.

All members of staff have the authority to search a pupil, however this should only be undertaken with the permission of a member of SLT.

There is a limited exception to the same sex and witness rule; if there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff.

Parents will not necessarily be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out.

Parents will be informed if search or screening uncovers items that will result in school disciplinary action or police involvement.

7:1 Searching with consent

We can search students for **any item** with consent from the student

Parental permission or pre-notification is not required.

We do not require written formal consent in advance of a student search; it is enough for a teacher to ask the student to turn out their pockets, empty their bag and allow access to a search of their school locker.

7:2 Searching without consent

If a member of staff has reasonable grounds to suspect that a student is in possession of a stolen, banned or prohibited item, a student can be instructed to undergo a search without consent. Parental permission or pre-notification is not required.

The Headteacher and any staff authorised by her have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the banned or prohibited items.

A student refusing to cooperate with a search will be subject to disciplinary measure by the school.

The list of prohibited items includes:

- **Weapons, knives, bladed items (including Swiss Army style pen knives, Leathermans and other multi-tools), sharp items (including stiletto combs and metal-pronged combs), scissors (teachers will distribute scissors in lessons) and compasses (teachers will distribute compasses in lessons)**
- **Alcohol**
- **Illegal drugs**
- **Walking crutches that have not been prescribed by medical practitioners**
- **Stolen items**
- **Tobacco, cigarette papers, cigarettes, vape liquid, vape pens, lighters and matches**
- **Fireworks, bangers and caps**
- **Pornographic images**
- **Electric scooters with risk of explosive batteries**
- **Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property**

Possession of any of the above prohibited items will not be tolerated and is likely to lead to permanent exclusion.

7:3 Screening

We reserve the right to require students to undergo screening by a walk through or hand held metal detector with or without the consent of students; this screening may be carried out by any member of staff whether or not they suspect the student of carrying a weapon.

All students are expected to comply with a request for screening which involves no physical contact.

If a student refuses to be screened, we may refuse the student access to the school premises under our duty not to expose students, staff or visitors to risks to their health and safety. The absence will be recorded as 'unauthorised' and not as an exclusion.

7:4 Electronic devices

School staff may examine data files held on personal devices during a search if they believe they have good reason to do so.

In determining a good reason to examine or erase data or files, school staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching or break school rules.

If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate passed to the police.

We will seek the support of our Safer Schools Officer in looking at images or film that may be of a sensitive nature.

7:5 Confiscation

School staff can seize any prohibited item found as a result of a search.

We can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police.

Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.

Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the school.

8. Use of reasonable force

School staff have a legal right to use reasonable force to control or restrain. 'Control' means passive contact, such as standing between students or blocking a student's path, to actively leading a student by the arm away from a classroom or difficult situation. 'Restraint' means to hold back physically or to bring students under control; for example, where two students are fighting or refusing to separate without physical intervention.

Reasonable force can be used to prevent students from hurting themselves, others, damaging property or causing disorder. Force used will be proportionate and reasonable. School staff will always try to act in ways that will minimize the chance of injury to the student but it may not always be possible. Reasonable force may be used to enforce a search for knives, bladed items, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that have been or could be used to commit an offence or cause harm

Force will never be used as a punishment and reasonable adjustments will be made for children with disabilities and special educational needs.

We do not require parental consent to use reasonable force.

9. Malicious allegations

Complaints against staff are always investigated thoroughly. If after full and thorough investigation, it is the considered view that that allegation against the member of staff was unfounded and malicious, any record of the incident will be removed from the member of staff's file.

The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.

10. Exclusion from school

Fixed term exclusion from school will be used as a sanction where breaches of the behaviour policy take place.

10:1 Permanent exclusion will be considered for the following:

- Use of or possession of prohibited items
- Drug dealing
- Serious threats of and actual violence

- Bullying
- Persistent and serious breaches of the school Behaviour Policy
- Where the school believe that a child's presence in the school represents a serious threat to others

Exclusions are used infrequently and only when there has been a serious breach of the school's Behaviour Policy.

For an internal exclusion students are removed from their mainstream lessons and isolated from other students for a period of time in the Greenhouse. For a fixed term exclusion, students are accommodated in the internal exclusion facility within another school in the neighbouring area as part of our collaborative partnership provision across Lambeth and other boroughs. Following a fixed term exclusion, students can only return to school after attending a scheduled reintegration meeting with their parent or carer; if a parent or carer does not attend this meeting, the student will remain in the Greenhouse until this meeting has taken place. **Students are expected to demonstrate in a reintegration meeting how they have reflected on their behaviour and the changes they will make, as well as being receptive to how they will meet the school's expectations for reintegration into school.** All students who return to school following reintegration are on report for a period of time specified by the Senior Leadership Team; **the school reserves the right to extend this period of time if it is felt necessary based on the students' behaviour.**

Parents and carers are expected to respect the professional judgement and decisions of Norwood's staff and should not expect to influence or determine the outcome of the school's investigations into incidents that take place in school or outside school. Equally, the school reserves the right to not discuss and share the actions taken for other parents' or carers' children.

10:2 The Greenhouse

The Greenhouse is the school's on site internal exclusion provision. It is staffed by a pastoral leader and behaviour support mentors. Students who receive an internal exclusion are placed there for a number of days depending on the nature of the offence. Whilst in the Greenhouse students complete a different curriculum in addition to work set by their teachers. Students are supported in managing their behaviour through work with the Greenhouse staff. The Greenhouse is also used as a location for support meetings, parental meetings, holding students whilst an investigation takes place and if students need time with their mentor.

11. Behaviour outside school

11:1 Students should promptly make their way home at the end of the school day. Unless a student is attending an after school club, using the Library, or attending a detention, we expect students to leave the school site by 3pm and be on their way home. We have increasing concern about students' safety outside school. We advise students not to go to Norwood Park, or to wait and congregate at Crown Point or in Crystal Palace. We expect parents to ensure their children are home as quickly as possible. Students should take direct routes home, and not divert through local housing estates.

As a school we take our standing in the local area very seriously. It is something that we have worked tirelessly on over a number of years and we are proud of the positive reputation we have forged. Students' poor behaviour outside school will inform sanctions in school, where we will also follow guidance from external agencies and the police, and ensure the safety of the school community and the school's reputation. We are in constant dialogue with colleagues in neighbouring schools and there is a collective approach to how we intend to tackle our concerns.

We are grateful to parents and carers who contact us when they are aware of a potential issue. We always investigate such claims and carry them out in a sensitive and careful manner. Parents and carers should let us know if their child informs them of a concern or if they hear anything from other sources.

This kind of behaviour includes, but is not limited to, the following:

- Students must not be involved in arranged meets with other schools to settle grudges. We do not expect to see our students involved in public issues with students from other schools. We do not expect our students to attend pre-arranged meets.
- Students must not visit other schools to sort out issues. Please be aware that we are always notified of such issues and in most cases the students responsible are identified.
- Students must not use social media to abuse, insult or offend others that leads to problems out of school. There should be no inappropriate or malicious behaviour on social media. This includes derogatory comments about other students, inciting others to behave in a negative way, forwarding images etc. We continually request that parents and carers monitor their child's use of social media.
- Students must not congregate in large groups. Large groups of students are rarely peaceful or orderly. It promotes silly and dangerous behaviour and is particularly a concern at Crown Point, Norwood Park and Crystal Palace Parade.
- Students must not behave in a way that is anti-social. This includes students behaving in a manner which is loud and brash and failing to conduct themselves in a way that is considered socially acceptable. There is a need to understand the rights of other people and not behave in a way that is not socially acceptable.
- Students must not be rude to other community members, including shopkeepers, neighbours and members of the public. There is never a need to be rude to others and we take all reports seriously and will act when individuals are identified. We expect our students to respect the property of others and not to sit on walls or lean against the cars of our neighbours.
- Students must not behave poorly on public transport. This includes being loud, failing to consider the rights of other passengers, poor language and littering. We work closely with the police on identifying students who choose to behave in this way. It is in the police's remit to confiscate Zip and Oyster Cards.

- Students must not fuel minor incidents that as a result become more serious. This is a particular reference to students following others or whipping up any potential fallouts. Whilst they may not be actively involved in a physical way, they have involved themselves through choice and will be treated as such.
- Students must leave the local area in a calm and acceptable way, not in an over-excitable manner. Students should leave calmly and sensibly, keeping noise to an acceptable level, showing good conduct for other road users.

11:2 We have responsibility for the students at this school and their safety and wellbeing. Our authority is also over our students, not those from other schools and we will always treat seriously any issue of poor conduct away from the school site. **If an issue from outside school disrupts and impacts the smooth running of the school day, we will take action.** We will often involve our Safer Schools Police Officer, and liaise with the police in order to investigate and manage the issue. If students are involved in the kind of behaviour listed above, it is deemed that they have brought the school into disrepute, and as such they will be sanctioned accordingly. This is informed by Section 51A of the Education Act 2002 and regulations made under that section:

“The behaviour of a pupil outside of school can be considered grounds for an exclusion”

Poor behaviour outside school not only harms students, their families and the school, but there is the paramount issue of safety. We make our students aware of the need to act in a safe way at all times, and not to put themselves at risk by being present in situations that could very quickly escalate. We expect parents’ and carers’ support in keeping their child safe and in ensuring they make their way home promptly without engaging in any behaviour such as that listed above.

12. Governors’ Behaviour Intervention Panel

The Governing Board of The Norwood School tracks and monitors students’ behaviour across the school, meeting regularly with members of the Senior Leadership Team in order to review behaviour. Members of the Discipline Committee lead a Governors’ Behaviour Intervention Panel and meet with individual students and their parents or carers where there is a significant concern about behaviour.

The aims of the Governors’ Behaviour Intervention Panel:

- to support students, their parents or carers and the school in improving the persistently poor behaviour of students who are at risk of permanent exclusion from school
- to support school staff well-being in managing poor behaviour
- to communicate a clear message about student’s poor behaviour and give them a timescale of 12 weeks to change, including a mid-point review of 6 weeks
- to reinforce school’s behaviour policy and expectations for student conduct in and around school
- to agree actions for the student, school and parents or carers, and set clear targets for improvement

13. Behaviour Support, Intervention and Referral

13:1 In order to support students and parents, the school will make referrals to outside agencies, Lambeth and other relevant local authorities. A number of staff in school are trained and experienced in recognising where students and their families might need additional support. Norwood is currently part of a pilot involving a Lambeth social worker based in the school, enabling staff to make direct referrals and seek more immediate support for students and their families. The school will also work with charities who offer a range of targeted support and interventions for students, and build this into a programme of support for students in school. If students frequently present as feeling unwell in school, as well as requesting to leave the school site for sickness, referrals are also likely to be made to the school's nurse, who will also follow up with students' GPs.

Support might include internal and/or external mentoring, small group work, and targeted intervention from the SEN team or Greenhouse staff. There may also be a need for a temporary part-time timetable to meet a student's individual needs. This is time limited and work is provided whilst students are not in school, or if appropriate, an alternative provision might be organised. In agreeing to a part-time timetable the school has agreed to a student being absent from school for part of the week or day and therefore will record it as authorised absence.

13.3 Fair Access Panel and Managed Moves

The school recognises that for some students it is necessary to consider a fresh start in a new school. The school may advise a family that a managed move to a new school, either in Lambeth or within the student's home borough, is appropriate to better meet their needs and/or prevent a recommendation for permanent exclusion. The school will discuss this with parent(s) or carer(s), and for most students, liaise with Lambeth's Inclusion Team. Students are presented at a Fair Access Panel, where a range of information is shared about the student and their individual circumstances in order to inform a decision about what school would best meet the student's needs. The school also has a reciprocal arrangement with schools, and offers opportunities for students to be managed moved to Norwood. Students who are managed moves in other schools, are usually on a trial for 12 weeks and agree to specific targets and the receiving school's expectations. During this period the student's transition to the new school is reviewed, and for some students the trial might be extended. In rare cases where a managed move fails, the school will often try to organise a second opportunity in a different school; during this interim period students ordinarily continue their education in The Greenhouse, or if necessary, will seek an alternative provision in another school.

14. Parent and carer code of conduct

14:1 The Headteacher and Governing Board of The Norwood School operates a zero tolerance policy towards aggressive and abusive behaviour towards staff, students, parents, carers, volunteers and visitors. The school will seek to help parents and carers, but we ask that they treat our staff with respect in the manner they would wish to be treated themselves. Our staff work to promote education for all of our students and have a right to do so without being subjected to abusive behaviour, either in person, on the phone or through written correspondence. The governing body expects and requires its members of staff to behave professionally in any situation and attempt to defuse difficult situations where possible, seeking the involvement as appropriate of other colleagues. However, all members of staff have the right to work without fear of violence and abuse.

Parents and carers should also recognise that as a secondary school the systems they might have been used to with their child's primary school or the frequent communication they were used to whilst their child was in primary school, are not going to be the same at Norwood. Equally, secondary students have greater independence, and staff are not responsible for the individual whereabouts of students at the end of the school day, unless a child is engaged in an activity led by a member of staff or in a detention.

Action will be taken against any parent or carer involved in unacceptable behaviour either in person, on the phone, in a meeting, by email or letter, at a Parents' Evening or outside the school. This includes any of the following:

- Shouting at staff or raising a voice
- Swearing at staff
- Intimidating staff
- Approaching other children outside school
- Making demands of members of staff
- Rallying other parents or carers to become involved in intimidating behaviour
- Publicly voicing unsubstantiated claims about staff, students or the school

This list is not an exhaustive list but seeks to provide illustrations of such behaviour that is not acceptable to us as a school.

If members of staff experience hostile, aggressive or argumentative responses from parents, carers or other individuals either in person, in a telephone conversation or in written correspondence, we reserve the right that our staff will terminate the communication.

14:2 We expect parents, carers and visitors to:

- Respect the values and vision of our school.
- Respect the professional judgements and decisions of our staff
- Understand that teachers, parents and carers need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own use of language and behaviour.
- Seek to clarify a student's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Approach the school to help resolve any issues of concern.

14:3 In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a meeting space, an employee's office, reception area or any other area of the school grounds.
- Using loud or offensive language, swearing, cursing, using racist or homophobic language or displaying temper, or being personally offensive or insulting.
- Threatening to do actual bodily harm to a member of school staff, governor, visitor, fellow parent or carer or student, regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.

- Abusive or threatening communication in a meeting, telephone conversation, email, phone message or other written communication.
- Racist or discriminatory comments or speech.
- Defamatory, offensive or derogatory comments regarding the school or any of the students, parents, carers or members of staff on social media sites. Any concerns a parent or carer may have about the school must be made through the appropriate channels by contacting a member of staff, the Headteacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or student. This includes physical punishment against your own student on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this student towards your own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking and consumption of alcohol or other drugs whilst on school property.

14:4 Parents or carers will be asked to leave the school grounds if their behaviour is deemed to be threatening, or abusive to any member of staff. We are prepared to call the police if verbal or physical harassment occurs. We may also take action to ban parents and carers from the school grounds if necessary.

If a parent or carer behaves in an unacceptable way towards a member of the school community, the Headteacher or other member of senior staff will seek to resolve the situation through either discussion or mediation, or if necessary, the school's complaints procedure should be followed.

A first incident reported to the Headteacher may be dealt with by sending a warning letter to the parent outlining the behaviour that was unacceptable and the impact on school and/ or others witnessing or subject to the behaviour. An opportunity will be given for the parent to respond in writing. It is hoped that this will be enough to ensure this behaviour does not continue.

Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the Headteacher from the school premises for a period of time and this will be reported to the police and local authority.

Appendix 1: Consequence Ladder

This shows typical sanctions for negative behaviour, but the school reserves the right to sanction accordingly in exceptional situations.

Concern	Example of negative behaviour	Example of sanction	Example of intervention	Monitoring
1 Low Level Concern	Failure to follow instructions, disruption to learning, inappropriate behaviour towards staff, incorrect uniform	Corridor Support, detention, Parking, communication with home, removal from lessons, placed on report	Phone call, email or letter home, placed on report, meeting with parent or carer	Form Tutor, Deputy Head of Year, Subject Teacher
2 Low to Mid Level Concern	Concerns in more than one area, failure to adhere to basic expectations, conflict with another student, persistent lateness to lessons	Removal from lessons, Greenhouse referral, loss of social time, detention, community service, placed on report	As above in addition to referral to a Greenhouse mentor, support from external provision, meeting or contact with parent or carer, restorative justice	As above in addition to Head of Year, Coordinator, Head of Department, Head of Faculty, Greenhouse Mentor
3 Mid Level Concern	Theft, physical or verbal aggression, dangerous behaviour, vandalism, failing on report, bullying, continued defiance, poor behaviour in the Greenhouse	Fixed term exclusion to a partnership school, internal exclusion to the Greenhouse, placed on report	As above in addition to Greenhouse involvement, Governors Behaviour Intervention Panel, referral for extra support	As above in addition to Senior Leadership Team Line Manager
4 Mid to High Level Concern	Swearing at staff, violence, inciting violence, persistent bullying, bringing the school into disrepute, malicious allegation, fire alarm infringement, health and safety risk	Fixed term exclusion to a partnership school, managed move to another school	As above in addition to referral for CAF or external support, trial period at another school	As above in addition to Governors
5 High Level Concern	Extreme violence, possession of a prohibited item, sexualised behaviour, drugs involvement, threatening or violent behaviour towards a member of staff, being beyond the reasonable control of the school	Fixed term exclusion to a partnership school, managed move to another school, permanent exclusion	As above in addition to meeting with Governors, managed move	As above