



ESHER CHURCH of ENGLAND HIGH SCHOOL

Behaviour policy and statement of behaviour principles

Approved by	Local Governing Body	Date approved	22 September 2023
Review cycle	Annual	Date of next review	September 2024

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including racism, sexual harassment, child on child abuse and bullying.
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management and our clear reporting and recording of behaviour.
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. The principles that underpin our behaviour strategies:

Our approach as a school will be defined as 'Warm and Strict'. The warmth is about all our interactions being rooted in love, care, and clearly about "purpose not power". Instead of lowering expectations as to what students can do, we support them to raise their game, in whatever way is needed. We believe that, given the right circumstances - rules, rewards, curriculum, support - every child can achieve incredible things.

1. Our approach will be rooted in one that is warm and strict
2. Students are made to feel valued and respected at all times. They have good behaviour modelled by the adults who work with them.
3. We all take ownership for our actions and understand that we are responsible for them.
4. There are effective rewards that the children believe in and will make a difference to them.
5. The importance of positive relationships are central to our approach. When this breaks down between a student and an adult, they must meet as quickly as possible to restore it.
6. There is an inbuilt incentive to address the cause of any concerns and face up to whatever the problem was.
7. Every action is dealt with proportionately and fairly. Most sanctions and rewards will be flexible within guidelines given.

8. Once an issue has been dealt with, the student may move on with their school career. Only if similar issues return will previous concerns be used to make a judgement.

Mr A King, Headteacher

4. How we define bullying , racism and sexual harassment

4.1 Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying statement. (Appendix 2)

4.2 Racism and how we define racist incidents

Our school is committed to creating an inclusive and anti-racist environment. We reject all forms of racism, discrimination, and prejudice. We celebrate diversity and ensure equal opportunities for every student. Through education, dialogue, and a zero-tolerance approach, we strive to foster a sense of belonging for all and dismantle racism in our community

The definition of a **racist incident** that will be used to differentiate incidents by the school is that as given by Sir William MacPherson in his report on the Stephen Lawrence Inquiry: *'A racist incident is any incident which is perceived to be racist by the victim or any other person.'*

Racist acts or comments will be dealt with appropriately and proportionately. The use of external agencies and support may be deemed necessary in specific cases. Any incident which also warrants a referral under the 'Prevent' guidelines will be dealt with in line with said guidance as well.

4.3 Sexual Harassment

Sexual harassment can happen in school or social situation and involves making unwanted sexual advances or obscene remarks. For the purpose of this policy it is defined as unwanted conduct of a sexual nature. **Sexual abuse** is being persuaded or forced into undesired sexual activity. It's important to note that **this can happen to both males and females**; sexual abuse and harassment works both ways. It can be committed by someone who is close to you, even a friend or family member.

Examples of sexual abuse and harassment that will be dealt with in line with this policy include:

- Touching, groping or grabbing of intimate areas – regardless if the person has consented,
- Verbal abuse
- Lifting skirts, tops or pulling down trousers
- Inappropriate comments
- Making unwanted sexual advances physically or verbally – this is when someone has not consented, and the perpetrator continues to talk or act in a sexual way towards them

See Appendix 3 for further details on our school approach to sexual harassment and child on child abuse.

5. Roles and Responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently according to section 8 of this policy.

5.3 Staff

Staff are responsible for:

- Fostering a warm and strict approach to behaviour
- Implementing the behaviour policy consistently
- Acting in line with this policy and the EHS Culture and Behaviour handbook
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording and responding appropriately to behaviour incidents or incident of sexual/racist abuse or harassment

The senior and middle leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct, discouraging misbehaviour
- Support the school in upholding a calm, orderly and safe school for all students
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, form tutor or head of year promptly

6. Pupil code of conduct

Students are expected to follow the Esher 5:

1. Work hard
2. Be kind
3. Be safe
4. Be in the right place at the right time
5. Ready to learn

This includes basic expectations of

- In class, make it possible for all pupils to learn, allowing a disruption free environment
- Move quietly and calmly with purpose around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 Rewards

Positive behaviour will be rewarded with:

- Praise
- Achievement points which are monitored and recoded leading to an array of privileges/prizes and commendations issued by form tutors, heads of year, senior member of staff and Headteacher
- Post cards, letters or phone calls home to parents
- Tutor time when there is dedicated time to recognising rewards achieved that week
- Termly celebration assemblies
- Rewards trips/events organised during the academic year
- Annual Summer Awards

Section 13 outlines consequences that are used by the school with a guide as to what incidents may incur which sanctions.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. This behaviour policy also covers misbehaviour and serious misbehaviour on a student's journey to or from school, including on the bus, cycling, walking or other modes of travel..

7.3 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 Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

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

8. Behaviour management

8.1 Classroom management

Dealing with disruption to learning:

At Esher High School, every student has the right to be taught an interruption free lesson. We know that having ≈1200 teenagers on the one site means there will be times when children make the wrong choices. It is the job of the adults to correct this as quickly as possible, in the least invasive way.

The following steps will be followed to reduce the risk of disruption to learning.

- a) Explicit entry and exit routine followed
- b) Well thought out seating plan
- c) High impact Do Now task
- d) Well planned lesson
- e) Narrating the positive
- f) Non verbal corrections used first (self interrupt, hand signal, eye contact, facial expression, shake head, sharp pause or click)
- g) Positive group corrections

If a student does not correct their behaviour, staff will then follow a 3 step approach, outlined below:

1. **Reminder** (low stakes reminder of expectations, no consequence)
2. **Reset** (change/action within the classroom e.g. remove seats, logged, no consequence)
3. **Removal to Reflection Room** (removal from the classroom, logged, after school detention as a consequence)

Students will then be sent to the Reflection Room. Students will be sent with work.

Failure to arrive at the Reflection Room within 4 minutes will result in a leadership detention. Failure to arrive will be dealt with as truancy as well as the leadership detention.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not following school rules
- Disobeying a member of staff
- Non-completion of classwork or homework
- Poor attitude
- Using a phone or headphones in school

- Incorrect uniform
- Play fighting
- Lateness to school and to lessons

Items not allowed in school.

These will be confiscated and disposed of or returned to a parent/carer. Bags of sweets

- Chewing gum
- Energy drinks
- Soft drinks
- Portable speakers

Serious misbehaviour is defined as:

- Defiance and refusal to follow instructions
- An action/s that may be considered a criminal offence
- Repeated breaches of the school rules, including refusing to attend detentions
- Persistent defiance, persistent disruptive behaviour.
- Swearing
- Any form of bullying
- Sexual assault, which is any unwanted sexual harassment/behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Malicious allegation
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Vapes or e-cigarettes
 - Tobacco and cigarette papers
 - Lighters/matches
 - Fireworks
 - Pornographic images
 - Stolen items

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

All serious misbehaviour is logged as a serious incident and will be reviewed by senior staff in the school. The typical start point for consequence for serious incidents will be students to be removed from lessons for an extended day in the Focus Room (attending the SLT detention that day as well). A day in the Focus Room is from 8.40-4pm.

Focus Room

A student may be referred to the Focus Room in response to serious or persistent breaches of this policy. They will be expected to complete work that will enable them to continue learning. This may not always be exact of what is in lesson, but will support their learning of the current topic.

Pupils who do not attend a leadership detention will be referred to the Focus Room.

A day in the Focus Room will be from 8.40 until 4pm.

If a student's behaviour is repetitive or requires further intervention, then they will be placed onto the school's Student Support Plan. If there is no improvement in behaviour following a SSP a Pastoral Support Program will be put in place with the aim to support improved behaviour.

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

8.5 Mobile Phones

Mobile phones are not permitted to be used by students on site. Mobile phones and smartwatches must be switched off and stored away once students enter the blue student gate each morning. If a phone or smartwatch is seen, used or heard when on site, it will be confiscated by the member of staff and taken to main reception. Students will get their device back at the end of the day on the first 2 occasions each term. After this, a parent will need to collect the phone. It will not be handed back to the pupil.

Students will be able to use their phones once again after they are dismissed from their period 5 lesson.

If a parent needs to make contact with their child urgently, they are able to do this by phoning the school. Likewise if a pupil needs to contact their parent in an emergency, they will be able to do this at Student Services.

8.6 Punctuality to lessons

Every minute of learning matters. All students are expected to be in the right place, on time. A student is deemed to be 'late to lesson' if they enter a classroom after the lesson bell. Staff will record lateness on SIMS/Edulink by:

- Marking the register with an 'L' and entering in the number of minutes late
- Adding a 'late to lesson' behaviour point

Students will automatically incur a same day late detention for each lesson they are late to. A day is considered to be lunch time to lunch time, so can include P5 the previous day. Tutor time is dealt with separately.

Late detentions happen daily at lunch in the PA Theatre starting at 1:25pm, prompt. Consequences for poor punctuality are as follows:

- Late to 1 lesson in a day = 10 minutes
- Late to 2 lessons in a day = 15 minutes
- Late to 3 lessons in a day = 20 minute
- Late to 4+ lessons in a day = minimum ½ a day in the focus room
- Missed late detention = Automatic leadership detention (1 hour after school)

9. Pupil transition

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

10. Training

Our staff are provided with training on managing behaviour, together with responding and recording incidents of sexual harassment/abuse. Including proper use of restraint, as part of their induction process and safe guarding training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body and Education and Wellbeing committee every academic year. At each review, the policy will be approved by the headteacher.

12. Links with other policies and documents

This behaviour policy is linked to the following policies:

- Anti Bullying policy
- [Suspension and Permanent Exclusion Policy](#)
- [Use of Reasonable Force Policy](#)
- Safeguarding Policy
- Culture and Behaviour Handbook

Appendix 1 Misbehaviour and Sanctions

Late to School	<p>After School Detention (ASD). Failure to meet the ASD expectations will result in an escalation to a Senior Leadership Detention.</p> <p>Students arriving late to school should ensure that they sign in.</p> <p>Repeat offenders referred to Head of Year and SLT line management. Weekly attendance reports generated.</p>
Late to Lesson	<p>Subject teachers record late to lesson by marking an 'L' on the register and giving a student a 'late to lesson' behaviour point. Persistent lateness to lessons will be monitored by Tutor/HoY/SLT and appropriate intervention (SSP) will be put in place</p>
Inappropriate uniform / Drawing on hands or face	<p>Refer to student services for resolution / logged on file. Tutor HOY and parent informed.</p>
Improper use of toilets	<p>Only one student is permitted in a cubicle at a time. Behaviour point = misbehaviour at break/lunch and issue after school detention for more than one student in a cubicle at a time. Ensure the student is informed.</p>
Wearing a hoody in school	<p>Hoodies are confiscated and taken to student services and returned at 3pm. Repeat offenders will be referred to HOY/SLT for intervention. ASD</p>
Chewing	<p>Chewing gum banned in school and if found chewing expect to receive a ASD. Gum confiscated passed to HOY and not returned.</p>
Jewellery (in addition to 2 studs in each ear lobe/a nose stud/a watch/one bracelet)	<p>Additional items will be confiscated and placed in student services and returned at 3pm. Repeat behaviour will result in HOY intervention.</p>
Excessive Makeup	<p>Makeup removed (Student Services has wipes). Repeat offenders referred to HOY</p>
Lost/Graffiti – student planner/exercise book	<p>Purchase a replacement from school</p>
Forgetting your Student Planner	<p>Inform tutor who will arrange a replacement and contact parent</p>
Lack of Equipment	<p>Teacher to issue a FUEL mark and notify tutor to resolve.</p>
Not Completing Classwork	<p>Stepped approach and removal to the reflection room. ASD set by teacher and inform Head of Department (HOD).</p>
Disruptive Behaviour in Lesson	<p>See Above, section 8</p>
Persistent Disruption and Challenging Behaviour lesson/unstructured time	<p>Depending on the incident and student's behaviour timeline ASD / SLT Det / Focus room / Suspension / Permanent Exclusion</p>
Mobile Phone Used in School	<p>Removed from the student and passed to reception. 3rd confiscation requires a parent to collect the phone. See section 8.5 for details</p>
Unkind / Inappropriate comments to others	<p>Reported to Tutor / Student Wellbeing Co-ordinator / HOY</p>
Swearing in school	<p>ASD</p>

Verbal Abuse / Swearing at Staff	Student removal to the Focus Room and consideration for suspension taken by the head teacher.
Failing to attend a Detention	Escalated to a SLT detention. HOY/SLT to monitor repeat behaviours
Truancy single lesson	ASD set by the subject teacher
Truancy multiple lessons	Removal to the Focus Room and consideration for suspension taken by the head teacher.
Failure to follow staff instructions / Defiance /Walking away from staff	Removal to the focus room. If on multiple occasions, this could lead to suspension
Graffiti/Vandalism on school property	Students charged the cost of cleaning/replacing damage. Staff will review the incident and this may result in either an SLT detention/ time in the focus room or suspension.
Smoking (including vapes)	Student search/ parent informed / SLT det Repeat behaviour – Focus Room & referral to catch 22
Fighting	Detention / Focus room / suspension
Theft	Detention / Focus room / suspension
Bullying	Detention / Focus room / suspension
Racist, sexist, homophobic or discriminatory behaviour	ASD / SLT Detention / FR or suspension considered by the Head Teacher. Designated Safeguarding Lead to review and consider a prevent referral.
Possession / Supply of illegal Substances / Alcohol or Dangerous Items	Suspension. Based on severity and impact on school community a managed move/PSP/PEX may be required.

The consequences listed below are proposed as a guideline and will be administered by staff as appropriate to the situation. Where multiple options are listed, the senior member of staff reviewing the incident will make a judgement on what is fair and proportionate.

Key ASD = After School Detention

SLT = Senior Leadership Team

FR = Focus Room; RR = Reflection Room

Follow up for repeated poor behaviour

Trigger	Actions	Follow up
Reflection room 3+ in a week (if more than one subject)	Form Tutor phone call home	HOY to check has happened
Reflection room 6+ in a half term	Form Tutor meeting and SSP	HOY to check SSP in place. FT check on targets after 1 week and contact home. Review in 3 meeting set for 3 weeks
Truancy 1st instance	Truancy message from attendance	ASD set by class teacher

Truancy 3rd instance	SWBC phone call	ASD set by class teacher
Truancy 5th instance	HOY parent meeting	SSP
Truancy 7+	HOY parent meeting and SSP	AHT meeting if no improvement with HOY to review SSP. NESSSS O/R referral
4 after school detentions in a week	Form tutor SSP	1 st instance, 1 day focus room
Missed 2+ detentions in a week	1 day focus room	2 nd instance 1 day focus room. 3 rd instance, 1 day suspension and SSP
10 + after school detentions	HOY SSP	AHT for behaviour to join review meeting
Repeated missing detentions	HOY SSP and look at reasons for initial detentions	NESSSS O/R referral
Suspension 1st instance	HOY to run meeting, depending on incidents Targets set in RTS meeting	HOY to check up after 1 week and contact home
Suspension 2nd instance	Student support plan to check with HOY	HOY check on targets after 1 week and make contact. Review meeting set for 3 weeks
Suspension 3rd instance	AHT behaviour review SSP and monitor for possible PSP	NESSSS O/R referral Fortnightly checks
20 behaviour incidents*	Tutor report	
40 behaviour incidents*	HOY SSP parent mtg	3 week and 6 week
60 behaviour incidents*	AHT SPP parent mtg with HOY	NESSSS O/R referral 3 week and 6 week

SSP =Student Support Plan

PSP = Pastoral Support Plan

Appendix 2: Home School Agreement

The following agreement is designed to support student learning and achievement and is based on our core values: “**Wisdom** knowledge and skills” “**Hope** and aspiration” “**Community** and living well together” “**Dignity** and respect”.

THE STUDENT promises the school and parent:

- To attend school regularly and be in school before 8.40 ready for tutor time.
- To give 100% effort in all lessons.
- To bring the correct equipment to school: 2 writing pens, red pen, pencil, ruler, calculator, rubber, sharpener.
- To do my home learning to the best of my ability.
- To wear my school uniform correctly and be neat and tidy.
- To know and follow the Student code of Conduct which includes good behaviour in and out of school.
- Have my phone off and away in my bag when on school site, not using it during the school day.
- To take a full part in the life of the school.

To respect the school environment and the rights of others and the wider community. Name: Signature:

THE PARENT promises the school:

- To ensure my child attends school and is in school before 8.40 ready for tutor time.
- To ensure my child attends all lessons.
- To encourage my child to give 100% effort in all lessons.
- To encourage my child to complete home learning to the best of their ability and to provide a suitable place for work to be done.
- To send my child to school in the correct uniform.
- To attend parents’ evenings and support my child’s learning.
- To support the Esher Ethics code of conduct including good behaviour in and out of school.
- To ensure my child brings the correct equipment to school.
- To encourage my child to involve himself/herself fully in the life of the school
- To encourage respect of the environment and the rights of others and the wider community
- To maintain communication with the school as appropriate.

Name of parent: Signature:

THE SCHOOL promises the parent and child:

- To ensure that your child has every opportunity to achieve his/her full potential.
- To provide a broad and balanced curriculum which supports individual learning needs.
- To inform parents and the child about their progress through reports, parents’ evenings.
- To support full attendance and punctuality.
- To promote respect for others within the school and the wider community.
- To set and mark home learning as appropriate.
- To provide the best learning opportunities possible within the resources available to the school.
- To support the child in following the student code of conduct, including good behaviour in and out of school
- To apply the Behaviour Policy consistently to include rewarding positive behaviour and applying intervention strategies for unacceptable behaviour.

Name: Signature:

Appendix 3: Sexual harassment and sexism

At Esher High School we want everyone to feel they belong and are included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and report this behaviour through the many different methods available.

If students make these comments, we will: Ask them to apologise to anyone the comment was directed at. Support and educate them to improve their behaviour. We will monitor their behaviour for any recurrence. Through student assemblies, staff training we will continue to improve and address this subject and make clear our zero-tolerance approach.

We define sexual harassment as unwanted conduct of a sexual nature. This can be in the form of verbal, visual, or physical conduct of a sexual nature which; violates your dignity makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment. It is important to note you don't need to have previously objected to someone's behaviour for it to be considered unwanted.

Where appropriate case by case consequences will be put in place and we will work closely to support the victim(s). Making sure their feelings are at the forefront of our sensitive approach and follow up. Internal and external interventions will be put in place for the perpetrator(s).

Through the RE/PSHCE curriculum and assembly themes cover what healthy and respectful behaviour towards one another looks like. child on child abuse, consent, coercive control and other pertinent topics such as the effects of harassment, will be covered in age appropriate lessons/sessions with skilled and trained staff.

Through our school's fundamental approach to positive relationships we aim to create a culture in our school where students feel listened to, feel empowered to report unwanted conduct. That any reports received by staff will be done so supportively, sensitively and taken seriously and the follow up will be appropriate and handled with care on a case by case basis. visual representation of examples of sexual harassment is below.



Image adapted from Bold Voices

Appendix 4: Exclusions Statement

Esher Church of England High School must maintain discipline and good conduct to secure an organised and safe learning environment so that teaching and learning can take place.

A decision to exclude a student should be taken only:

- in response to a serious breach or persistent breaches of the school's behaviour policy and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school.

Only the Headteacher (or in his/her absence the most senior teacher who is acting that role) can exclude a student.

A student will be deemed to be acting as a member of the school whilst in school uniform and travelling to and from the school or as a member of a school trip. A student, whilst in school uniform, who is proven to have acted in breach of school expectations outside school, will be considered as bringing the school into disrepute.

Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with discipline offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the Headteacher's judgement, it is appropriate permanently to exclude a child for a first or one – off offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possessing, using or supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Any serious incident that brings the school into disrepute

(These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well being of the school community.)

Suspensions

The length of the suspension will seek to reflect:

- The seriousness of the incident
- The response to previous periods of exclusion

The student should return to school once he/she has had a reintegration meeting with a senior member of staff, with his/her parents. Suspensions will not be extended if the parents are unable to accompany the student on his or her return, however a student may need to recommence their learning in the Focus Room until such a meeting takes place.

During the suspension, the parent/guardian has a duty to ensure that their child is not present in a public place in school hours, unless there is reasonable justification for this. The parent/guardian may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified dates. If so, it will be for the parent/guardian to show justification.

For a suspension of six days or more the school will arrange suitable full time educational provision at an alternative venue from the sixth day.

Disciplinary Hearings

The Disciplinary Committee of the Governing Body will meet to consider all Permanent Exclusions

The Disciplinary Committee will meet to consider suspension of 15 days or more days in any given term.

The Disciplinary Committee will also meet with Parents and students on a more informal basis to consider serious behavioural incidents.

Full details can be found in the [Suspension and Permanent Exclusion Policy](#)

Appendix 5: Drugs Statement

The school has an important role to play in helping young people to lead healthy lives. We recognise that drug misuse is a widespread social problem and it is essential that we understand and support young people and their parents rather than condemn their actions or contemplated actions without insight. However, the school's opposition to the misuse of drugs is unequivocally reflected in this statement.

The word 'drugs' is used in its widest sense of non-prescribed mood-altering substances, to include social drugs such as alcohol and tobacco, whose use is legal within certain limits; illegal drugs (including the use of social drugs by children), medicines, novel psychoactive substances ("legal highs"), volatile substances and other substances which can be used to alter mood, such as solvents. Drug misuse is drug taking through which harm may occur, whether through intoxication, breach of school rules or the law, or the possibility of future health problems.

The school recognises its responsibility to the individual as well as to the whole school community in relation to drug incidents.

Any incident or information regarding the misuse of drugs will be reported to the Senior Leadership Team for the implementation of appropriate action. The School will consider each drug incident individually and recognises that the most appropriate response should be applied to deal with the incident. Any incident of misusing a banned substance or being in possession (for misuse) of a banned substance in school will lead to a permanent exclusion.

In addition, the following alternative responses may be considered in supporting the school's behaviour policy including:

- The use of in-school counselling services
- Referral to outside agencies for counselling treatment
- Intensive in-school programmes (Pastoral Support Programme)
- Inter-agency education programmes such as Surrey Drug and Alcohol Action Team, Catch 22.

Any repeated behaviour will lead to permanent exclusion. Any student proven to be dealing in banned substances at the school (including travelling to and from school, on school trips or visits and/or whilst in school uniform), whether or not in possession of the banned substance, will be permanently excluded and the police will be informed.

Any disclosure by a student that (s)he has been misusing drugs or is concerned about someone else's drug misuse should be reported immediately to a member of the Safeguarding team or Senior Leadership Team who will inform the Headteacher.