THE SYDNEY RUSSELL SCHOOL

SET-UP. RESPECTFUL. SAFE

BEHAVIOUR STRATEGY

Approved by Craig Smith, Chair of Governors
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BEHAVIOUR STRATEGY OVERVIEW

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline;
- regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's strategy associated procedures.

ROLES AND RESPONSIBILITIES

The Governing Body will establish in consultation with the Principal, staff and parents the strategy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Principal will be responsible for the implementation and day-to-day management of the strategy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the strategy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the strategy is essential. Staff have a key role in advising the Principal on the effectiveness of the strategy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed strategy and procedures consistently. The Governing Body, Principal and staff will seek to ensure there is no differential application of the strategy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the strategy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school strategy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

PROCEDURES

The procedures arising from this strategy are developed by the Principal in consultation with the staff. The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

REWARDS

We reward students who meet or exceed our expectations in the following ways:

House Points
These points go towards the House Cup. Prizes are awarded for the students who accumulate the most number of House Points.

Students of the week (Y7-11)
Form tutors recognise students who continually make excellent contributions to their form.

Achievement Assemblies (Y1-Y6)
At the end of each week, the school holds an assembly to celebrate the achievements of students. This will include certificates for home reading and Maths timetable challenge.

Achievement Assemblies (Y7-Y13)
At the end of each term, Heads of Year hold an assembly to celebrate the achievement of the students.

Annual Prize giving
In the Autumn Term, there is a formal prize-giving ceremony for students who have achieved the best results in the end of year examinations. In addition, there are prizes for students who have participated in enrichment and sporting activities. Parents are invited to the ceremony which is held in the evening.

End of Year Rewards Activities (Y7-13)
In the Summer Term, students who have met or exceeded our expectations will be offered the opportunity to attend a reward activity. Activities in the past have included the London Dungeons and Thorpe Park. The rewards activities For Year 11 students this rewards event will normally be the Prom and for Year 13 students it will normally be the Soiree. While these activities are subsidised by the school, there is often some cost to students.

Golden Rewards Activities (EYFS-Y6)
Each half-term students who have met or exceeded our expectations will be offered the opportunity to take part in our menu of Golden Rewards Activities. This will be based on behaviour and attendance. The menu may include some trips and activities held at the secondary site.

100% Attendance Rewards
Attendance rewards and prizes are given out at the end of each term.

ENRICHMENT

There are also various rewards for students who make a significant contribution to the wider-life of our school. For example:

- Student Leadership Team (Student Principal and Vice Principals)
- House Captains
- Prefects
- Student Council members
- Cultural Council members

- SYD TV Production Team
- Performing Arts cast members
- Debate Mate team members

SANCTIONS

The purpose for sanctions are:

- To respond to inappropriate behaviour.
- For students to realise their role in the learning partnership.
- To provide a secure learning environment.
- To encourage personal development in order to function as a civilised member of society.
- For students to accept responsibility for their own behaviour.
- To prevent the disruption of the learning of all students.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

When poor behaviour is identified, sanctions will be implemented consistently and fairly. The school will have a range of disciplinary measures in place. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- Working in a supervised environment away from their peers.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring. This may include reporting to their tutor, Head of Year, AS tutor or other members of SLT.
- Respite at an alternative provision.
- In more extreme cases the school may use suspension or permanent exclusion.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.

While we expect parents to support sanctions put in place by the school, we do not require parental consent to sanction students.

TARGETED INTERVENTION

The Governing Body will seek to ensure that all available resources to promote inclusion and remove barriers to learning are appropriately targeted to provide effective intervention.

TRAINING

The Governing Body will seek to ensure that appropriate high-quality training on behaviour management is provided to support the implementation of the strategy.

INTERRELATIONSHIP WITH OTHER SCHOOL STRATEGIES

In order for the behaviour strategy to be effective, it will be implemented in conjunction with other school strategies, particularly equality of opportunity, special educational needs and anti-bullying.

INVOLVEMENT OF OUTSIDE AGENCIES

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

REVIEW

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management strategy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head will keep the Governing Body informed.

The Governing Body will regularly review this strategy and associated procedures, to ensure its continuing appropriateness and effectiveness.

EXPECTATIONS OF STUDENTS

At The Sydney Russell School, our students are well behaved, hard-working and, consequently, make good academic progress and achieve excellent results in Key Stage 1, Key Stage 2 SATS, as well as G.C.S.E. and 'A' Level examinations.

We have very high expectations of our students and hope that you will help us to ensure that your child meets our expectations.

In practice, this means that we expect students to:

- do their best to meet the expectations of the school and their family
- attend school each day
- arrive at school and for lessons promptly
- bring the correct equipment to school every day
- wear school uniform and appropriate shoes at all times
- work hard in lessons
- do their homework as well as they can and hand it in on time
- behave well in class, in the corridors and around the school
- be polite and respectful to their teachers and all other adults in the school
- conduct themselves in a respectful manner and present a positive image of the school within our local community and on school trips
- be kind and helpful to other students
- attend any catch-up sessions or detentions set by their teachers
- look after school property
- put all litter in a bin.

EXPECTATIONS OF PARENTS/GUARDIANS

We expect you as parents and guardians to:

- accept school policies as they are described on the school website and in other relevant documents
- support the school's decision when your child is sanctioned
- conduct yourself in a respectful manner towards staff at all times
- trust the school and relevant external agencies to resolve any issues your child might have
- have high expectations of your child's work and behaviour
- ensure that your child arrives for school every day, on time and with the correct equipment
- ensure that your child follows the uniform policy
- encourage your child to work hard in lessons
- reinforce the importance of being polite and respectful to teachers and kind and helpful to other students
- check your child's planner at least once a week to check that homework and detentions are being completed
- help your child meet the school's expectations by ensuring he or she attends catch up sessions or detentions as necessary
- encourage your child to participate in extra-curricular activities and trips
- pay for any property that is damaged or destroyed by your child
- accept responsibility for any property brought into school by your child
- regularly monitor your child's ParentPay account
- regularly monitor all of your child's social media accounts
- ensure your child conducts his or herself in a respectful manner within our local community
- support your child by attending Parents' Evenings, school events and other meetings, as appropriate
- keep the school informed of any changes to your child's circumstances
- ensure that the school has up-to-date contact information.

MAKING CONTACT WITH US

All meetings or phone calls with staff must be booked by prior appointment. Requests for meetings or phone calls can be made through the contact details listed below. We aim to get back to parents within one working day. Parents should not come to site or call the school with the expectation of being able to speak to a particular member of staff without a prior appointment. Reception is at the front of the school and opens from 07:30 to 16:30 each day.

Parents should not contact individual members of staff directly by email or other means. All communication should be directed through the main school office using the contact details below. The school will then ensure that the enquiry is passed to the appropriate member of staff.

Primary site

Tel: 020 3959 9901
Email: primary@sydneyrussellschool.com

Secondary site

Tel: 020 3959 9900
Email: office@sydneyrussellschool.com

MEETING WITH STAFF

All visitors must report to Reception on arrival for security reasons. Please do not ask your child to meet you in Reception and take you directly to the place where your meeting is to be held. The receptionists will sign you in and arrange for someone to take you to the place where your meeting is being held. If your meeting is to be held after 16:30 when Reception is closed, the relevant member of staff will meet you in Reception.

Please remember to return your visitors' badge before you leave.

DISCIPLINE AND SANCTIONS (EYFS-Year 6)

Our primary phase operates the 'Stay on Green' strategy. We encourage all of our students to make positive choices and meet the expected standards of behaviour at all times during the school day. Students can earn rewards by continuously meeting, or surpassing, our expected standards. Low level or extreme disruptions to lessons are not tolerated at our school. Students will be challenged by using the strategies shown below if they show these behaviours.

EYFS

Colour	Behaviour	Consequences
FOLLOWING OUR "STAY ON GREEN" EXPECTED BEHAVIOUR		
YELLOW	Low level misbehaviour.	• Two separate verbal warnings given. • On third warning the child's name will move to the yellow traffic light. • Class teacher completes proforma.
RED	Continuing to disrupt the learning environment following a YELLOW, rudeness, refusing to work or any other serious behaviour. Aggressive or violent behaviour.	• Class teacher completes proforma. • Class teacher may contact EYFS Lead if needed. • Class teacher informs parents • For repeated Red behaviour, Head of Primary Phase to meet with parents and a behaviour plan will be put into place. • Head of Primary Phase to decide on appropriate sanction including internal isolation, suspension and referral to external agencies

Years 1- 6

Colour	Behaviour	Consequences
GOLD	Exceptional behaviour or achievement.	• Class teacher praises in class and records on SIMS. • House points • Given golden certificate in weekly assembly. • Golden letter from Head of Primary Phase sent home.
SILVER	Consistently better than expected behaviour or achievement.	• Class teacher praises in class and records on SIMS. • House points • Class teacher contacts parents.
BRONZE	Better than expected behaviour or achievement.	• Class teacher praises in class and records on SIMS. • House points
FOLLOWING OUR "STAY ON GREEN" EXPECTED BEHAVIOUR		
YELLOW	Low level misbehaviour.	• Two separate verbal warnings given. • On third warning the student's green card removed and replaced with yellow warning card. • Student is sent to the reflection corner for time-out to complete the YELLOW reflection sheet (5 minutes) • Class teacher completes proforma.
RED	Continuing to disrupt the learning environment following a YELLOW, rudeness, refusing to work or any other serious behaviour.	• Class teacher contacts Inclusion Officer who will collect student from classroom for a time-out. • Class teacher completes proforma. • Student completes a RED reflection sheet which is discussed with Inclusion Officer. • Student returns to lesson. Inclusion Officer gives class teacher the reflection sheet. • Class teacher informs parents and then returns reflection sheet to Inclusion Officer who keeps records. • For repeated Red behaviour, Head of Primary Phase to meet with parents and a behaviour plan will be put into place.
RED +	Continuing to disrupt the learning environment following a RED, aggression, violence, walking out of class without permission or any other extreme behaviour.	• Class teacher contacts Head of Primary Phase who will collect student from classroom. • Class teacher completes proforma. • Head of Primary Phase informs parents and decides on appropriate sanction including internal isolation, suspension and referral to external agencies • Head of Primary Phase to meet with parents and a behaviour plan will be put into place.

ISOLATION

Students who continually fail to meet our expectations or commit a serious breach of discipline will be isolated. They will work away from their normal classroom. The number of days of isolation will depend on the nature of the incident.

DISCIPLINE AND SANCTIONS (Y7-Y13)

The majority of our students never experience any of our sanctions. Occasionally certain students may fail to meet our expectations and need a reminder of what is acceptable.

WARNING SYSTEM

Students who fail to meet our expectations in lessons, for example being inattentive in class, will receive a warning. If they do not correct their behaviour, or do something else unacceptable, they will receive a second warning. If a third warning is necessary, students will be relocated from the lesson.

RELOCATION

Students who are relocated must make their way to K0.01 where they will give the member of staff their planner and work there for the remainder of the lesson. Students will be expected to work in silence. Students who are relocated must sit a sixty-minute detention after school on the same day. Occasionally, a student may be relocated without two warnings. This will usually be the result of a serious breach of discipline.

BEING ON REPORT

Students who fail to meet our expectations persistently will be put "On Report". They will be work with a designated member of staff who will set clear and specific targets. This is a mechanism to monitor and support students in all their lessons. If your child is on report please ensure you sign the relevant section each night. The report protocol will be clearly explained should the need arise.

LATE TO LESSON

Students who are late to lessons must sit a thirty-minute detention after school on the same day.

LATE TO SCHOOL

- Students must be in their form rooms by 08:35 each morning.
- If students arrive to their form rooms after 08:35 then they will be classed as late to school.
- The doors in the Atrium will close at 08.30 and any student not on site by this time will be deemed late to school.
- All students who are late to school between 08.30 and 09.00 must sit a thirty-minute detention after school on the same day.
- All students who are late to school after 09.00 must sit a one hour detention after school on the same day.
- Exceptions will only be made for valid reasons such as medical and dentistry appointments. Reasons such as traffic, public transport delays, going back to get something left at home or feeling slightly unwell in the morning will not be considered valid reasons for lateness and will still result in a detention.
- We endeavour to send home a notification through the app or a text messages to inform parents that their child was late.

DETENTIONS

Students who fail to meet our expectations, for example handing in poorly completed homework or failing to attend compulsory interventions, will be given detentions. Detentions can be anything up to an hour in duration. Students will not be kept for more than 1 hour after their peers have gone home.

ISOLATION

Students who continually fail to meet our expectations or commit a serious breach of discipline will be isolated until 4pm. They will work away from their normal classroom. The number of days of isolation will depend on the nature of the incident.

Students may be taken out of lesson while we investigate an incident or allegation of wrongdoing. They will leave at 3pm as normal and this will not be recorded as a negative behaviour on their behaviour log during the investigation. We will endeavour to complete the investigation as soon as possible to minimise their time out of lessons.

RESPITE

At Sydney Russell School we operate a respite strategy as part of a 'restorative intervention' programme. We carry out this programme in partnership with other local secondary schools including Riverside Secondary School and Greatfields Secondary School. It is made up of either a short placement, or series of such placements at each school. Students placed on respite will receive the level of support necessary to enable them to return to our school.

Respite will be based around an action plan focused on achieving the outcomes required for students to return to Sydney Russell School. It encourages students to become a reflective and a resourceful agent of change and will at all times focus on what is required for students to succeed at our school. The staff at Sydney Russell and our partner schools will review the action plan at key intervals determined by the length of the placement.

DETENTION PROCEDURES

Detentions are an important part of the school's behaviour system and provide an opportunity for students to reflect on their behaviour and take responsibility for their actions. Students are expected to attend all detentions issued by the school, in accordance with the procedures outlined below.

Most detentions are centralised, with procedures for centralised and homework detentions outlined below. Some detentions are arranged and supervised by individual departments, for example, for not bringing their P.E. kit or musical instrument (Y7 only) to lesson. As a general rule the school does not recommend whole class detentions. Students who have multiple detentions due to be served at the same time should seek the advice of their Head of Year in advance about what to prioritise.

Parental consent is not required for detentions, regardless of whether suitable travel arrangements can be made. Parental inconvenience in making these arrangements does not constitute grounds for exemption from a detention.

The pastoral team will decide on the support and sanctions given to students who are regularly receiving detentions. Strategies and sanctions available may include:

- Meeting with parents
- Placing the student on report to a member of staff
- Issuing an isolation or suspension
- Referral to outside agencies
- Referral to THRIVE, mentoring, the wellbeing team or other school-based support
- Removal of privileges e.g. participation in school visits
- Involvement or further involvement of SENCO
- A change of teaching group/form group
- Joining the Targeted Support group

Centralised Detentions

The following detentions are centralised:

- Late to School (30 mins)
- Late to Lesson (30 mins)
- Tutor Uniform Detention (30 mins)
- Tutor Equipment Detention (30 mins)
- Severe Late to School (1hr)
- Relocation (1hr)
- Head of Department Homework Detention (1hr)
- Missed Intervention Y11-13 (1hr)
- Missed Compulsory Independent Study Y11-13 (1hr)
- Lost Library Book (1hr)

A student will only be exempt from receiving a late detention in the event of a medical or dental appointment (evidence must be provided) or where alternative arrangements have been agreed with the school in advance.

Centralised Detentions are held in designated year team bases including the Old Canteen and classrooms, which are supervised by a member of staff. All detentions are held on the same day they are set.

Centralised detentions are conducted in silence. Students are expected to complete work quietly and independently, and supervising staff should maintain this expectation rather than enter into discussions with students. The member of staff supervising will complete an attendance register and the signing of diaries (where relevant). Information on students who fail to attend, are non-compliant or disrupt detentions will be passed to the Head of Year for follow up and will result in a further sanction.

Homework Detentions

Homework detentions are arranged by and held with the teacher. When a detention is set, the date, time and location of the detention is written in the student's planner. Students who fail to attend a homework detention are given a centralised 1hr Head of Department Homework Detention. If a student fails to attend this detention, it will be escalated to their Head of Year, who will then decide an appropriate sanction (normally an isolation).

SERIOUS INCIDENTS

Serious incidents should be dealt with as quickly as possible. Any incident involving physical aggression or serious verbal abuse (e.g. swearing, racist/homophobic/disablist/sexist abuse) to a member of staff must be reported via an incident form to a Pastoral Leader/Senior Leadership Team immediately.

Persistent or serious infractions of the School Behaviour Strategy may result in students/parents/carers being requested to appear before the Governing Body's Disciplinary Committee.

All members of staff witnessing a serious incident should make a written report using the school proforma as quickly as possible and send it to the person dealing with the incident or, if that is not known, to the Pastoral Leader/SLT.

DISCRIMINATORY INCIDENTS

We expect all students to show respect and consideration for others. Discriminatory language, behaviour or abuse towards other students or staff will not be tolerated. This includes, but is not limited to:

- Racist
- Sexist and misogyny
- Homophobic
- Transphobic
- Disablist
- Religious discrimination

All incidents of this nature will be treated as serious incidents. Further details can be found in our procedures for dealing with serious incidents.

Following their first recorded incident of this nature, students are required to attend a relevant restorative justice course. This is an educational intervention designed to help students understand why such language and/or behaviour is harmful and offensive, the impact it can have on others, and the importance of treating everyone with respect. Further incidents within the same category will result in more serious sanctions.

REPORTING ISSUES

EYFS – Y6

We encourage all of our students to report any issues to a member of staff. If your child feels unable to do this, we ask you to contact the class teacher so the issue can be investigated and resolved. We understand that some students feel that tilling a member of staff about something which has upset them will make the problem worse. It doesn't. The problem might get worse if we're not informed and can't do anything.

Y7 – Y13

If any student has a concern, would like to report an issue or wishes to speak with a member of staff, we always encourage them to visit our LSC (Learning Support Centre). When students arrive at the LSC, they may be asked to write a statement, so that we can then begin to investigate and support to resolve any issues or concerns they may have. All statements are passed onto the Head of Year and kept safe for future reference.

SCHOOL UNIFORM (EYFS – Y6)

School uniform is compulsory and students wearing inappropriate items will have them confiscated. Students should be in correct uniform at all times when on school premises, including before and after school. Students must be in correct uniform in order to attend lessons.

Trousers and Skirts
Trousers and skirts must be made of plain black material and of classic cut. Trousers must be worn on the waist. Skinny trousers or tight fitting skirts are not permitted. Culottes, leggings, jeans or jogging bottoms are not permitted. Skirts should be knee length. Please bear in mind when selecting a skirt for your daughter that as she grows a once acceptable skirt could become too short.

Appropriate trousers and skirts can be purchased through our uniform supplier, but it is not compulsory to do so.

Polo Shirts
The polo shirt, with the school crest, is compulsory. Each year group wears a different colour. You will be told the colour of the shirt you must purchase during the interview. Students will wear that colour until they leave.

Jumpers or Cardigans
Jumpers or cardigans, with the school crest, are compulsory. Jumpers and cardigans must be worn over the polo shirt.

Coats and jackets
These should be warm, water-proof, ideally black and appropriate to be worn with school uniform. Non uniform jackets, cardigans, jumpers or hoodies are not permitted. Students will be expected to remove coats in lessons.

Socks and Tights
Socks should be black or white. Tights should be black if thick, flesh coloured if sheer and absolutely plain in design.

Shoes
Shoes should be black, made of leather or leather-like material, and formal in design. They should offer adequate support for your child's feet. Above all, select shoes on the basis of comfort rather than fashion. Shoes should not be sports branded, canvas material, mesh material or come above the ankle. "Kickers" are acceptable, any form of trainer or trainer like shoes are not permitted. If parents want further guidance on this then please contact the school through the normal channels.

Students in incorrect footwear will be provided with plimsolls for the day, which they must wear. If a medical professional recommends to the school in writing that a student cannot follow this policy to due to an ongoing medical issue, then the school will work with parents to find a suitable alternative.

Headwear
Girls who choose to wear a hijab must ensure it is plain in design. In cold weather, students are permitted to wear a hat but must not do so in any school building. Caps are not permitted in school. Where religious headwear is worn, it must be appropriate for a school setting and worn so that the school uniform remains clearly visible for identification purposes and enables safe participation in all aspects of school life, including PE and practical lessons. It must not compromise health and safety, including movement around the site or the use of protective equipment.

Jewellery
The only items of jewellery which are allowed are one set of small studded earrings and one inexpensive wrist watch. These are not to be worn during PE lessons.

Make Up and Nails
Make up is not allowed. Nails must be kept short. Nail extensions and polish are not permitted.

P.E. Kit

The following items are compulsory:

- Polo shirt in their house colour
- Black SRS shorts
- Trainers with white soles (not plimsolls, Vans or Converse shoes. The Sports Hall has a special surface. Please buy trainers with soles designed not to leave marks.)
- Green socks
- Shin pads

The following items are optional:

- Black tracksuit bottoms
- Football boots suitable for playing on grass and astro turf
- Netball skirt

On the day when they have P.E., students will be expected to arrive in school uniform, change into their kit at the beginning of the lesson and change back into school uniform at the end of the lesson.

SCHOOL UNIFORM (Y7-Y11)

School uniform is compulsory and students wearing inappropriate items will have them confiscated. Students should be in correct uniform at all times when on school premises, including before and after school. Students must be in correct uniform in order to attend lessons. If students have any issues with their uniform they should go straight to the LSC.

Non-uniform items will be confiscated (see p.26).

All items marked with a * must be purchased from the official school uniform shop

Blazers *
The blazer is compulsory. It is green with the school crest on the breast pocket. Students are expected to wear their blazer when in school at all times. In warmer weather, students can wear just their polo shirts as long as they visibly carry their blazer and are not wearing an outdoor coat. In cold weather, students must wear blazers underneath their coats. Blazers are not to be placed in school bags – it must be visible at all times.

Trousers and Skirts
Trousers and skirts must be made of plain black material and of classic cut. Trousers must be worn on the waist. Skinny trousers or tight-fitting skirts are not permitted. Culottes, leggings, jeans or jogging bottoms are not permitted. Skirts must be at least knee length. Please bear in mind when selecting a skirt for your child that they grow a once acceptable skirt could become too short. Repeated breaches of the uniform rules regarding skirt lengths will result in students having to wear trousers to school.

Polo Shirts *
The polo shirt, with the school crest, is compulsory. Each year group wears a different colour. For example, students in Year 7 in September 2026, the polo shirt will be royal blue and they will wear that colour until they leave.

Sweatshirts and cardigans *
These are not compulsory and some students find that the blazer and polo shirt and a coat to wear outside is warm enough for most of the year. If you would like your child to wear a jumper or cardigan, it must be purchased from the official supplier. School sweatshirts and cardigans should be worn under the blazer and not instead of it.

Coats and jackets
Outdoor coats, included hooded coats, are permitted as outerwear and must be worn over the blazer. Examples include padded winter coats, parkas and waterproof outdoor coats. They must be appropriate to be worn with school uniform and ideally plain. Students will be expected to remove coats in lessons. Hoodies and leisurewear tops are not permitted on the school site. This includes hooded sweatshirts, tracksuit tops, sports training tops, tech fleeces, windbreakers, shell jackets and similar athletic or fashion garments

Socks and Tights
Socks should be black or white. Tights should be black if thick, flesh coloured if sheer and absolutely plain in design.

Shoes
Shoes should be black, made of leather or leather-like material, and formal in design. They should offer adequate support for your child's feet. Above all, select shoes on the basis of comfort rather than fashion. At secondary school, your child will be walking longer distances than previously.

Shoes should not be sports branded, canvas material, mesh material or come above the ankle. "Kickers" are acceptable, any form of trainer or trainer like shoes are not permitted. If parents want further guidance on this then please contact the school through the normal channels.

Students in incorrect footwear will be provided with plimsolls for the day, which they must wear. If a medical professional recommends to the school in writing that a student cannot follow this policy to due to an ongoing medical issue, then the school will work with parents to find a suitable alternative.

Headwear
Religious headwear such as hijabs, turbans and skullcaps are permitted. Where religious headwear is worn, it must be appropriate for a school setting and worn so that the school uniform remains clearly visible for identification purposes and enables safe

participation in all aspects of school life, including PE and practical lessons. It must not compromise health and safety, including movement around the site or the use of protective equipment.

Students are not permitted to wear any other headwear on the school site, including but not limited to caps, durags, woollen hats, bandanas, balaclavas and bonnets. Scarves and snoods are permitted outdoors only and must not be worn indoors. Snoods and scarves must not cover a student's face at any time. Face coverings are only permitted on medical grounds and only with prior approval.

Jewellery

Small studded earrings and one small nose stud are permitted. During PE lessons, they must be taken out or taped over if still during the healing period. No other piercings are permitted.

No other jewellery is permitted including rings, bangles etc. In rare cases, students may be granted an exception for religious reasons but they must get a pass from the LSC for this.

Necklaces must not be visible. Students are permitted to wear a watch but smartwatches (for example, iWatch) are not permitted. We would strongly advise that students to not bring any expensive items into school as the school takes no liability for any lost, damaged or stolen items.

Make up, nails and tattoos

Make up is not allowed. Nails must be kept short. Painted nails are permitted but they must be short and no acrylics. Students will be issued a tutor detention if they have long acrylics nails and must ensure they are removed.

As per the Tattooing of Minors Act 1969, it is illegal for anyone under the age of 18 to get a tattoo, even with parental consent. Therefore, students are not allowed to have any tattoos.

P.E. Kit

The following items are compulsory:

- Black SRS P.E polo shirt *
- Black SRS P.E shorts* or black SRS P.E bottoms* or plain black P.E. shorts (no logos, patterns, coloured panels or decorative trim; must be at least knee-length)
- Trainers (not plimsolls, Vans or Converse)
- Shin pads (if playing football)
- Football boots suitable for playing on grass and astro turf (if playing football)
- Gumshield (if playing rugby)

The following items are optional:

- Black P.E rain jacket *
- Black P.E. ¼ top *
- Netball skirt

On days when they have P.E., students are expected to arrive at school in full school uniform. They should change into their P.E. kit at the beginning of the lesson and back into school uniform at the end. Any exceptions to this arrangement will be communicated in advance.

Dance Kit

Students can wear their P.E. kit for dance lessons.

SCHOOL UNIFORM (Y12 and Y13)

As part of the vision for the sixth form to achieve academic excellence and the highest expectations, the students will have to adhere to the dress code of the sixth form:

- Tailored formal jacket (No denim or leather)
- Buttoned shirt or blouse (Collared)
- Trousers, chinos or knee length tailored skirts/dresses. (Body con skirts are not permitted)
- Leather or leather like shoes, smart suede shoes or small heels. (Trainers, canvas and boots are not permitted)
- Tights may be worn (Leggings are not permitted)
- Crew or V neck jumpers may be worn with a collared shirt underneath.
- Ties are optional
- Outdoor jackets are not to be worn inside
- No hoodies are to be worn inside
- Religious headwear may be worn provided it is black
- Lanyards must be worn at all time

Skirts must be at least knee length. Trousers must be worn on the waist. Please bear in mind when selecting a skirt for your child that as they grow a once acceptable skirt could become too short. Repeated breaches of the uniform rules regarding skirt lengths will result in students having to wear trousers to school.

EQUIPMENT

Compulsory items of stationery

The following items are compulsory parts of student's equipment:

- 2 black pens
- 1 green pen
- 1 whiteboard pen
- 1 ruler
- 1 rubber
- 1 pencil
- 1 pencil sharpener
- 1 highlighter (Yellow)
- 1 glue stick
- 1 protractor
- 1 mathematical compass
- 1 scientific calculator

All items must be in good working order. Fountain and gel pens are not permitted. Students should not keep mathematical compasses on their person; they must be kept in their bag when not being used in lesson. Equipment can be purchased from any supplier, including the Front Office before or after school.

Other useful equipment

The following items are not compulsory and will be available in classrooms if required but many students find them useful and choose to provide their own. A dictionary, thesaurus and French/Spanish dictionary.

Items provided by the school

The school will provide students with a planner and house badge on the first day. These are compulsory parts of their equipment which they must have each day. If students misplace or damage any of these items they will need to pay to replace them. This can be done through Reception. Students must also have a library book from the fiction section as part of their equipment, which can be loaned from our library. Students who lose or damage a library book will be asked to pay for it.

Musical Instruments

As part of the Music in Secondary School's Trust (MiSST), students will be learning an orchestral instrument over the course of Year 7. Students will be loaned an instrument and initial accessories free of charge.

Students will receive their serial coded instrument. Each students is expected to take their instrument home and complete all set homework. A large proportion of music homework will be practice – we expect our students to practice for 20 minutes, four times a week. Any lack of practice will inhibit your child's progress. As such, if a student forgets to take their instrument home or bring it for their lesson then they will receive a 30 minute detention.

The care of the instrument and accessories is the responsibility of each student. Any damage of loss other than generally accepted 'wear and tear' (i.e superficial scratches, abrasions) will have to be paid for by the student's parent/carer. Instruments will be regularly checked in their music lessons to ensure they are fully equipped and functioning. At the end of the course, instruments must be returned to the school in the same condition in which they were lent.

HOMEWORK

Homework is an important part of learning. Teachers will set homework tasks to reinforce what has been taught in class; to provide additional practice; to enable students to complete longer tasks and projects and to catch up work that has been missed. Students will be expected to record the homework set in their planners. We ask that you regularly check their planner for homework and this should be indicated by signing the relevant box each week.

Homework is compulsory and it is the students' responsibility to ensure that they are clear about what they have to do and that they have the relevant equipment and materials. Students are expected to complete their homework independently and must not use Artificial Intelligence (AI) to generate or complete work on their behalf. Any student found to have submitted AI-generated work as their own will receive an appropriate sanction. Students who fail to complete their homework to the required standard by the deadline will be given a detention.

SUSPENSION AND EXCLUSION STRATEGY

There are four categories:

- 1-4 Days Internal Isolation/Inclusion. This takes place in school in a designated venue and runs from 9:00-4:00. Students work in that venue all day and are supervised by the Isolation Coordinator. Only SLT, HoYs and TS Tutors can set an Internal Exclusion/Inclusion.
- Suspensions. These are monitored by DCSF and are generally for 5 days or more. Only the Head Teacher or a senior leader acting for the Head Teacher can set a suspension. Ratification of these suspensions has to been done by the Governing Body's Disciplinary Committee. The LA will make arrangements to ensure the continuity of education for students on suspensions.
- Permanent Exclusion. This is when the Head Teacher has made a decision that a student may not return to school. This decision is only taken in response to 'serious breaches of school's behaviour strategy' and if allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff or members of the wider community. Following the permanent exclusion hearing the parents have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.

When a decision to suspend has been made, parents are notified as quickly as possible. This may initially be by telephone call, followed by a letter. If the student is being looked after by the Local Authority, the Social Service department should be informed. Parents are legally required to ensure that their child is not present in a public place during school hours and they may be given a fixed penalty notice or prosecuted if they fail to do so.

The suspension notification should state the reason for the suspension, its duration and the date of the post-suspension meeting. It must also inform parents/carers of their right to make representation to the Governing Body.

The school works with outside agencies to assess the needs of pupils who display continuous disruptive behaviour.

BULLYING STRATEGY

You should be reassured that bullying of any kind will not be tolerated at our school and any instances of bullying will be investigated and dealt with.

We expect students to show respect and consideration for others.

- By deploring and avoiding violence, including pushing kicking or fighting (even in fun).
- By refraining from insults, verbal abuse and bad language (including swearing, racist/homophobic/disablist/sexist comments).
- By reporting any instances of bullying or intimidation to the Learning Support Centre (LSC).

WHAT IS BULLYING?

Bullying is any behaviour that is intended to hurt or belittle someone; that makes them feel ashamed, unhappy or afraid.

This means:

- Name calling on a regular basis.
- Pushing or tripping
- Deliberate kicking, punching or other physical violence
- Taking or damaging property
- Excluding anyone from a group activity
- Laughing at or ridiculing someone

Students are given the following advice:

- If you are bullied or see bullying taking place tell an adult in school report it to a member of staff in the LSC immediately
- Remember it is not wrong to tell
- Don't try to buy the bully off
- Remember: it is not your fault

Parental Advice:

- Bullying is a serious action-don't treat it lightly.
- Watch for signs of distress -unwillingness to come to school; unusual patterns of illness.
- Talk to your child about what school is like.
- Encourage your child to report bullying -it will be taken seriously.
- Reassure your child that telling is not wrong.
- Do not encourage retaliation.
- Contact your child's Year Head straight away if you have any concerns.
- Work with the school. The problem can be solved.

Procedures for dealing with incidents of bullying behaviour

- Steps taken to support and respond to the needs of both bullied and bullying pupils.
- Records kept
- Action which may be taken
    - Contacting parents/carers of all pupils concerned in the bullying incident.
    - Investigation.
    - Feedback to those concerned.
    - Sanctions.
    - Contacting relevant professionals

ASSAULTS ON STAFF AND OTHER SERIOUS INCIDENTS

All assaults on staff will be treated as a serious incident

The term 'assault' can be used to cover a very wide range of actions, ranging from pushing past someone, to using a weapon to cause serious injury. It would be wrong, therefore, and against the principles of natural justice, to have a blanket standard response which laid down the same action whatever the nature of the incident or the circumstances which led up to it.

All incidents will be dealt with individually, taking into account such factors as:

- the circumstances leading up to the incident;
- the nature of the incident.

If an incident is:

- Serious and/or sustained
- Pre-meditated
- Involving drugs or a weapon
- Following a warning
- To be a strong case for the recommendation of permanent exclusion to the Governing Body.

All other cases (excluding the most minor forms of inappropriate physical contact) can result in:

- A lengthy suspension.
- The student appearing before the disciplinary panel of the Governing Body, at which their future in the school would be considered.
- If allowed to return to school, a formal Governors' warning that any repetition would result in permanent exclusion.
- Appropriate follow up, monitoring and intervention from the Inclusion Team.

CONFISCATION OF INAPPROPRIATE ITEMS

The school enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Aerosols
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and lighters
- Vapes or vape fluids
- Fireworks
- Pornographic images
- Metal afro combs
- e-scooters
- Objects which have been modified in a way that makes them likely to cause injury
- Racist/homophobic/disablist/sexist or extremist literature
- Large quantities of money
- Large quantities of foods or drinks which may be used for resale for personal gain
- Fizzy drinks and energy drinks
- Balls including footballs and basketballs
- Any item that could be dangerous or perceived to be dangerous
- Non-prescribed medication
- Electronic equipment including smartwatches. (For mobile phones refer to Mobile Phone Strategy)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item that may be searched for.

In addition, staff members are authorised to confiscate any item being used in a way that is unsafe, inappropriate, or not in line with school expectations. Where a student repeatedly uses an item in this manner, the school reserves the right to prohibit that student from bringing the item onto school premises.

Searches

The School is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

Sydney Russell has in this policy informed all parties on what items are on our banned list and therefore these are the items that can be searched for under this policy.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in this strategy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed to do so by a member of staff – and in such circumstances, schools can apply an appropriate disciplinary penalty. However, in a safeguarding situation the senior member of staff will call the police to the school and the child will be removed from the school site for a more extensive search at a local police station.

Confiscation of non-school uniform items

Staff are authorised to confiscate non-school uniform items o including (but not limited to) hoodies, jumpers, hats and snoods, and items being worn not in line with school policy. Mobile phones are not included in this procedure and are covered by a separate policy.

Confiscation will follow a staged escalation process:

- **First confiscation:** item retained until the end of the school day
- **Second confiscation:** item retained for five school days (one school week)
- **Third and subsequent confiscations:** item retained until the end of the half-term

At each stage of confiscation, behaviour points will be issued in line with the school's behaviour system.

Confiscated items will be stored securely, typically in the Learning Support Centre (LSC). At the end of the confiscation period, students are responsible for collecting their item from the designated location.

RESTRAINING STUDENTS

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Staff have been provided with professional restraint training.

What is reasonable force?

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example if two pupils are fighting and refuse to separate without physical intervention.
- Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The School can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Telling parents when force has been used on their child

If an incident involving the use of force on a child occurs the school will decide whether it is appropriate to report the use of force to parents. A record will be kept of all serious incidents.

In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.