



Foxford Community School
Behaviour for Learning Policy
Local Level Policy

Date effective	1 September 2019
Review Cycle	Annually
Review Date	1 September 2020
Date of Approval by Governors	
Committee approved by	Foxford Local Governing Body
Author	Ms R Williamson - Head Teacher

Date	Notes

BEHAVIOUR FOR LEARNING POLICY

Introduction - “PRIDE in all that we do”

Student behaviour and success in learning are inextricably linked. Foxford Community School's Behaviour for Learning Policy reflects this by working to focus on the encouragement of positive student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning. We believe that this can be achieved through: -

- Encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect
- Encouraging students to be fully involved in the life of the school by providing opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, disability, ethnicity, sexual orientation, attainment and background
- Encouraging a determination to succeed in the face of any adversity
- Encouraging excellence in learning, progress and achievement

Aims

1. To promote positive behaviour throughout the school based on mutual respect
2. To promote a positive achievement culture
3. To promote high self-esteem, self-worth and self-discipline in all
4. To promote a strong partnership with parents and all stakeholders in supporting positive behaviour
5. To ensure that there are strategies in place to deal with poor behaviour promptly and effectively to ensure a safe and purposeful working and learning environment for staff and students

Our Ethos

The school has an ethos embedded with a belief that we want all our young people to grow into successful adults.

At Foxford we believe that: -

- **success is realised in variety of ways**
- **people can and do change**
- **growth is achieved through learning and partnership**

Our students follow a **PRIDE Code of Conduct: Pride, Respect, Involvement, Determination and Excellence.**

1. **Pride** in all that we do
2. **Respect** for ourselves, for others and for our environment
3. **Involvement** in our community
4. **Determination** to succeed
5. **Excellence** in learning, progress and achievement

Underpinning this Code of Conduct are the Foxford Learning Expectations in every classroom.

Show your PRIDE by being: -

1. **Prepared:** Arrive to lessons on time. Wear the correct uniform, with phones turned off and earphones away. Bring the right equipment and your completed home learning
2. **Respectful:** Follow the instructions the first time, listen, be polite and kind to all
3. **Involved:** Focus on your own learning. Work well with others to ensure everyone can learn
4. **Determined to succeed:** Always have a go and persevere, even when you find the work difficult
5. **Excellent:** Make your own learning the best it can be

PRIDE

P **PRIDE** in all that we do

R **RESPECT** for ourselves, for others and for our environment

I **INVOLVEMENT** in our community

D **DETERMINATION** to succeed

E **EXCELLENCE** in learning, progress and achievement

FOXFORD Community School

Foxford's Learning Expectations

Show your PRIDE by being:

- 1. PREPARED**
Arrive to lessons on time. Wear the correct uniform, with phones and earphones away. Bring the right equipment and your completed home learning.
- 2. RESPECTFUL**
Follow the instructions the first time, listen, be polite and kind to all.
- 3. INVOLVED**
Focus on your own learning. Work well with others to ensure everyone can learn.
- 4. DETERMINED TO SUCCEED**
Always have a go and persevere, even when you find the work difficult.
- 5. EXCELLENCE**
Make your learning the best it can be.

PRIDE in all that we do

Our **Standard Operating Procedures** ensure that students have a consistent transition into and out of lessons.

- Students go straight into lessons from the corridor and the teacher meets and greets and gives an appropriate reminder of the five learning expectations
- Students are given a bell task to engage them from the start
- The register is taken during the bell activity by the member of staff reading the names on the register and students answer with “Yes Sir” or “Yes Ma’am”
- Home learning is set as appropriate
- Differentiated learning objectives are shared – “In today’s lesson we are going to learn about....”
- Informal and inappropriate language is challenged and the teacher encourages discussion in subject specific language
- The learning is summarised towards the end of the lesson – “today we have learnt....”
- At the end of every lesson students stand behind their chairs when asked and are dismissed a group at a time into the corridor

Sharp start policy

- Students have a maximum of 5 minutes to walk from one lesson to another from the time of the changeover bell
- If they arrive later than this the classroom door will be closed and the lesson will have started
- Students must knock, apologise for being late and explain where they have been. The teacher will issue a “phase 1” sanction for unauthorised lateness to lesson (not Prepared)

Health and Safety

1. Students may not bring anything to school that has the potential to be a danger to others. This includes lighters and matches. The full list of banned items in school is contained within appendix E
2. No illegal substances may be brought into school
3. Smoking is prohibited on school premises, at the school gates or in close proximity to them. Cigarettes (including electronic and vapour) matches and lighters must not be brought to school. This also applies at any time that a student is engaged in fieldwork, or an educational visit, or while acting as a representative of the school
4. Valuable items and large amounts of money should not be brought into school because we cannot accept responsibility for their loss or damage
5. Mobile phones are to remain unseen and turned off and in student bags on the way to lessons and during lesson times. They will be confiscated if they are visible
6. All students must remain on the premises during the school day unless permission for absence has been mutually arranged and authorised

7. All students will be asked sign and agree to an internet usage agreement when logging in
8. Toilets should not be used during lesson time. Permission may be given in the case of emergencies and students will be issued with a pass
9. Only minimal jewellery may be worn (refer to uniform list), piercings should have small studs or sleepers, a watch may be worn. Sikh bangles may be worn but no others
10. Students must remove hats on school site and coats within the buildings

Confiscations

Non-compliant aspects of school uniform/dress code, including visible phones/earphones, will be confiscated by staff. These can be collected by students at 3.35pm from student reception. The name of the student will be logged. For persistent confiscations from individual students detentions will be issued by the form tutor or Director of Learning and parents may be asked to collect the confiscated item(s).

Detentions

Students may be kept behind at break or lunch time by teachers for failing to meet “Learning Expectations” in relation to classroom behaviour or failure to produce home learning.

Students may be kept behind for up to 10 minutes at the end of the day without prior notice. For an after school detention longer than this, parents/carers will be notified by the school. This may include on the day of issue if agreement can be made by both parties.

Praise and Rewards

We believe that students thrive on encouragement and that achievement and high standards should be recognised. At Foxford School students can be rewarded for various achievements including: -

- Attendance
- Effort and achievement in lessons
- Outstanding classwork and homework
- Being polite and respectful
- Representing a school team
- Attending revision classes
- Attending extra-curricular activities
- Making positive contributions to the school community

House points are awarded in lessons and postcards and letters can also be sent home to parents/carers to recognise outstanding achievement. Students are rewarded according to the rewards system. The school also has an Annual Celebration (Awards) Evening which takes place in July.

Whole School Strategies for ensuring the Behaviour Policy is carried out through: -

1. School Assemblies

- To give a school identity and promote belonging to Foxford
- To give a consistent message to every student
- To re-enforce our expectations of students' behaviour in the classroom and around the site
- Members of the Leadership Team will attend designated assemblies

2. The support and monitoring role of the Leadership Team

- Senior Leaders will walk the school regularly and enter classrooms to monitor that students have the appropriate uniform and equipment and are responding in a positive manner to the five learning expectations
- There will be a rolling programme of classroom observations
- There will be a regular student work scrutiny for each year group
- There will be designated weeks where all staff will monitor a particular aspect of the students' equipment, e.g. writing equipment etc.
- Teaching groups where there is the potential for student peer groups to disrupt others' learning should be identified and referred to subject and appropriate leaders so that they can help initiate additional support/strategies

4. The support and monitoring role of the Director of Teaching and Learning and Director of Learning

- To promote an achievement culture within the curriculum area/year team
- To ensure that school policy is carried out in their areas of responsibility and establish internal strategies for monitoring and establishing good learning and discipline
- To walk the faculty area/year group regularly to monitor that students have the appropriate uniform, and equipment and are responding in a positive manner, and that staff and students abide by the sharp start and standard operating procedures

5. Staff Training and Development

- The Leadership team will ensure that all new teachers are given an induction programme which explains the Behaviour for Learning Policy
- All staff will receive training in behaviour for learning strategies
- Individual teachers will receive additional classroom management training and development as identified through their Performance Management objectives
- Teachers should be encouraged to ask for specific training that they feel would be of benefit

BEHAVIOUR – SANCTIONS AND PROCESSES

The emphasis is on building **positive relationships** between staff and students by using a **restorative approach** to poor behaviour; allowing students to reflect and accept responsibility for poor behaviour, whilst allowing positive relationships to be built between staff and students.

At Foxford we look to promote students' self-management of their behaviour. Students are expected to take responsibility for their actions and accept the consequences of poor behaviour that is not corrected. Sanctions should be used when students fail to adhere to the expectations of the PRIDE Code of Conduct.

Incident Type

Phase 1	Phase 2	Phases 3 and 4 *
Chewing Lack of equipment/kit/ingredients No home learning Inadequate work Low level disruption Uniform	Defiance Inappropriate use of tech/mobile confiscation Missed detention Disruption (persistent infringement)	Abuse Aggressive or threatening behaviour Bullying Damage Discrimination Fighting Health and safety breach Possession of illegal substances Offensive language Persistent defiance Premeditated fighting Possession of a dangerous object Sexual misconduct Serious inappropriate use of social media/tech Smoking/vaping Theft Truancy

* The level of seriousness and / or persistency of the incident will determine whether it is dealt with as phase 3 or phase 4, i.e. an incident will be dealt with at phase 4 where the sanctions available at phase 3 are felt to be potentially insufficient to the circumstances of the incident concerned, this will be determined through discussion between a member of the senior leadership team and the Head Teacher.

Phase 1	Sanction	Outcome	Recorded on SIMS
Class teacher / tutor / mentor / teaching assistant	Verbal reminder	Written / verbal apology Restorative conversation Work catch-up	N
	Moved in seating plan		N
	Detention break		N
	Detention lunch		N
Class teachers / tutors / mentors / teaching assistants are not expected to formally record responses at this level but may tally incidents to monitor persistent issues.			

Phase 2 – subject ownership	Sanction	Outcome	Recorded on SIMS
Class teacher / tutor / mentor / teaching assistant	Detention after school Mobile phone confiscation	Written / verbal apology Restorative conversation Reconciliation at end of the day. Work catch up / study	Y
Subject / Faculty Leader	Time out to another room	Subject / Learning or Achievement faculty report card	Y
All phase 2 responses require a home contact within 24 hours. Persistent issues require students to be on Learning/Achievement Report (faculty monitoring).			

Phase 3 – wider ownership	Sanction	Outcome	Recorded on SIMS
Director of Learning	SLT detention Isolation Internal exclusion Parental Summons (for borderline FTE)	Isolation or internal exclusion (for part or full day = e.g. P1, 2 + 1 st break or P3, 4 incl. 2 nd break) Parent engagement Pastoral Support Plan Community Service Learning / Achievement Report Card Leadership Disciplinary Panel following a full day internal exclusion or a fixed term exclusion	Y – both response and outcome
Director of Teaching and Learning			
Senior Leadership Team			
All phase 3 responses require a formal letter home, a parent meeting/discussion to revisit the home school agreement and a Learning/Achievement Report. (DoL or SLT monitoring).			

Phase 4– fixed term exclusion	Sanction	Outcome	Recorded on SIMS
Head Teacher	Fixed term exclusion	Readmission meeting with SLT / Parent Written / verbal apology Learning / Achievement Report (SLT) Pastoral Support Plan Governors Disciplinary Panel following 2 fixed term exclusions in a term	Y – both response and outcome
Phase four response must follow DfE guidelines			

Managing the Four Phases

Phase 1 is owned by the subject teacher/tutor/mentor/teaching assistant/staff on duty.

Phase 2 is owned by the subject teacher and Director of Teaching and Learning.

There will be parental contact and a review of strategies deployed to improve behaviour/attitudes to learning.

Phase 3 is owned by the Directors of Learning, Directors of Teaching and Learning and the Assistant Head teachers with an escalation of engagement up to the Deputy Head teachers.

Phase 4 is owned by the Head Teacher and Deputy Head teachers (with support from Assistant Head Teachers).

There is scope for overlap across each adjacent phase. There is also overlap in the outcomes required. This is for the discretion of the line manager involved.

Middle/Senior Leader/Learning Mentor on Call: There is a Middle/Senior Leader and Learning Mentor on call for every period of the day to support the smooth management of incidents that may arise

Leadership on Call: The school operates a Leadership Team on-call facility for critical incidents

Home contact – where incidents require ongoing home contact with the parent this will where possible be by the same member of staff through an agreed channel of communication and timing.

TYPES OF EXCLUSION AND ISOLATION

All incidents recorded at a phase 3 or 4 which reach thresholds for exclusion from mainstream classes will be investigated and a judgment made by SLT to ensure a consistency of response. Parents will be informed and kept up to date with any investigations as they progress in a timely manner.

Isolation

The Directors of Learning/Teaching and Learning and the Senior Leadership Team may isolate a student with them for a fixed amount of time. This type of exclusion from mainstream learning takes place on the school site. Relevant staff are responsible for the supervision of students. Isolation is recorded on SIMS.

Parents are notified and during this time, the student works on their curriculum.

Internal Exclusion

Entry into internal exclusion must be sanctioned by a member of the senior leadership team. This is a supervised room where students work in silence. Students can receive two formal warnings, after which they have failed to complete their internal exclusion to the required standard and therefore will be required to re-do the internal exclusion again.

Teachers of internally excluded students need to send appropriate work to the room. On entry, students will be expected to hand over their mobile phones. Students will be escorted to the canteen at breaks and lunchtimes.

At the end of the internal exclusion period, students must provide evidence that they have completed the work that they have been set.

Parents are notified.

Fixed Term Exclusion

The Head teacher may exclude a student for up to 45 days in any school year.

Parents are notified via phone call and letter. At the end of the FTE students are expected to attend a readmission meeting with parents and a Senior Leader unless other arrangements have been made.

Placements at other Mainstream Secondary Schools

The school operates within Coventry processes to offer 6-week preventative placements at other secondary schools in the city for repeated breaches of the Behaviour for Learning Policy. This is the responsibility of the Deputy Head teacher and Assistant Head teacher (Inclusion) to facilitate and parental agreement has to be sought. The Head teacher can offer a 12-week Supported Transfer to another school as an alternative to Permanent Exclusion in some circumstances and parents have to be in agreement.

Permanent Exclusion

This will be used when the Head teacher decides the student should not return to school.

Permanent Exclusion is only used as a last resort and in response to a serious breach or persistent breaches by a student of the school's behaviour policy or where allowing a

student to remain in school would seriously harm the education or welfare of the student or others in the school.

Parents have a right to make representation to the school governors whenever their child is excluded. This right is clearly stated in the letter of exclusion.

Full details are included in this link:

<https://www.gov.uk/government/publications/school-exclusion>

Behaviour Outside School

Our behaviour policy covers not only behaviour within school but also outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school organised or school related activity, or
- Travelling to and from school, or
- Wearing our school uniform, or
- In some other way identifiable as a Foxford student

Or misbehaviour at any time, whether or not the conditions above apply, that

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

For students engaged in criminal behaviour the school will liaise with parents/carers and the Police and appropriate school sanctions will also be considered.

Monitoring and Review

Behaviour management will be under constant review throughout the school. This document is freely available to the entire school community on request or via the website. It will be reviewed on an annual basis.

Appendix A

The Responsibility of Teachers and Support Staff

- It is the responsibility of every member of staff in the school to ensure appropriate behaviour within the school environment and to manage the behaviour of groups and individual students at all times
- Every teacher will use the agreed system of rewards and sanctions
- The school's policy on rewards should be seen and used as a means of promoting good discipline
- Punishment should not be humiliating or degrading. Students should be able to see that they can make amends for their behaviour and learn from their mistakes
- Sanctions should be given to individuals and rarely whole groups. The system of sanctions should be applied fairly and firmly
- Staff will regard each lesson as a fresh start and understand that classroom practices can be both strict and warm concurrently
- Students should be encouraged to take responsibility for their own actions and their own learning, including apologising, where appropriate
- Every teacher will provide well-planned, well-resourced lessons that are accessible to all students, therefore making a considerable contribution to positive behaviour in the classroom
- All staff should make every effort to lead by example in terms of dress, presentation, behaviour, language and punctuality to school and lessons (sharp start)

Home School Partnership Agreements

At Foxford we want to work with students, parents, staff and governors to create a school environment that ensures teaching and learning are of the highest quality, where students enjoy the classroom experience and feel intellectually challenged and stimulated. We believe in the importance of equipping students with the values and skills that will help their development and learning for life. We want to build self-esteem and confidence and create opportunities where students, parents and staff know that they are valued. We are convinced that this can happen when parents, students and staff agree to work together in partnership.

This Home School Agreement is an agreement to work together.

Agreement

I / We shall aim to:

- Ensure my child attends school regularly, on time, properly equipped and in full school uniform
- Make the school aware of any concerns which might affect my child's education and welfare
- Support the school's policies and guidelines for behaviour
- Attend appointments and discussions about my child's progress
- Become involved with my child's life in school by supporting him/her in areas such as positive behaviour, home-learning tasks, talking about the school day and signing appropriate notes as required

- Parents are important partners in promoting good behaviour. We will involve parents and seek their support in this process
- All parents will be asked to sign and support the Home-School Agreement when a student is admitted to the school
- Whenever contact between parents and school is necessary in the case of poor behaviour, relevant, accurate and detailed information on the individual concerned will be used to arrive at the best solution for all concerned
- Parents can expect a response to any concern they raise within 24 hours of contacting school

Parent/Carer signature(s) _____

Appendix B

Confiscation of inappropriate items (in all cases, parents are informed of outcomes)

What the law allows:

1. Senior staff can search a student for any item if the student agrees.

Schools' general power to discipline, as circumscribed by Section 91 of the education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

2. Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Examples of prohibited items are: -

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers, matches, lighters, cigarettes and vaping devices
- fireworks
- stink bombs
- pornographic images
- any article that the member of staff 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 student)
- Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Confiscation

Senior staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

The legislation sets out what must be done with prohibited items found as a result of a search.

What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate, but this should not include returning it to the student.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if senior staff think there is a good reason to do so.

Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers, matches, lighters, cigarettes and vaping devices they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item, which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Screening

What the law allows:

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Any senior member of staff can screen students.

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search.

Schools should inform the individual student's parents, carers or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching will be dealt with through the normal school complaints procedure.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in **'Screening, Searching and Confiscation – advice for head teachers, school staff and governing bodies – January 2018'**.

Appendix C

Personal Electronic Devices

This should be read in conjunction with the School's Policy on E-safety.

Personal electronic devices (e.g. mobile phones) are a part of modern society and the school accepts that many students will possess them. There is growing evidence that using such technology in the classroom can help students to concentrate for longer and has the potential to enhance learning. However, usage should be determined and monitored by the teacher. Teachers and students have the right to teach and learn in a learning environment free from interruption by such devices.

The use of personal electronic devices in schools presents a number of challenges.

These include:

- a. Interruption of lessons and disrupting the learning of others
 - b. Loss or theft of personal electronic devices
 - c. Devices being a barrier to teacher-student communication
 - d. Devices being a distraction to learning.
1. The School accepts **no responsibility** for personal electronic devices that are brought to school and **takes no responsibility** to investigate their misplacement, loss or theft.
 2. Students must not use such devices or have earphones attached to them during lesson changeover or during lessons.
 3. Students are not allowed to connect any of their own electronic personal devices to school equipment.
 4. Unless permission is given, personal electronic devices must be switched off and out of sight in class and stored in bags. They must be switched off and out of sight during all assemblies.
 5. A teacher may give permission for students to use electronic devices in class; students must not assume that they have the right to use such devices in class. Our policy is that the authority to the permit use of personal electronic devices rests with the teacher; students may not have such items out without the teacher's permission in class.
 6. When students breach these guidelines, their devices will be confiscated by the teacher and stored in the school safe until 3.35pm.
 7. The school may apply a separate sanction for repeat offenders e.g. proactive confiscation or arranging for devices to remain at home.
 8. Staff have a statutory right to examine a student's electronic personal device if they have grounds to suspect that the device has been used inappropriately. They may

examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

Appendix D

School Uniform

We believe that students achieve at their best in a purposeful, interesting and challenging school environment. Teaching and learning are of prime importance. However, students' attitudes to learning and education and the promotion of a structured learning environment are vital. School uniform supports the development of a positive approach to learning and contributes to a strong, cohesive school identity which all students can relate to. The wearing of school uniform also protects students from social pressures to dress in a particular way and influences the wider public perception of the school.

It is important that students feel a sense of belonging and allegiance to Foxford Community School and are able to identify with the ethos of the school. We are proud of our diverse cohort of students and we ensure that our uniform respects religious and cultural dress. We believe that there are practical advantages for parents/carers and students alike by having a functional school uniform.

- School uniform is intended to be smart, conventional and free from fashion extremes
- School uniform is also worn to help identification of students and to create a more secure establishment
- All items of clothing in our school uniform should be 'school wear' not fashion items
- The School will endeavour to ensure minimum cost is incurred to achieve an acceptable standard
- The Head teacher's decision on suitable items will be final
- We will regularly review uniform items to ensure that they are of good quality and value

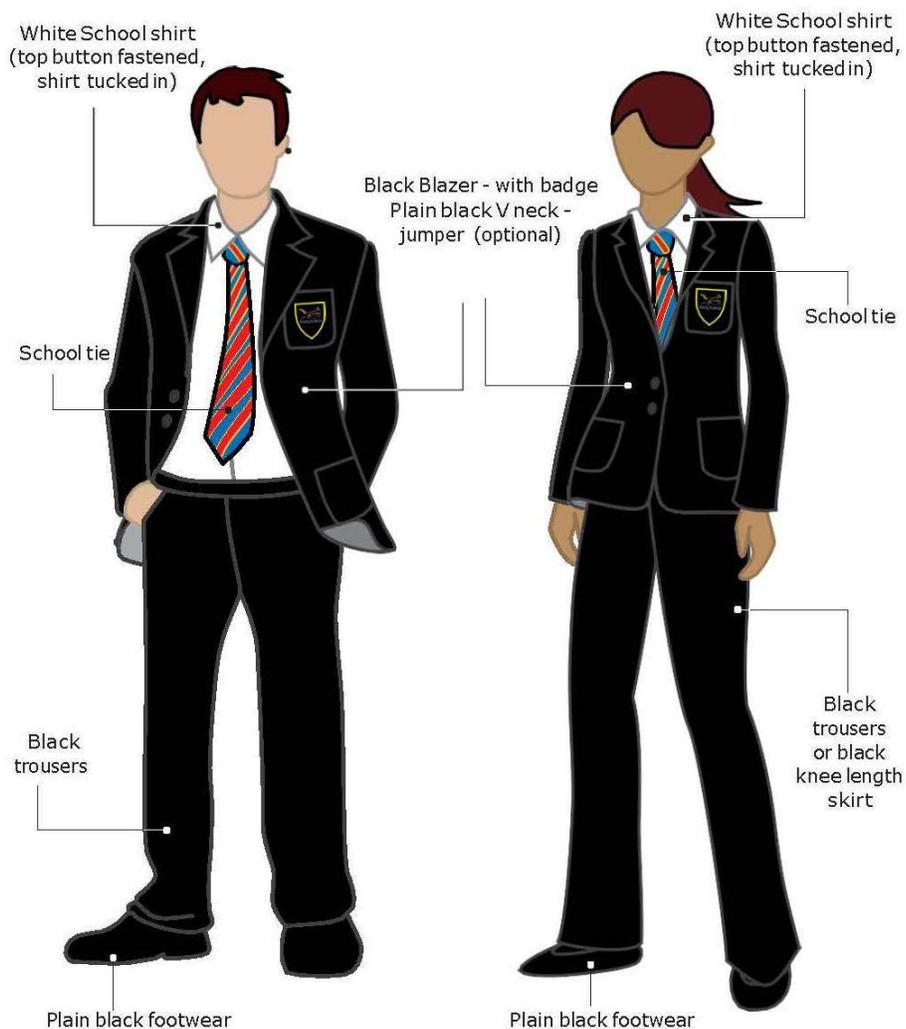
School Uniform Expectations

Students at Foxford Community School are expected to conform to a dress code.

- Black blazer with school badge (COMPULSORY)
- Black school trousers / skirt - at least knee length (COMPULSORY)
- White shirt (COMPULSORY)
- School tie (COMPULSORY)
- Plain black footwear (COMPULSORY)
- Black v neck jumper (OPTIONAL)
- No hats are to be worn on site, however, Sikh students may wish to wear a black turban or head covering. Muslim girls may wear a black hijab and boys may wear a cufi
- Only minimal make up and jewellery plus a watch may be worn. Piercings should have small studs or sleepers. Acrylic nails and nail polish must NOT be worn. Sikh bangles may be worn but no others

- PE KIT: The Foxford School kit may be worn along with pumps or trainers and white socks. Alternatively, black joggers/shorts with a black or white polo shirt. A suitable swimming costume.

School Uniform



Uniform infringements

It is a professional responsibility of all staff to be aware of students who are not wearing the correct uniform or who have brought in items which are not permitted, and to take appropriate action.

If a student arrives to school without correct uniform, without the authorisation of a signed parental or medical note, staff should take the following action or refer to pastoral teams:

1. Contact home by phone to ascertain reasons for incorrect uniform and expected date of compliance. Note put in student organiser, signed and dated by tutor.
2. Non-school jumpers, hats and jewellery should be removed on teacher request and retained securely; jewellery should be placed in an envelope with the student's name on and retained in a locked drawer until the end of the school day. If non-uniform items cannot be retained securely by the staff member then the student should be sent to Director of Learning or The Hub to remove jewellery/non-uniform items (including baseball caps) to be placed in secure storage.
3. For continued non-compliance the relevant Director of Learning should be informed, and parents/ carers should be telephoned again by the Director of Learning and issues discussed.
4. If there is further non-compliance, except where a reasonable arrangement has been made with parents/carers, the infringement will be considered an act of defiance and further sanctions will be considered by the Director of Learning and may include the student losing social time.

Around School/In Lessons

All staff are expected to challenge students who do not comply with the School Uniform Policy. Students should show permission notes where appropriate. For students not complying with the uniform policy around the school or during lessons and who cannot provide a note the staff member will inform the relevant tutor/Director of Learning who will contact home.

Appendix E

List of Banned Items which will be confiscated

1. Any item that can be used as a weapon (including replicas)
2. Laser pens
3. Cigarette lighters
4. Cigarettes and e-cigarettes (vapes)
5. Any smoking paraphernalia
6. Drugs of any description
7. Any drug paraphernalia
8. Matches
9. Fireworks
10. Stink bombs
11. Alcohol
12. Energy drinks
13. Fizzy drinks which do not have a school compliance label
14. Aerosols unless stored in a bag for personal use
15. Loom bands / spinners / fad items
16. Stickers being used inappropriately
17. Any pornographic material
18. Any computer games console
19. Any age restricted product
20. Any electronic tablet not bought into school for educational purposes
21. Any electronic device requiring a mains adaptor
22. Phone and tablet chargers
23. Hair straighteners
24. Inappropriate clothing
25. Inappropriate piercings
26. Inappropriate jewellery
27. Inappropriate head or hair attire
28. Any other item or substance that has an adverse effect on learning

This list is not intended to be exhaustive and the school reserves the right to declare new banned items. The school will not take any responsibility for the theft or loss of banned items or substances bought onto school site.

Student use of mobile phones is covered Appendix C.

Please note students are prohibited from using motor bikes and motor vehicles on the school site.