



Foxford Community School

Behaviour for Learning Policy

Local Level Policy

Date effective	September 2022
Review Cycle	Annually
Review Date	September 2023
Date of Approval by Governors	July 2022
Committee approved by	Foxford Local Governing Body
Author	Mrs S Harris

Date	Notes

Introduction - "Respect to all, from all"

Student behaviour and successful 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- a culture of excellence
3. To promote high self-esteem, self-worth and self-discipline in all
4. To promote a strong partnership with parents/carers 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**

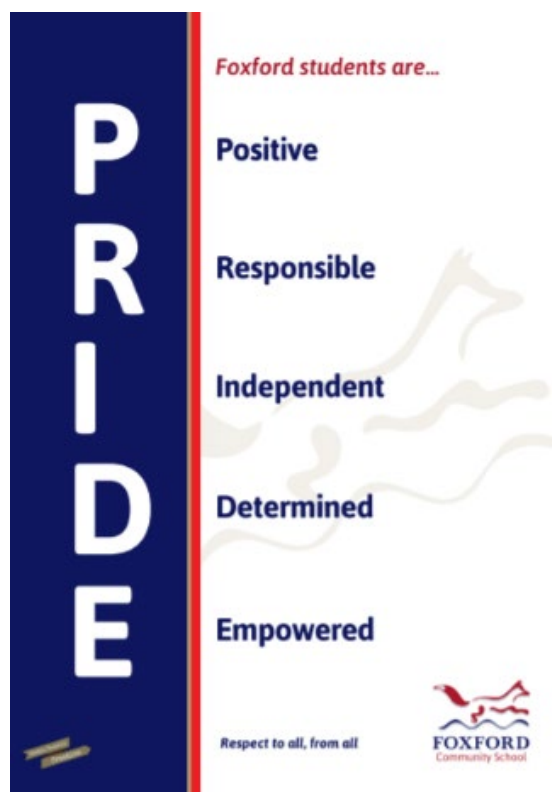
Our students follow a PRIDE Code of Conduct:

Foxford students are...

- **Positive**
- **Responsible**
- **Independent**
- **Determined**
- **Empowered**

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

1. **Arrive** to lessons on time, with the right equipment and home work
2. **Follow** all instructions first time
3. **Listen** to the person who should be talking
4. **Learning is for all** – don't disrupt the learning of others
5. **Show pride** – be polite and kind to all – no swearing, rudeness or defiance
6. **Work hard** – learn well and help others to learn



Our **Six Principles of Great Behaviour Management**, for all staff, are central to achieving *a culture of excellence* at Foxford.

1. Build relationships
2. Exude positivity
3. Celebrate success
4. Deliver certainty
5. Communicate clearly
6. Always support

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

- Students go straight into lessons from the corridor. The teacher meets and greets, providing a positive reminder of the five learning expectations, as appropriate.
- Students are given an appropriate 'Do Now' task to engage them from the start.
- The register is taken during the 'Do Now' by the member of staff- any latecomers are swiftly engaged into the lesson and dealt with at an appropriate time.
- Home learning is set as appropriate.
- Differentiated learning objectives are shared – "In today's lesson we are going to learn about...." And an Enquiry Question is set.
- Informal and inappropriate language is challenged. The teacher encourages discussion in subject specific language.
- Students are not sent out of the lesson, for any reason, without a pass from the teacher. Students are not asked to stand outside for longer than one minute and this must only happen in exceptional circumstances.
- 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 to 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.
- Students that are late to lessons, without a note, are expected to make up any time missed with their classroom teacher.
- Repeated lateness to lessons to be reported by classroom teachers to Year Leaders for the appropriate Key Stage, who will issue further sanctions.
- The 'sharp start' policy is reinforced by senior and middle leaders dropping into lessons and all staff having a positive, proactive presence on corridors at changeover times.

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. Students must not smoke at all whilst in school uniform. 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 school activities.

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, headphones and other electronic devices are to remain unseen, turned off and in student bags at all times, unless specifically allowed by a member of staff for educational purposes. 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 to 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. Students are expected to make up any lesson time missed with their classroom teacher.
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 3.05pm from student reception. The name of the student will be logged. For persistent confiscations from individual students, further sanctions will be issued by the Assistant Year Leaders and parents/carers may be asked to collect the confiscated item(s).

Any student who fails to comply with the confiscations policy will be issued further sanctions.

Detentions

Detentions at Foxford are issued as follows: -

- Teacher/tutor detention: 10 minutes, at the discretion of the member of staff, for a restorative conversation
- Faculty/year detention: 30 minutes, at the discretion of the Faculty Leaders/ Year Leaders
- School daily detention: 30/60 minutes after school, depending on the reason for the detention
- Break or lunch detentions will be issued for lateness to school or other incidents, at the discretion of the member of staff involved

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; online postcards and letters can also be sent home to parents/carers to recognise outstanding achievement. Students are rewarded according to the Graduation system. The school also has an Annual Celebration (Awards) Evening.

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

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
- Teaching groups where disruptive behaviour is consistently limiting progress must be referred to line managers and then Senior Leaders, who will coordinate additional support, as appropriate

3. The support and monitoring role of the Year Leaders and Faculty Leaders

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; also to check that students are responding in a positive manner, and that behaviour for learning routines are having impact

4. 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. The restorative blue slip system is in place. If a student is removed from a lesson they receive a blue slip and then are expected to attend a short restorative conversation with that teacher at the end of the day. This is aimed at students arriving each morning with a fresh and positive start.

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: these lists are not exhaustive and there may be context that makes behaviour types difficult to identify- please use 'best fit'. Behaviour does not always fit neatly into categories; please use the grids below as advisory.

Phase 1 (not recorded on SIMs)	Phase 2 (recorded on SIMs)	Phases 3 and 4 (recorded on SIMs)
Chewing Lack of equipment/kit/ ingredients No home learning Inadequate work Low level disruption Uniform Lateness to lesson	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

Phase 1	
Teacher ownership NOT recorded on SIMs	Potential Outcomes
<i>This behaviour is considered to be 'low level' and only needs to be brought to the attention of subject/year leaders if persistent (via email)</i>	Verbal reminder Movement in seating plan Teacher detention Restorative conversation Work catch-up
Phase 2	
Teacher/subject ownership Recorded on SIMs	Potential Outcomes
<i>This behaviour is still considered 'low level' but must be brought to the attention of subject/year leaders (via BMS)</i>	Verbal reminder Movement in seating plan Teacher detention Restorative conversation Work catch-up Use of referral timetable Written/verbal apology Faculty detention Report card Home contact
Phase 3	
Wider Ownership Recorded on Sims	Potential Outcomes
This behaviour is considered to be persistent or 'higher level' and must be actioned by subject/year leaders (via BMS)	Restorative conversation Use of referral timetable Written/verbal apology Faculty detention Report card Home contact Isolation
Phase 4	
SLT Ownership Recorded on Sims	Potential Outcomes
This behaviour is considered to be 'high level' and must be actioned by SLT (via BMS)	Report card Home contact Isolation Internal exclusion Fixed term exclusion

'On Call'

Each lesson, a senior member of staff (or designated support) is on call, with access to a radio. This is for critical incidents only, such as fighting, swearing at a member of staff or possession of a banned item.

This should not be used to settle a class, follow up defiance or confiscate a mobile phone.

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/carers will be informed and kept up to date with any investigations as they progress in a timely manner.

Isolation

In accordance with Phase 3/4 behaviour or persistent Phase 1/2 behaviour, Year Leaders and or the Senior Leadership Team may take the decision to isolate a student for a fixed amount of time. This could be for part of a day or full day, depending on the type of incident, and is likely to take place in the isolation room. However, there are occasions where students may be isolated elsewhere within school. Isolation is recorded on SIMS and parents/carers are always notified. A full day of isolation will be until 4pm.

The rules for isolation are clear and must be adhered to at all times:

- Students are expected to hand in mobile devices in order to remove temptation to use them
 - Students are expected to work in silence and complete work to a good standard, so that their educational progress is not being affected by their behavioural choices
 - Students are also expected to be polite and respectful to staff and other students at all times
- Failure to comply with the rules of isolation will result in further consequences and, for persistent refusal to cooperate, students may receive a fixed term exclusion from school.

Internal Exclusion

Entry into Internal Exclusion must be sanctioned by a member of the Senior Leadership Team as this is an alternative to a fixed term exclusion from school. Typically, Internal Exclusion is two full days of isolation (until 4pm) and takes place in the isolation room, unless other arrangements have been agreed. The same rules for isolation are to be adhered to (see above) and failure to cooperate with Internal Exclusion will result in Fixed Term Exclusion.

Fixed Term Exclusion

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

Parents/carers are notified via phone call and letter. At the end of a Fixed Term Exclusion, students are expected to attend a readmission meeting with parents/carers and a Senior Leader unless other arrangements have been made. A build-up of Fixed Term Exclusions may lead to a placement in another school or the student and his/her parents/carers being called before a governors students discipline panel to decide a way forward.

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 Senior Assistant Head teacher to facilitate and parental/carer 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; parents/carers have to be in agreement. Depending on the incident (s) any strategy can be discussed /issued by the Headteacher.

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/carers 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

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 with appropriate school sanctions also being 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 school website. It will be reviewed on an annual basis.

Remote Learning Addendum

“Respect To all from all”

When participating in a ‘live lesson’ on Microsoft Teams, or any other video conferencing software, remember that this is an extension of the classroom and you should conduct yourself as you would when in a classroom environment. PRIDE still applies.

This includes:

- Be on time and prepared for your live lesson
- Only join lessons which you have been invited to and that are on your timetable
- Ensure that your cameras off and microphones are muted.
- Be dressed appropriately for learning (e.g. no pyjamas)
- Remain attentive and present during sessions
- Respond appropriately and as directed in the chat function
- Interact patiently and respectfully with your teachers and peers
- A teacher will remind you to behave appropriately, should undesirable behaviour continue you will be removed from the live lesson.
- Join a live lesson from an environment that is quiet, safe, public and free from distractions (Please try to avoid using a bedroom for live lessons – if this is the only way that you can access the live lesson please blur your background)
- You **MUST NOT** record each other’s online interactions – this has been prevented through TEAMS
- If you are having an intervention session ensure that an adult is aware and where possible present in the room
- Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left

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 effectively manage the behaviour of groups and individual students at all times, according to the Six Principles of Great Behaviour Management
- 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 lead by example in terms of dress, presentation, behaviour, language and punctuality to school and lessons (sharp start)
- Reasonable force can and will be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Appendix B

Confiscation of inappropriate items, in line with controlled searches guidelines

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 senior 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 senior 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. 'Prohibited' refers to any item that is banned from school due to being disruptive to the learning and/or safety of others or is illegal.

Confiscation

Senior or designated 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.

All should be reported to the police and parents/carers, if the school feels this is the appropriate action.

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/carers 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 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 permit the 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. Statutory guidance for dealing with electronic devices:-
Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, 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.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.⁴

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy.

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.

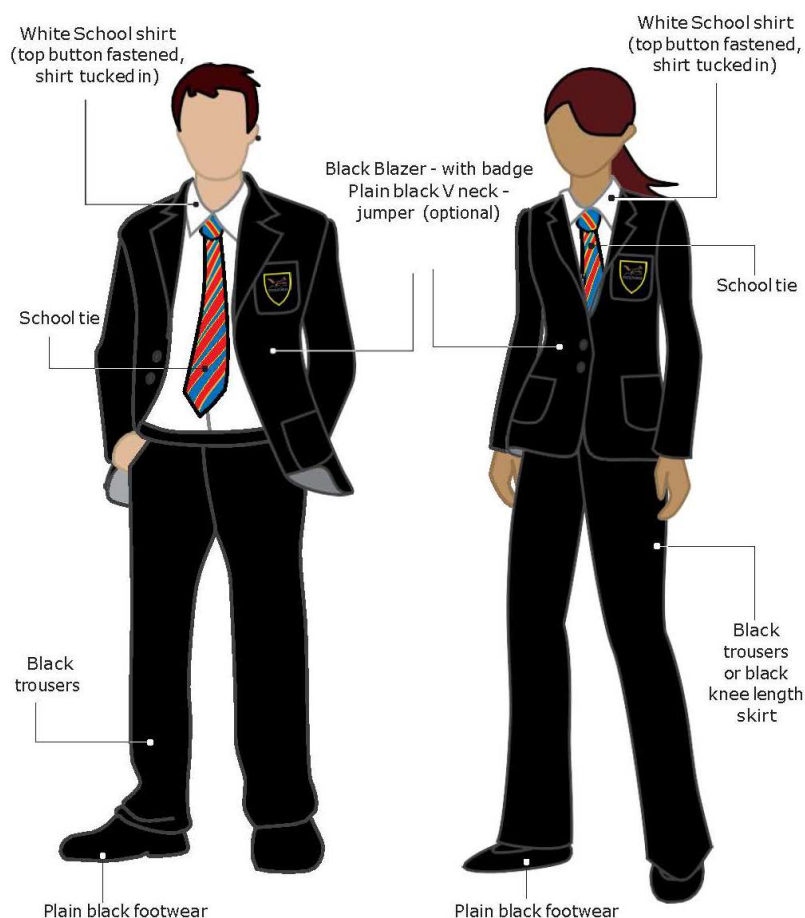
- School uniform is intended to be smart, conventional and free from fashion extremes
- School uniform is also worn to help identification of students and to create a more secure establishment
- All items of clothing in our school uniform should be 'school wear' not fashion items
- The School will endeavour 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 shoes / trainers (COMPULSORY) No boots or heels are permitted
- 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 only be 1 small stud or sleeper in each ear lobe, no other piercings are permitted. Acrylic nails and nail polish must NOT be worn. Sikh bangles may be worn but no others. The school accepts no responsibility for damage or theft to jewellery, which students may wear
- PE KIT: The Foxford School kit must be worn along with pumps or trainers and white socks.

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 parent/carer note or medical note, Assistant Year Leader to be alerted as soon as is reasonably possible:

1. Assistant Year Leader to contact home by phone to ascertain reasons for incorrect uniform and expected date of compliance. Note handed to student to authorise for the agreed period of time.
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 Assistant Year Leader 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 Year Leader 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/Year Leader 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.