The James Hornsby School

Together we excel

Behaviour, Attitudes and Exclusions Policy

(Incorporating the Anti-Bullying Policy and Mobile Phone/ Device Policy)

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Contents

1 Policy Statement
2 Aims of the Behaviour Policy
3 Roles and Responsibilities
4 Monitoring and Review
5 Expectations and Code of Conduct
6 Rewarding Excellence
7 Procedures for Dealing with Inappropriate Conduct
8 Stages of Behaviour
9 Report System
10 Anti-Bullying Policy
11 Support for Students
12 Implementation of Consequences
13 Related Policies

Appendix 1 – The James Hornsby School Anti-bullying Approach
Appendix 2 – Mobile Phone/ Device Policy
Appendix 3 – School Uniform Policy

Behaviour and Attitudes Policy

1. POLICY STATEMENT

Staff and students in the James Hornsby family promote all aspects of welfare, aiming to develop good working relationships and helping students feel safe at all times in line with our vision and values. We work together to produce self- assured, confident learners who have excellent attitudes to learning and are proud of their achievements and their school. This enables students to participate fully in school and the local community and equips them with the behaviours and attitudes to be successful in the next stage of education, training or employment.

2. AIMS OF THE BEHAVIOUR POLICY

The school's behaviour policy aims to:

A. Encourage excellent behaviour for learning through praise and reward.
B. Promote impeccable conduct and high standards of in class and social behaviour that further supports education and equips students with the attitudes and actions to be caring citizens.
C. Provide clear guidance to staff, students and parents about standards and expectations of behaviour.
D. Provide tools for staff to use to recognise and praise good behaviour as well as deal with inappropriate conduct.
E. Promote tolerance, respect and consideration for others.
F. Ensure the safety and wellbeing of students, members of staff and the general public.
G. Enable Students, staff and parents work to prevent bullying.

3. ROLES AND RESPONSIBILITIES

The Department for Education states it is the responsibility of the Governing Body to establish a policy and procedure for Behaviour and Discipline and to monitor the effects of the procedure. It is the responsibility of the Headteacher to: encourage and foster acceptable standards of behaviour; good personal relationships and a respect for the individual; address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of all staff to familiarise themselves and comply with this policy and procedure in accordance with relevant professional standards. In particular, staff should:

a) Maintain professional relationships by being well presented and acting in a professional manner at all times, including the use of appropriate language.
b) Be punctual for lessons.
c) Ensure that students enter and leave the classroom in an orderly manner.
d) Have good classroom management including high levels of academic challenge and challenging poor behaviour for learning.
e) Deliver well planned and engaging lessons, set appropriate and challenging home learning and provide appropriate feedback to support progress.
f) Utilise various tools to mitigate and manage behaviour
g) Provide adequate supervision during lessons, break and lunch times.
h) Be courteous and polite to students avoiding the use of sarcasm or scathing remarks.
i) Praise, encourage and reward students.
j) Seek further help and guidance from other members of staff where necessary.
k) Not tolerate derogatory abusive or aggressive language, the language of harassment or any antisocial behaviour or disruption to lessons.
l) Inform parents of poor behaviour and positive praise.
m) Be positive and highly motivated, expecting high standards and outcomes.
n) Record all behaviour and parental contact on Bromcom.

It is the responsibility of students to develop positive relationships in the school and demonstrate impeccable standards of behaviour, good personal relationships and have respect for all individuals, following the student code of conduct. We know from research and our work on Trauma Perceptive Practice that behaviour is a form of communication, and that understanding the needs, experiences and emotions that underpin behaviour is key to helping every young person succeed. Students should recognise that staff are there to support students to become the best version of themselves they can be, and therefore cooperation is the key to their own success.

It is the responsibility of parents/carers to support the school's behaviour and to encourage and foster in their children acceptable standards of behaviour, good personal relationships and a respect for the individual.

4. MONITORING AND REVIEW

a) Heads of College will analyse behaviour incidents daily and apply appropriate strategies.
b) Senior leaders, together with Heads of College, will analyse, intervene and report their findings as appropriate.
c) The Senior leaders responsible for behaviour and standards will report on the policy to the Headteacher as appropriate.
d) The Headteacher will report to the Governors on any relevant aspects of the working of the policy as appropriate.
e) The Governing Body will review the policy every three years.

5. EXPECTATIONS AND CODE OF CONDUCT

All staff should always expect the highest standards of behaviour from students in lessons and around the school. Staff should set explicit and high standards and not accept poor behaviour, work or lack of respect. Students will have excellent attitudes to learning; be self-disciplined and show respect for others.

Students are expected to:

a) Develop positive relationships in the school and demonstrate impeccable standards of behaviour, good personal relationships and have respect for all individuals.
b) Follow the school's expectations and embody the school values.
c) Follow the rules of the school and instructions given by staff.
d) Show determination and grit.
e) Strive for the highest possible attendance and maintain excellent punctuality to school and lessons.
f) Wear their uniform correctly and be prepared for all lessons and complete work to the highest standard.
g) Show respect for everyone within The JHS family and the local community and to not disrupt the learning of others.
h) Always represent the school with impeccable standards.
i) Attend enrichment and extra-curricular opportunities
j) Adhere to and respect social rules and personal space.

GENERAL CONDUCT AROUND THE SCHOOL
Students should:

a) Address staff respectfully. (Staff should insist on this and the use of 'please' and 'thank you'. Similarly, staff should be polite to students, role modelling the behaviours expected of students.)
b) Move around the school quietly, keeping on the left-hand side when walking in the corridors and on the stairs.
c) Remove outdoor coats upon entering the building.
d) Allow adults to pass through doorways first and hold doors open for them as well as for each other.
e) Vacate the school corridors at break time and no eating in the corridors.
f) Students are not to leave classes during lessons, unless agreed by class teacher. (Students should not be using the toilet during lesson times unless they have a medical pass. Consequences will be issued for any student walking out of class without permission)

g) Not use inappropriate or offensive language.
h) Not use mobile phones/ devices on the school premises. (See Appendix 2 – Mobile Phone/ Device Policy).
i) Have impeccable uniform at all times.

6. REWARDING EXCELLENCE

Excellent work, effort and behaviour are to be recognised and commended by staff whenever possible. The rewards listed are not exhaustive.

The school uses the Bromcom system to reward students with achievement points. Achievement points can be awarded by all staff who have contact with students.

The principal system of rewards will be through the issuing of Achievement Points via Bromcom. Parents/carers will be aware of points added through the use of Bromcom. Additionally, staff may communicate home to recognise positive conduct. It is an expectation that teaching staff, Heads of Faculty and Heads of College will communicate home as a way of recognising positive conduct in line with the Teacher Standards.

Achievement Points, excellent attendance and improvements in behaviour awards will be rewarded at the end of each half term via college and/or whole school assemblies, where a range of awards, opportunities and prizes are given out. Tutor groups compete for tutor group attendance prizes and positive attitude rewards. Student of the Term awards are presented by Heads of College at the half termly celebration assemblies. In addition to this, all students will have the opportunity to attend rewards trips and activities based on their attendance, behaviour and contribution to the whole school community over a designated period of time. All students should support their college in the race to win the College cup.

As well as the above, students are awarded annual subject prizes for outstanding effort and achievement, where a wide range of awards for particular achievements within subject areas awarded, as well as recognition for specialist achievement for example: P.E. medals, shields and cups.

In Year 11, students also work towards achieving Prom Points. To attend the Prom is a reward for the hard work and good conduct of the preceding years, and students' conduct must demonstrate a support of the school ethos in order to be permitted to attend. Various incentives will be in place to recognise appropriate attitudes.

At The James Hornsby School, we believe in 'Enhancing the life chances of all our young people, enabling them to fulfil their potential and achieve the best possible outcomes'. As such, we want to provide opportunities that further enrich their school-based experiences and spread beyond the taught curriculum, offering opportunities to build character, resilience and independence. We want our learners to demonstrate respect for others by working creatively and having high aspirations and expectations in all they do.

Our enrichment offer extends beyond the classroom and we are committed to providing a breadth of opportunities for all learners. Engagement in all enrichment activities requires students to have excellent Attendance, Attitudes and Achievement across school.

With the increased numbers of trips, visits, activities and events we expect excellent attendance and attitudes to initially be invited to participate in activities that fall outside of curriculum requirements. Opportunities offered outside of school will have set criteria attached, dependent on the purpose and nature of the activity. All enrichment opportunities are offered at our discretion. Individual circumstances are taken into account, via communication with parents and carers.

As a result of poor attendance or behaviour, opportunities beyond the curriculum: trips, visits, activities, events, opportunities and school representation will be restricted or withdrawn from these students until they are able to demonstrate appropriate attitudes towards the school expectations.

At the James Hornby School, we expect good attendance, achievement and attitudes from all of our students. We define good attendance as 96% or above.

We offer a wide range of education extra opportunities, from onsite extra-curricular clubs, activities and events to offsite trips and visits. All students have the opportunity to access these.

For trips and visits off site, we will expect a minimum of 90% attendance and above and good standards of behaviour to be invited (please be aware that next academic year – this will be 93%). We will also; if timing of the trip or visit allows, invite those that are below 90% allowing them time to improve their attendance before the trip or visit.

Any student who has been invited, must maintain their levels of attendance and behaviour, or they may be removed.

7. PROCEDURES FOR DEALING WITH INAPPROPRIATE CONDUCT

Impeccable conduct will be supported by:

a) Motivating students through the content and methods of delivery of the whole school curriculum and expecting high standards from them.
b) Following school procedures.
c) Informing parents at the earliest opportunity of successes and behaviour issues and involving them in measures to support improvement in behaviour.
d) Where relevant, offering the opportunity for individual guidance and support for students to develop, monitor and review behaviour through internal staffing and external agencies.
e) Offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour.

When conduct is not in line with expectations, some of the below tools will be used to help students to modify or reflect on their conduct.

a) Non-verbal cues and corrections
b) Unnamed corrections. E.g. “I’m just waiting for 100% of people to put their pens down and look up"
c) Named corrections or warnings about behaviour
d) Class teacher detentions, Head of Faculty/College detentions – if these are at break times, students will always be given time for comfort breaks.
e) SLT Detentions.
f) Faculty removal room. If a student is removed from their lesson, they will receive an automatic 30-minute detention on the same day.
g) A consequence in the Behaviour and Attitudes provision (BAP).
h) Fixed term suspension. (Tools to support good conduct will be used to avoid suspension whenever possible.

8. STAGES OF BEHAVIOUR

Class teachers should set explicit and high expectations within their classroom, in line with school standards and expectations. Staff should not accept poor standards of work, behaviour or respect. Students will have excellent attitudes towards learning, be self-disciplined and show respect.

Low level disruption and minor poor conduct will usually be dealt with initially by informal methods, such as reminding students of school expectations, issuing a verbal warning, moving their seat or a quiet discussion. However, when these methods do not modify behaviour, the situation must be resolved quickly to return the focus to learning. Other, more formal tools, such as detentions or the use of the faculty removal room support with this. ·

The following table gives some examples of the types of conduct staff may be dealing with, along with the tools that are likely to be used in supporting the situation.

Level/ Stage	1	2	3	4	5	6
In Class	Low Level	Medium Level	High Level	Defiance/ Disregard	Serious Disregard/ Violence	Gross Misconduct/ Illegal
Staff	All	All	HOF / MCL/ SLT	SLT		
Outcome	Dealt with in class, logged on Bromcom	Dealt with in class, logged on Bromcom 5-15min break detention	Removed from class, logged on Bromcom, same day detention (increased to up to 1 hour), Parent communication (Consequence)	Removed from circulation, same day consequence until 4pm (increased days if necessary), Parent communication (Incl meeting if necessary), ATL report		
Examples	Equipment, Uniform, ATL, minor rule breaking	Repeated infringements at Low Level, Late to Lesson	Disruption to learning, Rudeness, Part lesson truancy, Refusal	Persistent issues at Level 3, Consequences "stacked" (incl. up to 1.5hr detention)		
Out Class	Low Level	Medium Level	High Level	Defiance/ Disregard	Serious Disregard/ Violence	Gross Misconduct/ Illegal
Staff	All	College Team	HOC/ FGL/ SLT	SLT	SLT	Headteacher
Outcome	Addressed by staff, logged on Bromcom	College team dealt with, logged on Bromcom, 5-15min break detention	Removed from circulation, same day consequence until 3.30pm, Parent communication	Removed from circulation, same day consequence until 4pm (increased days if necessary), Parent communication (Incl meeting if necessary), College report	Removed from circulation, same day consequence until 4.30pm (increased days if necessary), Parent communication & meeting, Time in Ent if appropriate	Fixed Term Suspension, OSD, Placement at alternative provision, Permanent Exclusion
Examples	Uniform, Minor rule breaking	Repeated infringements at Level 1, inappropriate social time behaviour	Full lesson truancy, minor damage to school property, "play fighting", inappropriate language/ comments, Lateness to School, Refusal	Internal truancy, Offensive/ derogatory language, Swearing at staff, Negative child on child interactions, minor vandalism, social media issues, Persistent Level 3 issues	External truancy, Physical violence, vandalism, smoking/ vaping, Higher level child on child interactions (incl. social media issues & persistent bullying), Significant disruption to the running of the school	Physical assault, Highest level of child-on-child interactions (incl ongoing bullying), illegal activities, persistent Level 5

Behaviours at Stage 3 or above should involve a Head of Faculty, Head of College or member of SLT. Consequences will be decided by school leaders at this level. Where statements and investigations are necessary, BAP staff will lead on this and a decision will be made regarding a consequence with the appropriate school leader.

The school recognises the importance of listening to and considering pupils' views when responding to behavioural incidents. Following an incident, pupils will be given an opportunity to share their account of events and express their views, feelings and wishes. This may be recorded using incident forms, written statements or notes of verbal disclosures, as appropriate to the age, understanding and communication needs of the pupil.

The school will also provide opportunities for reflection and restorative conversations, where appropriate, to help resolve issues, repair relationships, identify any support required and promote learning from the incident. Particular care will be taken to ensure that pupils with SEND, communication difficulties or additional vulnerabilities are supported to express their views in a way that is meaningful and accessible to them.

9. REPORT SYSTEM

Reports may be issued to monitor achievement (in one subject or across subject areas), attitude to learning or attendance. All behaviour monitoring will be overseen by a designated member of the college team. This may move up in seriousness as outlined in the table below (although the Head of College will choose the appropriate member of staff to report to, with the support of their SLT link).

Form Tutor	Pastoral Officer/ AHOC	HOC/HOF	SLT
Phone call home. 2 weeks monitoring.	Phone call home. 2 weeks monitoring.	Letter & phone call home. Round robin from all teachers. 2 weeks monitoring.	Meeting with parent. 2 weeks monitoring. Possible adjusted timetable.
Low level disruption in lessons and/or social times.	Persistent disruption in lessons and/or at social times.	Disregard for school rules across a variety of means.	Serious disregard for school rules.
If no improvement escalate to PO/ AHOC.	If no improvement escalate to HOC/ HOF.	If no improvement escalate to SLT.	If no improvement there will be a bespoke arrangement for behaviour support

On rare occasions, a decision may be made for a student to be on report to the Headteacher and/ or the Chair of Governors.

Where poor behaviour is limited to one faculty area, Heads of Faculty will place a student on a faculty report for a minimum of two weeks. In order to monitor the student’s improved attitude to learning, a Head of Faculty should meet with the student two weeks after the end date of the report to review their behaviour and inform the parent/carer.

10. ANTI-BULLYING POLICY

The School aims to comply with Section 154 of the Education Act 1996 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

We understand that our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. We recognise that, whilst at school, a child's behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that child on child abuse is a reality and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

The James Hornsby School works under guidance from Essex County Council. Bullying can be any persistent behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten or exclude, as well as being persistent and an abuse of power, leaving the targeted individual feeling defenceless. Bullying will not be tolerated at The James Hornsby School, but incidents must be reported in order for the school to take action. See also Appendix 1.
Definition of bullying

Bullying is repeated, hurtful or unkind behaviour which is deliberate. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

· Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.

· Attacking property – such as damaging, stealing or hiding someone's possessions.

· Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.

· Psychological – such as deliberately excluding or ignoring people.

· Cyber – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

a) Race (racist bullying)
b) Religion or belief
c) Culture or class
d) Gender (sexist bullying)
e) Sexual orientation (homophobic or biphobic bullying)
f) Gender identity (transphobic bullying)
g) Special Educational Needs (SEN) or disability
h) Appearance or health conditions
i) Related to home or other personal situation
j) Related to another vulnerable group of people

We have a lead staff member for anti-bullying, overseeing a team, who is responsible for ensuring policies and procedures promote positive and safe environments that nurture emotional health, good behaviour and well-being. These areas will be addressed in assemblies, in PD and CE lessons, through form times and in conversations with groups and individuals. The lead staff member also ensures that incidents of bullying are recorded and monitored in such a way that incidents of bullying are resolved positively. The school will follow and adhere to the guidance in the school's Behaviour Policy and Child Protection and Safeguarding Policy to address child on child abuse and impose appropriate consequences as a result of any bullying.

Child-on-child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse. (refer to our Child-on-Child Policy and procedural guidance).

The school will deal with sexting matters in house where possible; the guidance taken from Essex County Council will be followed at the school. All incidents involving youth produced sexual imagery will be dealt with under the Child Protection and Safeguarding Policy. If a referral is received, an initial meeting will take place with the young person, the meeting should determine the level of immediate risk. If there is an immediate risk, then the police and Essex Social Care should be informed. If there is deemed to be no immediate risk, where appropriate, the images will be deleted from the device, parents should be informed as early as possible and the young person spoken to about the risks of taking, viewing or sharing images. The school can choose to issue a consequence if appropriate. The school will, if needed, confiscate the device and insist that the young person is spoken to by the Police Liaison Officer regarding the risks.

The school will not routinely investigate, mediate, or resolve disputes arising from the use of social media platforms where students are below the minimum age required to hold an account. Parents and carers remain responsible for monitoring and managing their child's use of such platforms. The school reserves the right to intervene where there is a clear and direct impact on students' safety, wellbeing, or the orderly running of the school.

All types of bullying must be reported to a trusted adult.

11. SUPPORT FOR STUDENTS

In support of our family ethos, and in understanding that behaviour is a form of communication, supporting children in their development can take many different forms. Our College system is in place to meet the needs of the majority of our young people, supported by our family ethos. However, some young people require more support than others and so we have other avenues of support we utilise. The school adopts a range of initial intervention strategies to help students manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is includes, but is not limited to:

a) Supporting students through the behaviour curriculum. If there is no improvement, issue a reminder. If the behaviour continues to disrupt then issue a teacher-based consequence (as listed in stage 1 and stage 2 behaviour in section 7).
b) Use of internally trained staff for bespoke support.
c) Supporting students through early help and multi-agency assessment as well as external agencies such as mentors, counsellors and education psychologists.
d) Reporting systems including positive report.
e) Supportive in-lesson measures such as time out, bespoke timetables and alternative curriculum offers.
f) Behaviour Support Plans.
g) Supporting students with additional needs – in line with our duties under the Equality Act 2010, Children and Families Act 2014 and for individuals with an EHCP. h) 1:1 referrals for behaviour management.
i) Round robins/information gathering.
j) Meeting with parents.
k) Team Around the Family or Early Help meetings.
l) A focus on restorative approaches.
m) Peer support/Buddies/Positive student role models.
n) Extra-curricular activities.

o) Safeguarding students.
p) Off-site direction.
q) Ensuring any reintegration following suspension or a period of off-site direction is successful.

12. IMPLEMENTATION OF CONSEQUENCES

Classroom expectations:

a) Ask students to behave in a way that meets our expectations. If there is no improvement, issue a reminder. If the behaviour continues to disrupt then issue a teacher-based consequence (as listed in stage 1 and stage 2 behaviour in section 7).
b) If the behaviour continues to disrupt learning, then the student should be placed in the faculty removal room (stage 3 behaviour).
c) If there is continued refusal to comply, the Head of Faculty should authorise the student to be removed via Request Support and a decision will be made about the consequence (stage 3 or 4 behaviour).
d) Any behaviour that is deemed worthy of an internal or external suspension will result in instant removal to the Behaviour and Attitudes Provision where a decision will be made by school leaders (stage 5) or the Headteacher (stage 6).

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. The school recognises that behaviour may be influenced by a range of underlying factors and will consider whether a pupil's behaviour may be linked to unmet needs, including special educational needs and disabilities (SEND), mental health difficulties, adverse childhood experiences or other vulnerabilities. Where appropriate, the school will review the support and provision in place to ensure that reasonable adjustments are being made, additional interventions are considered, and the pupil receives the support necessary to meet behavioural expectations and engage successfully in school life.

The school will consider whether a pupil's misbehaviour gives cause to suspect that they are suffering, or are likely to suffer, harm. Where this is the case, staff will follow the procedures set out in the school's Child Protection and Safeguarding Policy and take appropriate action to safeguard the pupil.

Any student misbehaving may lose privileges such as involvement in activities, trips or events, especially those events which rely on staff having a large measure of trust in students, such as trips abroad and sports fixtures that are not on school site. The school may specify criteria to take part in certain events and activities (e.g. attendance, number of behaviour points) and students who do not achieve the specified criteria will not be eligible to take part.

Detentions are a vital part of maintaining standards in schools and the Headteacher at James Hornsby has given authority to all members of staff to issue detentions. Schools do not require parental consent in order to set detentions.

a) Detentions may occur during student break and lunch times or at the end of the school day.
b) During a break, the detention should be no longer than half of the given break/lunch time, allowing sufficient time to get food and/or use the toilet. These detentions should be used
c) For minor class disruption or incidents. All staff can issue a detention for up to 30 minutes at the end of the school day, without prior notification to parents. In normal circumstances 24 hours' notice will be given to a parent of a detention of longer than 30 minutes. Notification will usually be in the form of a Bromcom notification, but may also be phone call. Exceptions to 24 hours' notice may take place in unusual circumstances. Where the behaviour is considered serious enough to require removal to the Behaviour and Attitudes Provision, 24 hours' notice will not be given, but staff will seek to inform parents/carers. The government sets no specific limit on the maximum length of a detention, but common practice is not to exceed 2 hours.
d) Detentions should be set and take place as quickly as possible following the conduct for which it is a consequence. This ensures that the link between cause and consequence is clear.

A range of detentions may be used increasing in length of time to reflect increasing seriousness.

e) Students failing to attend a class teacher detention will have the detention re-issued and the consequence time increased. Failing to attend a detention is considered to be a high level of defiance, and consequences may quickly escalate if detentions are ignored.

Use of Faculty removal room:

a) Each faculty area is expected to produce a faculty removal timetable, with a room allocated for each period.
b) The faculty removal room should be used when the teacher has exhausted all means of behaviour management available to them within the classroom.
c) When the faculty removal room is used, the Head of faculty must be involved in issuing a detention consequence (this is a stage 2 or 3 consequence).

The Behaviour and Attitudes room may be used in the event of a student:

a) Arriving late to school.
b) Having inappropriate uniform and refusing to rectify it.
c) Being removed from a lesson via staff requests for support (at stage 3 or above).
d) A student is causing disruption in the corridors and/or during school social times.

This consequence will always include a detention due to the seriousness of the conduct.

Stage 5 Internal Suspension is more serious. It is equivalent to fixed term suspension and can only be approved by the Senior Leadership team or the Headteacher. Students will be placed in stage 5 Internal Suspension on a calendared day and will remain until 4.30 pm on the same day.

Fixed term suspensions are even more serious and will be followed by a day of reintegration in the BAP, to support with restorative work. Reintegration meetings may be used to identify any additional support required, review reasonable adjustments, consider whether further assessment or multi-agency involvement is needed, and agree strategies to promote positive engagement and reduce the likelihood of further incidents and/or suspension.

Suspensions can only be approved by the Headteacher or, in her absence, the only other person that can suspend students is someone appointed as acting Headteacher by the Headteacher. This is not automatically a Deputy Headteacher. Removing the right to education is not a decision taken lightly and it will only be made if there has been an appropriately serious breach of the rules, where there is a serious risk to the education or wellbeing of other students in school. Where a student's defiance has reached such a point that the student is uncontrollable and so it has become unsafe to keep the student on site, it is likely to be appropriate to suspend for a fixed term. Fixed term suspensions may also be used where there is a high risk that a student will become permanently excluded and so there is a need to consult with other agencies and plan to put in place alternative strategies or education for the student before readmitting them.

In certain circumstances, the school may temporarily forbid a pupil from attending its premises, for example due to an allegation of harm by one pupil against another which requires pupils to be physically separated. This is not a suspension on disciplinary grounds. It should only be used where separating pupils is essential and cannot practicably be done in a way that allows the relevant pupil or pupils to remain on the school premises through alternative arrangements, such as supervised separation.

Where there is a serious concern about how a student is responding to other measures the school will consider alternative education. This could be in the form of:

a) Off-site Direction – respite - which is when the governing board requires a student to attend another education setting to improve their behaviour; this is a time limited placement. This placement will be regularly reviewed.

b) Off-site Direction - which involves being offered a fresh start at another school or academy by way of a trial transfer with the intention being that the move is permanent. This is a process which all parties should agree to and is subject to student attendance and behaviour whilst at the receiving school or academy.

c) A managed move may be used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school. This is a voluntary process and should only take place where it is in the pupil's best interests and where all parties are in agreement. This will normally include the pupil, parents/carers and the schools involved.

Alternative education may also be in the form of referrals to other agencies, organisations or alternative education providers.

A decision to permanently exclude a student is extremely serious within law and will only be taken where the facts have been clearly established on the balance of probabilities and where the conduct is such that the student's position within the school is no longer tenable. This measure can only be approved by the Headteacher or, in her absence, the only other person that can suspend students is someone appointed as acting Headteacher by the Headteacher. This is not automatically a Deputy Headteacher.

Permanent exclusion based on a series or pattern of behaviour is a judgement that the student is demonstrating 'persistent defiance'. That is a refusal to respond which has persisted over time, despite various interventions and with no reasonable prospect that the student will change their behaviour.

Permanent exclusion based on a 'one off' offence will occur in circumstances such as: serious violence, actual or threatened, against another student or member of staff; Sexual abuse or assault; arson or serious criminal damage; supplying/bringing illegal substances or items into school; endangering other students' welfare; carrying an offensive weapon.

Behaviour/ misconduct outside of school:

Schools have the power to sanction students for misbehaviour outside of the school premises including those that occur online. Behaviours that occur outside of school may have a consequence within the school if the school is/has been brought into disrepute or if the conduct is such that there is an expected impact within the school community. The following are examples of circumstances in which the school may intervene to address behaviour occurring outside school (including online), where the pupil is identifiable as a member of the school community. This list is not exhaustive:

- behaviour that could have repercussions for the orderly running of the school;
- behaviour that poses a threat to another pupil;
- behaviour that could adversely affect the reputation of the school.

In addition, the school may respond to behaviour that occurs when a pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; or
- otherwise identifiable as a pupil of the school.

Any behaviour of an aggressive/threatening nature will be reported to the Essex Police CYP Officers. The school will not routinely investigate, mediate, or resolve disputes arising from the use of social media platforms where students are below the minimum age required to hold an account. Parents and carers remain responsible for monitoring and managing their child's use of such platforms. The school reserves the right to intervene where there is a clear and direct impact on students' safety, wellbeing, or the orderly running of the school. A student's behaviour outside of school can be considered grounds for a suspension or permanent exclusion.

Use of Force:

The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. ‘Reasonable’ means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context. Staff will use no more force than is absolutely necessary to stop the behaviour and will always try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible.

The Use of Reasonable Force in Schools guidance outlines that “All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise”

Head teachers and staff they authorise can also use such force as is reasonable to search for legally prohibited items. Reasonable force will not be used as a punishment. Reasonable force could include restraint or seclusion.

Seclusion, defined as a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving, may only be used in exceptional circumstances as a protective measure where there is an immediate and significant risk of harm to the pupil or others, and where alternative strategies have been unsuccessful, would not be appropriate, or cannot reasonably be implemented because of the urgency of the situation.

Seclusion will never be used as a punishment or solely because a pupil has failed to comply with an instruction. Its use will be time-limited, subject to continuous monitoring, and reviewed in light of the pupil's age, understanding, medical conditions, SEND and individual needs. The school will seek to use preventative and de-escalation strategies wherever possible to minimise the need for seclusion. Where seclusion forms part of the planned support for an individual pupil, this will be supported by appropriate risk assessments, behaviour support plans and parental/carer involvement.

Training on the use of restrictive interventions equips staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It helps staff understand how to assess whether their response is reasonable under pressure. For any restrictive intervention, staff have been trained to consider in the moment:

Is it necessary?
Is it proportionate?
Has consideration been given to the pupil’s welfare?

Training in the first instance also focuses on the need to de-escalate. There are approximately 20 trained staff in the school to address. We train all staff on the need to minimise the need to use restrictive interventions, such as through prevention and de-escalation. Whole-school measures include ensuring staff are trauma-informed. Some students may also need bespoke plans and risk assessments in line with their needs.

Parents will be informed in writing of all significant incidents.

In line with statutory guidance, we record all significant incidents and analyse data on the use of restrictive interventions to inform improvement planning.

The school will always seek to prevent situations from escalating through proactive strategies, support and de-escalation. However, where force is necessary, it will be used in accordance with the DfE guidance, 'Restrictive interventions, including use of reasonable force, in schools'. The school will have due regard to its duties under the Equality Act 2010, including the requirement to make reasonable adjustments for disabled pupils and to consider the needs of pupils with SEND when planning preventative approaches and responding to behaviour incidents.
The school will use no more force than is absolutely necessary to stop the behaviour and will always try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible. The school is allowed to use reasonable force, without requiring parental consent, to:

- Remove disruptive pupils 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 a pupil to leave would risk their safety, the safety of others, or seriously disrupt learning;
- Prevent a pupil from attacking another pupil or member of staff, stopping a fight, or preventing violence;
- Prevent pupils from hurting themselves or others
- Prevent serious damage to property; and
- Prevent behaviour that would constitute a criminal offence or cause significant disorder.

This list is not exhaustive and professional judgement is used by the staff. Staff receive appropriate training and refreshers in line with the school's training programme.

Searching, Screening and Confiscation:

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Staff are aware of their responsibilities in line with PACE Code C. The school will always have a focus on the wellbeing of the student during and after any search, whether an item is found or not. This will involve relevant staff, such as the Designated Safeguarding Lead.

The Headteacher 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 or any item banned by the school rules.

The prohibited items that can be searched for under this power are knives, or weapons, alcohol, illegal drugs, tobacco, e-cigarette, vape, fireworks, stolen items or anything that may be seen as a risk to themselves or others. Pornographic imagery is also prohibited and searches, including on devices, can be undertaken for the purposes of safeguarding students. Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. Staff will only examine, erase or delete data from an electronic device where it is reasonable to do so and in accordance with the DfE's Searching, Screening and Confiscation guidance. Where there is reason to suspect that a device contains indecent images of a child, staff will not view the images unless absolutely necessary and will follow safeguarding procedures outlined in the Child Protection and Safeguarding Policy, including seeking advice from the Designated Safeguarding Lead and, where appropriate, the police.

Parents will always be informed of searches conducted for prohibited items. These items (if found) will not be returned to students. Certain items may be given to the police or disposed of; other items may be able to be returned to parents. Sanctions will be applied to the students if prohibited items are found.

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. Any member of school 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 suspended the student and the student's absence should be treated as unauthorised.

Staff Training:

Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships. Staff will receive training appropriate to their role and responsibilities, including induction for new staff and regular updates thereafter. As part of their annual training, staff will be given guidance on the use of restrictive interventions and reasonable force, with a focus on the need to de-escalate. Where necessary, staff may be given additional training to support them in their roles when dealing with behaviour incidents, or procedures outlined in this policy.

Data:

The school monitors and evaluates behaviour data, including rewards, sanctions, suspensions, permanent exclusions, restrictive interventions and relevant pupil groups, to identify patterns, inform strategic decision-making and support continuous improvement.

Complaints:

Any concerns or complaints regarding the conduct of school staff in relation to the implementation of this policy should be raised in accordance with the school's complaints procedure.

13. RELATED POLICIES

- Alternative Provision Policy
- Anti-Bullying Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Code of Conduct Policy
- Curriculum Policy
- Equality Statement and Objectives Policy
- Home School Agreement
- Mobile Phone Policy (including other smart devices)
- Online Safety Policy
- Procedure for Dealing with Safeguarding Allegations against Adults in School
- Relationship, Sex and Health Education Policy
- Special Educational Needs and Disability Policy
- Suspension and Permanent Exclusion Policy
- Zenith Mental Health and Wellbeing Policy

Statutory Guidance:

- Alternative provision (2025)
- Behaviour and discipline in schools: guide practice for schools (2015)
- School behaviour and attendance: parental responsibility measures (2024)
- School suspensions and permanent exclusions (2026)
- Use of reasonable force in schools (DfE, 2026)
- Positive environments where children can flourish (GOV.UK, 2021)
- Working together to improve school attendance - GOV.UK
- SEND Code of Practice (DfE, 2015)
- Human Rights Act (1998)
- Keeping children safe in education
- Behaviour and discipline in schools: guide for governing bodies

Non-Statutory Guidance:

- Positive environments where children can flourish - GOV.UK
- When to call the police - NPCC
- Understanding and supporting behaviour – safe practice for schools (ECC, 2022)
- Mental health and behaviour in schools (GOV.UK, 2018)
- Behaviour in Schools Advice for headteachers and school staff (2024)
- Searching, screening and confiscation (DfE, 2022)
- Preventing and tackling bullying (DfE, 2017)

Relevant Legislation:

- The Education Act 2002, as amended by the Education Act 2011
- Children and Families Act 2014
- Equality Act 2010
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;

  - Education (Educational Provision for Improving Behaviour) Regulations 2010 – Off-Site Direction
- Children Act 1989
- Children Act 2004

Appendix 1

The James Hornsby School Anti-bullying Approach

School statement on bullying

The James Hornsby School is a place where every person is accepted without exception and is included in a safe and happy environment. Everyone at our school is equal and should be treated with respect. Our core aim is to ensure that we enhance the life chances of all young people within the school to enable them to fulfill their potential and achieve the best possible outcomes.

Aims and purposes

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures. This will support us all to make sure that no young person has to live in fear, but instead will be fully accepted without exception.

1. Definition of bullying

Bullying is repeated, hurtful or unkind behaviour which is deliberate. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone • Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

2. Reporting bullying

STUDENTS WHO ARE BEING BULLIED: If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – such as form tutor, Head of College or Pastoral Officer or any other teacher
- Report bullying by:
- Speaking to a member of staff.
- Phoning the school and asking to speak to your child's Head of College.
- Report to other school staff – the School Nurse, Young Carers Lead, Office staff, Learning Facilitators etc.
- Call ChildLine to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team.

SENIOR STAFF: The Senior Leadership Team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or your child's College.

STUDENTS: Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying.

If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

3. Responding to bullying

The School will utilise the Behaviour and Child Protection & Safeguarding policies to respond to any incidents of bullying.

Appendix 2

James Hornsby School Mobile Phones/ Device Policy as an Appendix to the Behaviour and Attitudes Policy

Student Mobile Phone and Smart Device Policy

1. Purpose and Principles

This policy supports the school in establishing and maintaining a calm, safe and supportive environment that is conducive to teaching and learning, and in keeping children safe in education. In line with guidance from the Department for Education (DfE), all schools should be mobile phone-free environments by default. Anything other than this should be by exception only. At this school, any exception to this policy will apply only in a very small number of cases for verified medical reasons and can only be authorised by the Headteacher (HT).

2. Policy Statement

The school prohibits the use of mobile phones and other smart technology with similar functionality throughout the school day.

This includes any device capable of:

- Sending and/or receiving notifications or messages via mobile phone networks or internet access
- Recording audio and/or video
- Taking photographs
- Accessing social media or online content
- Making calls

The prohibition applies:

- During lessons
- During the time between lessons
- At breaktimes
- At lunchtime
- During breakfast/morning clubs
- During after-school sessions
- At any other time while on school grounds
- Any events

The school is therefore a mobile phone-free environment. It means:

- Phones and smart devices must not be seen or heard at any time on school grounds.
- Devices must not be visible on a student's person (including blazer or trouser pockets).
- This applies during lessons, breaktimes, lunchtime, between lessons, breakfast club and after-school sessions.

Devices covered include:

- Mobile phones
- Smartwatches
- Any smart technology capable of sending/receiving messages
- Devices that can record audio or video

No devices are permitted to be:

- Seen
- Heard
- Visible on the student's person (including blazer or trouser pockets)
- Used in any capacity

This applies at all times on school grounds, including before and after the formal school day where students remain on site.

3. Exceptions
Exceptions will only be granted:
- For verified medical reasons (Diabetes monitoring)
- Where the use of a device forms part of an agreed medical or healthcare plan.

All exceptions must be authorised in writing by the Headteacher only. No other exceptions will be granted.

4. Staff Use of Mobile Phones
Staff are not permitted to use personal mobile phones for personal reasons within school during the school day.

Permitted staff device use is restricted to school-related matters only, for example:
- Taking registers
- Accessing school systems
- Safeguarding communication
- Emergency contact

Staff must model the expectations set for students in order to maintain consistency and authority.

5. Sanctions and Confiscation
In line with the DfE's Behaviour in Schools guidance:
- Schools may use a range of sanctions for breaching the mobile phone policy appropriate to their context, including confiscation and detentions.
- Schools should feel confident in using their power to confiscate mobile phones or similar devices where their policy is clearly breached.

A breach includes, but is not limited to:
- A mobile phone being used
- A mobile phone being heard ringing or vibrating
- A device being visibly out
- A device being visible on the student's person

Consequences for inappropriate use of a mobile phone will fall in-line with the school's behaviour policy, confiscation will be the main means of consequence with increased severity for repeated issues.

6.1 Confiscation
Headteachers are backed by the Department for Education to confiscate mobile phones and similar devices, where considered proportionate, for whatever length of time they deem appropriate.
The law protects staff from liability in proceedings brought against them for any loss or damage to items confiscated as a sanction, provided they have acted lawfully.

When determining proportionality, the school will consider:
- The intended disciplinary outcome
- Whether alternative sanctions would achieve the same outcome
- The pupil's individual circumstances (including age and SEND)

Confiscation may serve as:
- A specific deterrent for an individual pupil
- A general deterrent for the wider school community

6.2 Minimum Sanction
The school will confiscate devices for a minimum sanction of parental collection at a time convenient to the parent/carer.

Repeated breaches will result in:

- Increasing lengths of confiscation
- Escalating behaviour sanctions in line with the Behaviour Policy

Persistent refusal to comply may result in further disciplinary measures, in line with the school's behaviour policy.

7. Safeguarding and Wellbeing This policy supports:

- Reduction in distraction during lessons
- Prevention of cyberbullying and peer-on-peer abuse
- Reduced access to harmful online content during the school day
- Improved face-to-face social interaction

It forms part of the school's safeguarding culture and aligns with statutory expectations for keeping children safe in education.

8. Communication and Review
This policy will be:

- Communicated clearly to students and parents
- Published on the school website
- Reviewed annually or in line with updated DfE guidance

9. Whole School Implementation

- The policy will be fully implemented across all year groups from 2nd September 2026.
- From this date, the school will operate as a fully mobile phone-free environment for all students, without exception (other than authorised medical needs).

10. Off-Site Activities, Trips and Visits
This Mobile Phone and Smart Device Policy applies to all school trips, visits and off-site activities, including:

- Day trips
- Residential trips
- Sports fixtures and tournaments
- Educational visits and excursions

All students are expected to follow the same rules as on the school site:

- Devices must not be seen or heard, unless explicitly authorised by staff for a specific, supervised educational purpose.
- Devices must remain stored securely when not in use.
- Any breach of this policy during off-site activities will result in confiscation or other appropriate sanctions in line with Section 6 of this policy.

This ensures that students remain safe, focused, and fully engaged in all school-led experiences, and that safeguarding responsibilities are maintained at all times.

The James Hornsby School

School Uniform Guide for Parents and Carers

The James Hornsby School has a very clear policy linked to uniform and standards, students should therefore be smart and wear their uniform with pride. We believe that good standards of dress promote a positive attitude to work and behaviour and identify students to local residents and future employers. We have worked hard to create a uniform that is distinctive and smart. Please note that The James Hornsby School makes the final decision as to what is or is not uniform acceptable in all aspects of a student's appearance.

Compulsory School uniform

- JHS branded black blazer *
- Black straight leg trousers – these must not be tight fitting and should cover the top of the school shoe approx. 7 inches wide at the bottom
- Girls can wear a black box pleated school skirt which should be no more than 5cm above the knee and must not be rolled up at the top
- Plain white stiff collar shirt with the top button done up and tucked in
- JHS college tie * to be worn with 5 clear double lines showing (a tie is provided by the school, replacements need to be purchased)
- Plain black school socks, these can be knee length socks. Girls can wear black tights
- Shoes must be plain black, flat, hard soled, leather footwear. No boots, heels or trainers
- An optional plain black V-neck jumper can be worn, this must not be ribbed or tight fitting (jumpers are not to be worn without a blazer)

Compulsory PE Kit:
JHS embroidered black shorts (non-logo shorts can be worn but must be in line with our branded styles)
JHS embroidered black t-shirt *
Plain black football socks
Appropriate trainers

Swimming Kit:
Girls – One Piece Suit
Boys – Appropriate Trunks or Shorts
Swimming hat

Optional kit consists of:
Plain black Plain black sweatshirt
Plain black jogging bottoms
Both of which can be worn outside during the winter

When participating in Football – Shin pads are required
When participating in Rugby – Gum Shield is advised
Football/ Rugby boots should be worn for both

Our branded compulsory items * are available from Penn UK: https://www.pennuk.com

The James Hornsby School

Equipment
It is expected that all students have a school bag and the fab 5 items. Students must have with them at all times: a black pen, green pen, pencil, ruler and eraser. Any student failing to have any of these 5 items on them at all times will be issued with detentions. Students are also expected to carry their exercise books with them.

Appropriate hair styles
Hair should be tidy and sensible, no extreme hairstyles are allowed i.e. not less than grade 2 in length, no severe undercuts, hair should not be dyed and should be one natural colour, there should be no shapes cut into the hair e.g. stripes. Long hair must be tied back at all times during PE lessons. Any hairbands or clips should be black in colour, no bows or bright colours and of a narrow width.

Jewellery
Students may wear a wristwatch. Students may wear one small pair of studs in the lobe of each ear. No other jewellery including necklaces, bracelets, rings or any body piercings are acceptable.

Make up
Students in year 7 and 8 are not permitted to wear make-up. Girls may wear discreet make-up to cover blemishes. Excessive makeup must be removed. Students are not permitted to wear nail varnish, false nails, false eyelashes, lipstick, eye shadow or heavy black lines.

Coats
A plain coloured coat of dark/ neutral colours can be worn. Hooded tops are not permitted. Students are encouraged to wear an appropriate coat in cold and wet weather. Coats and hooded tops are not to be worn inside the school building. Hats, hoods and scarfs are not to worn when in school.

We support and recognise various cultures and respect the need to adapt school policy if required.

Mobile phones/ Smart Devices
We recognise that mobile phones have become a part of everyday life, assisting in many aspects of communication and research. Phones must be turned off when in school; mobile phones should not be seen or heard. Students are not allowed to take photographs or send inappropriate messages to others. Students, who fail to adhere to this will automatically have their phones confiscated and it will be the responsibility of a parent to collect it at their earliest convenience from the main reception.

We do not allow students to eat in class or chew gum in school and we do not allow energy drinks, caffeinated or fizzy drinks

The co-operation of all parents and carers is a strength at The James Hornsby School and we are grateful for your continued support of our rules and procedures.