



Meadowhead School Academy Trust

Behaviour for Learning Policy including Rewards and Sanctions



**This is a policy of Meadowhead School Academy Trust.
Meadowhead School is a Foundation School
and a member of the
Meadowhead Community Learning Trust**

Staff Responsible:

Steven Bacon

Reviewed:

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Approved by Governors:

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Rationale

For effective teaching and active learning to be at the heart of Meadowhead, there needs to be a happy, secure, well-ordered and safe working environment.

Promoting positive behaviour requires the commitment of all members of the school community, students, parents, governors and staff. It requires consistency and fairness of practice across the school to ensure that all students know the standards of behaviour that are expected of them.

As part of a positive, “can do” ethos we seek to promote good behaviour through rewards supported by the appropriate use of targeted sanctions.

General Principles

Aims:

1. To maximise the effect of the school to positively influence behaviour
2. To raise levels of self-esteem so that students feel good about themselves and achieve their full potential
3. To clearly identify what is meant by good and bad behaviour
4. To ensure that the application of rewards and sanctions is consistent and systematic
5. To ensure students' attitudes are consistently positive to learning and behaviour regardless of teaching group or staff, including administrative, support, cover, new and inexperienced staff
6. To support students to make an exceptional contribution to a safe, positive learning environment where they make every effort to ensure others learn and thrive
7. To produce students with high levels of engagement, courtesy, collaboration and cooperation with an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption. Students who are highly adept at managing their own behaviour.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of the individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning objectives, understood by the students, and success criteria. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the student's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on student's behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, seating plans, access to resources and classroom displays all have a bearing on the way students behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption - overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the student to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Teachers should be fully aware of students who have particular behavioural issues and use agreed strategies to manage behaviour effectively to ensure positive outcomes. This would include rewards and sanctions as appropriate.

Responsibilities

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school - parents, staff, governors and students - to ensure good behaviour.

Students' responsibilities have an essential part to play in relation to the policy. Students are to show respect for and co-operate with all members of the school community, who work among them and have charge over them.

Staff responsibilities are to:

- model leadership
- seek to raise the self-esteem of all students and develop their full potential
- work in close co-operation with parents in matters of behaviour management and to encourage students to take responsibility for their own behaviour
- recognise and celebrate student's achievements
- create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure

Students' Responsibilities are to:

- abide by the School's Code of Conduct and Home/School Expectations for students
- work to the best of their ability and allow others to do the same
- treat others with respect
- follow the instructions of school staff

- take care of property and the school environment
- co-operate with other student and adults
- complete work, homework and any coursework to the best of their ability
- wear uniform correctly at all times during the school day
- attend school every day, arrive on time and be punctual to all lessons

Parents, Guardians and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning Policy and Code of Conduct. The policy cannot be seen in isolation from the parent's task as being primarily and principally responsible for their child's education.

Under the policy, parents are expected to co-operate with Meadowhead School Academy Trust and work with teachers and other members of staff to help their child develop to their full potential.

Parents/Carers' responsibilities are to:

- abide by the Home/School Expectations agreement
- support the Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- attend parents' evenings and support school functions
- support the school in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure their child arrives at school on time
- ensure their child is in full school uniform and wears that uniform correctly
- ensure their child completes homework and coursework to the best of his or her ability.

Governors' responsibilities are to:

- ensure that the appropriate policies are in place
- ensure that policies are being applied fairly
- support the Headteacher and other staff awarding rewards and presiding over sanctions especially suspension/permanent exclusions.

Acceptable behaviour:

- can be defined;
- includes respecting others;
- includes listening to and responding to teachers;
- includes avoiding conflict with others.

Above all it means our students **accepting responsibility for their own actions and their own learning** and ensuring that they do not affect the education of others by poor behaviour.

What is 'Bad Behaviour'?

Bad behaviour (also known as misbehaviour) are actions which are unacceptable to the teacher and other staff and contribute to causing any of the following:

- distress;
- harm or abuse;
- disruption;
- destruction;
- disfigurement;
- interference;

to the School's community or property. Misbehaviour is also classified as acts that break the School's 'Code of Conduct'.

The School has defined 2 levels of Misbehaviour: Minor and Major.

Minor acts of Misbehaviour

Minor acts of misbehavior include:

- talking in the classroom when the teacher is talking to a class;
- using ClassCharts inappropriately to communicate with staff
- not doing homework;
- shouting out answers in the classroom;
- having mobile phones visible in school;
- chewing gum on school premises;
- sticking chewing gum under chairs or furniture;
- wearing clothes (including shoes) that are not within the school uniform guidelines;
- bringing unnecessary items to school (e.g. toys and accessories or water guns);
- pushing into lines;
- pushing or shoving others or not keeping heads and feet to themselves;
- bringing energy drinks into school

Major acts of Misbehaviour

A major misbehaviour is when a pupil:

- talks to a member of staff in any of the following ways:
 - disrespectful
 - argumentative
 - rude
 - confrontational
 - intimidating / swearing
- lies or answers back to a teacher;
- walks away from a member of staff (who is addressing the pupil);
- disrupts a class, making it difficult for the teacher to teach or for other pupils to learn;

- refuses to hand something over to a member of staff when asked;
- refuses to fulfil a reasonable request from a member of staff;
- leaves the classroom or the school without permission;
- does not attend lessons;
- does not attend C3 detention;
- brings any hazardous item to school (e.g. matches, cigarettes, vapes, lighters, superglue, etc) or any item that can be used as a weapon to school (excluding normal stationery);
- uses any of the School's items or equipment as a weapon;
- throws any items with the intention of intimidation, harming or causing damage;
- damages the School's property or property of another pupil or member of staff;
- does any form of graffiti;
- intimidates another pupil (in person, on line or via social media);
- fights with other pupils (physical or verbal);
- faces up to another pupil in readiness for a fight;
- swears (including use of swear words in conversations);
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments
 - sexual jokes or taunting
 - physical behaviour like interfering with clothes
 - online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- displays any form of racist, sexist or homophobic behaviour;
- makes up stories (rumours) about others and or spreads stories / rumours;
- uses a mobile phone in a classroom setting
- uses a mobile phone to contact others, including parents or carers
- uses a mobile phone in school to film others
- incites others to behave in a way that is unacceptable as defined by our behaviour policy or code of conduct

This is not an exhaustive list but does show clearly the types of behaviour which are considered to be unacceptable under any circumstances.

Page 13 of the behaviour policy details some of the major acts of misbehaviour where a permanent exclusion may be considered by the Headteacher.

Other Incidents

Other incidents which will cause concern are pupils who:

- regularly arrive late to school;
- regularly do not bring in required items to school (e.g. pens, books).

Rewards

Students should always be commended for good behaviour and effort. At Meadowhead School Academy Trust we believe that students learn by praise, reward and celebration of achievement.

The list below illustrates some of the various rewards that are commonly used in school:

1. Verbal and non-verbal praise by staff.
2. Positive comments in books.
3. Positive e-mails, postcards and phone calls home from staff.
4. Public recognition of achievement: assemblies, newsletters, annual and termly Celebration Assemblies.
5. Group achievement recognition: rewards and trophies based on sporting and other competitions.
6. Attendance awards on a weekly and termly basis, including tutor group sweets, postcards, texts and letters home, vouchers and termly skating and adventure vouchers from Sheffield International venues (SIV).
7. Individual effort/achievement recognised by faculties and year teams.
8. Form Tutor awards.
9. Head of Year awards.
10. R1, R2 and R3 awards.
11. Golden ticket prize draws
12. Diamond awards.

Diamond Awards

One of our key aims as a school is to formally recognise effort and achievement in a fair and consistent way across all year groups. We believe that to do this we need to recognise all of the successes that students have in a holistic way, using simple systems that are clear and robust.

The aim is to reward students in lessons, around the school and at home on a frequent basis to foster an atmosphere of success.

The smallest denomination of award in this system is the R1 and the highest is the R4. Rewards are recorded on ClassCharts. The table below indicates how these awards may be achieved and what happens when they are awarded.

Reward	Points	Examples Of How you Might Achieve It	Where And When	What
R1	1	Using the correct subject vocabulary, making an excellent contribution in lesson, completing extension tasks, producing great homework or home learning	In every lesson including Reading or Study Time	A positive referral
R2	2	Sustaining high standards over a period of time in any aspect of school life. Producing an exceptional piece of work or homework	In any subject over a period of time such as during a topic or unit	A positive referral detailing the reason for your success
R3	3	Achieving an 'Outstanding Report or Review'. Showing excellence in effort or achievement in any aspect of school life including achieving 100% attendance with no late marks over a term	Your subject teachers, Form Tutor, Pastoral Manager or Head of Year can nominate you for this reward by writing to the Headteacher	A positive referral and a Headteacher's letter of commendation
R4	4	For an outstanding achievement in or outside of school such as fund raising, charity work, sporting achievements or contributing to your community. 100% attendance throughout the year	Your family could inform the school, or you could bring in your certificate or trophy!	A positive referral and a Governor's letter of commendation

Each award has a 'point(s)' value that allows students to work towards the prestigious 'diamond' award.

For a student to attain the 'diamond' award they will have had to work consistently hard over a significant period of their time at Meadowhead School and will have made a real contribution and impact to their community. We acknowledge their achievement by proudly displaying their names on our honours board. The board sits at the very heart of the school building, in the Rosling and is a permanent reminder of the success that any student who manages to achieve the 'diamond' award has had.

Students who achieve 500 reward points over their time at the school receive a Diamond Award. Students who reach the milestone of 1000 reward points receive a Double Diamond Award. These awards are presented by the Headteacher in a special ceremony held in school.

Each year group holds a celebration event at the end of each half term where many students' contributions will be acknowledged. We have particular prizes and awards that recognise attendance, good behaviour and effort in school.

We also mark landmarks in students' educational journey with us:

- an end of Key Stage 4 Record of Achievement Assembly;
- the prestigious GCSE Awards Evening that takes place each year in November.

At all of these events, students will be nominated for prizes and awards across effort, attainment, progress and service to the school.

Sixth form students receive relevant rewards which help them to become successful in University applications and beyond. They earn their own rewards by engaging in a full and extensive enrichment programme. This is a ground breaking system that the school has created that aims to give all students a substantial opportunity for enrichment activities.

Rules

Rules

To help us achieve our aims we have agreed a set of rules for around the school. These rules form our Behaviour for Learning Policy and students are expected to follow them at all times.

Rules of Behaviour for the Classroom

1. Always be punctual, wait quietly and be fully equipped, ready to work.
2. Follow instructions first time - every time.
3. No loud talking, interrupting, teasing or name-calling.
4. Keep feet, hands and objects to yourself.
5. Stay on task and allow others to do so.
6. No mobile phones, iPads, air pods or other electronic devices.
7. Wear the Meadowhead School Academy Trust uniform correctly at all times. No non-uniform items permitted.
8. No eating, including chewing gum or drinking, with the exception of water or juice.

Corridor Rules

1. Follow staff instructions without comment or challenge.
2. Walk on the left in an orderly fashion.
3. Wear the Meadowhead School Academy Trust uniform correctly at all times - no non-uniform items permitted.
4. No running, shouting or pushing.
5. Keep hands and feet to yourself at all times.
6. At lunchtime, do not go onto the wings and only use the toilets on the Maths wing or in the Rosling.

Consequences and Sanctions

Consequences

Any student breaking our rules will be issued a corresponding sanction. Sanctions may be issued for student behaviour off the school site – please see page 17 of this policy for more information.

Our Sanctions Structure

As a school we always seek to reinforce and reward positive effort, attitude and behaviour. At Meadowhead these attributes are consistently demonstrated by the vast majority of students. However, if a student misbehaves or fails to produce satisfactory work in relation to their ability, various sanctions called **Consequences (C)** will be used.

Disruptive behaviour in the classroom is dealt with as follows:

Classroom graduated response
Stage 1
Verbal warning Student told explicitly the reason for the warning and given time to correct their behaviour
Stage 2
Second verbal warning Name on board and C1 issued
Stage 3
Final verbal warning Name on board and ticked C2 issued Teacher holds a same day Restorative Conversation (RC) after school with student Non-attendance= Teacher sets a 30 minute next day C3 detention
Stage 4
C3 issued by class teacher (30 minute next day detention) On call alerted, leading to removal from classroom to faculty behaviour room Teacher provides work for the student to complete C3 reflection sheet to be completed by student
Stage 5
Refusal to attend faculty behaviour room or removal from faculty behaviour room Student taken to the re-set room (SLT/HOY)
Stage 6
Any students with 3 referrals to the re-set room in one week will spend a full day in the ISR (Internal Suspension Room)

*Teachers are asked to record the relevant consequence (C1, C2 or C3) on class charts at the end of the lesson to avoid duplication of behaviour points

Stage 7- The Red Line

Serious breaches of school behaviour policy will be considered as crossing the **red line**. Such breaches will result in one of the following actions: internal suspension, fixed term suspension, governor panel or permanent exclusion.

Examples of **red line** behaviours include: swearing at staff, fighting/violence, bringing a banned item to school, persistent truancy, repeatedly not following instructions, repeatedly disrupting the learning of others or bringing the school into disrepute.

Failure to attend RC = parents contacted by class teacher and 30 minute C3 detention issued for the next day after school.

Refusal to attend C3= Referral to ISR made by HOY

C1s are given to any student who arrives late to a lesson after registers have been taken. Any 3 'lates' to school will result in a next day C3 detention.

Each day pupils will have a uniform and equipment check carried out by their morning tutor. Any missing items of uniform or equipment will result in a C1.

Being sent out for extreme behaviour results in an automatic C3 detention. C3 detentions can be given for other breaches of school rules such as:

Smoking/vaping
Swearing
Chewing

Defiance
Persistent lateness
Out of bounds

Truancy
Refusal to remove hats, coats,
hoodies
Damaging school property*

***parents will be charged for any damage caused to school property**

Parents will be notified of a C3 detention by either a text or email (depending on contact details shared with the school by parents/carers). Parental consent is not required for detentions but the information is always shared.

(C3) Detentions

These will be held every evening on year corridors. C3 detention starts at 2:45pm and ends at 3:15pm.

Students will work, in silence, for the duration of their detention and complete a 'reflections' sheet.

Any student who fails to attend C3 without a valid reason will be placed in the internal suspension room (ISR) for the next school day and will sit the missed C3 detention after school that evening.

Any student who refuses to enter the ISR or who misbehaves in the ISR may receive a suspension from school.

(C4) Internal Suspension Room

The internal suspension room (ISR) is fully equipped with appropriate work for all subjects across the Key Stages.

Students in the ISR will not be permitted to take part in breaks or lunchtimes with their peers.

Examples of behaviour which could lead to internal suspension (in addition to those described above):

- threatening behaviour
- truancy from lessons
- bullying
- repeated disruption to the learning process
- behaviour deemed to undermine the good order of the school
- smoking/vaping or being in the company of smokers
- vandalism
- swearing
- rudeness to staff
- fighting
- deliberate disobedience
- non-compliance with school uniform requirements
- failure to attend a C3
- leaving site without permission

Reports/Homework Report

Persistent offenders are referred to the Head of Year/Assistant Head of Year or Pastoral Manager who may place the student on reports. These could be to monitor behaviour, class work or homework in one subject or all subjects, or punctuality to lessons. Parents are asked to sign these reports each evening.

Parental Interview

More serious misdemeanours or repeated minor incidents will result in parents being invited to school to discuss the situation so that co-ordinated action may be taken.

Individual Support Plans (ISP)

Meetings with parents can involve the completion of an ISP. Within this document the family and the school will consider the issues around the problems and discuss suitable support and intervention strategies that the school and home can put in place to the benefit of the student.

(C5) Suspensions

Any behaviour that is deemed, in the judgement of the Headteacher, or in her absence, a Deputy Headteacher, to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result in suspension from school. This would normally be for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year.

Parents/carers will be expected to bring the student back to school to be formally readmitted. Students cannot be readmitted to school without a parent/carer. A period of time in the Internal Suspension Room may follow a suspension.

Offsite Direction

Meadowhead School complies with Section 29A of the Education Act 2002 in relation to the offsite direction of pupils for the improvement of behaviour.

The legislation states the following: *“The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.”*

Direction off-site is when a school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at alternative provision (such as a PRU) or another mainstream school. During the direction off-site to another school pupils must be dual registered.

Information on direction off-site can be found in the **alternative provision** (paragraphs 23-25) and **school exclusion** (paragraphs 35-46) statutory guidance documents.

The objective of this particular power to direct a pupil off-site is to improve the pupil's behaviour and therefore it will often be used when a pupil is at risk of permanent exclusion. It should not be used because the transferring school is unable to meet the pupil's educational needs, medical needs, special educational needs etc.

Depending on the individual needs and circumstances of the pupil, direction off-site into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for direction off-site. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

The power under section Section 29A Education Act 2002 is further defined by the Education (Educational Provision for Improving Behaviour) Regulations 2010. The regulations outline the procedure that must be followed when directing a pupil off-site for the improvement of behaviour under Section 29A Education Act 2002.

The regulations outline that school must:

– *Give the prescribed persons including the parents of the child, the child (if over 18 years old) and the Local Authority (if the child has an EHCP) notice in writing of the proposed direction off-site containing the information prescribed below:*

- *The address at which the educational provision is to be provided for the pupil;*
- *Particulars identifying the person to whom the pupil should report on first attending that address for the purposes of receiving the educational provision;*
- *The number of days for which the requirement is to be imposed;*
- *The reasons for, and objectives of, imposing the requirement; and*
- *In relation to the educational provision where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends or where a single session per day is provided, the times at which the session commences and ends.*

– *The notice must be given as soon as practicable after the determination has been made to direct the child off site and not less than two school days before the first day at which the child is expected to attend the new educational establishment.*

- *Keep under review the alternative placement by holding a review meeting examining how effective the alternative placement is proving to be in meeting its aim, whether it should continue and considering any views of those that have attended the review meeting or submitted their views in writing.*
- *Not later than six days before the date of any review meeting give a written invitation to the prescribed persons above, the alternative educational establishment and the Head Teacher of your school requesting them to attend the review meeting or to submit in writing before the date of the meeting their views on the alternative placement.*
- *Give written notification of any decision to continue the alternative placement and the reasons for continuing it to the parties directly above not later than six days after the date of the review meeting.*

Parental consent is **not** required in order for a school to direct a pupil off-site under this provision.

Permanent Exclusion

The Headteacher may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct in school.
- Possession, supply or the use of an illegal drug.
- Carrying an offensive weapon.

Meadowhead School strictly adheres to the DfE Guidance – [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2023](#)

The DfE Guidance states that “*permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*”

The Meadowhead School Academy Trust's Behaviour for Learning Policy takes note of the guidance provided in the **DFE Guide “Behaviour and Discipline in Schools”** particularly the following key aspects of school practice:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Student support systems;

8. Liaison with parents and other agencies;
9. Managing student transition;
10. Organisation and facilities.

Also, that disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

Discipline in schools - teachers' powers

Key Points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Staff can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours.

Teachers can confiscate pupils' property.

This power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants and lunchtime supervisors.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

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

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Parental consent is not required for detentions, nor is prior notice (however, we do this as a courtesy).

Powers to search

As a school we follow the DFE guidance: *Screening, Searching and Confiscation: Advice For Schools 2022*

- The powers to search are covered by the 1996 education act and are compatible with Article 8 of the European Convention on Human Rights, as long as powers are exercised lawfully.
- The Headteacher is able to authorise staff to search a pupil or their possessions.
- Banned items that may be searched for include:
 - knives or weapons
 - alcohol
 - illegal drugs / legal highs
 - stolen items
 - tobacco, cigarette papers, matches, lighters

- Electronic cigarettes/vapes
 - fireworks
 - mobile phones
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy. A pupil must agree to being searched and understand the reasons for the search.
 - We may use a hand-held metal detector to search anyone suspected of bringing a banned item into school.
 - School will consider the age and needs of the pupil and make a reasonable adjustment where the pupil has a disability. Before any search, staff should explain to the pupil why they are being searched, how and where it will take place and be given the chance to ask questions.
 - The DSL should be informed of any searching incidents.
 - A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.
 - The person searching must be of the same sex as the pupil being searched and another member of staff should act as a witness.
 - Staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing is defined as any item of clothing that is not worn wholly next to the skin, as well as hats, shoes, boots or scarves.
 - Strip searching – This can only be carried out by police officers. Staff in school retain a duty of care to the pupils involved and should advocate for their wellbeing at all times.
 - Where possible, staff should inform parents in advance of a (strip) search and always inform them afterwards.
 - After a search - appropriate pastoral care and support should be provided.
 - Any search must be recorded on the school's safeguarding reporting system (CPOMS).
 - We will record - date, time and location of search, who did the search and who witnessed it, what was being searched for, the reason for searching, what items were found and what follow-up action was taken.
 - Parents should always be informed of a search for a prohibited item.
 - Staff have the right to confiscate any item that poses a risk to staff or pupils, is prohibited or is evidence in relation to an offence.

Use of reasonable force

As a school we follow the DFE guidance: *Use of Reasonable Force 2013*

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006)
2. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or school trip or visit

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

Policies

The following policies form part of the Behaviour Policy but are policies in their own right and should be read with the Behaviour Policy:

- Attendance
 - Anti-Bullying
 - Child Protection
 - Dress Code
- } these are available for parents/carers to view on our school website.

The following statements also should be read as part of the behaviour policy:

Students' use of bad language

Student-teacher relationships are of fundamental importance both inside and outside the classroom. Students are expected to be polite at all times. Swearing will not be tolerated whether it is directly to a member of staff (teaching or non-teaching), another student or indirectly when a teacher hears such language.

If such an incident should occur, a C3 detention or internal suspension period may result after which admittance back into the normal teaching environment would only occur after reassurances from both the student and the parents/guardians.

Reoccurrence of such an incident would incur a suspension period.

Smoking in School

1. Students are actively encouraged not to smoke or vape. This forms part of various curricular programmes of study, including ethics and personal development.
2. Students are made aware of the legislation prohibiting smoking in public places and that they should not smoke on or near the school premises or on the school buses. Any student found smoking or vaping is punished by the appropriate Year Team in accordance with the sanctions listed earlier.
3. Any confiscated cigarettes, matches, lighters, vapes etc. will be disposed of.

Off-site behaviour

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal poor behaviour and bullying which occurs anywhere off the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;

- in some other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that:
 - a) could have repercussions for the orderly running of the school;
 - b) poses a threat to another student or member of the public;
 - c) could adversely affect the reputation of the school.

In response to criminal behaviour the School will report this to the police or if it is brought to the School's attention by the police fully cooperate with them.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Appendix 1:

Home/School Expectations.