



Marches Academy Trust

Date of last review: **February 2019**

Approved: **11.02.19**

Date of next review: **February 2023**

# Behaviour for Learning Policy

## CONTENTS

1.	The Aims of the Behaviour For Learning Policy	3
2.	The General Aims of the Trust	3
	2.1 Our Aims for Ourselves	3
	2.2 Our Aims for Our Students	3
3	Behaviour and Expectations	4
	3.1 The Code of Conduct	4
	3.2 Rewards	5
	3.3 Behaviour and Consequences	5
	3.4 Internal Exclusion Room	7
	3.5 Pastoral Use of the 24 Hour Notice Period for Detention Beyond 3pm	8
	3.6 SMART System for Uniform	8
	3.7 SMART System for Litter	9
4.	Restorative Approaches	9
5.	Student Support Services	10
	5.1 Supporting Students Whose Behaviour is Inappropriate	11
	5.2 Inappropriate Behaviour	11
6.	Managing Inappropriate Behaviour	12
	6.1 Discipline of Students beyond the School Grounds	13
	6.2 Use of Reasonable Force	13
	6.3 Searching and Confiscation	14
7.	Links to Other Policies and Areas of Special Concern	16

### Appendix 1

#### Fixed Term External Exclusions and Permanent Exclusions

\*For Headteacher, read most senior member of staff in the school, eg Associate Headteacher, Executive Headteacher, Head of School etc

# 1. The Aims of the Behaviour for Learning Policy

*“If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be”.*

Goethe

We believe that schools are places of learning, and it is important that some behaviours are modified, so that the aim can be achieved.

The aim of this Policy is to support the process through:

- the creation of a positive, orderly and inclusive environment where teaching and learning can take place;
- the creation of a safe environment for students and staff through the clarification of expectations, roles, rights and responsibilities;
- the reduction of teacher stress through the identification of effective systems and practices which aid teaching and learning in the classroom.

**Good behaviour and discipline are key foundations of good education.** Without an orderly atmosphere, effective teaching and learning cannot take place. If students are permitted to present inappropriate behaviours at school, they prejudice their own education and that of the students around them.

## 2. The General Aims of the Trust

These are based around our vision of ‘Achievement through Caring’.

### 2.1 Our Aims for Ourselves:

- To promote a caring environment in which young people can grow towards healthy adulthood whilst staying safe.
- To develop positive teaching strategies geared towards maximising the learning potential of our students, so that they can enjoy and achieve.
- To actively promote the principle of equality for all people whatever their abilities, background, race or gender, religion or beliefs.
- To promote and maintain a positive relationship with parents/carers and the local community based upon mutual respect and understanding.
- To foster a climate of awareness in which personal and professional development is seen as a fundamental need for all teachers.
- To promote constructive evaluation of what we do at all levels.
- To strive towards excellence in everything we do.
- To aim for year-on-year improvements in student attainment.

### 2.2 Our Aims for Our Students:

- To develop in each child a positive self-image, and to help them feel enabled to make a positive contribution.
- To develop a sensitivity to the needs of both self and others, and the ability to balance the two when necessary.
- To promote and provide opportunities within and beyond the curriculum, which encourage and enable our students to develop a sense of meaning and purpose in their own life, and in life as a whole.

- To “enlarge knowledge, experience and imaginative understanding and so develop awareness of moral values and the capacity for enjoyment” (Warnock).
- To develop skills relevant to employment and to survival in a changing world, therefore achieving economic wellbeing.
- To develop an enquiring mind with the ability to question and to argue rationally.
- To develop the ability to work positively with and amongst other people and as part of a group.
- To promote high attainment and the pursuit of excellence.
- To educate for responsible adulthood where challenging inappropriate behaviour is the norm.
- To develop a positive ethos based on mutual respect.

### 3. Behaviour and Expectations

We place considerable importance on high standards of personal behaviour. We have written guidelines for our students outlining what we expect in positive terms. These are made clear to all students when they start with us, and are continuously reinforced through our whole practice as a Trust. Our guidelines are called **The Code of Conduct**, and are as follows:

#### 3.1 The Code of Conduct

What we expect from you as a student of the Trust, and as a member of the community.

1. You need to organise yourself to arrive at school, at registration, and at all lessons on time. Your late arrival will cause a disturbance and hold up others.
2. Come to lessons with **all books and equipment** you will need. This must include a pen, a pencil, a ruler and your Student Planner. If this ever causes problems, see your teacher before the lesson concerned.
3. Concentrate, think about what you are meant to do, and ask sensibly if you are not sure about it. Do not distract other people from their work.
4. Talking about the right things at the right time can be a very good way of learning. Idle chatter certainly is not. We expect you to know the difference.
5. You must behave with respect to fellow students, teachers and other adults. Avoid rudeness, shouting, swearing, and interrupting people who are already talking.
6. Act with self-control. Never use physical violence.
7. Always try to produce work which is the best you can do, and to present it well. Respond to teachers’ comments about your work. You may be able to do better than you think.
8. Know the rules of movement about the school buildings and the surrounding areas. Do not run or make a lot of noise. Open doors for others.
9. What you look like says something about you. You must ensure that you are dressed properly according to the school Code of Dress at all times.
10. Looking after the building, its furniture and equipment costs a great deal of money raised by the taxes your parents/carers pay. Think about how you treat school property and that of others: if you damage something it has to be paid for.
11. Litter is unpleasant, always put litter in the bins. If you see litter around the school, pick it up and put it in the bin.
12. You should eat at lunchtimes, and in appropriate places, not in lesson time. Chewing gum is not allowed anywhere on site.

Observing these twelve basic guidelines at all times will make our school community a pleasant place for everyone.

### 3.2 Rewards

Rewards are vital in maintaining good behaviour and motivation in school. A reward can be as simple as telling a child he or she has done well – in words or in writing. Reward Points are added in relation to our Lesson Grading system. Students are graded in every lesson on how focused they are on learning. This is the scale that is used:

- 1= Outstanding (2 Reward Points)
- 2= Good (1 Reward Point)
- 3= Requires Improvement
- 4= Unacceptable

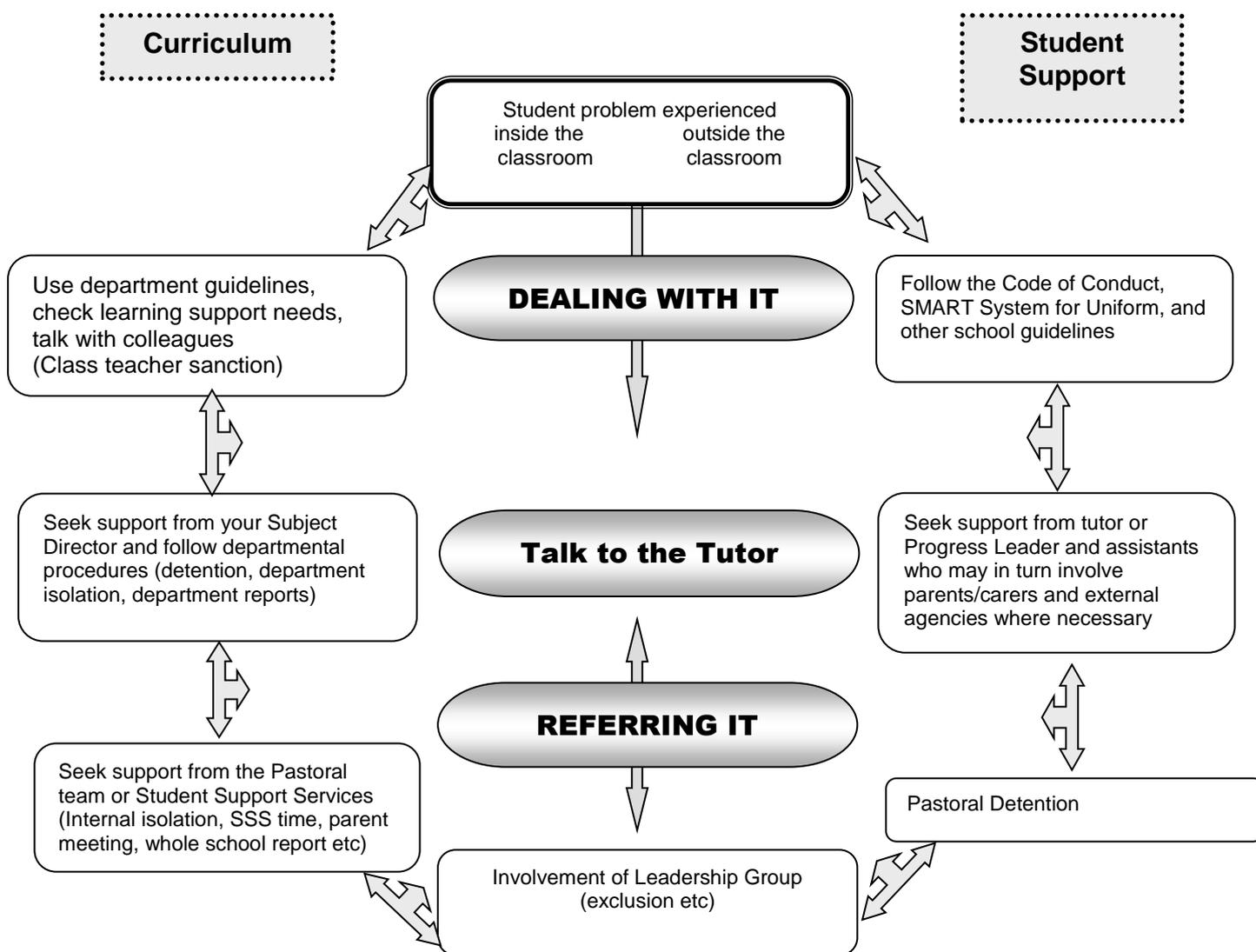
Using this scale, it is possible for students to achieve up to 70 points a week.

### 3.3 Behaviour and Consequences

#### PUTTING IT INTO PRACTICE

How you can play your part in making the system work, and what to do when it does not.

#### The Referral Model - Dealing with it!



## C System Tariff

Please note that the sanctions in the C system are a guide only.

### C1 - Verbal warning

Lateness to lessons 1-5/registration - one off  
Poor equipment in class/Tutor Time (record on SIMS)  
Disruption in class/Tutor Time  
Infringement of Code of Conduct  
Items, such as belts and jewellery, should be confiscated and sent to Pastoral. To be collected from there.

### C2 - Subject teacher/tutor sanction at staff discretion

Persistent lack of equipment for class/Tutor Time  
Home learning/coursework failed to be handed in  
Failure to comply with instructions  
Repeated infringement of the Code of Conduct in lessons/Tutor Time  
Chewing gum in lessons/Tutor Time  
Late to lessons 1-5/Tutor Time

### C3 - After school detention (most pastoral after-school detentions last for one hour)

Persistent lateness  
Failed teacher lunch detention  
Persistent lack of home learning/coursework  
Continuing poor behaviour in lessons  
Failure to complete department or pastoral 'On Report' book in an acceptable manner  
Use of mobile phone/MP3 players (item confiscated and parental letter required from home for release)  
Confiscated item to go to the pastoral office to be collected from there, with ID sticker  
Bad language (not directed at staff)  
Bullying  
Truancy – one hour for each hour of lessons missed  
Failure to attend pastoral lunch detention

### C4 - Pastoral or subject isolation (Subject/Pastoral Report card as follow up)

Deception/lying  
Contravening Internet Use Policy in planner  
Repeated mobile phone use (mobile confiscated and parental letter required for release)  
Gross disobedience in lesson or social time  
Infringement of the Code of Dress which cannot be addressed instantly or student sent home

### C5 - Internal Exclusion Room (through referral to Progress Leaders)

Swearing aggressively  
Offensive/insolent behaviour to staff or other students  
Theft  
Persistent refusal to comply with school Code of Dress/Behaviour  
Vandalism  
Fighting  
Smoking  
Persistent Bullying  
Any refusal eg to attend detentions, hand in phones  
Breach of the ICT Policy  
Failure to be in school's control

### C6 / C7 - Headteacher Involvement (Fixed Term or Permanent Exclusion)

Bringing illegal items into school  
Physical aggression or threats towards staff  
Unprovoked physical violence causing actual bodily harm  
Supplying drugs  
Setting off the fire alarm  
Inappropriate items in school  
Under the influence of banned substances  
Persistent refusal to follow instructions  
Critical incidents eg significant cyber bullying  
Serious breach of the ICT policy – eg taking video or photos in a lesson  
Failure to be in school's control

### Social time

Any issues should be dealt with by staff, and referral to Student Support for sanctions as needed. The Assistant Progress Leaders supervise social isolation each break and lunch. A member of the Leadership Group will be on overall duty each day.

**All issues at C2 and above must be recorded on the students log in SIMS.**

### **Clarification for use of the C system – Behaviour in the Classroom**

- For any issues - a **single** warning with a clear potential consequence is enough.
- The system does not work up from the bottom; the C ranking is only to illustrate a flow of severity.
- It is the teacher's choice to use the terms C1 or C2 in their conversation; they do not have to be used for a sanction to 'count'.
- At the C2/C3 level the teacher will ensure that the consequence is appropriate to the issue using their professional judgement. One does not have to follow the other.
- Rebuilding relationships with students – 'allowing them to come back', 'drawing a line in the sand', is a key element of our behaviour management.

In responding to inappropriate behaviour, staff must take into account a range of circumstances relating to the student. These might include the student's previous behaviour, factors affecting the incident, home circumstances, peer pressure, the acceptance of responsibility, and the exhibition of remorse. Repeated incidents of inappropriate behaviour can be cumulative, and may be addressed in more severe terms. Emphasis will be placed on consistency and fairness in applying sanctions.

Integral to the Policy is the aim to bring about in students an acceptance of responsibility for their own behaviour. Sanctions will be certain, predictable, and allow the opportunity to repair and rebuild the relationship, whilst creating learning opportunities for both students and staff.

### **3.4 Internal Exclusion Room**

The Internal Exclusion Room allows us to remove students from mainstream school, whilst allowing them to be safely supervised, and able to continue with their studies.

Students have access to lesson materials from the members of staff who teach them. Work is emailed directly to the Internal Exclusion Room Manager.

Internal exclusion sessions can be for part or whole days. Where a student has been placed into internal exclusion for a full day, this will end at 4pm, with the final hour being served in the full pastoral detention.

On occasion, the internal exclusion or detentions will continue until 5pm, or be part of an 'afternoon' school from 12pm to 5pm.

Where a Fixed Term Exclusion has been issued beyond five days, the first five days will be spent away from school, with all remaining days organised flexibly with the school, giving at least 48 hours' notice of the times and locations of supervised provision.

### **3.5 Pastoral Use of the 24 Hour Notice Period for Detention Beyond 3pm**

When an incident occurs in school that warrants a student spending time in internal exclusion, staff will endeavour to contact parents/carers. Where it has been decided that a day or longer in internal exclusion is to be served, this will begin as soon as possible, usually immediately.

Pastoral staff will contact parents/carers with a view to keeping the student on the day to 4pm. Where this is not possible, the 3pm - 4pm element of the day in internal exclusion will be served on the following day, using the usual school contact of writing the detention in the school planner.

Detaining of a student on the day of the issue only occurs in agreement with parents/carers, contact being made to ensure that arrangements are in place for the student to get home safely. Contact is not made to gain permission for the 3pm - 4pm sanction.

### **3.6 SMART System for Uniform**

We believe that students who are dressed smartly, and take a pride in their uniform, are ready for learning.

Our SMART card system supports our aims in ensuring that all students are dressed correctly and always wear their uniform in the correct way.

SMART logs are found in the student's planner.

At any point during the week where any member of staff finds a student not following the dress code they will request the SMART log and sign it once.

There are two spaces on the card for staff signatures.

Where a student gains a second signature within a week, they are responsible for handing this into their pastoral office to gain a new log. This will also result in a lunch detention.

Where a student fails to hand their full weekly log into their pastoral office, when the tutor checks the log at the end of the week, an after-school detention will be applied.

Where a student refuses to produce a SMART log, the normal school policy for refusal will take effect.

Students are reminded of the SMART log system at the start of each year in their initial tutor session. The SMART system is clearly displayed in student planners.

### **3.7 SMART System for Litter**

Students have worked with staff to design a system to ensure that students who do not respect the school environment can face consequences

Students seen dropping litter, leaving litter behind them or kicking or throwing litter around will have their SMART log signed along with the word 'litter'. Squirting water or liquids also counts as littering.

A student with one litter signature will lose their 5 rewards points for that week.

A student receiving two signatures in a week will serve a lunch litter detention to allow them to pick litter with a senior member of staff.

## **4. Restorative Approaches**

### **What are Restorative Approaches?**

Restorative Approaches are a range of practices that help young people to develop the skills and attitudes necessary to build, maintain and repair community relationships. They offer an alternative to punitive systems and sanctions.

Restorative Approaches are not a 'soft' option, as young people are obliged to be accountable and responsible for their actions and, likewise, to learn from their behaviour, and to change. Consequences still form part of the process in line with our C system.

The Trust has been developing restorative practice since 2012, and we believe in its power to create a more harmonious learning environment, with improved behaviour and learning outcomes for students in all Key Stages; as part of this commitment, Pastoral staff and selected students have received training.

### **What we do:**

- Regular check-ins and check-outs to develop social and communication skills.
- Student-generated classroom norms.
- Formal and informal conferences to repair harm when there has been conflict.
- Restorative reintegration meetings after a Fixed Term Exclusion.
- Ongoing training and development for staff and students.

### **Positive outcomes:**

- Improved learning environment.
- Reduced Fixed Term Exclusions.
- Less conflict between students, and between students and staff.
- Reduced reliance on detentions and other more punitive sanctions.
- Reduced incidences that require positive handling.

Restorative practice allows for ownership of behaviour and conflict resting with those directly involved, who also retain responsibility for resolution of the problem.

Using different ways of initiating difficult conversations with children (from "I am not happy with you" to "Let's go and talk about this") (Restorative Language).

Restorative Approaches help consolidate the school's existing commitment to personal responsibility, encouraging and empowering children to address issues for themselves. Consequently, many conflicts and difficult conversations are managed successfully.

In structural and cultural terms, Restorative Approaches will help strengthen the school's commitment to a range of peer support (not only peer mediation, but mentoring and befriending).

Restorative Approaches for schools within the Trust has interest in improving relationships (among students and between staff and students).

Restorative Approaches, when used following an issue, begins with 5 important questions, which are used on our Witness Statement, and when dealing with students in pastoral:

- What happened?
- What were you thinking at the time?
- How were you feeling at the time?
- What are you going to do to put things right?
- What are you going to do differently next time?

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

We will use Restorative Approaches in an educative way, to help those involved to learn how to change. Restorative Approaches will underpin our Behaviour for Learning and Rewards Policy, and offer an alternative to the traditional responses to challenging behaviours.

*The principles of Restorative Approaches in the Trust are:*

- They focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
- They help create dialogue and communication.
- They are fair, open, and honest, treating all participants with respect.
- Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

Restorative Approaches are applied in a number of ways, ranging from informal work in corridors and classes, to formal conferences with the wrongdoer and the harmed, including working with whole classes.

## **5. Student Support Services**

In accordance with Department for Education recommendations, Student Support Services has become an integral part of the whole school behaviour and inclusion policy, designed to meet the needs of selected students who may have any number of disadvantages or barriers to learning.

These student issues may vary, but include general behaviour, school refusal, disaffection, subject specific problems, personal problems, attendance or post-exclusion settling in.

Student Support Services offers a quiet, calm and positive environment for students who are experiencing such problems, and find, for whatever reason, a divide between what is required or acceptable in the school setting, and that which is not.

Staff in Student Support Services work with the children, either within the Student Support Services classrooms, or in outreach work in subject areas, with the challenge to:

- reduce incidents of disruption in lessons and social times;
- improve student behaviour and relationships;
- reduce the number of Fixed Term Exclusions;
- improve transition and reintegration processes;
- assist staff in relation to behaviour management;
- improve educational achievement of targeted students;
- enhance home-school partnership and liaison with external agencies.

Student Support Services help to set good behaviour habits, remove barriers to learning, and offer identified students a better chance for change in the future.

### **5.1 Supporting Students Whose Behaviour is Inappropriate**

The Trust schools have a range of support strategies for students whose behaviour is at times inappropriate:

- Tutors are central to the process of identifying such students as they have regular day-to-day contact and the opportunity to develop strong relationships with students in their tutor group.
- The pastoral team can offer time to mentor students and address difficulties that they may have, academically or pastorally.
- The Progress Leaders are experienced and adept at counselling such students and/or accessing other sources of support.
- The Pastoral Department has enormous expertise in helping students overcome learning difficulties. Staff, between them, offer additional support for both students and their families, and can offer access to health professionals and other agencies skilled in supporting young people.
- In addition, there is the Educational Welfare Officer, Educational Psychologist and referrals to other external agencies.

### **5.2 Inappropriate Behaviour**

This is characterised by the infringement of any of these three important rights:

- All students have the right to be taught in a positive learning environment, where effort and achievement are recognised and rewarded.
- All staff have the right to teach in an environment where students behave.
- Both staff and students have a right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored. The Trust wants students to become good citizens.

Inappropriate behaviours that will never be tolerated in school:

- Violence to others.
- Rudeness to staff.
- Bullying (verbal, physical or cyber).
- Swearing.
- Deliberate or repeated disruption to lessons.
- Damage to, or theft of, school property.
- Smoking or any substance misuse.
- Endangering the health and safety of a student or member of staff.
- Deliberate flouting of school rules.
- Setting off of fire alarms.

Serious inappropriate behaviour includes repeated instances of minor inappropriate behaviour.

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students, and to staff they may have offended; show they can keep the school rules, by being put on report; or any other suitable reparation.

The Trust will not tolerate the posting of harmful comments on social networking sites and via electronic communication devices. This particular form of unpleasant bullying is discussed in different forums in school and will be dealt with severely, with police involvement, where necessary.

Further details and sanctions can be found in our ICT policy, and can include Permanent Exclusion.

## 6. Managing Inappropriate Behaviour

We attempt to make all our dealings with students positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use punishments because maintaining an ordered working environment for all students must be our first concern. Formal sanctions are as follows:

- **Detentions:** We will always give a minimum of 24 hours' notice to parents/carers of after-school detentions to parents/carers when communication is through the planner. Where a detention is felt to be needed on the day, this will be done in agreement with parents/carers via a personal call.

We also hold lunchtime detentions for up to 20 minutes.

The school has a specific legal power to impose detentions outside of school hours: including after school, on PD days and on Saturday. Parents/carers are informed as one of our duties is to allow home arrangements to be put into place to ensure a student can reach home safely. It is not shared to gain permission for a detention, and this is not required by law.

- **Report:** Students whose behaviour is poor over a period of time will be placed on report. This involves having behaviour in lessons commented on by teachers at the end of each lesson. The Tutor and Progress Leader will see this regularly. Usually parents/carers will be informed and involved in this.

- **Internal Exclusion Process – One Hour to Three days:** A student will be removed from some or all normal lessons and social times for a short period. This is a serious step and parents/carers will be informed and, when the internal exclusion is for more than one day, be expected to attend a meeting with the Assistant Headteacher prior to returning to mainstream classes.
- **Afternoon School:** Students will have a later start and end to their day, to avoid social situations with other students and as an extension to the use of internal exclusion.
- **Exclusion:** This means a student is not allowed to attend school. Usually exclusions are for a fixed term. Excluded students can be readmitted only following an interview between parents/carers and a member of the Leadership Team. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a student on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a student to be out of school at lunch, or personalised timetables. Exclusions can also lead to a meeting with senior officers from the Local Authority to discuss the student's future. The governing body will be informed. Such exclusions can become permanent. Exclusion is the most serious punishment a school can take and happens rarely. Students will spend some time in Student Support Services after internal or external exclusion prior to a return to mainstream classes.
- **Fixed Term External Exclusions and Permanent Exclusions:** Progress Leaders will provide appropriate work for excluded students to complete at home during the period of their exclusion. Excluded students are expected to remain in their home completing work and not roaming the streets, which includes coming near or onto the school site.

### **6.1 Discipline of Students beyond the School Grounds**

The school has a statutory power to discipline students for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school, or poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

### **6.2 Use of Reasonable Force**

Reasonable force means using no more force than is needed.

Reasonable force should be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to intervene in a situation is down to the professional judgement of the member of staff, and should always reflect the individual circumstances and any adjustments for Special Educational Needs and Disability students.

Situations where reasonable force could be used may be:

- removal of a disruptive student from a room;
- preventing a student from leaving a room, only where allowing them to leave would lead to a risk to their or others safety;
- stopping a fight.

Where reasonable force has been used on a student, the parents/carers will be contacted and the incident recorded on the student's SIMS log.

Where a student complains about the use of reasonable force, this will be investigated speedily and appropriately.

Where a complaint is made, the onus is on the person making a complaint to show their view is the true one; it is not for the member of staff to show that they have acted reasonably.

### **6.3 Searching and Confiscation**

**Searching with consent** – staff may search with student consent for any item if the student agrees. It is enough for a member of staff to ask the student to, for example, turn out their pockets, or ask to look in a bag.

If a student refuses to allow a search, their parent/carers will be contacted and they will be removed from the school for the day. On their return the following day, the student will spend a day in internal exclusion until 4pm.

**Searching without consent** – staff, authorised by the Headteacher, have a statutory power to search students or their possessions without consent where they have reasonable grounds for suspecting that student may have a prohibited item. Prohibited items are:

- Knives, items that could be used as a weapon.
- Alcohol.
- Tobacco products and cigarette papers.
- Illegal drugs.
- Stolen items.
- Fireworks.
- Pornographic images.
- Any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can also search for any item banned by the school rules, which has been identified as an item which may be searched for. This includes phones that are not turned off in the bottom of a bag. It is sufficient to have reasonable grounds for conducting such a search, for example, where a conversation has been overheard.

The member of staff searching the student must be of the same gender as the student, and a witness must also be present, and where possible, of the same gender.

An exception to this rule can allow for a member of the opposite gender to search alone, but only when there is a reasonable belief that there is a risk that serious harm will be caused by a student if a search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Where a member of the police conducts a search, it must be done in the presence of senior or Student Support staff.

**Extent of the search** - no clothing, other than outer clothing may be removed. Outer clothing is all clothing not next to the skin, or next to underwear. Pockets may be searched. Where an intimate search is needed, a police officer will need to be called.

Possessions include bags, desks and lockers. A student's possessions may only be searched in the presence of the student and a member of staff as a witness.

**Confiscation** - the school may confiscate, retain or dispose of anything they reasonably suspect to be a prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law protects staff from liability for any loss or damage to items confiscated, provided they have acted lawfully.

**What the law says:**

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

Where a person conducting a search finds **alcohol**, they may retain or dispose of it as they think appropriate but this does not include returning it to the student.

Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.

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

Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.

Where pornographic images are found, these may be disposed of unless it is possible to constitute a specific offence, in which case it must be delivered to the police as soon as practical.

Images found on mobile phones or other electronic devices can be deleted unless it is necessary to pass them to the police.

Where a person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

In deciding this, the question is, has it or could it be used to cause harm, disrupt teaching or breach the school rules.

If inappropriate material is found on the device it is up to the member of staff to decide whether to delete it, retain it as evidence (if a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The school is not required to inform parents/carers before a search takes place, or to seek consent for a search.

The school will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though this is not a legal requirement.

Complaints about searching will be dealt with through the normal school Complaints Procedure.

## **7. Links to Other Policies and Areas of Special Concern**

### **Special Educational Needs and Disability Policy**

It should be recognised that repeated unacceptable behaviour can:

- be indicative of a learning difficulty;
- be indicative of a lack of appropriate social skills;
- be indicative of emotional upset related to in-school circumstances eg bullying;
- be indicative of emotional upset eg bereavement, abuse, anxiety or depression.

Therefore, subject staff and tutors, together with the Student Support Services team, should review a student's progress and achievement in the light of this and consider the following:

Could the inappropriate behaviour be triggered by:

- A lack of understanding of expectations?
- Inappropriate knowledge or experience?
- Fear of failure?
- Feeling overwhelmed or confused by the work?
- Peer pressure?
- Anxiety?

Staff should also consider whether there are particular contexts when a student exhibits inappropriate behaviour:

- Particular subjects or staff.
- Physical activities.
- New/written/physical/individual/group/creative work.
- When examples of expectations are not shown or made clear.

In such cases the Student Support Services team will circulate a 'round robin' to all staff in order to assess the problem, perhaps also making use of the Educational Psychologist and other support staff both in and out of school.

Reference should be made to the criteria for inclusion on the Special Educational Needs and Disability register in assessing these students:

- What is the nature of the behaviour?
- What is the severity of the behaviour?
- How frequently does the behaviour occur?
- What is the duration of the behaviour?
- How general is the behaviour?

Staff will discuss these areas and agree on the degree of seriousness of behaviour before further action is taken, which may involve investigation into possible underlying Special Educational Needs and Disability needs and referral to the staff in Student Support Services.

## **Behaviour in Exams**

### Internal

Examinations are an important tool in assessing progress. All year groups will have school examinations during the year. Year 7 and Year 8 will be both class and whole-year based. Years 9 – 11 will be whole-year based in the Sports Hall or Gym.

Students will be advised of the timings of the examinations and issued with an examination timetable.

Students must:

- arrive at the correct location at the published time;
- enter the examination room in silence;
- remain in silence throughout the examination and until all papers are collected;
- wait to be dismissed by the invigilators in silence;
- bring the correct equipment to the examination;
- not take mobile telephones into the examination room.

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found in the JCQ.

The rules for conduct of examinations are available from the Data Officer.

### **Equal Opportunities and Race Relations Policies**

The Trust schools are inclusive schools. The needs of all students, including the most challenging and least able, are considered to be of equal importance. We are committed to promoting racial equality and good race relations, and to challenging racial discrimination whenever it occurs. Equally, the promotion of Equal Opportunities is concerned to do everything possible to maximise the potential of every student in all the various curricular and extra-curricular opportunities the school offers.

It is the place of the Behaviour for Learning Policy to support the aims of Race Relations and Equal Opportunities at schools within the Trust, by dealing quickly, firmly and sensitively with all incidents including those of bullying.

### **Tackling Bullying Policy**

We have a clear policy to deal firmly with bullying so that Trust schools are a safe and welcoming place for everyone.

### **ICT Policy**

Cyber bullying is not tolerated and this is reflected in the ICT policy.

## **Appendix 1**

### **Fixed Term External Exclusions and Permanent Exclusions:**

- Permanent exclusions, and any fixed term exclusions which result in the student being excluded for more than five school days (singly or cumulatively) in a term, must immediately be reported to the governors and the Local Authority.
- Any exclusion that would mean the student missing a public examination must immediately be reported to the governors and the Local Authority.
- There is a limit of 45 school days in a school year for Fixed Term Exclusions.
- The number of days of a Fixed Term External Exclusion is at the Headteacher's discretion.

### **The Role of the School Governors**

The role of the Governors, in relation to behavioural procedures, is to ensure that the school follows the latest guidance from the Department for Education.