

## **Behaviour for Learning Policy**

The Behaviour for Learning policy operates in conjunction with the following policies and documents:

- Governors' Behaviour Principles
- Home School Partnership Agreement
- Anti-bullying policy
- Drugs policy
- Physical Intervention policy
- Special Educational Needs (SEN) policy
- Equality Duty
- Attendance policy
- Child protection policy

We are always most successful in helping students to manage their behaviour when we are working in partnership with parents. We recognise that high standards are best promoted when everyone, i.e. staff, parents and students, have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships. Students have the main responsibility for their own behaviour. They are also responsible for the consequences of their behaviour for the learning and well-being of others. This policy takes into account the special educational needs (SEN), disabilities and/or circumstances of vulnerable students.

Gillotts School is a community of people - students, teachers, learning support assistants and other staff - committed to fostering and facilitating students' learning. The Behaviour for Learning policy is strongly underpinned by our ethos and values:

### ***Dedication to learning***

We thrive as learners, embracing challenges and thinking hard. Our rich and broad curriculum, delivered through expert teaching, enriches students' lives. We support everyone, students and staff, to be the best they can be.

### ***Respect and kindness***

We treat our students, families, staff and wider community with respect and kindness – modelling our values and wanting the very best for each other.

### ***Integrity and trust***

We put ethical leadership at the heart of our work, serving our community with fairness and honesty.

## **1. Aims of this Policy**

- to share expectations of behaviour with all members of our school community;
- to encourage young people to think about their behaviour and attitudes and to learn self-control;
- to give young people the chance to make decisions about their work and social time so they can learn about responsibility and independence;
- to improve outcomes for all students by ensuring that they work in a safe environment;
- to create an environment which encourages and reinforces positive attitudes;
- to make the boundaries of acceptable behaviour clear;
- to treat young people politely and fairly so that they learn to be polite and fair;
- to teach young people to respect other people, their property, beliefs and feelings and to understand their differences;
- to prevent bullying;
- to praise and reward good work, behaviour and attitudes;
- to involve parents in all aspects of school life, including their children's behaviour and wellbeing;
- to ensure a consistent approach to behaviour;
- to outline reward systems in place within the school;
- to set out consistent sanctions for inappropriate behaviour.

Good behaviour and good discipline are essential if effective teaching and learning is to take place. All strategies used in school are intended to help all young people to build their skills in behaviour self-regulation, and develop good learning attitudes and outcomes. This in turn ensures that other students can learn effectively, with minimal interruptions. All teaching staff and learning support assistants receive regular training in behaviour management. The school's professional development programme in behaviour management skills teaches teachers in verbal and non-verbal de-escalation strategies to maintain positive relationships and provide safety for all.

## **2. Implementation**

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to students' varying needs will help to motivate students, promoting self-esteem and confidence and leading to order and self-discipline. Promoting positive behaviour and well-being will promote and strengthen resilience throughout the school community and empower everyone to face life's challenges. Furthermore, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but it also plays a critical role in ensuring that the school is a safe environment for all students.

It is also recognised that external influences on students must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most students respond well to praise and there is something worthy of praise in all students. However, it is important that students accept responsibility for their own actions through a clearly defined Behaviour for Learning policy understood by all.

In all responses to poor behaviour, it is essential the student knows that it is the behaviour that is unacceptable, not the student as a person.

### **3. The role of the Headteacher**

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour for learning policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the students in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour.

The Headteacher has the responsibility for issuing fixed-term suspensions to individual students for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a student.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.

### **4. The role of governors**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst students; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the headteacher, school staff, parents and students.

### **5. The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules and expectations are enforced in their teaching room, and that their class behaves in a responsible manner during lesson time.

The teachers in our school have high expectations of the students in terms of behaviour, and they strive to ensure that all students work to the best of their ability.

The class teacher treats each student fairly and with respect and understanding.

It is the responsibility of the teacher to record significant incidents of inappropriate behaviour on the school's information management system.

Teachers have statutory authority to discipline students 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*). When every member of staff takes responsibility to support the rules and expectations of the school, students know

where they stand and staff do not feel isolated in dealing with poor behaviour. Managing behaviour is a part of everyone's role and a shared responsibility. School staff are regularly trained and supported in managing behaviour through staff briefings, CPD sessions and other training opportunities. New staff are fully inducted in the school behaviour for learning policy.

## **6. The role of the parents**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of students will be maintained by all.

Parents can help in the following ways:

- By being aware of the Behaviour for Learning policy and the Home School Partnership Agreement
- By ensuring that students arrive punctually for the start of the school day
- By ensuring that students have the required uniform for school and PE
- By supporting the school in our policy that all students are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times
- By ensuring that students show a proper regard for other people's property, the buildings and the environment
- By ensuring regular attendance at school and avoiding unnecessary student absence

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

## **7. The role of students**

Students are expected to:

- To move in an orderly manner around school
- To show respect for all adults, each other and property
- To take responsibility for their own actions
- To be polite, considerate and respectful
- Be positive role models for younger students
- Control their feelings
- Work independently and cooperatively
- Work without disturbing others
- Work consistently, always giving their best
- To participate in a process of repair and reflection

We ask the students to reflect on their behaviour by asking the questions:

- Was your behaviour kind?
- Have you been respectful?
- Did your behaviour do harm to others?
- Have you taken responsibility for your actions?
- Have you co-operated?
- Is it safe?

- Is it caring?
- Is it your best?

The desired outcome is that students will be motivated and enthusiastic, taking a pride in themselves and our school. Through praise and encouragement, we aim to emphasise the following positive qualities:

- Care, kindness, consideration
- Courage
- Respect and tolerance
- Co-operation
- Empathy
- Good manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group, including cyber-bullying; verbal or physical abuse; taunting; mimicking; homophobic, biphobic, or transphobic
- Physical aggression towards students and adults
- Failing to follow staff instructions
- Swearing and rudeness; verbal aggression towards students and adults
- Lack of respect for property

## **8. Rewarding positive behaviour**

Encouragement, praise and reward are essential part of positive behaviour. We recognise:

- Commitment
- Progress
- Achievement
- Contributions to wider aspects of school life
- Successes and achievements at individual and team levels within and outside school.

These positive behaviours are acknowledged and celebrated in a variety of ways, within the tutor group, the House, in assembly and with the wider school community through the student notices, the school's newsletter, Twitter, Instagram, the school's website and the press. All staff reward positive behaviours.

Rewards can include the following:

- Written praise e.g. a positive comment on work, report
- Verbal praise e.g. to the student, parent, another adult in school
- Peer group praise e.g. a clap, name read out in assembly
- House points, certificates for academic and non-academic achievement
- Trophies and Special Awards
- Name in newsletter, part of Celebration Assembly, recognition on school social media pages
- Special responsibilities e.g. elected as a mentor/a tutor time role/other House role

At the end of each term, students will also be awarded House points for their Progress Towards Targets (= and +) in their reports, for their attendance and their positive behaviour. When students have gained significant numbers of House Points, they will be rewarded by awards, postcards and letters home, as well as colours.

The House points earned by each child will also be added to the House total. The House with the most points at

the end of each year will be awarded the House cup.

## **9. Positive behaviour management**

There are a number of behaviours which may signify emotional and behavioural difficulties and so signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration. The most important cause of behavioural difficulties in students is their limited self-esteem. Students often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many students lack the insight or the power to break.

Students with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Whilst rewards are central to the encouragement of good behaviour, there is also a need for sanctions to register disapproval of unacceptable behaviour and to help students understand that there are consequences for their actions. We are always keen to stress that it is the behaviour that is unacceptable not the student. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding students instead.

Students with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour. Concentrating on students' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving students time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

In order to manage behaviour positively, our staff will aim to:

- Establish a friendly, positive, supportive relationship with the students in their care
- Establish a friendly, positive, supportive relationship with the student's parents/carers
- As soon as it occurs, reward positive behaviour with attention and praise - 'catch them being good' - in academic and non-academic situations
- Where possible, identify when behaviour problems are likely to arise and try to divert to modify the student's behaviour before discipline is needed
- Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries
- Model positive appropriate behaviours, interactions and ways of relating at all times
- Know what sanctions they can use, but try to avoid using them – especially if a quiet word or reminder will do
- Always remain calm when they speak to students. This helps staff maintain their authority and confidence and keep relationships with students positive

The school's discipline procedures can be summarised into four stages. These stages of intervention are recorded

on the school's information management system.

### Stage 1

The teacher supports the student and encourages them to develop personalised strategies which will assist them to resolve their own difficulties. The teacher will deal with inappropriate interruptions, excessive talk, or lack of concentration. The teacher will also check that the student understands the work and can do it, and will make effective use of Student Profiles for students with SEN.

Low level disruption is dealt with in two stages:

1. Verbal warning
2. Action taken by teacher

In order to secure high standards and provide targeted support for students, subject staff and tutors are able to issue after school detentions in accordance with the school's Standard Operating Procedures (SOPs).-We will give 24 hours written notice to parents for after school detentions. Should a student fail to attend this detention, this will be escalated to a Friday after school leadership detention.

If there is no improvement assistance will be sought from the Subject Leader and the student should be informed that parental contact will be made by the teacher and the reasons should be made clear.

The tutor monitors behaviour across all subject areas.

### Stage 2

The Subject Leader will also be involved. The student will be sent to work in the 'safe room' or, for more serious incidents, a senior teacher will be called to remove the student. The student may be placed on Subject Report.

### Stage 3

Where progress is not made, the Subject Leader will consult with the Head of House (HoH).

If the student's behaviour and progress is poor across a range of subjects, then the Head of House will monitor the student across school and look for any issues. Parents will be contacted and invited into school to discuss the student and agree actions. If no improvement is made the Head of House may place the student on a Head of House report. S/he will be responsible for monitoring the impact of the report and will set out clear targets for improvement at the beginning of the period on report. This will include a set time-scale and clear expectations for the student to target in making an improvement to his/her behaviour.

Different strategies may be used, depending on the needs of the individual student, but are likely to include consideration of some or all of the following:

- Continued involvement with parents, potentially involving Family Support Key Worker
- Consulting the SENCo regarding a review of the Student Profile
- Consulting with the SENCo regarding further assessments, which might include the Educational Psychologist, DoltProfiler or other agencies appropriate to the need that is being highlighted
- Referral to the school counsellor or to CAMHs
- Referral for careers advice
- NOMAD life skills or mentoring programme

- Where a student exhibits seriously disturbing behaviours, concerning levels of anxiety or disengagement, the HoH will design a Handling Plan in consultation with the SENCo where positive handling strategies are defined
- At any stage where wider concerns are raised about a student, a HoH may consider the implementation of an EHA/TAF to support understanding of the wider challenges presented by the student and needs of the family. The EHA will support understanding of whether a multi-agency approach is needed. The HoH will enrol the help of the Family Support Key Worker to aid the process
- Planning an intervention programme e.g.

#### After School School (ASS)

The ASS programme will be led by the HoH who will be responsible for devising an academic programme for the student. The length of the intervention will be dictated by the Assistant Headteacher (Student Progress) but will usually last for an initial five days. Students will start ASS at 11.15am in Gateway where homework will be checked and discussed followed by reflection and repair work. Depending on student needs, targeted support will be given in areas such as anger management and self-esteem and self-awareness. A structured programme of academic support is delivered by a Support for Learning Assistant, based at all times in Gateway. After School School will finish at 3.45pm with the student being given a clear programme for independent study at home the next morning. At the end of the After School School programme, a review meeting will take place between school, parent and student to establish whether the student is able to return to his/her normal timetable.

#### Stage 4

Discussions between a member of the Leadership Team/Headteacher and parents involving the student as appropriate. The Head of House or SENCo to be included as necessary. Responses are likely to be highly individualised and tailored to each young person's needs.

### **10. Exclusions/Suspensions**

Fixed term suspensions or permanent exclusions can only be applied by the Headteacher following the DfE and Oxfordshire guidance. Internal exclusions can be applied by a member of the Leadership Team. Internal exclusion is an internal process within the school when the objective is to remove a student from lesson circulation, not from the school site, mainly due to disciplinary reasons.

#### Internal Exclusion

The primary function is to accommodate students who have been removed from a lesson at very short notice for poor behaviour, or as a sanction for a disciplinary issue.

All internal exclusions require a transparent referral system by the Head of House and need to be authorised by the Assistant Headteacher on the recommendation made. The reasons for the referral need to be made clear to the student (and the parents/carers if appropriate). It is usual practice for parents to be informed of internal exclusions of one day or more, but not necessarily before the sanction is applied.

The following outlines a structure for an internal exclusion:

- Head of House leads the investigation
- Students write a full account of the incident
- Head of House recommends internal exclusion to the Assistant Headteacher
- The Assistant Headteacher authorises internal exclusion



- Students will complete work provided by subject staff for the lessons that students will miss during that period of time
- The Head of House is responsible for recording on SIMS the internal exclusion, and to trigger a Leadership after-school detention
- The Head of House is responsible for managing a restorative conversation between the student and other students/group of students/adult that resulted in the internal exclusion, in order that a similar situation can be avoided in the future.
- Depending on the incident, targeted support on self-regulation as well as work on numeracy and literacy can run alongside this intervention.

### Fixed Term Suspension

The school will endeavour to secure alternatives to fixed term suspension. In essence Gillotts believes that issuing a serious penalty that also involves a bespoke programme of support and learning over a defined period of time (eg After-School School, internal exclusion, education based in an alternative venue) will secure better outcomes for individuals and their family.

In the event that a serious offence has been committed a student may be suspended/excluded from school for a fixed period or permanently.

There are four main sets of circumstances in which individual students may be required to leave the school site, namely where:

- A disciplinary offence has been committed. In this circumstance the student may be suspended/excluded from school for a fixed period or permanently. This could be as a result of:
  - Physical Assault against student/adult
  - Verbal abuse/threatening behaviour against student
  - Verbal abuse/threatening behaviour against adult
  - Bullying
  - Racist abuse
  - Sexual misconduct
  - Drug and alcohol related
  - Damage
  - Theft
  - Persistent disruptive behaviour

Additional circumstances under which students are educated outside of school:

- A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. The Headteacher might decide that it is in the interest of the student and school community for that student to be educated off site for a certain period, subject to review. This is not a suspension.
- A student's presence on the school site represents a serious risk to the Health and Safety of other students or school staff. The students' parents will be consulted and with medical guidance a decision is made based on individual need.
- A student is allowed to leave the school premises briefly to remedy breaches of the school rule on appearance or uniform. This is not an exclusion but an authorised absence.

As a result of legislation, schools have powers to:

- Search for offensive weapons. (The school might decide to involve the police.)
- Restrain a student. (Please refer to physical intervention policy.)
- Confiscate items not conforming to uniform and valuable items such as mobile phones and personal entertainment systems. These are kept in Student Services for up to a week, unless a parent is able to come into school to collect the confiscated item.

As set out in the Charging and Remissions Policy, the school will normally seek voluntary contributions from parents when damage to school property is caused wilfully by students or when it arises from misbehaviour or other reckless conduct. The school will consider involving the police when a criminal offence has taken place.

If we believe there is a risk of permanent exclusion from school, we will arrange a meeting with parents. The purpose of this is to help the student to avoid being excluded permanently from Gillotts.

### Permanent exclusion

A decision to exclude a student permanently will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by Gillotts that it has exhausted all available strategies for dealing with the student.

In exceptional circumstances, the Headteacher will permanently exclude a student for a first or “one off” offence. This might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying illegal drugs
- Carrying an offensive weapon

Under any of these incidents, the school will consider involving the police when a criminal offence has taken place.

## **11. Managed Moves**

It is sometimes in the best interests of a student to have a fresh start at a different school. A period of time at the ‘receiving’ school, while the child remains on roll at the ‘home’ school, allows all parties to determine whether or not a Managed Move will be successful before committing to a full transfer of roll, whether that be as a result of a student being at risk of Permanent Exclusion, or other factors.

In order to ensure that this process is carried out fairly to all, Gillotts and the receiving schools involved will agree to follow the Oxfordshire County Council guidance and protocols to support Managed Moves, thereby giving greater opportunity for the move to be successful. Gillotts will heed the guidance on managed moves in the DfE guidance document ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance’.

## **12. Bullying**

For further information on how we respond to bullying please refer to the anti-bullying policy.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

- Emotional - Being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical - Pushing, kicking, hitting, punching or any use of violence
- Sexual - Unwanted physical contact or sexually abusive comments, including homophobic, biphobic or transphobic
- Racist - Racial taunts, graffiti, gestures
- Verbal - Name-calling, sarcasm, spreading rumours, teasing
- Cyber - Internet misuse, mobile phone threats (sms or calls), misuse of photos and videos

It is important to understand that bullying is not falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Students do sometimes fall out or say things because they are upset. It is an important part of a student's development to learn how to deal with friendship breakdowns, the odd name calling or studentish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships; circle time, group / one to one opportunities are used to share worries along with allocated curriculum time. Assemblies also support our students' social and emotional development so that they are more able to manage these situations.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of a change in work patterns, lacking in concentration.

If there is proven bullying in school we follow the school's anti-bullying policy. The following should also happen:

- The parents/carers of the student involved should be invited into school and work with the school in partnership so that a way forward can be agreed.
- Peers should be reassured that bullying is being dealt with, fairly, promptly and effectively.
- The school's procedures for a student who is being bullied should be shared with all students regularly as well as the sanctions that may be used.

### **13. Racism**

Any cases of racism should be reported to the Head Teacher and recorded. All such accusations will be investigated and those involved left in no doubt as to our zero tolerance of such behaviour. All racist incidents are recorded and reported to the Governing Body.

### **14. Drugs**

For details of how drugs related incidents will be dealt with, please see our Drugs policy.

### **15. Sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Deciding how to manage the incident
- Referrals to social care and the police

Please refer to our child protection policy and peer-to-peer abuse policy for more information.

## **16. Searching and confiscation**

### Confiscation

Members of staff may confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. Any item considered harmful or detrimental to school discipline may be confiscated. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated items that are not "prohibited" (see below) (eg non-uniform clothing) are retained by the school for a week, although may be collected earlier by a parent in person.

### Searching with consent

School staff may search students, and their possessions, for any item if the student gives consent.

### Searching without consent

School staff have the power to search students, and their possessions, without consent where they have reasonable grounds for suspecting that the student may have a prohibited item. School staff can use CCTV footage to decide whether they have grounds to conduct a search for an item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers, vapes and e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff will not usually search students who refuse to consent without involving the student's parents and/or the police. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. If a search without consent is conducted:

- It will be carried out by the Headteacher or a member of staff authorised by the Headteacher, of the same gender as the student;
- There will be a witness present also the same gender as the student;
- The person conducting the search may not require the student to remove any clothing other than outer

clothing;

- A student's possessions will only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Any search by a member of staff will be recorded in the school's behaviour management system, including whether or not an item is found.

#### Items found as result of a search

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the member of staff to decide if and when to return a confiscated item. Prohibited items will not be returned to students. See also the Drugs policy.

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a 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. The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

## **17. Physical control of students**

For further information, please see our Physical Intervention Policy.

Section 550A of the Education Act 1996 clarified the powers of teachers, and others who have lawful control or charge of students, to use reasonable force to prevent students committing crimes; causing injury or damage; or causing disruption.

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder;
- In a school, force is used for two main purposes - to control students or to restrain them;
- 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;
- Bag searches are permitted if there are implications of safety to others or stealing is suspected.

The Act does not authorise the use of corporal punishment in any circumstances. Nor is it intended to encourage the use of inappropriate force.

## **18. Procedures when a student absconds**

There may be times when a student will leave the school site without permission. If this occurs, we will respond in the following way.

- i. As soon as it is known that a student has left the premises it is reported to a senior member of staff who ensures the parents are informed that the student is outside the school's control and care.
- ii. Unless there is a specific concern for a student's safety (eg poor understanding of risk from road traffic), we will not follow a student off the premises.
- iii. If there is an immediate concern for the student's safety, the police will be called and the student reported as missing.

## **19. Behaviour outside lessons**

Behaviour outside lessons on the school site which goes against the expectations implicit in our statement of shared values will be reported, by members of staff who deal with it initially, to the tutor or Head of House, who will ensure that the most appropriate sanctions are put in place. Depending upon the seriousness of the behaviour, senior staff will also deal with these incidents.

## **20. Behaviour outside of school premises**

Parents are responsible for behaviour outside the school day and off the school premises. However schools do have the power to sanction pupils for non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, to such an extent as is reasonable.

We would consider sanctioning students for the following types of behaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

We will collaborate with local authorities to promote good behaviour on school transport.

Alleged criminal incidents that take place outside of school premises will be reported to the police, for them to investigate and action. Note that guidance states schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

## **21. Allegations against staff**

Allegations of abuse against staff are taken seriously and dealt with quickly in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort is

made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. If students are found to have made malicious allegations against school staff, they may be subject to sanctions under this policy, including exclusion, depending on the seriousness of the case and whether there is any previous history of similar allegations.

**22. Students with disabilities**

In applying this Behaviour for Learning Policy, we recognise the importance of taking into account student characteristics such as special educational needs (SEN) and disability. In accordance with the Equality Act 2010, for an incident involving a student with a disability, the school may choose not to take disciplinary action but instead consider adopting alternative strategies to manage the student’s behaviour. The Equality Act makes it clear that such an alternative approach would not amount to unlawful discrimination, even if a non-disabled student has been or would be disciplined for the same or similar behaviour, where the disabled student’s behaviour arises because of, or as a consequence, of his/her disability.

**23. Complaints**

Any parental complaints about the Behaviour for Learning Policy will be dealt with using the school complaints procedure.

**24. Review and evaluation**

This policy is reviewed every two years, with advice from the Curriculum and Student Progress committee of the Governing Body. It may be reviewed more frequently, if there are changes in DfE guidance or if issues arise that suggest a change in policy would be beneficial.

Reviewed: May 2024

Next review: May 2026

## Appendix: Achievement and Behaviour Pyramids





