# Behaviour for Learning Policy

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</tr>
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Signed: [Signature]  
Chair of Governors  
Date: February 2017
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rationale</td>
<td>1</td>
</tr>
<tr>
<td>2. National context</td>
<td>1</td>
</tr>
<tr>
<td>3. School context</td>
<td>2</td>
</tr>
<tr>
<td>4. Policy objectives</td>
<td>3</td>
</tr>
<tr>
<td>5. Intended outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Parents/Carers</td>
<td></td>
</tr>
<tr>
<td>6. Practice and procedure</td>
<td>5</td>
</tr>
<tr>
<td>Code of conduct</td>
<td></td>
</tr>
<tr>
<td>Procedures for staff</td>
<td></td>
</tr>
<tr>
<td>Behaviour strategies</td>
<td></td>
</tr>
<tr>
<td>Rewarding positive behaviour</td>
<td></td>
</tr>
<tr>
<td>Strategies, sanctions and consequences</td>
<td></td>
</tr>
<tr>
<td>Restorative Justice</td>
<td></td>
</tr>
<tr>
<td>Procedures for consequences for disruption to learning</td>
<td></td>
</tr>
<tr>
<td>C System</td>
<td></td>
</tr>
<tr>
<td>Detention policy</td>
<td></td>
</tr>
<tr>
<td>C3 detention</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td></td>
</tr>
<tr>
<td>Pastoral detentions</td>
<td></td>
</tr>
<tr>
<td>School detentions</td>
<td></td>
</tr>
<tr>
<td>Tracking and intervention</td>
<td></td>
</tr>
<tr>
<td>Tutor intervention</td>
<td></td>
</tr>
<tr>
<td>Subject intervention</td>
<td></td>
</tr>
<tr>
<td>Student report</td>
<td></td>
</tr>
<tr>
<td>Isolation</td>
<td></td>
</tr>
<tr>
<td>Internal exclusion</td>
<td></td>
</tr>
<tr>
<td>Behaviour in Isolation Room</td>
<td></td>
</tr>
<tr>
<td>Fixed term exclusion</td>
<td></td>
</tr>
<tr>
<td>Re-admittance</td>
<td></td>
</tr>
<tr>
<td>Off-site placement</td>
<td></td>
</tr>
<tr>
<td>Governors Panel</td>
<td></td>
</tr>
<tr>
<td>Managed Transfer</td>
<td></td>
</tr>
<tr>
<td>7. Investigation procedure</td>
<td>18</td>
</tr>
<tr>
<td>Lunchtime behaviour</td>
<td></td>
</tr>
<tr>
<td>Power to discipline for misbehaviour outside school gates</td>
<td></td>
</tr>
<tr>
<td>Out of school behaviour</td>
<td></td>
</tr>
<tr>
<td>Searching, screening and confiscation</td>
<td></td>
</tr>
<tr>
<td>Use of reasonable force</td>
<td></td>
</tr>
<tr>
<td>Action in self defence</td>
<td></td>
</tr>
<tr>
<td>Allegations of abuse against staff</td>
<td></td>
</tr>
<tr>
<td>Behaviour of parents/carers and other visitors</td>
<td></td>
</tr>
<tr>
<td>Right to be consulted on the School</td>
<td></td>
</tr>
</tbody>
</table>
Behaviour Policy
Respect for teachers’ professional role as teachers and their workload
Right of staff to a safe working environment
Support from other schools
Support from the police
Roles and responsibilities

8. Long term areas for development 26
9. Resource implications 26
10. Monitoring, evaluation and review 26
11. Links to other policies 27

APPENDICES

Appendix 1 – Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2012

Appendix 2 – Behaviour and discipline in schools (advice for headteachers and school staff February 2014).

Appendix 3 – Searching, screening and confiscating – advice for headteachers and school staff

Appendix 4 – Reasons for internal exclusions/fixed term exclusions

Appendix 5 – Governors’ disciplinary committee hearings

Appendix 6 – List of banned items
1. **RATIONALE**

All students are entitled to the highest standards of behaviour at Higham Lane School to enable them to feel safe, enjoy school and achieve their potential.

The Behaviour for Learning Policy is based on an inclusive approach to education, where we cater for the needs of all students as individuals and enhance equality of opportunity.

The policy is a corporate, whole-school approach to behaviour, which views behaviour and discipline as a positive phenomenon, not simply a matter of control and punishment and concentrates on the quality of human relationships throughout the School, built on a respect for the rights of the individual and the encouragement of a shared responsibility for standards of behaviour.

Higham Lane’s Behaviour for Learning Policy is based on mutual respect. We believe that it is only through being valued themselves that students will learn to value others. We will work to reinforce positive attitudes to learning and personal development in the School, developing both academic and social skills in a supportive environment.

2. **NATIONAL CONTEXT**

This policy is based on guidance from the Department for Education; Behaviour and Discipline in Schools (2014).

The role of the Government and Local Authority (LA) is to give schools the power they need to provide a safe and structured environment in which teachers can teach and children can learn. At Higham Lane School we aim to create a stimulating, safe, caring and positive learning environment where everyone can be happy and successful and where effective learning and teaching can take place. Central to this ethos is the understanding of rights, respect, responsibilities, actions and consequences.

In 2014 the Department for Education stated that schools will have a range of disciplinary measures available to them, clearly communicated to school students, staff and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
• In more extreme cases schools may use temporary or permanent exclusion.

A clear Behaviour Policy, consistently and fairly applied, underpins effective education. Higham Lane School encourages outstanding behaviour through a mix of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. All members of the School understand that a consistent approach to the use of the system is paramount to helping students progress both academically and as outstanding citizens.

OFSTED have also found that the most successful schools have not dealt with behaviour in isolation, but tackled it as part of a wider school improvement strategy. These schools set out to motivate students and raise achievement by improving teaching, making learning more enjoyable and giving wider choices in the curriculum (they also ensured that their Behaviour Policy was understood by all stakeholders). These schools monitored incidents of unacceptable behaviour carefully and established additional support strategies for those behaviours staff find more challenging.

3. SCHOOL CONTEXT

At Higham Lane School, new Behaviour for Learning procedures were put into place in 2006. This was then reviewed in 2010 when an electronic recording system and a policy of stepped intervention were introduced.

A culture of ‘Positive Behaviour Management’ based on rewards and early intervention has been established at the School. Staff have been trained to assertively manage all aspects of student behaviour, both inside and outside the classroom, in a way that is perceived by the students as being, supportive, consistent, fair and non-confrontational. Behaviour which is inappropriate will nevertheless be addressed, in accordance with the School Behaviour Policy. This policy is reviewed at regular intervals.

Key Points

All paid staff of the school have the power to issue rewards and sanctions which occur in school and, in some circumstances, outside of the School. The School has the power to issue sanctions that include after school detention, isolation, fixed term exclusion, off-site behaviour placements and in extreme cases, permanent exclusion.

Staff can confiscate students’ property. Staff have the power to search without consent if they feel there is an immediate risk.

All members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

All incidents of bullying are investigated with appropriate actions taken.

Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time.
4. POLICY OBJECTIVES

- To ensure that all students display the highest standards of behaviour at Higham Lane School to enable them to feel safe, enjoy school and achieve their potential.
- To ensure that an inclusive approach to Behaviour for Learning is achieved, where the needs of all students as individuals are catered for and equality of opportunity is enhanced.
- To take account of a range of individual student needs when developing and implementing the Behaviour for Learning Policy, in particular, students with special educational needs (SEN) or disabilities, and needs within certain other groups defined by OFSTED as 'at risk' within the education system: minority ethnic and faith groups, travellers, asylum-seekers and refugees; students who need support to learn English as an additional language (EAL); children looked after by the local authority; children eligible for free school meals; disadvantaged and Pupil Premium children; sick children; young carers; children from families under stress; pregnant schoolgirls and teenage mothers, lesbian, gay, bisexual and transgender children and any other students at risk of disaffection and exclusion.
- To incorporate key documents that set out the ongoing practice at Higham Lane School. These will include the C3 and the School’s Detention Policy.
- To illustrate future developments in behaviour management at Higham Lane School.

5. INTENDED OUTCOMES

5.1 Staff

- All staff will receive on-going training in Behaviour for Learning and classroom management techniques and will be aware of their role and responsibilities in the School Behaviour Intervention Policy.
- All staff will be aware of the Student School Code of Conduct and their role in enforcing the Behaviour Policy – including rewards and sanctions.
- Teachers are expected to take responsibility for the behaviour and learning environment in their classroom/working area.
- Teachers will use appropriate techniques to ensure good student behaviour, mutual respect and effective use of sanctions and rewards. Teachers will follow the established classroom routines and classroom management techniques, including meeting and greeting students on their arrival and using seating plans to ensure a positive working atmosphere within the classroom.
- Teachers will use teaching and learning and assessment for learning techniques to deliver high quality learning experiences. Students will be challenged, engaged and motivated and will therefore be less likely to be off task and indulge in disruptive behaviour.
- Staff will monitor and record student behaviour and use appropriate rewards, sanctions and intervention. Staff will understand the range of rewards and sanctions available and how to apply sanctions fairly, consistently, proportionately and reasonably – taking account of students’ individual needs.
- All staff will be clear about the extent of their disciplinary authority and will have received the necessary professional development on behavioural strategies. They will be clear about their role in ensuring good standards of behaviour and the support that is available for them. Teachers will acknowledge, encourage and reward good behaviour in line with the School Behaviour for Learning Policy.
• Staff will keep parents informed of their child’s behaviour if there are concerns. They will use appropriate methods of engaging them and where necessary, support them in meeting their responsibilities.

• All staff will receive guidance and training to ensure that all reasonable measures are taken to protect the safety and well being of students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.

• Staff will model expected behaviour in the way that they interact with students.

5.2 Students

• All students will expect to be taught in environments that are safe, conducive to learning and free from disruption. They will expect appropriate action to be taken in regard to any incidents of misbehaviour.

• All students will be aware of and understand the School Code of Conduct. They need to be aware of the standards expected and demonstrate good behaviour at all times.

• Students will be aware of and understand the Behaviour for Learning system. They will understand the Reward and Consequence system and understand that they have the opportunity to rectify negative behaviour.

• Students will understand the importance of good behaviour in school. They will expect positive attitudes to learning and behaviour to be recognised and celebrated.

• Students are expected to show respect to school staff, fellow students, school property and the school environment. They are entitled to be treated with respect. Bullying, racism and discrimination will not be tolerated.

• Students are expected to follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.

• Students will be aware of the range of sanctions used in school. They will be given the appropriate sanction if they exhibit poor behaviour.

• When off the premises, students are ambassadors for the School and need to conduct themselves accordingly.

• Students should not tolerate any negative behaviour towards them, particularly bullying or racism and need to feel confident in using the support systems available in school.

5.3 Parents’/Carers’ responsibilities

• To follow the Home/School Agreement.
• To make their children aware of appropriate behaviour in all situations.
• To encourage independence and self-discipline.
• To show an interest in all that their child does in school.
• To foster good relationships with the School.
• To be aware of the School rules and expectations and to support the School in the implementation of this policy (please also see Behaviour of Parents/Carers and other visitors to school on page 25 and the Abusive Parents’ Policy).
To monitor their child’s behaviour through the organiser, text, email and letter systems, Parent page on Sharepoint, meetings with staff and Student Progress Evenings and act accordingly.

To alert the School as soon as there are any concerns.

6. PRACTICE AND PROCEDURE

6.1 Code of Conduct

The School Behaviour Policy is based on a simple set of rules that students are expected to adhere to.

School rules that apply at all times to all students:

- Always be on time.
- Keep your appearance smart and tidy, and wear regulatory school uniform at all times to and from school.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies when interacting with staff, other students, any visitors to the school, and members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and must not be tampered with under any circumstances.
- Disobeying staff is not tolerated.
- The following items are not allowed in school under any circumstances:
  - Chewing gum
  - Alcohol and drugs including “legal highs”
  - E-Cigarettes, Cigarettes, matches, and lighters
  - Weapons of any kind
  - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Gambling is not allowed on the school site
- Mobile phones must not be seen or heard and must be switched off at all times.

Drugs

The School will not tolerate possession of drugs or drug use of any sort on school property or during off-site school activities. The School takes will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes possessing, supplying, or taking drugs.

Prescription Drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.
Non-prescription Drugs
Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school (please see medication below).

Medication
We are aware that it may be necessary for some students to take medication during the school day. Parents need to make the School aware of this in writing as soon as their child starts taking the medication. Medication can be stored at Student Services but it is the student's responsibility to administer the medication.

Alcohol
Carrying, consuming or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school.

Bullying
The school wants to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our Behaviour Policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The School practices a preventative strategy to reduce the occurrences of bullying, and our Anti-Bullying Policy is instilled within our curriculum and our expectations at the School. It is made very clear to students what is expected of them in terms of respecting their peers, staff and members of the public, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does occur, the School will:

• take it seriously
• act as quickly as possible to establish the facts
• record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
• provide support and reassurance to the victim
• make it clear to the ‘bully’ that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another child, either physically or emotionally, redress their actions, and the School will make sure that they understand what they have done and the impact of their actions
• ensure that if a sanction is used, it will correlate to the seriousness of the incident and the ‘bully’ will be told why it is being used
• consider an internal or fixed term exclusion in cases of repeated bullying or a serious incident of bullying.

Classroom Expectations:

• We enter our lessons calmly and on time, ready to learn.
• We do as we are asked first time.
• We try our best at all times.
• We are polite and considerate to all; we respect each other.
Outside the Classroom Expectations:

- We represent the School and behave accordingly.
- We respect the School environment.
- We move around the School with consideration for the safety of others.
- We are polite and considerate to everyone.
- We drink and eat only in designed areas.

Examples of these expectations are as follows:

- arrive at school and at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly, including on the way to and from school;
- sit where you are told to sit by the teacher (in accordance with the seating plan) or any other member of the school staff;
- have all equipment and books required for lessons;
- follow classroom rules and procedures and not disrupt the learning of other students;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak unless directed otherwise;
- use appropriate language;
- listen to others’ ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others’ property;
- value other individuals and their contributions to lessons;
- lead by example, being a good role model for younger students in the School;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school policy;
- be responsible when using online technologies and do not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

6.2 Procedures for Staff

Classroom

Staff have a responsibility to model appropriate behaviour and attitudes. They can support effective learning in the classroom in the following ways:

- Expect your class to arrive on time and with correct equipment. Meet them outside the room and insist on an orderly line. Ask them to enter the classroom and sit down quickly and quietly.
- Be positive; welcoming and by using names.
- Be clear about ‘ready to start learning’ i.e. seating organisation, organisers and equipment on desks, coats on chairs.
• Have a seating plan for every class. Teachers need to decide where students sit, to ensure maximum learning and minimum distraction. Teachers may choose an alphabetical plan, boy/girl pairing or according to learning style; whatever suits their class. Teachers may change these as often as they wish. Teachers need to leave copies if their lesson is to be covered. Teachers should take the register as close to the start of the lesson as possible and insist on silence whilst this is done.

• Follow ‘Teaching & Learning Policy and Guidance’ i.e. structure and pace of lesson

• Remind students of the social and emotional skills they need to work with others

• Teachers need to insist students work in a way that does not disturb others:-
  o Hands up/teacher choice, but not shouting out.
  o Stay in their seats unless the task they are working on requires movement.

• At the end of lessons, teachers should ask their class to pack away, stand behind chairs, dismiss them in an orderly fashion and supervise the movement into the corridor.

In addition to these procedures, appropriate and acceptable behaviour can be taught in the following ways:

• Through the Year 6-7 induction programme.
• Through the assembly programme.
• Through the CPSHE programme.
• Through extra-curricular activities and social events.
• Through encouraging high peer expectations.
• Through consistently recognising and celebrating high standards of behaviour and applying sanctions in a fair and consistent manner.
• Through adherence to classroom routines.
• Through consistent use of assertive discipline techniques.
• Through regular contact with parents/carers.
• Through challenging and re-directing inappropriate actions, behaviour, attitudes and language, and making frequent reference to the code of conduct and rules for learning.
• Through discussions and activities during tutor time.

6.3 Behaviour Strategies

At Higham Lane we aim to provide a safe, happy disciplined environment, in which our students can learn and fulfil their potential. We promote positive values and behaviour and encourage everyone to cooperate with and respect others as well as themselves.

The Behaviour for Learning Policy is based on rewarding good conduct. Likewise poor behaviour will receive a sanction. The emphasis is on making the appropriate choices – students are taught the consequences of their behaviour and are encouraged to take responsibility for it. If they misbehave, they sometimes have the opportunity to correct their behaviour before a sanction is issued (see C1, C3 system). C1 and C3 must be recorded on SIMs as should C3, subject and pastoral detentions. C4s should not be recorded by staff but a C4 form completed and passed to the On Call member of staff.

Our classroom discipline aims to produce actions which discourage, eliminate or reduce the repetition of specific poor behaviour. Sanctions are used as a last resort. Staff are asked to engage in dialogue with students which promotes positive behaviours. They need to provide students with opportunities to re-focus, to realise that they are not making the most of their opportunities and asked to focus on the way in which their negative behaviour can impact on others. Staff need to be aware of their body language and the ways in which they are using language to communicate their feelings and emotions.
Staff need to accept their central role in handling unacceptable behaviour and whilst there are
systems in place to support staff, it is expected that staff will use classroom management
strategies that ensure positive student behaviour and address inappropriate student behaviour in
an assertive and effective manner.

Higham Lane School also has a proactive commitment to a range of other behaviour strategies:

1. Professional staff take responsibility to own behaviour management and build sound
   relationships. This involves a common understanding that escalation occurs after utilisation
   of varied behaviour management techniques.
2. Staff training where we coach, support and develop a consistent approach. It is important to
   promote an understanding of why students misbehave and therefore how they can be
   encouraged to amend their behaviour.
3. A high level of professional judgement by teaching staff which balances personal
   behavioural management techniques supported by the ‘C system’ and reward points to
   create a positive learning environment.
4. Having high quality teaching which challenges and engages students of all abilities. This
   increases motivation and promotes effective learning with good behaviour.
5. Providing support systems such as Form Tutors, Progress Leaders, Learning Mentor,
   School Counsellor, Behaviour Intervention Manager, SENDCo, regular internal meetings
   and referral to outside agencies.
6. The CPSHE curriculum provides education for many statutory requirements e.g. bullying (of
   all types), sexual education, friendships and post 16 ambitions. This is a spiral column and
   aims to support the ethos of ‘Preparing tomorrow’s citizens today’.
7. The School engaging with parents/carers.
8. A change of teaching set or class.
9. Curriculum alternatives, including attendance at a further education college or another form
   of alternative provision.
10. A Managed Transfer to another school, with the consent of all parties involved; this can be
    successful for students at risk of exclusion and as an alternative to permanent exclusion.
11. Consideration by the Special Education Needs and Disabilities Co-ordinator (SENDCo), with
    colleagues of possible interventions within the School.
12. Assessment of Special Education Needs, including possible placement in a special school.
13. Referral to a specific support service, such as ACE (for attendance concerns), Area
    Behaviour Panel or the Child and Adolescent Mental Health Service (CAMHS).
15. The Common Assessment Framework (CAF) is a voluntary process, common to all
    children’s services, to help identify a child’s needs as early as possible and agree what
    support is appropriate. Resulting early intervention should help reduce the risk of problems
    reaching the point where exclusion is considered necessary. It may be particularly
    appropriate to carry out a CAF in cases of multiple fixed period exclusions.

### 6.4 Rewarding Positive Behaviour

The most effective approach to creating a positive ethos is to treat students positively, by praising
them, offering them encouragement and acknowledging their achievements both inside and
outside of school. The School aims to develop a culture of respect, both personal and to others.
Through this we expect students to aspire to their personal best in all aspects of their school
career.

Higham Lane School will ensure students know that their effort, achievement and good behaviour
are recognised and valued by means of a range of rewards, and acknowledgement of good
behaviour and work:
Merit System

The system is based on merit stickers. Each sticker has a bar code on it. When students receive a sticker in their organiser they then enter the code into their personal My Stickers account. The School is able to track rewards given through an admin account and can monitor totals for individuals, classes, departments, year groups and different sub groups.

Stickers will be awarded for the following categories:

- Effort.
- Progress.
- Contribution to school.
- Homework – please see homework section.
- Attendance & punctuality – please see Attendance Policy.

There will be 4 types of stickers:

- Subject – (English, Maths, PE etc) all worth 1 merit
- Pastoral – (Tutor, Progress Leader, SLT) all worth 1 merit
- Homework – (bronze – 1 merit; silver – 3 merits; gold – 5 merits)
- Attendance – 100% attendance in a term – 10 merits

Rewards

- 50 Bronze badge
- 100 £5 voucher
- 150 Silver badge
- 200 £10 voucher
- 250 Gold badge
- 300 £15 voucher
- 400 Headteacher’s badge
- 500 Governors’ badge
- 600 Mayor’s badge

In addition to the merit system, effort, achievement and good behaviour at Higham Lane School are also recognised by the following:

Positive praise – in lessons and in the School and wider community for positive contributions and academic progress

Positive postcards – sent home to recognise continual achievements or individual outstanding pieces of work

Positions of responsibility – within school for students who show themselves to be positive role models.

Certificates – awarded for academic achievement and attendance

Parents informed – communication to inform of good work completed, outstanding contributions and progress

Certificates and prizes – awarded for attendance and punctuality

Year 11 Prom – where attendance is based on good behaviour
Offsite visits – to various providers awarded termly for on-going positive behaviour

Prizegiving – awards for students’ achievement

Faculty trips and offsite visits – across the school year

6.5 Strategies, Sanctions and Consequences

Staff need to be involved in the delivery of behaviour strategies for effective learning in the classroom. Students need to learn the behaviours which will enable them to become really engaged learners, recognising the importance of motivation and the part they need to play in this. On occasion, despite this dialogue and the teacher reminding the student about their expectations, the behaviour of an individual may not be appropriate. It is the responsibility of staff to deal with this situation. To ignore poor behaviour is to condone it. A sanction can be seen as an action which discourages, reduces or eliminates the repetition of certain specific poor behaviour. Its effectiveness can be judged by the impact upon this modification of behaviour by the student.

It is important for staff to feel empowered in their classrooms and working areas and to take on the responsibility for ensuring that effective learning takes place. The teacher needs to be in control.

If students exhibit inappropriate behaviour the teacher may use a number of ‘informal’ approaches.

These informal sanctions may be used as a warning before using the School’s official procedures (Consequences or C system).

Such informal sanctions include:

- A verbal reprimand.
- Refocusing students with an emphasis on what they should be doing rather than what they are doing wrong.
- Working with an individual student.
- A pause if a student is talking, followed by a look of disapproval or short verbal reprimand.

Restorative Justice/Reflection on Actions/Forgiveness

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue, the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other point of view and really appreciate why others may be upset.
Restorative justice works extremely well if there has been a repeated problem for a student and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a member of staff who is not involved. The mediator’s job is to keep everyone calm and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the student to decide for themselves why their behaviour was inappropriate and how it might have affected others in the School. Students are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

**Procedure for Consequences for Disruption to Learning**

**C-System**
The Consequence or C system is part of the Behaviour for Learning Policy. It is based on choice and allows students the opportunity to correct their behaviour.

Students whose behaviour progresses beyond C1 will receive a C3 Detention.

**C0**
C0s (C Zeros) are issued for behaviour that will only occur once in the lesson. For example:
- No kit
- Forgetting organiser
- Arriving late without a reason
- No homework
- Poor uniform

The process is flexible and each incident will be judged according to its severity. For example, there are different forms and levels of dangerous behaviour and the School must take the severity of the incident into account when applying the appropriate sanction.

Staff need to keep a record of C0s and apply sanctions when appropriate e.g. 2 lates in a week or 3 in a half term – Subject Detention.

**C1**
In lessons where a teacher feels that a student is not behaving in an acceptable manner he/she will be issued with a C1 (the first consequence issued as a direct result of negative behaviour). This will be recorded on SIMS at an appropriate moment. Students need to be clearly informed that further misbehaviour will result in a detention (C3).
Examples of where a C1 may be issued. Clearly this process is flexible and each incident is judged according to its severity:

- Failing to follow instructions (i.e. talking, not getting on with work. If a student blatantly refuses to do a task, follow an instruction e.g. sit in a particular seat, a C4 will be issued).
- Answering back – this includes arguing/challenging the C1 (please note this could result in a C3 or C4 if the student was rude or aggressive) If students feel the C is unfair they should wait until the end of the lesson and politely ask the teacher if there is an appropriate time when they can discuss the matter. Alternatively they may arrange an appointment with the Subject Leader.
- Talking at the same time as someone else.
- Not listening to others – staff and students.
- Swinging on a chair.
- Turning around/distracting other students.
- Out of chair without permission.
- Inappropriate language at a low level.
- Work avoidance / off task.
- Rudeness.
- Interfering with another student’s work or property.

**C3**

C3 is a detention. C3s will be issued after a C1 has been given and if students have continued to misbehave. A C3 can also be issued for more serious incidents of misbehaviour without giving a C1 before.

**Behaviour that may lead to immediate C3**

- Dangerous behaviour (this will obviously depend on how dangerous the behaviour is and could result in a C4).
- Refusal to co-operate/follow instructions. (Again dependent on level this could be a C4 especially if the student repeatedly refuses).
- Throwing objects – also could be C4 dependent on the object and the situation.
- Inappropriate language to another student (swearing directly at students or staff especially in a threatening or intimidating manner will lead to a straight C4).
- Eating, actually getting food out.
- Having or using chewing gum.
- Mobile phone being seen or heard or attempting to use the phone (School Policy is to confiscate phones if they are seen or heard. They need to also be switched off – if the student refuses to hand over the phone, a C4 will be issued).

Please note these are only examples and the teacher will use their professional judgement in deciding which sanction is appropriate.

**Use of ‘On Call’ – C4**

On Call is a last stage in the Behaviour for Learning Sanction System and is only used where:

- There has been a serious incident of misbehaviour, resulting in a C4.
- There is extensive, persistent and malicious disruption of teaching and learning.
- Safety, wellbeing and welfare of students and teachers is significantly at risk.
Behaviour that may lead to immediate C4

- Refusal to follow instructions/to do as asked e.g. give organiser to teacher, refusal to sit in designated seat.
- Threatening behaviour towards staff or students.
- Intentional racist or homophobic or otherwise inappropriate and/or offensive remarks to student or staff.
- Refusal to give phone to a member of staff when asked.
- Leaving the classroom/walking off from a member of staff without permission.
- Unacceptable language e.g. swearing (clearly this will depend on the actual language used)

Please note: mobile phones will be confiscated and taken to Reception. In lessons, a C3 detention will be given. If out of lessons a pastoral detention will be given.

Procedure and Follow-up of C4 Incidents

- The member of staff phones Student Services or sends a reliable student to report the On Call incident.
- The On Call member of staff removes student from the lesson.
- The class teacher completes the On Call C4 incident form as soon as possible after the incident and returns it to the On Call member of staff. The On Call teacher asks the student to fill out the student response form. The On Call teacher will complete the C4 incident form and pass it to the Assistant Headteacher overseeing Behaviour for Learning.
- Sanctions for a C4 are listed below. The process is flexible and each incident is judged according to its severity. It is also subject based, meaning that students only go into isolation if they get a second C4 in a particular subject. Students who display very serious misbehaviour such as violence, repeated refusal to co-operate, verbal abuse to a member of staff, racist or homophobic behaviour or otherwise inappropriate and/or offensive remarks to student or staff, misuse electronic equipment such as computers or mobile phones, bringing banned substances into school or display other forms of unacceptable behaviour, may face an internal or fixed term exclusion.

C4 Sanctions

First On Call
- Removal from next lesson.
- Departmental detention.
- Parent/carers telephoned to discuss reasons.
- Meeting with student, Subject Leader and subject teacher.
- Writing a letter of apology.

Second On Call
- Isolation (8.50am until 1.15pm or 1.00pm on Wednesdays).
- Parents/carers telephoned by Subject Leader to discuss reasons.
- Letter sent home.
- Meeting with student, Subject Leader and subject teacher.
- Writing a letter of apology.

Third On Call
- Isolation (8.50am until 3.15pm or 2.55pm on Wednesdays).
- Two hour detention after school.
- Placed on report.
- Subject Leader meets parents/carers.
- Letter sent home.
- Meeting with student, Subject Leader and subject teacher.
- Writing a letter of apology.
Fourth On Call

- Fixed term exclusion.

This procedure is flexible and each incident is judged according to its severity. It is also subject-based, meaning that students only go into Isolation if they get a C4 in a subject that they had a previous C4 in.

- Students who are in Isolation will be informed and a note put in their student organisers for parents/carers. Parents/Carers will also be telephoned or a text/email sent.
- The Behaviour Intervention Manager will be informed of the incident and will receive a copy of the C4 incident form.
- The Behaviour Intervention Manager will then inform staff who is in isolation via Sharepoint and will also request work.

Detention Policy

Higham Lane School policy is to use detentions as a sanction. These include during school hours, break and lunchtime and after school.

The law states that schools have the power to issue detentions (please see Appendix 1).

Break or lunchtime detentions may be given by staff for a variety of reasons including:

- Lack of effort.
- Receiving Cs on a regular basis.
- Repeated lateness to lessons.
- Poor standard of homework or no homework.
- Poor uniform.
- Failure to bring equipment.

After-school detentions include C3, Department, Pastoral, School Detentions and Extended Detentions. On occasions the School will also issue two or three hour detentions. Students who receive a third C4 in the same subject will receive a two hour detention and a day in isolation. Two or three hour detentions may also be issued if students fail to respond to other sanctions or when the School feels that a long detention is the most appropriate sanction. It is not school policy to allow after school detentions to be done at break or lunchtime. If there is a genuine reason that a student cannot attend an after school detention such as a pre-arranged medical appointment, the School should be contacted so that an alternative date can be arranged. Inconvenience to the parent/carer is not considered to be a valid reason for moving a detention.

C3 Detentions

These are given for poor behaviour in lessons. They take place on Tuesday and Thursday after School and last from 3.15pm to 4.00pm. Staff will give students 24 hours notice of the detention by writing it in their organiser. Staff also record the detention on SIMs. It is the student’s responsibility to inform their parent/carer of the detention. If students do not have their organiser or fail to give it to the member of staff, it is their responsibility to remember and attend the detention. Failure to do so may result in a school detention. Refusal to give the organiser to staff is a C4 and will result in a more serious sanction such as isolation.
Departments and tutors will also have their own sanctions in place. These may be for various reasons including:

- Lack of effort.
- Receiving Cs on a regular basis (please see tutor intervention).
- Lateness.
- Repeated poor behaviour.
- Lack of equipment or books.
- No homework.

Sanctions that may be used include:

- Break or lunch detentions.
- Staying behind for ten minutes at 3.15pm (or 2.55pm on Wednesdays).
- Departmental report.
- Moving class on a temporary basis.
- Working alone (out of the classroom).
- Referral to Subject Leader, Progress Leader or senior member of staff.

Department Detentions

These are given by departments for lack of effort, failure to complete or do homework satisfactorily or some behaviour issues such as part of the C4 process. These take place after school on the department's detention day and notice is again written in the organiser.

Pastoral Detentions

These are issued for poor behaviour outside of lessons and other behaviours outside of subject lessons. The detention takes place on Tuesday after school and lasts from 3.15pm to 4.00pm. Students are given 24 hours’ notice of the detention by staff who, as with C3s, record it in their organiser.

Behaviour that may lead to Pastoral Detention (these are only examples, the process is flexible with each incident being judged according to its severity)

- Repeated incorrect uniform – on occasion the School may need to adopt a zero tolerance approach if aspects of uniform become a particular issue. If this is the case, students will be informed via Sharepoint and assemblies.
- Eating in non-designated area (repeated eating or failure to respond to staff warnings will result in a more serious sanction).
- Some forms of dangerous behaviour i.e. running in corridors, pushing. Clearly there are different levels of dangerous behaviour. For more serious incidents, a more serious sanction will be given.
- Failure to follow instructions/respond to member of staff. This again depends on the actual incident – blatant refusal to co-operate by the student will result in a more serious sanction.
- Failure to report to member of staff.
- Mobile phone seen or heard in school, using or attempting to use the phone (using the phone or refusal to give it to staff will result in a more serious sanction).
- Failure to return reply slip.
- Two lates in a week/three in a half term.
- Organiser forgotten on 2 occasions.
- Failure to have organiser signed despite warnings
• Failure to attend late break detention
• Bullying (again this is flexible and depends on the actual offence. School will make a judgement on how serious the offence is. More serious incidents can result in School Detention, Isolation or Exclusion).
• Rudeness to staff (see bullying above).
• Inconsiderate/anti-social behaviour.
• Pastoral Detentions will also be written in the student’s organiser and recorded on SIMs.
• Chewing gum.
• Failure to bring reading book to tutor period.

Extended Detentions

Students who receive a third C4 in one subject will be isolated for one day and also receive a two hour detention. Parents will be given advance notice (at least 24 hours) notice of the detention. Two or three hour detentions may also be issued when there has been a serious incident of misbehaviour and the School feels that a long detention would be the most effective and appropriate sanction.

School Detention

A student will be given a School Detention for missing a C3 Detention, missing a Pastoral Detention, missing a Subject Leader Detention or behaving in any other serious way for which Pastoral Detention, Isolation or Exclusion is not appropriate. School Detentions should be approved by the Subject Leader or Progress Leader depending on the nature of the incident.

A School Detention form is then completed and passed to the Assistant Headteacher overseeing Behaviour for Learning, for approval. Parents/carers are then informed of the School Detention via email and/or text message.

The Data Team completes a School Detention Register, ready for collection on the day of the detention.

Students report to Student Services at the end of the day and are taken to the detention room and a register taken. If any student is not present, Student Services are informed to check whether the student is absent and they then contact parent/carer. During the detention, students may do written work provided by the supervising teacher or may be required to pick up litter. Litter pickers and gloves would be provided for this. The detention is from 3.15-4.30pm.

If a student misses the detention through being genuinely ill, the detention is rearranged for the next possible date. If there is not a valid reason for missing the detention, it is likely the student will receive a day in Isolation and will also have to do the detention at the next available date. This will be decided by the Assistant Headteacher overseeing Behaviour for Learning.

Extended Detentions

In some cases the School may decide a longer detention between 1 and 3 hours is a more appropriate sanction. An example is students who receive a C4 in the same subject are given a 2 hour detention and a day in isolation. Other examples of when extended detentions are deemed appropriate are when students have truanted school or when school feel that a long detention would be a more effective sanction than isolation (please note these are only examples and the teacher will use their professional judgement in deciding which sanction is appropriate.
6.6 Tracking and Intervention

All staff have access to behaviour data on the SIMs Home Page and student profile. Tutors have an overview of the behaviour of their group in the tutor behaviour section on Sharepoint whilst teaching staff are able to track the behaviour of their teaching group via the subject behaviour analysis on Sharepoint. This is updated daily. SLT, PLs and SLs have access to more detailed behaviour analysis in the SLT/SL/PL area.

Tutor Intervention

Tutors have a summary of the behaviour in their tutor group including low level disruption points (C1s) and are required to monitor this carefully. Progress Leaders also have access to a very detailed analysis of all behaviour types in their year group, enabling them to track behaviour carefully. The following intervention strategies are then applied and recorded on Sharepoint:

C1 Points
- 10 pts Note in organiser
- 20 pts Tutor phones home and student placed on tutor report
- 30 pts Letter home from tutor
- 50 pts Meeting with parent/carer – referral to Behaviour Intervention Manager

C3 DTs
- 3 C3s Note in organiser
- 5 C3s Phone call home – referral to Behaviour Intervention Manager

Pastoral
- 3 Pastoral DTs Phone call home (Tutor informs Progress Leader (PL))
- 5 Pastoral DTs Tutor informs PL – phone call/meeting with parent/carer – referral to Behaviour Intervention Manager

School DTs
- 3 School DTs Letter home, meeting with PL – referral to Behaviour Intervention Manager

C4s
- 3 C4s (Different subjects) – PL contacts home

Subject Intervention

Subject teachers monitor the behaviour of their teaching group during lessons and record it via Sharepoint and then apply the following interventions. Subject teachers are responsible for recording the intervention on the Behaviour Intervention sheet which they access via Aim High.

C1 Points
- 5 points Note in organiser by class teacher
- 10 points Phone call home by class teacher
- 20 points Meeting with parents/carers (Subject Leader (SL) and Teacher)

C3 DTs
- 1 C3 Note in organiser
- 3 C3s Phone call home by class teacher and student placed on report
- 5 C3s Meeting with parents/carers (Subject Leader (SL) and Teacher)

C4
- 1st C4 Phone call from class teacher
- 2nd C4 Subject Leader contacts parents/carers
Student Monitoring Report System

Students who exhibit poor behaviour may be placed on a positive progress report. This may be a departmental report or where there are concerns in several subjects the student will be on a Progress Leader report. Whilst on report, the student may be set specific targets. Monitoring and review systems will also be built in to this process.

6.7 Isolation

The law states that schools are able to use isolation rooms for a disciplinary measure (please see Appendix 2). Higham Lane School has a policy of using Isolation.

Students who are involved in serious incidents of misbehaviour may be placed in Isolation. The period of Isolation can range from half a day to a number of days. Students can also be placed in Isolation for individual lessons. When such incidents occur, a green incident form will be completed and any evidence gathered will be attached.

Parents/carers will be informed by a phone call and/or a note in the student’s organiser.

Staff will be informed via Sharepoint by the Behaviour Intervention Manager and will be required to email or send work to the Isolation Room.

6.8 Internal Exclusion

Internal Exclusion is a process used by the School for dealing with serious incidents of poor behaviour. Students who are internally excluded work in the Isolation Room and are provided with school work.

Internal exclusions are for a fixed period and last from 8.50am to 3.45pm each day (Wednesdays 8.50am to 3.25pm).

When a student is internally excluded parents/carers will be contacted by telephone. A letter will also be sent home. A re-admittance meeting will then take place between the student, parent/carer, the Progress Leader and SLT link before the student returns to lessons. If the student does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the Internal Exclusion may be extended.

6.9 Behaviour in the Isolation Room

- All students must read the rules of the Isolation Room and sign a contract to say that they have done so and will abide by them.
- Mobile phones must be handed in.
- Students must work in silence and not talk or attempt to communicate with other students.
- Students must not attempt to disrupt the behaviour or learning of other students.
- Students are expected to complete work to the best of their ability, provided by the member of staff on duty.
- Lunch will be taken in the Isolation Room, with students taken to get an early lunch 10 minutes before the start of school lunchtime.
- Students will not be allowed out of the Isolation Room at break or lunch time.
- Students will be escorted to the toilet by staff at pre-arranged times.
• Any negative behaviour in the Isolation Room will result in further sanctions which could be a further day in Isolation or a Fixed Term Exclusion.

6.10 Fixed Term and Permanent Exclusion (see Appendix 1 regarding Headteachers’ powers to exclude)

Fixed Term and Permanent Exclusion is a legal process which may be used by the School for dealing with more serious incidents of poor behaviour when Internal Exclusion may not be seen as appropriate. At all times, the Headteacher will follow the most recent Department for Education guidance available, as well as any guidance provided by the Local Authority.

6.11 Fixed Term Exclusion Categories

Fixed Term Exclusion Categories reported to the Local Authority include:

• Bullying.
• Damage.
• Drug and alcohol related.
• Persistent disruptive behaviour.
• Physical threat or assault on a student.
• Physical threat or assault on staff.
• Racist abuse.
• Sexual misconduct.
• Theft.
• Verbal abuse/threatening behaviour against a student.
• Arson.

This list is not exhaustive. The School also reserves the right to involve the police should evidence of a criminal act be discovered. Please see Appendix 2 regarding Headteachers’ powers to exclude.

If the student does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the Fixed Term Exclusion may be extended.

6.12 Re-admittance Meetings

When students return to school following an internal exclusion or fixed term exclusion, a re-admittance meeting will take place. In this meeting, the Progress Leader and a member of the Senior Leadership will represent the Governing Body and talk to the student and his/her parents/carers about the seriousness of the incident.

If the student does not accept the behaviour was unacceptable and make a commitment not to repeat the behaviour, the fixed term exclusion may be extended.

The student will be expected to give an undertaking that this behaviour will not be repeated. Strategies and support to help the student improve will also be discussed and agreed, in order that the student has the opportunity to ensure that such behaviour will not reoccur. Following the re-admittance meeting, the student will also have a meeting with the Behaviour Intervention Manager to discuss the reasons for the exclusion and how the targets set will be achieved.

6.13 Off Site Behaviour Placements

In agreement with other secondary schools in the Nuneaton and Bedworth authority, students may be placed on short term behaviour placement at other establishments. This will involve students
spending time in another school, possibly in an isolation area or equivalent. In order to do this information will need to be provided to the host school including contact details, address, behaviour record and medical details. The host school will provide appropriate work, although Higham Lane School may provide work packs for students on extended placements.

Students will adhere to the host school’s behaviour procedures and arrive and leave at the host school’s times. It is the parent/carer’s responsibility to arrange appropriate transportation to and from the host school. Students will be expected to attend in full Higham Lane School uniform.

6.14 Governors’ Disciplinary Panel

If a student receives several fixed term exclusions and behaviour shows no sign of improvement, he/she will be asked to attend a Governors’ Disciplinary Panel with their parent/carer. This Panel will discuss the student’s disciplinary record and draw the student’s attention to governors’ expectations and concerns. The student’s behaviour will be monitored carefully after the Governors Panel and the student and parents/carers will be expected to engage fully in any strategies recommended by the Panel e.g. referral to outside agencies, participation in CAF or Triple P (Parenting) Programme. If the student’s behaviour does not improve, they risk Permanent Exclusion from the School.

6.15 Managed Transfer

Students who continue to experience behavioural issues, despite the tiered system of interventions, may be recommended for a Managed Transfer. This will involve the student moving to another school in the Nuneaton and Bedworth area on a trial basis. They would, however, still officially remain on the roll at Higham Lane School until a decision was reached with the placement school to officially place the student on their roll. As with off site placements personal details will need to be shared with the chosen school. Managed Transfers will be considered under the following circumstances:

- A student persistently fails to follow the School's Behaviour for Learning Policy despite the tiered intervention/support outlined in the School Behaviour for Learning Policy.
- A student whose behaviour has not improved despite this intervention.
- A student is involved in a serious breach of the School rules and their actions have put the safety of staff and other students at risk.
- A student has received multiple Internal or Fixed Term Exclusions.
- A student is at risk of Permanent Exclusion.

7. Investigation Procedure

Following a serious offence an investigation will take place. However, these may be altered if circumstances require, for example, if specific staff are unavailable or if the matter requires expeditious action.

- It is imperative that serious disciplinary matters are investigated thoroughly. It is also important that serious disciplinary matters are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins, it may be necessary for the student/students concerned to be supervised by a member of staff or isolated from other students.
- Any investigation needs to be conducted away from gaze of others and in as much privacy as possible within a working school.
- When a student is interviewed she/he should be made aware of the matter being investigated at the start of the interview. It must also be made clear at the start of the
Interview that students are expected to tell the truth and that if facts need to be clarified they can expect to be interviewed again.

- Notes may be kept by staff investigating during all interviews.
- Individual written statements should be made and they must be dated and signed by the student concerned. Students writing statements should do so on their own in a suitable area. After the statement has been written, students may be asked to clarify particular points in their statements.
- Parents/carers will not be allowed to see statements due to Data Protection legislation.
- Where possible, CCTV will be used. Parents/carers will not be allowed to see CCTV evidence due to Data Protection legislation.
- It may be necessary to search the belongings of the student. Students will be asked for their consent before this is done. If consent is refused, the student will be asked to say why she/he has refused. The School will be entitled to draw inferences from his/her response and general demeanour (please see searching, screening and confiscating page 22 and Appendix 3).
- Parents/carers will be informed at an appropriate time. This will normally be when the investigation is concluded. However there may be occasions e.g. when students are isolated or the investigation is prolonged when they are informed sooner. Parents/carers are not allowed to attend when students are interviewed.
- Following an investigation, the School will make a decision on the evidence available. In cases where students do not admit responsibility, the decision will be based on the balance of probability, meaning the weight of evidence available. The School’s decision on this is final.

Lunchtime Behaviour

Students have two options at lunchtime: they can stay on site and have school lunch or sandwiches, or go home. If they go home, parents/carers must apply for a lunch pass. Students who go home are not allowed to visit friends’ houses or wander around the local area. They must go home and return to school 5 minutes before the start of registration. Students who stay on site are expected to follow the school lunchtime rules.

Sanctions for poor behaviour will include verbal warnings, lunch detentions and after school detentions and for more serious offences Isolation and Exclusion. Students who regularly break these rules will be banned from the school site and will be required to go home. Inconvenience to parents/carers will not be used as a justification not to ban students from the site at lunchtime.

Power to discipline students for misbehaviour outside the School gate

Higham Lane School teachers and other staff will regulate the conduct of students when they are off school premises.

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 headteachers a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable”.

Subject to the School’s Behaviour Policy, the teacher may discipline a student 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 the school uniform; or
In some other way identifiable as a student 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 student or member of the public; or
  - Could adversely affect the reputation of the School.

Searching, screening and confiscation with Students (please also refer to the Mobile Phone Policy and Sexting Procedure)

The below is based on guidance from the Department for Education; Searching, screening and confiscation (2018).

School staff can search students with their consent for any item. They do not need to get written consent. Headteachers and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”.

Any student refusing to co-operate with such a search raises the same kind of issues as where a student 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 which would include isolating the student or excluding them from school.

Searching without a student’s consent

Only a Headteacher or member of staff authorised by the Headteacher can conduct a search without a student’s consent.

The person conducting the search must be the same sex as the student being searched, and another staff member must be present.

Any member of staff can carry out a search if he or she reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and another member of staff cannot be summoned.

Authorised staff members can search for certain items without a student’s consent, including:

- Any article that the 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 property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Searches without consent can only be carried out on the school premises or where the member of staff has lawful control or charge of a student, for example on school trips.

During a search

Under law:

- The person conducting the search may not require the student to remove any clothing other than outer clothing
- A student’s possessions can 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.

- Schools are able to search lockers and desks for any item provided the student agrees. If the student does not consent, it is possible to search a desk or locker but only for the prohibited items listed in Appendix 6 of this policy.
- Members of staff can use reasonable force when conducting a search for prohibited items, but cannot be used to search for items banned under the school rules.

**Electronic Devices**

The acts also allow authorised persons to examine data on electronic devices if they think there is a good reason to do so. There is no need to have parental consent to search through a young person's mobile phone. In determining a good reason to examine or erase the data or files, the authorised 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, could break school rules or may contain evidence in relation to an offence. In cases of suspected indecent images the phone will be confiscated and the incident referred to Social Services or the Police (see Appendix 5 of the Mobile Phone/Electronic Device Policy, Section 30 of the Safeguarding/Child Protection Policy and the Online Safety Policy)

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (see Appendix 6 Banned items)

Where possible, two members of staff will be present during a search. However, this may not be reasonably practical.

Searches can be performed on both the school site and anywhere the member of staff has lawful control or charge of the student (e.g. school trip).

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 e.g. chewing gum, correction fluid. Such force cannot be used to search for items only banned under the school rules.

Students who are in isolation are required to hand in their mobile phones/electronic devices. In cases where students claim not to have such a device, staff will use a ‘metal detecting search wand’ to check they have not concealed the device. This search wand may also be used on other occasions where students are suspected of concealing mobile phones/electronic devices on their person.
Confiscation

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline e.g. the sale of confectionery is prohibited in school. Electronic devices such as mobile phones can be confiscated by staff if there is reason to believe they contain inappropriate data. In cases of suspected indecent images, the incident will be referred to Social Services or the Police.

Electronic devices such as mobile phones can be confiscated by staff if there is reason to believe they contain inappropriate data. As stated previously, authorised staff are allowed by law to search the electronic device. A decision will then be made to see if a referral needs to be made to Warwickshire MASH for advice about whether or not a response by the Police and/or Children’s Social Care is required. In cases of suspected indecent images, the phone will be confiscated and the incident referred to Social Services or the Police (see Appendix 5 of the Mobile Phone/Electronic Device Policy, Section 30 of the Safeguarding/Child Protection Policy and the Online Safety Policy). In both cases the School will take advice on whether the phone can be returned or needs to be retained until the Police and/or Social Services have viewed the image, files or data.

Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia, fireworks and pornography will be destroyed by the School. Other items banned by the School will be retained until the end of each term. Parents/carers may then collect items. Repeat offenders may have items disposed of by the School immediately.

Screening

Higham Lane School does not currently screen students on entry to School. Students who are in the Isolation Room may undergo screening by a hand-held wand to check for prohibited items such as mobile phones. The wand will also be used to screen other students if they are suspected of having prohibited items including weapons, concealed on their person.

Use of Reasonable Force

The below is guidance set out by the Department for Education; Use of Reasonable Force (2014).

What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a student 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. ‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student’s path, or active physical contact such as leading a student by the arm out of a classroom.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the Headteacher can use such force as is reasonable when searching a student without consent for prohibited items except where the search is for an item banned by the School rules.
When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- Staff will use force 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

Action in self defence or in an emergency

Everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or on the point of inflicting injury on someone else, any authorised staff would be entitled to intervene.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Allegations of abuse against staff

Allegations of abuse will be taken seriously and the School will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Any student found to have made a false allegation against staff will be given a serious sanction. This will depend on the nature of the allegation but would usually be an Internal or Fixed Term Exclusion.

Behaviour of Parents/Carers and other Visitors

Higham Lane School encourages close links with parents/carers and the community. We believe that students benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the School. However, on the rare occasions when a negative attitude towards the School is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the School community.
Violence, threatening behaviour and abuse against school staff or other members of the School community will not be tolerated. When formulating our procedures, reference was made to the DfE document “A legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community”.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

**Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour.

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very closer to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive emails or letters to school staff or to the general school email address.
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site.
- Circulating letters with derogatory or inappropriate comments which relate to the school, its students or staff/volunteers within the community or to others outside the school.
- Breaking the school’s security procedures.

Unacceptable behaviour may result in the Police being informed of the incident.

**Procedures for dealing with unacceptable behaviour**

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the School have the right to terminate the call. The incident will be reported by staff to the Senior Leadership Team. The School reserves the right to take any necessary actions to ensure that members of the School community are not subjected to verbal abuse. The School may warn the aggressor, ban them from the School and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the School staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the School’s Complaints Policy should be followed. Where all procedures have been exhausted, and aggression or intimidation continues,
or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the School immediately. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the School premises for a period of time, which will be determined by the School.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the School premises.
- In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with School staff.

**Right to be consulted on the School Behaviour Policy**

The governing body will consult staff, including union representatives, parents and students on the School’s Behaviour for Learning Policy. This will be done every time the School’s policy is updated.

**Respect for teachers’ professional role as teachers and their workload**

Higham Lane School will ensure that teachers’ role in school discipline matters is consistent with their statutory and contractual terms and conditions of employment, including the School Teachers’ Pay and Conditions Document. Teachers’ professionalism depends upon being valued and respected. It means that students should be ready to learn and that schools need to act to address problems of low-level classroom indiscipline, and also prevent and respond to violent and abusive behaviour by students. Staff’s professional judgement will be supported, including appropriate access to training and professional development.

**Right of staff to a safe working environment**

The Governing Body, as employer, is required to take reasonable steps to ensure, in so far as practicable, a safe working environment exists for staff. Reasonable steps will be taken to prevent and tackle any bullying or harassment of staff, whether this occurs on or off the School premises or during term times. The School will act to prevent the misuse by students of the internet, mobile phones or other technology to ridicule or attack staff. School management will access the DfE guidance on tackling cyberbullying of teachers. Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. The Governing Body has legal powers to prohibit access to the School premises. Where a person threatens or assaults a member of staff, this will be reported to the police.

**Support from other schools**

Higham Lane School will support and contribute to Behaviour and Attendance Partnerships to help share resources and expertise in managing the most challenging students, including arranging Managed Transfers and referrals to alternative provision as appropriate.
Support from the police

Higham Lane School has a nominated police contact regularly visiting the School under the Safer School Partnership (SSP). The SSP will also facilitate support from other agencies such as Youth Offending Teams and probation services. Higham Lane School will seek help from the police, for example, with the screening or searching of students, tackling gang culture and other crime issues, and truancy sweeps.

Roles and Responsibilities

The Governors have responsibility for:

- Ensuring that this policy is in place, monitored continually and reviewed regularly via the Governors’ Subcommittee for Students, Parents, Community and Safeguarding.
- Ensuring that any complaint arising from the operation of this policy is dealt with according to the School’s Complaints Policy.
- Encouraging, supporting and acclaiming good practice.
- Convening a panel to consider an exclusion where it is requested by a parent of a student who has been excluded for a fixed term and in line with their statutory responsibilities for a student who has been permanently excluded, in line with the latest DfE Guidance.

The Headteacher is responsible for:

- Promoting high standards of behaviour within the School.
- The day to day operation of this policy.
- Providing training for those with responsibility for discharging this policy.
- Ensuring staff, students and parents/carers are aware of this policy, eliciting their support for it and allowing them an opportunity to comment on its effectiveness.
- Monitoring the implementation of this policy and reporting to governors periodically on its effectiveness.
- Encouraging, supporting and acclaiming good practice.

The Senior Leadership Team are responsible for:

- Seeking every opportunity to celebrate and promote a positive learning ethos.
- Monitoring behaviour across the School and through line managers’ meetings to identify areas of concern and initiate appropriate action.
- Supporting Progress Leaders and Subject Leaders with students who have serious behavioural issues.
- Making regular contributions to reward assemblies.
- Ensuring appropriate training and support is available to equip staff with the skills necessary to deal effectively with student behaviour.

Progress Leaders are responsible for:

- **Promoting the positive behaviour for learning for students** in their year group and co-ordinating the rewards and sanctions process within it.
- Liaising with parents, the Assistant Headteacher: Behaviour for Learning, their line manager and the Headteacher, about behavioural issues within their year group as appropriate.
- Monitoring the behaviour of the year group and reporting to their line manager and the Headteacher at link meetings.
- Monitoring the work of their tutors and advising the Assistant Headteacher in charge of staff continuing professional development on their training needs on behaviour issues.
- Co-ordinating tutor time, social events and assemblies of their year group to reinforce the Behaviour for Learning Policy.
Co-ordinating the selection process for Form Captains, and, at the appropriate time, the selection of Anti Bullying Initiative (ABI) Counsellors, Year Ambassadors, Prefects and Reception Duty.

Having overview of behaviour of year group and ensuring tutor intervention system is applied.

Monitoring impact of intervention and ensuring behaviour spreadsheets are updated.

Analysing behaviour data to ensure awareness of overall figures, individuals causing concern, repeat offenders and different sub groups. Also ensuring the termly SEF is updated regularly, regarding students’ behaviour.

**Subject Leaders are responsible for:**

- Supervising, promoting and supporting the positive behaviour of students when in lessons in their department and co-ordinating the rewards and sanctions process within it.
- Monitoring the behaviour of all students in their department, ensuring the subject intervention policy is followed by staff and impact is measured and further intervention applied where necessary.
- Monitoring the work of their subject teachers on issues relating to the management of individual and class behaviour.
- Liaising with tutors and the Progress Leader about behavioural issues within lessons in their department in line with the behaviour intervention system.
- Analysing behaviour data in order to be aware of behaviour of individuals, classes and vulnerable groups.

**Tutors are responsible for:**

- Promoting positive behaviour for learning for all students in their tutor group.
- Monitoring the behaviour of students and applying the school tutor intervention system.
- Supporting students where necessary
- Liaising with the Progress Leader about behaviour of students.
- Regularly referring to rewards achieved by students in their form groups.

**Classroom Teachers (including Cover Supervisors) are responsible for:**

- Taking responsibility for the behaviour and learning environment in their lesson.
- Following the School’s agreed classroom routines consistently.
- Delivering high quality lessons in line with the School’s Teaching and Learning Policy.
- Applying rewards and sanctions consistently and fairly and in line with the Behaviour for Learning Policy.
- Addressing behaviour issues in line with the Behaviour for Learning Policy.
- Applying approved intervention strategies in line with the School Behaviour for Learning Policy and intervention procedures.
- Monitoring teaching group behaviour and applying subject intervention policy when trigger points are hit.

**Non-Teaching Staff are responsible for:**

- Challenging inappropriate actions, behaviour and language in a firm and professional manner.
- Recording incidents and passing these to the On Call teacher, form tutor or Progress Leader.

**8. Long Term Areas for Development**

- Introducing text and email system to inform parents of positive and negative behaviour.
- Developing training for those staff identified as requiring specific support including a ‘buddy system’, departmental support and observation of good practice.
• Implementing further training in classroom management techniques.
• More specific training sessions for behaviour strategies to support disadvantaged and statemented students.

9. Resource Implications

• Training on text and email system.
• A Behaviour Data Assistant to enter data and to provide the required analysis.
• Cost of further training in classroom management techniques.

10. Monitoring, Evaluation and Review

• Teachers will receive two graded lesson observations per year teaching their specialist or second subject, based upon the Higham Lane appraisal framework. They will receive feedback on student behaviour and classroom management techniques as part of this process.
• Behaviour data needs to be analysed regularly by departments, Tutors, Progress Leaders and Subject Leaders to identify areas of concern in student behaviour and staff classroom management techniques, leading to appropriate support and intervention.
• Subject Leaders and Progress Leaders will monitor behaviour within their departments and year groups. Behaviour data is available on Sharepoint and can be analysed to give figures on individuals, year groups, classes and different sub groups. Progress Leaders also produce a SEF which is supported by a behaviour intervention and impact spreadsheet.
• Tutors will monitor student behaviour via Sharepoint and SIMs. They will also check student organisers in order to identify concerns regarding behaviour and effort. Strategies will then be put in place in line with the School Behaviour Intervention Policy.
• Progress Leaders will monitor student behaviour through behaviour summary data on Sharepoint and SIMs. Appropriate intervention will then be put in place.
• Subject Leaders and Progress Leaders will present their concerns in line manager meetings to ensure that appropriate intervention is being used and teachers are receiving the necessary support.
• Progress Leaders will present their concerns regarding students in their link meetings and the fortnightly inclusion meetings. Existing strategies will be discussed, as well as the need to employ further strategies including the use of outside agencies.
• The Behaviour for Learning Policy will be reviewed by the governing body every two years.

11. Links to Other Policies

• Teaching and Learning Policy.
• Special Educational Needs Policy.
• Acceptable Use of Mobile Phones/Electronic Devices Policy
• Safeguarding Policy
• Online Safety Policy
• Whistleblowing Policy
The Headteacher's Power to Exclude

1. Only the Headteacher of a school can exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

2. Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher’s duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

3. The behaviour of students outside school can be considered grounds for exclusion.

4. The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.

5. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof i.e. ‘on the balance of probabilities’ it is more likely that not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’.

6. Headteachers and governing bodies must take account of their statutory duties in relation to Special Education Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Statutory guidance on factors that a Headteacher should take into account before taking the decision to exclude

7. A decision to exclude a student permanently should only be taken:
   - In response to serious or persistent breaches of the school’s behaviour policy, and
   - Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

8. The decision on whether to exclude is for a Headteacher to take. However, where practical, Headteachers should give students an opportunity to present their case before taking the decision to exclude.

9. Whilst an exclusion may still be an appropriate sanction, Headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.

Behaviour and discipline in schools (advice for headteachers and school staff February 2014).

Discipline in schools – teachers’ powers

Key Points

- 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 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.

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

- Teachers can also discipline students in certain circumstances when a student’s misbehaviour occurs outside of school.

- Teachers have a power to impose detention outside school hours.

- Teachers can confiscate students’ property.

Punishing poor behaviour

What the law allows:

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
  1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the headteacher;
  2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
  3. It must nor breach any other legislation (for example in respect of disability, special education needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

- The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

- Corporal punishment is illegal in all circumstances.

- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case,
school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Behaviour and sanctions

• A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, students and parents must all be clear of the high standards of behaviour expected of all students at all times. The behaviour policy needs to be supported and backed-up by senior staff and the Headteacher.

• Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

• School should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school’s behaviour policy. These will be proportionate and fair responses that may vary according to the age of the students, and any other special circumstances that affect the student.

• When poor behaviour is identified, sanctions need to be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, students and parents. These can include:

  1. A verbal reprimand.
  2. Extra work or repeating unsatisfactory work until it meets the required standard.
  3. The setting of written tasks as punishments, such as writing lines or an essay.
  4. Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
  5. Missing break time.
  6. Detention including during lunch-time, after school and at weekends.
  7. School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
  8. Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
  9. In more extreme cases schools may use temporary or permanent exclusion.

Students’ conduct outside the school gates – teachers’ powers

What the law allows:

• Teachers have the power to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable”.

• Maintained schools and Academies’ behaviour policies need to set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on students.

• Subject to the behaviour policy, teachers may discipline students for:

  1. Misbehaviour when the student is:
     a) Taking part in any school organised or school related activity or
     b) Travelling to or from school or
     c) Wearing school uniform or
     d) In some other way identifiable as a student at the school.
2. Or misbehaviour at any time, whether or not the conditions above apply, that:
   
   a) Could have repercussions for the orderly running of the school or
   b) Poses a threat to another student or member of the public or
   c) Could adversely affect the reputation of the school.

- In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

**Detention**

**What the law allows:**

- Teachers have a power to issue detention to students (under 18).
- Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:
  a) Any school day where the student does not have permission to be absent;
  b) Weekends – except the weekend preceding or following the half term break; and
  c) Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.
- The Headteacher can decide which members of staff can put students in detention. For example they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

**Matters schools should consider when imposing detentions**

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

**Detentions outside school hours**

- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
  a) Whether the detention is likely to put the student at risk.
  b) Whether the student has known caring responsibilities which mean that the detention is unreasonable.
  c) Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
  d) Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.
Confiscation of inappropriate items

What the law allows:

- There are two sets of legal provisions which enable school staff to confiscate items from students:

  a) The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

  b) Power to search without consent for “prohibited items” including:

    - knives and weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers
    - 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 (see Appendix 6).

  The legislation sets out what must be done with prohibited items found as a 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 teacher to decide if and when to return a confiscated item.

- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent 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 can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.
- Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

**Use of Isolation**

- Schools can adopt a policy which allows disruptive students to be placed in isolation away from other students for a limited period. If a school uses isolation rooms as a disciplinary penalty this needs to be made clear in their behaviour policy. As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other students. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare.

- It is for individual schools to decide how long a student should be kept in isolation, and for the staff member in charge to determine what students may and may not do during the time they are there. Schools need to ensure that students are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow students time to eat or use the toilet.
Searching, screening and confiscating – advice for Headteachers and school staff

This advice explains the powers that schools have regarding searching and confiscation. In regard to confiscation and searching of electronic devices where there is suspected indecent images, staff will follow the Sexting Procedure (see Appendix 7 of the Mobile Phone/Electronic Device Policy, Section 27 of the Safeguarding/Child Protection Policy and the Online Safety Policy)

Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Schools’ statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

- Any member of school staff can screen students.

Also note:

- If a student refuses to be screened, the School may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

- If a student fails to comply, and the School does not let the student in, the School has not excluded the student and the student’s absence needs to be treated as unauthorised. The student should to comply with the rules and attend.

- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with consent

Schools’ common law powers to search:

- School staff can search students with their consent for any item

Also note:

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student’s bag or locker and for the student to agree.
• Schools should make clear in their school behaviour policy and in communications to parents/carers and students what items are banned.

• If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the School’s behaviour policy.

• A student refusing to co-operate with such a search raises the same kind of issues as where a student 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.

**Searching without consent**

*What the law says:*

*What can be searched for?*

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the 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 property; and
- Any item banned by the School rules which has been identified in the rules as an item which may be searched for.

1. **Can I search?**

- Yes, if you are a Headteacher or a member of school staff and authorised by the Headteacher.

2. **Under what circumstances?**

- You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

- There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and/or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

3. **When can I search?**

- If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

*Also note:*

- The law also says what must be done with prohibited items which are seized following a search.
• The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

4. Authorising members of staff

• Headteachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.

• Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search.

• Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

• A Headteacher can require a member of the School's security staff to undertake a search.

• If a security guard, who is not a member of the School staff, searches a student, the person, witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the student.

5. Training for school staff

• When designating a member of staff to undertake searches under these powers, the Headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

6. Establishing grounds for a search

• Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to suspect that the student is concealing a prohibited item.

• In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student’s expectation of privacy increases as they get older.

• The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

• School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.
7. Searches for items banned by the school rules

- An item banned by the school rules may only be searched for under these powers if it has been identified in the School rules as an item that can be searched for.

- The School rules must be determined and publicised by the Headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in ‘Behaviour and Discipline – advice for headteachers and school staff’ via the link under Associated Resources.

- Under Section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.

8. Location of a search

- 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.

- The powers only apply in England.

During the search

9. Extent of the search – clothes, possessions, desks and lockers

What the law says:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.

- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

- ‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

- A student’s possessions can 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.

Also note:

- 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.
10. Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.

- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

11. Use of force

- 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. Such force cannot be used to search for items banned under the school rules.

- Separate advice is available on teachers’ power to use force – see Associated Resources section below for a link to this document.

After the search

12. The power to seize and confiscate items – general.

What the law allows:

- Schools’ general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student’s property as a disciplinary penalty, where reasonable to do so.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon it must be passed to the police.

- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

13. Items found as a result of a ‘without consent’ search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
• Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

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

• Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

• Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

• Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

• If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

• Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

• Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

• Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

14. Statutory guidance on the disposal of controlled drugs and stolen items

• It is up to teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

• In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

• 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.
• With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

15. Statutory guidance for dealing with electronic devices

• Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where they think there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone if it has been seized in a lawful ‘without consent’ search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

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

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

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

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

• All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school’s approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice – sexting in schools and colleges – responding to incidents and safeguarding young people.

Also note:

• Teachers must also take account of any additional guidance an procedures on the retention and disposal of items that have been put in place by the school.

16. Telling parents and dealing with complaints

• Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
• There is no legal requirement to make or keep a record of a search.

• Schools must inform the individual student’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

• Complaints about screening or searching need to be dealt with through the normal school complaints procedure.

Further sources of information

Associated resources (external links)

• Use of Reasonable Force - advice for headteachers, staff and governing bodies
  Behaviour and Discipline in Schools

• http://www.proceduresonline.com/covandwarksscb/files/g_use_of_force.pdf?zoom_highlight=force+and+physical+intervention#search=“force and physical intervention”

• Behaviour and Discipline in Schools - advice for head teachers and school staff

• Information Commissioner for advice on the Data Protection Act

• Keeping children safe in education statutory guidance for schools and colleges

• UK Council for Child Internet Safety- UKCCIS Sexting in schools and colleges - responding to incidents and safeguarding young people

Legislative links

• The Education Act 1996

• Education and Inspections Act 2006

• Education (Independent School Standards) (England) Regulations 2010

• The Schools (Specification and Disposal of Articles) Regulations 2012

• School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

• Health and Safety at Work etc Act 1974
APPENDIX 4
REASONS FOR INTERNAL EXCLUSIONS/FIXED TERM EXCLUSIONS

NB – the Assistant Headteacher (Behaviour & Attendance)/the Headteacher will judge the severity of each individual case and decide whether an Internal or External exclusion is appropriate. The time suggested will be increased if the student has a record of previous poor behaviour and/or previous exclusions.

1. Persistent disruptive behaviour - challenging behaviour/persistent violation of School rules. This prevents themselves and other students from learning and can prevent students from feeling safe in their spare time around the school (e.g. lunchtimes, between lessons etc). Teachers spend more time dealing with the behaviour of the minority and students therefore lose out on valuable learning time. It is not conducive to a positive learning and working environment.

2. Persistent Disruptive Behaviour – disobedience. Refusal to follow reasonable requests from staff endangers the health and safety of staff and other students if it is allowed to continue. It undermines the authority of staff, which therefore is not conducive to a positive learning and working environment.

3. Verbal Abuse – Student - swearing/homophobic abuse and harassment/verbal intimidation. This can be detrimental to the self-esteem of others and goes against the ECM (Every Child Matters) agenda. It is also not conducive to a positive learning and working environment.

4. Verbal Abuse/Threatening Behaviour – Student - threatened violence/aggressive behaviour. This can be detrimental to the self-esteem of others and goes against the ECM agenda. Potentially can be very dangerous to the health and safety of self and others and can cause physical and emotional damage. It is also not conducive to a positive learning and working environment.

5. Verbal Abuse/Threatening Behaviour – Student - carrying an offensive weapon*/physical abuse with a weapon*. Causes physical and emotional harm.

6. Verbal Abuse/Threatening Behaviour – Adult - swearing/homophobic abuse and harassment/verbal intimidation (also see main policy for malicious allegations against staff). This is stressful and undermines the authority of staff and other adults. It can cause emotional damage. Brings the school into disrepute and can therefore mean they and others, miss out on learning opportunities. This is not conducive to a positive learning and working environment.

7. Verbal Abuse/Threatening Behaviour – Adult - threatened violence/aggressive behaviour. This can be detrimental to the self-esteem of others and goes against the ECM agenda. Potentially can be very dangerous to health and safety of self and others and can cause physical and emotional damage. It is also not conducive to a positive learning and working environment.

8. Verbal Abuse/Threatening Behaviour – Adult - carrying an offensive weapon*/physical abuse with a weapon*. Causes physical and emotional harm.

9. Racial Abuse - racial taunting and harassment/derogatory racist statements/swearing that can be attributed to racist characteristics/racist graffiti/racist bullying. This is emotionally damaging and is not conducive to a positive learning and working environment. (see ECM agenda).
10. Homophobic Abuse – homophobic taunting and harassment/derogatory homophobic statements/swearing that can be attributed to homophobic characteristics/homophobic graffiti/homophobic bullying. This is emotionally damaging and is not conducive to a positive learning and working environment. (see ECM agenda).

11. Bullying - verbal bullying/physical bullying/homophobic bullying/racist bullying. Causes physical and emotional damage to another student and is not conducive to a positive learning and working environment.

12. Physical Assault – Student - fighting/violent behaviour/wounding/obstruction and jostling. Causes physical and emotional harm to others.

13. Physical Assault – Adult - violent behaviour/wounding/obstruction and jostling. Causes physical and emotional harm.


15. Drugs and Alcohol Related – possession of illegal drugs/inappropriate use of prescribed drugs/alcohol abuse/substance abuse. Mental, emotional and physical harm to self and possibly others.

16. Drugs and Alcohol Related – smoking. Causes physical harm to themselves and others.

17. Drugs and Alcohol Related – drug dealing. Mental, emotional and physical harm to others. Encouraging others to participate.

18. Theft – stealing school property/stealing personal property (student or adult)/stealing from local shops on a school outing/selling and dealing in stolen property. Causes emotional damage and can affect the learning and working environment for others. If student remains in school with no punishment there is the possibility of repercussions.

19. Damage – vandalism/graffiti. The physical and emotional welfare of others could be put at risk. Detrimental to learning and working environment. There may be safety implications.

20. Damage – arson (including setting off fire alarms). Is very dangerous to the health and safety of self and others and can cause emotional damage.

21. Refusal to co-operate

Repeated incidents of any type may lead to extended periods of temporary exclusion beyond the amounts stated in the policy and possibly lead to permanent exclusion. Any incidents may be reported to the police where appropriate.

*Weapon – any item being carried/used that could cause (intentionally or unintentionally) emotional or physical harm to others (includes fireworks).

Procedure to be followed for Internal/Fixed Term Exclusion

1. Assistant Headteacher (Behaviour & Attendance)/Deputy Head/Headteacher decide on Internal Exclusion/FTE
2. Student's parent informed by phone and paperwork completed.
3. Data Team email relevant teaching staff and SLT.
4. The following school day (if possible) the student begins their fixed term/internal exclusion. If the student is absent for any reason, any remaining time will be completed prior to the re-integration meeting.
5. Re-admittance meeting with parents. Failure of parent to attend admittance meeting will result in the student staying in the Isolation Room, or in cases of fixed term exclusions remaining at home or going into the isolation room until the meeting takes place.
6. The re-admittance will involve the student reflecting on their behaviour and making positive changes in order to improve things in the future. If the student does not show this commitment, they will be required to go back into the isolation room until they can demonstrate a willingness to change.
7. Student will be set targets to help ensure behaviour does not re-occur.
8. Behaviour Intervention Manager will arrange an appointment with the student to help re-integration into school. Follow up appointments may be necessary.

9. Student back in school.
When a student is excluded for more than 15 days, or their behaviour is becoming a serious concern, they are expected to appear before a Governors’ Disciplinary Committee Hearing. Parents are expected to accompany their child to this meeting and are informed of the need for the meeting in the initial exclusion letter. Once a date has been arranged parents are notified, by letter, of the date, time and place of the meeting. They are also provided with written information about what led to the exclusion.

It is vital that parents and the student attend this meeting. The purpose of the meeting is for Governors to hear the reasons why the school made the decision to exclude the student. They also wish to hear the views of the parents and the child. Parents are welcome to ask a friend or colleague to accompany them and support them at this meeting if they wish. The procedure for the meeting is outlined below. Once all of the evidence has been presented the Governors then decide whether to uphold the decision of the Head Teacher to exclude the student or whether to over turn the decision. This information is confirmed to parents by letter. It is helpful if everyone concerned can bring any documentation received to the meeting.

The School and the Governors follow all procedures recommended by the LA, with regard to exclusions and the operation of the Governors Disciplinary Committee.

**Procedure for a Governors’ Disciplinary Committee Hearing**

Members of committees must take care to act impartially and ensure that the hearing is fair and their decisions consistent with the evidence presented to them.

**Before the meeting:**
The Clerk will organise a meeting at a convenient date for all and notify all parties by letter, in advance. The Governors’ Disciplinary Committee should be made up of 3 or 5 members. Members of the School Staff and LEA representatives should have no contact with the Governors immediate prior to the meeting.

**Order of the hearing:**
1. Family and School representatives are invited to join the meeting – The Chair welcomes all present and invites introductions to be made.
2. The Chair outlines the purpose of the meeting, the procedures to be followed and how the decision will be reached.
3. The Chair invites the School representative (usually the Headteacher) to put the case.
4. The parents are invited to ask questions of the School representatives.
5. Governors are invited to ask questions of the School representatives.
6. The family are invited to put the case on behalf of the student.
7. The School representative is invited to ask questions of the family.
8. The Governors are invited to ask questions of the family.
9. The School representative is invited to sum up and make final comments.
10. The family are invited to sum up and make final comments.
11. The family and School representatives if appropriate may be asked to leave the meeting – they are usually invited to wait somewhere close to where the meeting is being held.
12. The Governors discuss and reach a decision.
13. The family, School representatives may be invited to return to the meeting (the Chair must advise the Headteacher and the parents that they will be notified in writing of the decision within 1 working day of the meeting.
14. Often the Chair states the decision before the completion of the meeting. They may explain how and why the decision has been reached.
15. In the case of a permanent exclusion, the Chair can invite the LA Officer to advise the parents about alternative school provision.

Minutes

As will all meetings of Governing Body sub-committees, minutes of the hearing must be taken and the decision recorded appropriately. Minute taken in Governors’ Disciplinary Hearings refer to an individual student and, therefore must be treated as confidential.

Should parents wish to appeal against the decision of the Governors’ Disciplinary Hearing the procedure followed by the Independent Appeal Panel is exactly the same as that outlined above.
APPENDIX 6
LIST OF BANNED ITEMS

- Any item that can be used as a weapon (including replicas)
- Laser pen
- Shisha pens
- Cigarette lighters
- Cigarettes
- Any smoking paraphernalia
- Illegal drugs/drugs of any description
- Matches
- Fireworks
- Alcohol
- Energy drinks
- E-cigarettes
- Aerosols
- Make-up (years 7 & 8)
- Personal cameras
- Smart watches
- Headphones
- Any pornographic material
- CDs/DVDs/Computer games
- Any computer games console
- Inappropriate coats/hoodies
- Inappropriate footwear
- Inappropriate jewellery
- Any substance that has an affect on behaviour
- Stolen items
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

NB this list is not exhaustive.

Mobile phones/MP3 players and iPods must be turned off and in students bags at all times. Smart watches are not allowed in school.