

# Behaviour for Learning Policy 2024



**ST HILDA'S**  
CE HIGH SCHOOL

WISDOM  
HOPE  
COMMUNITY  
DIGNITY  
EQUALITY  
DIVERSITY

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**Policy reviewed by:** RAB/JMM

**Date for next review:** October 2025

# CHRIST JESUS AS OUR CORNERSTONE

Ephesians 2:20

THE ST HILDA'S FAMILY

We are the St Hilda's family, with **Jesus Christ** as our **cornerstone**. Building on foundations of **wisdom**, **hope**, **community**, **dignity** and **equality**, we nurture and support one another to be our very best. We rejoice in our **diversity** and celebrate our many achievements.

St Hilda's holds the following values at the heart of all we do:

-wisdom

-hope

-community

-dignity

**equality**

-diversity.

*These values hold true to our Christian Ethos. We recognise that "Only when everybody flourishes will we all truly flourish together."*

<p><b>Wisdom</b> – our students are taught to make wise choices in and out of school. This helps them to be resilient and independent.</p>	<p><b>Hope</b> – our students experience both successes and failure at times during their time in school. We aim to inspire them to succeed during their time at St Hilda's. Our students and staff are supported as we take care of their wellbeing.</p>
<p><b>Wise students:</b></p> <ul style="list-style-type: none"> <li>• Develop a positive attitude to learning by applying themselves fully in every lesson;</li> <li>• Take responsibility for their own learning;</li> <li>• Respond to feedback from teachers and upgrade work so that it reflects their true potential (outlined in school marking policy);</li> <li>• Complete all homework;</li> <li>• Follow instructions from staff in St Hilda's the first time;</li> <li>• Abide by the Schools ICT acceptable use policy to keep myself and others safe;</li> </ul>	<p><b>Hopeful students:</b></p> <ul style="list-style-type: none"> <li>• Feel positive about themselves and their school;</li> <li>• Have high expectations for themselves;</li> <li>• Approach every lesson with a positive attitude to learning;</li> <li>• Strive for outstanding attendance (97% and above) and punctuality;</li> <li>• Attend any intervention as required (during or after school)</li> <li>• Exhibit resilient behaviours and overcome difficulties;</li> </ul>

<ul style="list-style-type: none"> <li>• Act responsibly when using devices to study, access online content or complete homework;</li> <li>• Use social media in a responsible way;</li> <li>• Organise themselves for the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Look beyond school to support the needs of others and to have ambition for their future.</li> </ul>
<p><b>Community</b> – the St Hilda’s family is based on mutual respect in and out of school. All students, staff and parents are part of the community.</p>	<p><b>Dignity</b> – all members of the St Hilda’s family can enjoy coming to coming and being able to learn and love together in a dignified way.</p>
<p><b>Community-driven students:</b></p> <ul style="list-style-type: none"> <li>• Understand what it means to be part of St Hilda’s CE High School family.</li> <li>• Participate in all acts of collective Worship in St. Hilda’s;</li> <li>• Contribute to the wider-life of the School;</li> <li>• Respect the right of all to be valued equally within the community of St Hilda’s;</li> <li>• Share opinions when asked.</li> </ul>	<p><b>Students with dignity:</b></p> <ul style="list-style-type: none"> <li>-look after every member of the school – staff and students</li> <li>-treat each other with dignity when learning</li> <li>-treat each other with dignity outside of lessons</li> <li>-make sure everyone acts in a dignified manner towards others.</li> </ul>
<p><b>Equality</b> – everyone within the St Hilda’s family are treated equally. All parts of the family should be equal.</p>	<p><b>Diversity</b> – the St Hilda’s family is diverse. We celebrate the diversity of everyone within the St Hilda’s family.</p>
<p><b>Equality for students:</b></p> <ul style="list-style-type: none"> <li>-understand what it means to be part of St Hilda’s CE High School family</li> <li>-treat all members of our family the same (staff and students).</li> <li>-make sure all members of the St Hilda’s family have equal opportunities in school.</li> </ul>	<p><b>Diverse students:</b></p> <ul style="list-style-type: none"> <li>-celebrate each other differences (ethnicity, sexuality, religious beliefs and other protected characteristics.</li> <li>-help us to become a sanctuary for new students when they arrive at our school.</li> <li>-understand the reasons diversity may cause friction at times and help others to overcome barriers to being fully inclusive.</li> </ul>

This policy aims to outline how the Academy’s processes and procedures enable the above values to be enacted and lived-out by all.

## Aims and policy statements

Our behaviour for learning policy 2024 aims to reflect our six school values. It also shows how St Hilda’s has responded to our changing cohort and changing society. **We recognize that “Only when everybody flourishes will we all truly flourish together.”**

Our ‘**Chance to Change**’ behaviour policy aims to respond to our changing cohort and our changing society. without compromising our high expectations and standards; this is reflected in our choice of language and clearer systems for all.

The key is to focus on the development of positive behaviour for learning strategies within class,

de-escalation techniques and opportunities for students to recognise and change their behaviours with the class and form tutors' support. We will be able to identify early intervention needs through scrutinising regular Synergy reports (both pastorally and in departments) and enable our students to improve their behaviour for learning. This leads to a two pronged approach (Individual behavior profiles, meant to help quickly record and amend issues, and the more holistic 360 profile approach, an approach based upon mutual respect where a full support package around the child is done.

This policy makes clear the attitudes and values of St Hilda's C.E. High School and illustrates the processes involved in ensuring students develop responsibility for a self-directed approach towards their conduct throughout their school life. Positive behaviour for learning and good discipline are essential to the success of the school, as learning takes place best when students understand and take responsibility for their behaviour.

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

For this policy to be effective it has to be accepted and understood by all those involved in the School. All members of the school community have an important role to play in the implementation of this policy to ensure it is consistently applied. Training is provided to ensure the policy is implemented effectively.

Whilst the overall aim is concerned with providing guidance on expected standards of good conduct, the school also believes in the importance of individual growth and personal development. We believe it is the right of every individual to learn within a safe and orderly environment, which is free from disruption, violence, bullying and any form of harassment. Therefore, promoting equality and fairness for all.

Working in close partnership with parents is an integral part of the school's 'Chance to Change' Behaviour for Learning Policy. Parents are encouraged to support students to take responsibility for their actions and we will always share our concerns in an open and transparent manner.

It is the responsibility of everyone in the school to act with courtesy and consideration towards others at all times. This policy upholds our school values of worship, equality, hope, dignity and community. Keeping these values in mind, good conduct will follow and a calm and orderly learning environment will be achieved.

Bullying of any form will not be tolerated. It is at odds with St Hilda's C.E. High School's core values and it will be dealt with sensitively and appropriately, in accordance with the school's Anti-Bullying Policy.

The implementation of the Behaviour for Learning Policy is dependent upon all stakeholders within the school community upholding the key principles and practices outlined:

- Strong school leadership which promotes a culture of high expectations
- A consistent approach to positive behaviour management, including the application of rewards and sanctions

- Effective and positive classroom management which creates an environment in which all students engage with their learning
- The teaching and modelling of good behaviour by the school's staff and senior students
- Consistent and fair systems backed by positive pastoral relationships between students, staff and parents
- Regular liaison and contact with parents and outside agencies
- The promotion of an orderly school environment, in which students behave sensibly and with consideration for others and the environment, both during lessons and outside lessons
- The use of positive language to promote a 'Chance to Change' culture
- use of restorative conversations as alternative to a formal sanction

As members of the community, all students have responsibilities; in particular, they are expected to behave sensibly, safely, politely and with respect and common sense, and to take full responsibility for all their actions and display behaviours in line with our five values. Central to good behaviour are our expectations for staff and students which are summarized in this document. House Council meetings and the School Parliament give students the opportunity to feedback and discuss their thoughts and ideas about behaviour and any issues causing concern in school.

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## Celebration and rewards

Commending students for their good conduct helps to promote a positive environment that is conducive to learning and personal development, and encourages students to behave responsibly and respectfully. The overwhelming majority of students make a very positive contribution to the life of St Hilda's CE High School and should be recognised for this.

St Hilda's C.E. High School is an inclusive community that aims to celebrate the success of all its students in all areas of school life, and to ensure that personal effort, commitment and achievement are routinely recognised, recorded and celebrated through the school's clear and fair House rewards system.

Rewards increase the motivation of all students, improving their self-esteem, aspirations and enjoyment of learning. The giving of rewards encourages all students to achieve. Thus they will receive credit for achievement throughout the school in all contexts. This will continue to raise standards and further improve behaviour and attendance. The system of giving rewards supports the role of the form tutor in celebrating success, helps strengthen House identity and helps to facilitate the awareness of achievement by other members of staff and parents.

### Rewards categories

We believe in celebrating and rewarding our students for demonstrating the positive values of our school. Our students are encouraged to strive towards greater pride in their achievements which will be recognised by a range of accolades.

### House Points – using the School Rewards System:

House points may be awarded for the demonstration of positive values under the categories below;

Wisdom	Hope	Dignity	Community	Equality	diversity
-homework -classwork -teamwork -attitude to learning in lessons -attitude to school life	representing the school -student leadership -bravery (standing up for others) -charity	-looking after others -positive interaction in / with the local community	-representing St Hilda's in the community -working together with students from own house / year -activities that involve others (e.g charity fundraising). -representing St Hilda's in sport / individual activities	- standing up for students / staff members in times of adversity. -putting others on an equal footing to yourself at all times.	-representing the school via different groups (e.g diversity champions) -standing up for fellow students and staff in school -working towards a shared vision for all students in school.

## Methods of recognising students' successes

Students are recognised in the following ways:

- Verbal praise
- Phone call home
- Celebration breakfasts/lunches
- Academic prizes awarded at Prize Night
- Certificates and vouchers
- The school website and/or social media
- School noticeboards
- Assemblies
- Prize draws
- Stickers
- Rewards shop

Students in Years 7 to 11 will accumulate 'House' rewards points during the school year which will be recognised through termly reporting to parents.

Importantly, House points also reward the whole House and students aim to collect as many as possible in order to win the House Cup! A big rewards trip is always organised for the winning House.

## Rewards trips

Alongside the allocation of rewards points for positive behaviours, students also formally accumulate behaviour points for poor behavior (that subsequently results in a sanction). For the purpose of establishing who is eligible to participate on rewards trips, a student's total number of 7 behaviour points will be deducted from his / her total number of rewards points and if he / she has a positive balance then he / she will be considered for participation on a rewards trip. This final decision will be made by the pastoral team.

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## Our shared expectations of our students

At St Hilda's we expect all students to be able to learn without interruption.

Everything we do means that we are:

**READY**

- Ready to learn
- Correct uniform
- Correct Equipment
- Positive attitude


**RESPECTFUL**

- Listen
- Polite and kind
- Respect everybody
- Positive role model

**SAFE**

- Follow our one-way system
- Use the correct staircase
- Walk calmly
- Use bins provided

**OUR EXPECTATIONS**



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All students should try to meet these expectations at all times and accept the consequences if not met. However, students will be spoken to in a positive manner about behaviour concerns in order to promote effective relationships with an awareness of individual student needs. They will be given structured 'chances to change' and helped to gain an understanding of how to improve and how we will celebrate those improvements. The list provided above provides examples for our students. Other



actions may fall into one of the three categories.

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## Movement around school

We always encourage safe conduct around school and, in a busy school environment, courtesy and consideration are important. We encourage, for example, doors to be held open for others.

**One Way System:** Students should walk around the school building following the one-way system using designated staircases. There is clear signage and reminders to students of how to access the building.

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## Dining halls, corridors and social areas

Encouraging a positive approach to our shared areas such as the dining room, corridors and toilets. Food and drink are only to be consumed in the designated eating areas and no eating or drinking should take place in any other area of the school building. Litter must not be dropped anywhere inside or outside the school building and all members of the school community should take care to keep the school clean and pleasant. Plenty of litter bins are provided for use and students are expected to take responsibility for picking up any litter in their immediate vicinity. Vandalism will be taken very seriously and students should report any damage immediately.

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## Behaviour in the wider community

Students are ambassadors of the school and are expected to represent the school well when out in the community and show due regard for the school's neighbours. Under section 89 (5) of the Education and Inspections Act (2006), teachers and all persons acting on behalf of the Headteacher have a statutory power to discipline students for misbehaving outside the school premises. The School reserves the right, therefore, to discipline a student for misbehaviour when:

- the student is taking part in any school related or organised activity
- the student is travelling to and from the school
- the student is wearing school uniform or can be identified as a student of the school
- misbehaviour could have repercussions for the orderly running of the school
- misbehaviour poses a threat to other students or members of the public
- misbehaviour adversely affects the reputation of the school

The above includes any misbehaviour that may take place online (in accordance with the school's E-Safety Policy).

Students in Years 7, 8, 9, 10 and 11 are not allowed to leave the premises during the school day unless they have permission to do so.

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## Addressing poor behaviour and consequences

When dealing with incidents of poor behaviour, the following principles will be applied.

- Disruptive behaviour during lessons will not be tolerated – every student has the right to an education and we will not accept behaviour that prevents others from learning.
- The ‘Chance to Change’ staged approach (see flow chart) will be applied by all staff which encourages a common language of change and clear consequences. Consistent and fair investigations will occur. Students will always be given the opportunity to reflect on their behaviour and demonstrate that they have learned from their experience and their impact on others (see below section on restorative conversations)
- Consequences will be consistently applied and recorded. A student may be taken out of circulation whilst a breach of the policy is investigated. In most cases, the most effective consequences are completed expeditiously and as soon after the event as possible.
- A consequence will never be humiliating or degrading and blanket punishments will not be imposed. When issuing a consequence, a student’s prior conduct may be taken into consideration.
- Disciplinary action taken against a student will not be discriminatory and the school will promote equality at all times.
- Behaviour concerns will be tracked and monitored to ensure students receive the appropriate support to improve behaviour for learning. To help improve behavior for learning students may be placed on a supportive report;

-**Individual behaviour plan** – lower level, designed to eradicate smaller issues pastorally or within departments

**360 report** – higher level ‘wrap’ around report. To support students staff will engage with outside agencies / support mechanisms to help the student modify/change behaviour.

- Restorative conversations may be held to help address the poor behavior and prevent future breaches / issues

### What do we mean by restorative conversations?

- portraying a strong message of care for the child
- giving the child an opportunity to say “what happened” from their perspective
- communicating how their behaviour made you and those around you feel
- reiterating the shared high expectations of your setting
- discussing alternative behaviours and potentially creating a plan for the future

### Why are Restorative Approaches helpful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to ‘manage’ behaviour, toward a more relational approach;
- Better relationships amongst children and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environm

## Chance to change (staggered approach to behavior)

### **STAGE 1: WARNING**

Log on SYNERGY– NO DETENTION

**CHANCE to CHANGE:** No plan



### **STAGE 2: 20 MINUTE AFTER SCHOOL DETENTION**

Log on SYNERGY – DETENTION: 20 minute after school – DINING ROOM

**CHANCE to CHANGE:** No plan



### **STAGE 3 45 MINUTE AFTER SCHOOL DETENTION**

Log on SYNERGY – DETENTION: 45 minute after school - DINING ROOM

**CHANCE to CHANGE:** Does student require an IBP report?



### **STAGE 4 1 ½ HR AFTER SCHOOL DETENTION (FRIDAY)**

Log on SYNERGY – DETENTION: Friday 1hr 30 min – DINING ROOM

**CHANCE to CHANGE:** does student require an IBP report / 360 report?



### **STAGE 5 PLACEMENT IN SCHOOL REFLECTION ROOM (1/2 or full day, SLT to decide)**

**CHANCE TO CHANGE:** has the student had a 360 report?

## Key procedures and C2C processes

### 'On Call' system and referral

If de-escalation in class has not been successful, or a student's behaviour is deemed dangerous (putting others at risk) or offensive, a member of the Senior Leadership Team (SLT or Pastoral team will be alerted to remove the student using our 'On-call' system). Depending on the behaviour shown the student could be placed in another lesson, in our sixth form area or in referral for the remainder of the lesson and possibly the rest of the day if deemed necessary. Students will be placed in the sixth form area or in yr 12/13 lessons for a planned day's referral finishing at 2.50PM.

### C2C Sanctions: Detention

Schools have a statutory right (Education and Inspections Act 2006) to use detention as a sanction, both within the school day and out of normal school hours. The school believes detentions are a valuable tool in reinforcing behaviour expectations. **Parents/carers will be given 24 hours' notice of a detention that takes place out of school hours.** If a student is placed on detention, it will be available to be seen on Synergy and a register is created for that detention. This will be filled in when they attend by the detention supervisor. If they do not turn up it will be rescheduled and escalated if needed.

Issuing of detentions at each stage of 'chance to change' can be done by any member of staff in school. A level of discretion is required when applying detentions.

The school uses synergy to efficiently manage behaviour in school. There are eight possible categories used to record behaviour issues. Please note three of these categories are specifically only used by the college staff / teachers.

Each category will provide appropriate options- some stages on the C2C are not necessary for the category. E.g. late to school does not require all five stages on the C2C as an appropriate sanction.

Pastoral
punctuality
Class behaviour
Teaching and learning – improving progress
College – class
College - attendance
College – out of class / pastoral
Misuse of ICT resources.

### Punctuality

Punctuality to school and each lesson is key to ensuring there is no 'lost learning' time.

We add the number of minutes late to registers and this is converted to a 'late' detention each day at breaktime (15 mins) . Failure to attend escalates the detention to a 20 minute after school detention

the next day.

'Late' detentions are scheduled by the pastoral / attendance team for the next available day.

## Support plans:

**Individual Behaviour Plan** – this will be linked to the number of negative behaviour logs accrued by students. Behaviour logs are scrutinized by the house teams regularly. Patterns of negative behaviour will be identified. An IBP plan will then be issued.

An IBP plan will also be issued after an external suspension to monitor and support the student upon their return to school

IBPs will normally be monitored by form tutors.

**360 Behaviour Support Plan** – this report plan will sit at a level above the IBP plan. This plan will take a more holistic approach to behaviour management. The 'chance to change' sits at the heart of this plan. It should enable students to flourish.

e.g shown below

Student		Year / House	
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Student	Subject	Whole School / SEND	Targeted Support	Family
Social Time – Safe Space	Seating Change	Managed Move	Peer Mentor	EHAT
Social Time – Withdrawn	Group Change	Off-Site Direction	Identified Key Person	MARF
Social Time – Check In	Curriculum Leader Meeting	AEP	Wellbeing Lead	Social Care
IBP: Form Tutor	Small Group Intervention	Phased Return	School Counsellor	HOH Meeting
IBP: Head of House	Literacy Support	Reduced Timetable	CAMHS	SENDCO Meeting
IBP: Curriculum	Numeracy Support	Toilet Pass	YPAS	Governors Panel
		Leave Early Pass	Educational Psychologist	School Uniform Support
		Movement Pass	Police Liaison	PP Support
Attendance Support Plan		Time Out Pass	ADHD Foundation	
Pastoral Tracking		Adjusted Start Time	Thinking Minds	
Risk Assessment		Adjusted Leave Time	GYRO	
		Extra-Curricular Offer	Chaplaincy Support	
		TA Support	Youth Offending Team	
		EHCP		

## Uniform and sanctions

Students uniform is checked on the gate entering school. Students are asked to correct before entering the main school building. Form tutors will regularly check uniform in form time. Students will be given a short time to sort issues out. If students are unable to correct a sanction can be logged.

- Skirts should be rolled down and knee length, shirts tucked in and ties and blazers on – coats should be put in lockers or bags.
- Correct shoes (not trainers) must be worn – no adornments/logos (see uniform guide). We have shoes to borrow so students will be sent to student services to swap shoes if needed.
- No jewellery is permitted apart from a watch. We will confiscate items of jewellery – it will be placed in a labelled envelope and taken to student services. Students can collect it at the end of the day. Repeated offences will result in escalation.
- Make up and nail varnish is not permitted - please send down to house office where we have make up wipes/safe nail varnish remover pads. Hair should be a natural colour.
- Hair must be tied back if longer than shoulder length.

**If any uniform issue is not able to be sorted by the next day or there is a refusal to comply – then C2C sanctions will apply as follows:**

### **Mobile phone use and sanctions**

Mobile phones **must be switched off** in school and out of sight. They can be used in lessons under strict supervision only for class participation activities. **This is for safeguarding reasons so we have a ‘zero tolerance’ approach. If a mobile phone is misused it will be confiscated and taken to the House office where it will be logged and staged sanctions given as follows:**

#### **Assistant Heads of House will:**

**First time:** Return phone at the end of the day and will log and issue a detention - 45 mins after school

**Second time:** Issue a stage 4 after school detention (1hr 30min, Friday) and contact parents to pick the phone up

If students refuse to comply with request for mobile phone then they will go into ‘reflection’ for the rest of the day and parents will be contacted to come and collect phone and invited in to discuss issues. This could result in a suspension for repeated defiance. We will reserve the right to ask any student to hand phone in at the school office every morning if the previous measures do not impact positively.

### **Social media**

Students who use social media to cause harm, distress or humiliation to others will be dealt with very seriously. This also applies to such behaviour which takes place outside school as it can impact on behaviour and student well-being in school. Creating and/or sharing inappropriate messages and images can be identified as a ‘Hate Crime’ and will be followed up by the pastoral team supported closely by our Safer Schools Officer. We advise students to take a screen shot of any communications which are upsetting, bullying in nature or are a safeguarding risk and to contact the police on 101 if concerned.

## Smoking / vaping

Any student caught smoking / vaping on the site or with smoking / vaping related paraphernalia will be issued with the appropriate sanction and parents will be informed. This includes vaping or smoking outside the school grounds, or on the way to and from school whilst wearing our uniform. Subsequent offences will result in more serious sanctions being issued.

## Theft and vandalism

Theft of school property or willful destruction to school property will not be tolerated and consequences will be imposed depending on the seriousness of the incident based upon the judgement of the school.

## Suspensions and exclusions

The decision to suspend a student is not taken lightly and will only be used when serious breaches of the school's Behaviour for Learning Policy occur or when a student is persistently poorly behaved. The school would prefer to keep students in school and will consider imposing an internal exclusion before a suspension. In some circumstances, however, it may be necessary and appropriate to suspend a student for a fixed term.

We do have a reciprocal agreement with neighbouring schools to allow our students to be placed in their school for a fixed term as an alternative to a suspension (offsite placement). Schools communicate with each other to confirm arrangements and parents are then informed prior to the placement. The placements length is determined by the seriousness of the incident.

A permanent exclusion is the ultimate sanction and will only be used where very serious breaches or persistent serious breaches of this Policy have occurred. The school follows the statutory guidance set out in the 2022 DfE document 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England'.

Where a student is excluded from school the Headteacher's decision may be reviewed by the Governing body. This function will be delegated to the Governors' Disciplinary Committee. Where a permanent exclusion has been imposed, the Governors' Disciplinary Committee must meet to review the decision and has the power to reinstate. In the case of a permanent exclusion, if the Governors' Disciplinary Committee uphold the Headteacher's decision, the parents of the child have the right to make representations to an Independent Review Panel.

## Final warning and Governors' Discipline Committee

A student's conduct may place them at risk of permanent exclusion, either as a result of persistent poor behaviour or a one-off serious breach of discipline. When this is the case, a student will be issued a final warning and / or instructed to appear before a panel with members from the Governors' Discipline Committee. The purpose of such a measure is to give the student an opportunity to account for his / her actions to the Governors and to benefit from the guidance the Governors will provide. Where the Headteacher has issued a final warning, the Governors will determine whether to endorse

that decision.

## Role of parents

On admission to school parents and students sign the Home School Agreement, clarifying the roles and responsibilities of all parties, and clarifying expectations. Where breaches of the Behaviour for Learning Policy have occurred, the school will seek to involve parents from the outset and will strive to provide them with accurate and timely information. It may also be necessary and appropriate for parents to attend a meeting in school concerning their child's behaviour.

## Confiscation of and search for inappropriate or unsafe items

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the Education Act 2011, the school has the right to confiscate, retain or dispose of a student's property and protect the school from liability of damage. The school reserves the right to search without consent for prohibited items. These include: cigarettes, alcohol, illegal drugs, stolen items, weapons or any other item which the school deems could be considered harmful to a student. Sanctions will be imposed if a prohibited item is found, depending upon the judgement of the Headteacher. Refusal to comply with a search will be treated as a serious breach of this Policy.

'Legal High' substances and energy drinks are banned in school and will be confiscated. The school also reserves the right to search for, and remove from students, the following: e-cigarettes and vaping paraphernalia, and any other items which they believe may be sold for financial gain. All searches will be conducted in the presence of two members of staff, one of whom must be the same sex as the student being searched. Where a student has been searched, his / her parents will be informed. 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.

Where any weapon or illegal drug is found on a student and this compromises the safety of all students and staff, this may result in the Headteacher imposing a permanent exclusion and the police may be informed (in accordance with DfE guidelines).

The list of items that may be confiscated is for guidance only. Other items may be deemed unsafe/inappropriate and may be confiscated where appropriate.

## Working with others

When needed, the pastoral team under the guidance of the Deputy Headteacher or DSLs may refer students to external agencies to support behaviour. Those agencies may work with students on or off the school site. At times when required the Deputy Headteacher may also utilise the Safer School Officer (SSO). The SSO is part of the pastoral team, is directed by the DSL to support and ensure the safety of all of those in school. This will include on occasions meeting with students as part of that role.



## Positive handling

DFE guidelines state that “All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline.”

Teachers and support staff may use reasonable force in the aforementioned circumstances.

The school does not require parental consent to use reasonable force.

## Students with an Educational Health Care Plan

Students with an Educational Health Care Plan or with identified educational needs are expected to follow school expectations within the school’s Behaviour for Learning Policy and comply with all consequence, when the situation is appropriate, considering the reasonable adjustments made to support any behaviour needs. However, if behaviour concerns are escalating, all appropriate support agencies will be contacted. Every reasonable step will be made to ensure the needs of the student are being supported and that all ‘reasonable adjustments’ are in place to support the student in self-regulating and managing behaviour in a mainstream setting. It may still, however, be appropriate to impose an exclusion following the implementation of reasonable adjustments.

## Looked After Children

Looked after Children are expected to follow the school’s Behaviour for Learning Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the student are being supported.

## Loss of personal Items on school property

The school cannot take responsibility for any personal items lost within the grounds of the school property. This includes bicycles, electrical equipment, items of uniform (sporting and non-sporting) and money.

## False allegations against members of staff

Under the Education Act (2011), the school reserves the right to take disciplinary action against any student who, in the view of the Headteacher based on the evidence before them, has made a serious, malicious allegation against a member of staff, which is unproven. This may result in suspension from school.

## Complaints

If a parent has a complaint about a disciplinary matter, he / she should follow the procedures laid down in the school’s Complaints Policy.