

Salendine Nook High School (Academy)

Behaviour Management Policy (Statutory)

Date policy written:	June 2023
Produced by:	Mr D Christian /Mr C Fenton
Approved by Governing Body:	Personal Development & Welfare Committee
Review date:	June 2024

Our Behaviour Management policy works alongside the Department for Education advice for Headteachers and school staff “*Behaviour and discipline in schools*” published in January 2016

Contents

1. Aims	4
2. Legislation and statutory requirements	5
3. Student expectations	6
Basic Classroom Expectations:	6
Expectations Around School:	6
4. The principles of the behaviour management policy:	7
5. Roles and responsibilities:	8
6. Definitions	9
7. The behaviour management system:	10
Reward:	11
Sanction.....	12
School Detentions	14
SLT Remove:.....	14
Isolation Room:.....	14
Students who fall into repeat patterns of behaviour.....	15
Uniform	15
Mobile Phones/ Smart Watch	15
Reports to encourage positive learning	15
8. Zero-tolerance approach to sexual harassment and sexual violence	17
Child on child sexual violence and sexual harassment.....	17
9. Off-site behaviour	18
10. Leadership Team Year Group Links 2023-24:	19
Form Tutor:	19
Head of Year	19
Student Support Manager (SSM).....	20
Student Support Centre (SSC)	20
The Head of Department (HoD).....	20
11. Student Restraint/Positive Handling	21
Restraint: When	21
Restraint: How	21
Restraint: Who.....	21
12. Searching Students	22
Searching without consent	22
What the law says:	22
After the search	23
13. Links with other policies	24
Appendix 1	25
Standard Behaviour Letter 1.....	25
Appendix 2	26

Standard Behaviour Letter 2.....	26
Appendix 3	27
Standard Behaviour Letter 3.....	27
Appendix 4	28
Suspension Letter	28
Appendix 5	29
Behaviour Contract	29
Appendix 6	30
Top 50 / 100 Attitude to learning.....	30

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how students are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

This policy will be available to all stakeholders via the school website. It is also referred to as part of a student reintegration after behaviour issues.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

3. Student expectations

Our students are expected to behave in a way that promotes learning and education in and outside the classroom. We endeavour to educate our students, so they understand the importance of a positive atmosphere that supports this learning. Therefore, our students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform in line with the uniform policy.
- Accept sanctions when given and use them as learning opportunities.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Attend school regularly to ensure consistency in learning and help embed good learning attitudes.
- Arrive to school punctually to ensure they are ready to learn.
- Arrive to lessons promptly so that positive learning and lesson disruption is minimised.
- Be well organised so that time out of the classroom learning environment is limited to only necessities.

Basic Classroom Expectations:

- Everybody in the classroom must be treated with trust, positivity, and respect.
- Students should arrive promptly for lessons with the correct equipment.
- Seating plans will be used by the teacher to create an optimum learning environment.
- Communication must show respect between teachers and students.
- All students are expected to display a positive attitude to learning.

Expectations Around School:

- Everybody must be treated with trust positivity and respect.
- Full school uniform must be worn correctly.
- Out of lesson passes should be produced when asked for.
- Students are not allowed out of lessons in pairs or during the first or last ten minutes of a lesson to avoid lesson disruption as well as the final 20 minutes of the day
- Students must have respect for the school environment and put litter in the bins.
- Students must walk around the school quietly.

4. The principles of the behaviour management policy:

- To develop positive attitude to learning in all students.
- To appropriately reward students who display a positive attitude to learning.
- To deter students from making poor choices.
- To ensure equality and fairness of treatment for all.
- To establish a clear link between poor choices and appropriate, fair, and proportionate consequences.
- To identify patterns and trends which lead to intervention and additional support.
- To ensure no group is disproportionately discriminated against within the sanction system.
- To provide a safe environment; free from disruption, violence, bullying and any form of harassment.
- To develop a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.
- To promote a culture of praise and encouragement in which all students can achieve.

5. Roles and responsibilities:

- It is acknowledged that the maintaining of good behaviour within the school is a shared responsibility.
- The Governing Body will establish, in consultation with the Principal, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Principal will retain overall responsibility for the behaviour management policy and procedures.
- The Assistant Principal, (Behaviour & Attitudes) will retain overall day-to-day responsibility for the fair and consistent application and implementation of policy and procedure.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.
- The Governing Body, Principal, and staff will monitor the application of this policy to ensure that no-one is treated less favourably in relation to any of the protected characteristics determined by the Equality Act 2010.
- Parents and carers will be expected, encouraged, and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership to assist it in maintaining high standards of desired behaviour and they will be actively encouraged to raise with the school any issues arising from the operation of the policy. Parents are encouraged to monitor their child's behaviour via Edulink online software.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure, and expectations through pastoral interventions. Students will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.

6. Definitions

Misbehaviour could be defined as, but not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour could be defined as, but not limited to: Repeated breaches of the school rules.

- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Physical behaviour like interfering with clothes.
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

7. The behaviour management system:

This document sets out the framework of Salendine Nook High School's Behaviour Policy. The framework is designed to ensure that all students are praised and rewarded for working to the best of their ability, demonstrating a positive attitude to learning and ensuring that teachers can teach, and students can learn in a secure environment of high aspiration.

The framework is also designed to ensure that students take responsibility for their actions with very clear consequences for making poor choices. These consequences are proportionate and fair but also include escalation where negatives behaviours are repeated. There is also a clear correlation between the type of negative behaviour and the proportionate nature of the consequence.

The success of behaviour management relies on:

- Consistency in its application by staff.
- Professionalism and fairness in both the use of reward and sanction.
- Support and clear lines of communication between home and school.

Reward:

Teachers will each be issued with 150 merits every half term, to be distributed to students. These could be for, but not limited to:

- Excellent attainment in homework pieces, independent class work or examinations.
- Excellent progress in homework pieces, independent class work or examinations.
- Extremely helpful and supportive to the teachers and / or other students.
- A sustained improvement in attitude towards the subject and / or staff.
- Pastoral rewards for high attendance or improvement in attendance may also be considered.
- Showing a willingness to answer questions in class.
- Consistently showing a positive attitude.
- Taking part in Extra-Curricular activities.
- Promoting and supporting the school House Competition.
- Demonstrating the student Code of Conduct.

Students can 'spend' their merits at Student Services at break and after school. These will be tallied and counted against the student's name, form, and year group. This is recorded in SIMS. Occasionally merits can be issued when staff are not at a computer. It is the child's responsibility to ask their form tutor to record these the following morning. If merits are not recorded in SIMS, then they will not appear on a student's report or in Edulink.

Students may also wish to save their merits for the bigger prizes on offer. Some may also save and club together for a bigger reward e.g., football/basketball.

Departments may issue their own rewards – such as postcards home or other tangible rewards. Each year group will have a designated day to send students for praise from Senior Leadership Team (SLT) during registration time.

SLT praise will take place in SLT offices to receive students who have been referred by Tutors. One or two students from each tutor group will be sent to the member of SLT every week. Ideally different students should be sent each week, with a clear reason. These students will be awarded an SLT merit (Equivalent 5merits) and should return to tutor to have these logged against their SIMS record.

A letter of recognition will be sent at the end of each academic term to those students who have placed in the top 50 Attitude to Learning scores to highlight their achievement accompanied by a 10 Merit reward. (Appendix 6).

A letter of recognition will be sent at the end of each academic term to those students who have placed in the top 51-100 Attitude to Learning scores to highlight their achievement accompanied by a 5 Merit reward. (Appendix 6).

At the end of every term and year, qualifying students will receive a range of reward opportunities. This will take place in the summer term and is a summary recognition of within school achievement over the course of the academic year. This is distinct from presentation evening where public examination performance is celebrated.

This includes:

- Rewards Assemblies (Termly and Annually)
- Rewards Day (Annually)
- Rewards events. (Year group specific)

Sanction:

Salendine Nook High School Classroom Behaviour Management

Merit	MERIT Student exceeds expectations <u>Issue Merit and log on SIMs</u>
Start	START HERE <u>Student doing as expected</u>
Warn Diffuse	WARN/DIFFUSE Student redirected back to task (quiet word, move seat etc) Student warned that continued poor behaviour will lead to sanction <u>No SIMS Action Required</u>
Sanction	SANCTION Repeated poor behaviour leads to a sanction. Reminder that further poor behaviour will lead to departmental sanction./phone call home/detention. <u>Issue Relevant C1 or C2 on SIMs</u>
Remove	REMOVE Student sent to department on call (escorted) <u>'On Call' & issue detention on SIMs inform HoD/HoY</u>
SLT REMOVE	SLT REMOVE Severe, poor behaviour/Rudeness to staff/Defiance. <u>Email Remove for SLT</u>
Restore	RESTORATIVE Organise a meeting with the student to reset lesson expectations. <u>Speak with HOD/HOY/SLT if needed.</u>

Co de	Negative Behaviour	Co de	Negative Behaviour
C1	Chewing gum/eating in lesson	C4	Inappropriate use of Toilet Cubicles
C1	Failure to follow instructions	C4	Repeatedly late for school
C1	Uniform issues	C4	Truancy (Lessons)
C1	Inappropriate Language	C4	Failure to respond to HoY Detention
C1	Disruptive behaviour	C4	Serious Defiance / Escalation of C3 Issues
C1	Off task talking		
C1	Lack of equipment	C5	Inciting violence
C1	Use of Mobile Phone (confiscate)	C5	Disruption in formal exam /test
C1	Lack of effort	C5	Dangerous reckless behaviour
C1	Late to lessons	C5	Failure to respond to Principal's Detention
C1	Lack of homework	C5	Truancy (Off-Site)
C1	Deterioration (Behaviour /attitude)		
C1	Lack of organisation	C6	Swearing at staff
C1	Damage /misuse of equipment	C6	Damaging reputation of Academy
C1	Graffiti (Books / Desk)	C6	Fighting
C1	Unprepared for PE	C6	Failure to respond to isolation
		C6	Racism / homophobia
C2	Late to school	C6	Caught Vaping/Smoking/With Apparel
C2	Further issues following C1	C6	Setting off fire alarm
C2	Department Detention	C6	Theft
C2	Defiance	C6	Aggressive to staff
		C6	Bullying Incident
C3	Serious C1 issues	C6	Inappropriate use of Social Media
C3	Misuse of ICT network/mobile phone		
C3	Failure to attend a lunchtime detention	C7	Physical assault on student
C3	Failure to respond to Dept Detention	C7	Possession alcohol/drugs/pornography
C3	Repeated failure to do homework	C7	Serious and persistent failure to comply
C3	Truancy (Tutor Time)	C7	Sexual harassment
C3	Repeated Uniform Issues	C7	Offensive weapon (possession)
C3	Poor Behaviour Around School Site		
C3	Late to lessons	C8	Offensive weapon with intent to use
		C8	Physical assault on staff
		C8	Serious physical assault
		C8	Dealing drugs or alcohol
		C8	Total failure in response to school policies

Co de	Consequence	Cod e	Consequence
C1	Warning and Teacher / Tutor Sanction	C5	Internal Isolation
C2	Department sanction	C6	External Isolation / Suspension
C3	HoY Detention	C7	Interview governors (Disciplinary) / Suspension
C4	Principal's Detention (Friday)	C8	Permanent exclusion

School Detentions

- Students will be placed in school detention by the class teacher when there is a more serious incident, or when there is persistent low-level non-compliance. Class teachers will first hold their own departmental detention. If students fail to attend or this fails to correct the poor choices, the detention will be escalated to HoY detention (Monday to Friday), Principal's Detention (Friday), Isolation, Fixed Term Exclusion and potentially, Permanent Exclusion. At every stage, the student will be given the opportunity to correct their poor choices.
- A student who is late three or more times in any half term will be placed in Principal's Detention which runs from 3.15 – 4.30pm every Friday. Students will be permitted to leave 15 minutes early where some appropriate work is completed.
- Detentions will be re-arranged only in extreme circumstances and after discussion with parent/ carer and pastoral team.

SLT Remove:

- If the student still does not engage in learning and cannot be confidently placed within the department, an SLT remove will be issued.
- There is 1 SSM on reactive during lesson time. They will collect students and escort them to remove room whilst the issue is investigated.
- The member of SLT will log the sanctions on Edulink, which will then notify the parent of the remove.
- The SLT will decide on the most appropriate sanction (which may only extend to a cool off period and HoY detention if necessary).
- This sanction will only be used when necessary and other behaviour strategies have been used or, behaviour is extreme to warrant immediate removal.

Restorative practice is used when a student is removed from class. This can be done by the classroom teacher, with or without the support of the pastoral team.

Isolation Room:

- Isolation is used to remind students of the expectations of behaviour at Salendine Nook. A reintegration around the events that led to isolation will take place throughout the day to identify steps that can be used to avoid further issues.
- Students are expected to complete a reflection sheet whilst in isolation
- The Isolation Room runs from 10.00am to 4.00pm, with an opportunity to work their way to a 3.30pm finish by completing all work.
- There are no half day Isolation periods. Once a student is placed in Isolation, this is for the full day. The later start ensures students do not arrive to school or leave with their peers. This ensures that isolation effectively becomes a within school suspension.
- Work is provided to students and, where possible, students are given work which replicates the sort of materials being covered in lessons. The work should be broadly relevant to the age and key stage.
- Mobiles / electronic media are not permitted and will be collected on arrival
- Students remain in booths, working in silence for the full day.
- There is a break within isolation, and lunch is provided as normal within isolation
- Students must 'graduate' from isolation by successfully completing their day. Failure to graduate may result in a repeated day in isolation the following day.
- Persistent failure to complete isolation may result in the application of a suspension.

Students who fall into repeat patterns of behaviour

Students who are continually disrupting the learning of others will adhere to the following additional sanctions. They will also be placed on SLT report where appropriate to monitor their learning and identify any additional support they may require to encourage positive behaviour. This is to give the lessons the opportunity to reset standards and allow other students to learn.

Remove

- If a student is removed from any 2 lessons in any given day. They will receive an isolation.

Detentions

- If a student receives a detention but this cannot be logged as there are already three consecutive detentions, this will be replaced with a day in Isolation for persistent non-compliance. This is to deal with students who make repeated poor choices in lessons.

Isolations

- Students who have spent 2 days in Isolation in any half term, will have any undertake any further isolation days at a partner school, referred to as an 'External Isolation'. Parents will be notified in advance.

Failure to complete an External Isolations

- Failure to attend an External Isolation will result in a suspension. All methods should be considered to ensure the student can attend the External Isolation before issuing the suspension.

Alternative Provision (Phoenix)

- Students may also be placed in our alternative provision centre (Phoenix) for a duration of time to help support their individual learning. This will be structured and allow them to complete any work missed from main lessons, so they do not fall behind.

Uniform

Students should be always in full uniform whilst on the school site. See Uniform Policy for guidelines. Failing to adhere to the school uniform policy will result in the student being removed from lessons until a plan of action has been agreed between school and home.

Mobile Phones/ Smart Watch

The school has a gate to gate ban on mobile phones and smart watches. Students must turn their phone off, or place on silent in their bags if they wish to bring these into school. Smart Watches must be removed. Failure to follow these rules will result in further sanctions.

In certain situations, mobile phones may be used to assist learning in the classroom environment. This will be pre-planned and students will be made aware. The teacher will make it clear when the mobile phone may be used in the lesson. Students will not be expected to bring a phone into school for any lesson and will not be disadvantaged in their learning if they do not. School does not accept any responsibility for loss or damage if a student brings their mobile phone or smart watch into school.

Reports to encourage positive learning

The school uses a variety of daily reports. These are used where additional attention is needed for student behaviours. The pastoral team will use school report as and when required. Parents will be informed, and the report will be issued for a specific period. It will also involve daily checking.

Suspensions

The school will issue a suspension for poor behaviour choices. Examples of these are listed but are not limited to these if the Principal feels a lesser sanction is not appropriate.

As part of the process the school will follow the below procedure.

- A decision is made to suspend a student by the Principal
- A phone call home will be made to inform parents/carers of the decision to suspend their child.
- A letter will be sent out the same day confirming the suspension arrangements and the length of time. (Appendix 4)
- Work will be sent to the student for the duration of their suspension
- Parents/Carers are expected to accompany their child into school the day after the suspension for a reintegration meeting with a member of SLT. The purpose of this meeting is to ensure that all stakeholders understand where the behaviour has broken down and what support can be put in place to ensure there are no repeat offences which could lead to further suspensions.
- The student will then spend a day in the school's isolation room. This provides an opportunity for the student to return to school site and for any further restorative meetings to be carried out before the student is returned to mainstream education.

Permanent Exclusions

A decision to exclude a pupil permanently will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

Examples of behaviours that may lead to Permanent Exclusion, could include, but are not limited to:

- The selling and dealing of banned substances, such as drugs on school premises.
- Serious assault or violence using a weapon.
- Consistent breach of school rules and policies where any lesser sanction has lost its impact to improve behaviour choices of a student.
- Serious assault or violence towards a member of staff

8. Zero-tolerance approach to sexual harassment and sexual violence

Child on child sexual violence and sexual harassment

The school responds to all reports and concerns of child-on-child sexual violence and harassment, including those that happen outside of the school premises and or online.

The school does this by:

- Addressing inappropriate behaviour (even if it appears to be relatively innocuous)
- Listening carefully to a child who is making a disclosure and be non-judgemental
- Keeping a record of any discussion had with a child, only recording the facts as the child presents them, not reflecting opinion of the note taker.
- Informing the Designated Safeguarding Lead (DSL) or SLT immediately.

When investigating disclosures of sexual violence or harassment the school will take into consideration:

- The nature of the allegation and whether a crime may have been committed.
- The ages of the children involved.
- The development stages of the children involved.
- Any power imbalance between the children.
- Is the alleged incident a one off or a sustained pattern of abuse.
- Are there ongoing risks to the victim.
- Any other wider context issues such as any links to child sexual or criminal exploitation.

The school will support victims (including those who have made disclosures which are yet to be proven) by:

- Reassuring them that their disclosure is being taken seriously.
- Respecting the wishes of the victim and how they wish to proceed, the victim will be given as much control as reasonably and legally possible.
- Remove the suspected perpetrator from lessons with the victim.
- Offer support through the school's pastoral team.
- Respond appropriately to any further abuse, or intimidation of any kind to the victim from the suspected perpetrator or their friends/family.

The school will sanction as well as support any alleged perpetrator.

This will include:

- A phone call home so all stakeholders are aware.
- A CPOMS log of the incident to monitor any further issues.
- A session with a member of the pastoral team to raise awareness.

This may also include:

- A sanction, minimum C5 Isolation, but can move up the scale depending on the severity.
- A form or class change to separate the students.
- A referral to the Police.

9. Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g., school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a student at our school.

Sanctions may also be applied where a student has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g., on a school-organised trip).

10. Leadership Team Year Group Links 2023-24:

The Senior Leadership Team link is the first point of contact for all escalated pastoral issues.

SLT Line Management:

- Year 7 Mr Christian
- Year 8 Mrs Mason
- Year 9 Mrs Johnson
- Year 10 Mr Fenton
- Year 11 Miss Hornsby

Form Tutor:

Form tutors are the first point of contact for all minor issues associated with pastoral welfare. The tutor should:

- Deal with any minor incidents which are unresolved from the previous day (usually reported by email).
- Check detention lists and remind students.
- Check basic equipment and issue the appropriate sanction
- Check uniform.
 - Students with any uniform infringement will be asked to change their item of clothing at student services. Failing to change into the correct uniform will result in the student being sent home.
 - Inappropriate piercings must be removed. Students unable to remove piercings will not be allowed in lesson and home will be contacted to make suitable arrangements for it to be removed.

SLT/HoY's and SSMs should visit tutor groups in their year and support individual form tutors as necessary.

Form tutors will also undertake a range of activities as directed by the HoY and co-ordinated by the Senior Vice Principal. This includes current affairs discussion, quizzes, and silent reading.

Head of Year

The Head of Year (HoY) and SSM are responsible as the first point of contact for support during the school day. When the HOY is unavailable due to other commitments, The SSM will carry out investigations until information and actions can be shared with the HoY.

The HoY is responsible for identifying patterns of positive and negative behaviours and carrying out strategies designed to improve student education in their year group.

Student Support Manager (SSM)

The SSM/HoY is responsible as the first point of contact for support during the school day.

The SSM will:

- Receive a call via the radio for students causing concern in lessons or around school between lessons.
- Seek to resolve low level incidents, including contacting home for notification of lower-level issues and issues associated with low level disruption.
- Undertake restorative sessions where there has been a breakdown in relations between staff and the students.
- Staff the isolation room between 10.00am and 4.00pm.

Student Support Centre (SSC)

The SSC is designed to support students who are struggling within the mainstream curriculum. The SSC lead co-ordinates a series of interventions which include:

- Cool off periods for students who need respite.
- Curriculum delivery for students struggling with individual subjects.
- Timetable modifications as required and based upon individual need.
- Alternative provision for KS4 students.
- Mentoring and counselling services.
- Access to external services such as referral to LA agencies.
- Support with day-to-day behaviour management.

The Head of Department (HoD)

Problems involving the student's attitude to class work or failure to do homework should always be referred to the Head of Department. The HoD is essentially the guardian of standards within the department, and any initial issues are, therefore, to be dealt with here. Departmental meetings should always include the opportunity for a discussion of individual students.

The HoD should escalate any issues through the pastoral system, especially where there is persistent non-compliance or more serious issues.

11. Student Restraint/Positive Handling

If necessary, staff at Salendine Nook High School may need to use positive handling or student restraint.

Restraint: When

In accordance with DfE guidelines 'Using Reasonable Force in Schools 2013'

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where there is a significant risk to the learning of other students.
- Salendine Nook High School recognises our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Examples of situations that fall into these categories are:

- a student attacks a member of staff, or another student.
- students are fighting.
- a student is engaged in, or is on the verge of committing, deliberate damage, or vandalism to property.
- a student is causing, or at risk of causing, injury, or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- a student is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- a student absconds from a class or tries to leave school.

Staff are advised that restraint should not routinely be used to stop a child leaving a classroom. In many cases where a child has lost their temper, the act of walking out of the classroom can provide the cooling off period necessary. The behaviour issues can be addressed later. Again, restraint should only be used if the student is presenting a threat of danger to themselves or others.

Restraint: How

If the decision to restrain is taken, there are two relevant considerations:

- i. The use of force can be regarded as reasonable only if the circumstances of the incident warrant it. The use of any degree of force is unlawful if the circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- ii. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Restraint: Who

With the provisos listed above, the law gives any member of staff at the school the powers to restrain students.

12. Searching Students

Searching without consent

Searching students (In accordance with DfE Searching, Screening and Confiscation Jan 2018)

Authorised staff have statutory power to search students. A student may be searched without consent, if there are reasonable grounds that they are carrying a prohibited item that is banned from the school premises. Reasonable grounds might be based upon the results of intelligence gained from another student, parent, or member of staff, or from observed behaviour (e.g., a student trying to conceal something). Reasonable grounds should not be based on generalisations or stereotypical images of certain groups.

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, this will be witnessed by a second person.
- 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 but not limited to, for example, so called 'legal highs'. Legal highs are illegal to distribute - if we believe this has taken place, we will pass the items to the police.

- 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, e-cigarettes, vapes or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco, e-cigarettes, vapes or cigarette papers as they think appropriate, but this should not include returning them to the student.
- Fireworks found because of a search may be retained or disposed of but should not be returned to the student.
- If a search uncovers suspected indecent images of children, then staff should not attempt to view them. It is an offence to possess, distribute, show, and make indecent images of children. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. If staff have a suspicion that any images or other digital content is of this nature the Designated Safeguarding Lead must be informed and all actions will follow safeguarding procedures.
- Where an article that has been (or could 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 consider 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.

Conducting a search

Searches are conducted in a private place or where the member of staff has lawful control or charge of students such as on a school trip. The searcher can ask the student to remove outer clothing (coat, jacket, etc) and can pat down a person's clothing, without directly touching the body. If patting down discovers an object in a pocket, the student is asked to remove the object – failure to do so can result in the object being removed by the searcher. If the searcher feels that the student may construe this act as an assault, then they should suspend the search and call for the police.

Searchers should not require the student to remove any other clothing and should stop the student attempting to do so if they volunteer. At all times the dignity of the student should be maintained as far as possible.

A search should be carried out by two members of staff and at least one of the same sex as the student being searched. At least one should be a member of staff who has undertaken suitable training. Only staff from the SLT and the Pastoral Team are authorised to lead a search. Where it is deemed that the search itself might put student or staff at risk, the police should be called.

Searches off the school site can also be conducted where the student concerned is involved in an official school activity. Where a search is necessary and no trained staff are available, the police should be contacted.

After the search

All searches are recorded on CPOMS, and the student's parents informed.

If a weapon is found, it must be delivered to the Finance Team so that it can be secured in the school safe.

The police should be contacted immediately, and the weapon must then be handed over to the police, along with a record of the search as soon as possible thereafter. If the police indicate that they intend to call to interview the student, then the student should be supervised until the police arrive. This would usually be with a parent or responsible adult.

If the search reveals other items, possession of which are against school rules or the law (e.g., drugs), then the searcher can legally seize these. They should be noted in the record of the search on CPOMS and handed over to the police as necessary.

Possession of an illegal weapon and/or drugs is likely to lead to suspension or permanent exclusion from school.

Informing Parents

The school is not required to inform parents before a search takes place or to seek their consent to search their child. The school logs searches on CPOMS in accordance with its Safeguarding Protocols and informs parents when a search has been conducted.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion's policy
- Child protection and safeguarding policy
- Uniform Policy
- Anti-Bullying Policy
- Attendance Policy

Appendix 1

Standard Behaviour Letter 1

Dear [insert parent name]

Recently, your child, [insert student name], has accumulated (Number) of behaviour points in school. These are for poor behaviour in class which has led to the disruption of their own learning and the learning of others. It is important that your child understands the need to follow our behaviour expectations, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together to make improvements. This will involve setting up a behaviour contract.

If you wish to discuss any aspect your child's behaviour further, please contact your child's Head of Year or Student Support Manager.

I hope that by working together we can continue to strive towards reaching [insert student name], educational potential.

Yours sincerely

Mr. C Fenton
Assistant Principal
(Behaviour and Attitudes)

Appendix 2

Standard Behaviour Letter 2

Dear parent/carer

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.
Insert details of how to contact the school to arrange the meeting.

Yours sincerely

HOY

Appendix 3

Standard Behaviour Letter 3

Dear parent/carer

I am sorry to report that, despite meeting and creating a behaviour contract,
_____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the myself, the special educational needs co-ordinator and HoY, to discuss how we can best support your child in improving their behaviour.
Insert details of the meeting time, date, and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely

Mr. C Fenton
Assistant Principal (Behaviour and Attitudes)

Appendix 4
Suspension Letter

Dear Parent/Carer

I am writing to confirm that I have today decided to exclude **Student** from school for a fixed period of **No.** days, **DATES**. They will be expected back into school on **DATE**. **Student** should not enter school premises before that date without my prior consent.

I realise that this decision may well be upsetting for you and your family, but the decision to exclude **Student** has not been taken lightly. My reason for the exclusion from school is due to **REASON**. The reintegration meeting with you, **Student**, and myself will take place on **DATE and TIME**.

Following this meeting (and in accordance with our Behaviour Policy), your child will also complete one day in isolation between 10.00am and 4.00pm as a consequence of this incident. This is subject to a satisfactory re-integration meeting.

Because **Student** is excluded from school, you have a duty to ensure your child is not present in a public place in school hours unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority if they are present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification. You have the right to make representations about this decision, either in writing or in person, to the Governing Body Committee.

You should be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to First Tier Tribunal (SEN and Disability) 01325 392760, www.justice.gov.uk/tribunals/send/appeals. You also have the right to see and have a copy of **Student's** school record. Should you wish to be supplied a copy of their school record you will need to notify me in writing. I will be happy to supply you with a copy if you request it. However, there may be a charge for photocopying.

If you would like further information with regard to the exclusion process, you can contact the Inclusion Officer on 01484 456838. You may also find it useful to contact the Children's Legal Centre. They can be contacted on 08088 020008 or at www.childrenslegalcentre.com. They aim to provide free legal advice and information to parents on state education matters.

You also can refer to the government guide "Exclusion from Maintained schools, Academies and Pupil Referral units in England" which can be downloaded from www.education.gov.uk/schools/pupilsupport/behaviour/exclusion.

I also enclose a copy of the LA's Information for Parents' leaflet, which I hope will be helpful.

Yours sincerely

Mr D Christian
Principal

Appendix 5
Behaviour Contract

Student: _____ Form: _____ Date of Meeting: _____

Ongoing poor behaviour is disrupting the learning of **NAME** as well as other students in class. This can no longer continue. The below contract is put in place to clearly set out the expectations of **NAME** regarding their behaviour in and around school.

(NAME) agrees to:

(suggestions: insert/delete as applicable)

- *Not be verbally abusive and/or threatening to other pupils.*
- *Not cause physical harm to any other pupil*
- *Not truant lessons*
- *Not impact the learning of others in a negative way*
- *Not interact or get others to interact in a threatening way (verbally or physically) with NAME*
- *Spend the entire duration of social times in permitted areas (the playground, SSC or dining room)*
- *Respond positively to staff at all times*
- *Get SLT report card filled in daily*

Student Declaration

Signed: _____

Name: _____

Date: _____

PARENT DECLARATION

Signed: _____

Name: _____

Date: _____

Top 50 / 100 Attitude to learning

Dear Parent/Carer

The Attitude for Learning of students at Salendine Nook High School is crucial to their success and something we place at the heart of our learning. We are proud to inform you that **NAME** has shown an exceptional attitude to learning this term, placing them in the Top 50 Overall Attitude to Learning scores in the whole school.

To achieve this **NAME** needs to have an outstanding attitude to learning across the majority of their subjects, something that requires hard work, dedication and commitment across the term.

NAME is a credit to the school and this is something they should be extremely proud of.

Please ask **NAME** to visit their SLT/HOY link, where they will receive 10 merits for this outstanding contribution to school.

We hope they continue this high standard into the next term.

Yours Sincerely

Mr C Fenton
Assistant Principal (Behaviour and Attitudes)