QUEEN ELIZABETH HIGH SCHOOL

BEHAVIOUR POLICY

'The quality of learning, teaching and behaviour in schools are inseparable issues.' Steer Report 2010

The aims of this policy are in line with our ethos:

"Outstanding eagerness to promote good learning"*

This is a friendly, welcoming school, built on foundations of mutual respect and care for others. We work together to become all we can be.

We share a love of learning and believe in the highest academic standards for everyone. We value education in its broadest sense, knowing that the arts, sport and other opportunities help shape us as individuals and as citizens of the wider world.

We are committed to enabling all of our students to develop their knowledge and understanding, skills and mindset, so that they can take their next steps with confidence. Our aim is that every child will grow into a happy, fulfilled and successful adult.

* Charter granted to the people of Hexham by Queen Elizabeth I, 1599

In addition, within the whole school community the following occurs –

- Good behaviour is rewarded and sanctions are applied consistently for any unacceptable behaviour.

- Appropriate action is taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students. For example:
  - *Data on exclusions and Student Information Feedback sheets (SIFs) is analysed to ensure early intervention and support via pastoral staff/mentor/The Base/SENDCo*

- Students whose behaviour and attendance deteriorates through events such as bereavement, abuse, mental illness or through divorce/separation of parents are identified and supported. For example:
  - *Vulnerable students are identified and Early Help Assessment (EHA) plans put in place. Attendance groups/individual student meetings are run to support students who have attendance issues.*

- All members of the school community are listened and responded to. For example:
  - *Student questionnaires*
  - *Mentors meet with young people regularly 1:1*
  - *Student Voice Forum and Sixth Form Executive are in place*
  - *Student discussion groups*

- All school staff model positive behaviour and promote it through active development of students social, emotional and behaviour skills via the curriculum, the PSHE programme and in school life generally via the ethos of the school.

The powers within this policy are at the discretion of the Headteacher

Our behaviour policy includes reference to the following 10 key issues:

1. A consistent approach to behaviour management, teaching and learning
2. School leadership
3. Classroom management, learning and teaching
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Student support systems
8. Liaison with parents and other agencies
9. Managing student transition
10. Organisation and facilities

- Students' conduct outside the school gates (see Section 11)
  School will implement sanctions where student behaviour outside the school gates affects the school's reputation or has an impact on behaviour within school.

- The use of Detention (see Section 12)
  Detention is used in our school and will be carried out in line with government guidelines.
- Confiscation of inappropriate items (see Section 13)

School has the power to search and confiscate banned items and will confiscate them in line with the procedures set out in the policy.

- Exclusion – explains when exclusion will be used (see DfE exclusions guidance - https://www.gov.uk/government/publications/school-exclusion)

- Power to use reasonable force (see Section 14)
  Reasonable force will be used where students are at risk of injuring themselves, others, school property or infringing the right of other students to learn.

- School uniform expectations (see uniform policy)

Each of these areas is explained in more detail in the following guidelines and appendices.

SECTION 1 - A consistent approach to behaviour management, teaching and learning

Behaviour is managed by a staged process **(see Appendix 1)**

We aim to identify students who are persistent offenders or are beginning to be noticed because of low level disruption. Where this occurs we –

- Ensure staff follow through issues with students indicating what must be done to improve
- Ensure that staff discuss with parents the schools concerns and agree a common way of working to help students make improvements to their behaviour
- Establish the best way of communicating with parents and provide regular feedback on the progress being made.

We believe consistent experience of good teaching and learning engages students and this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allow staff to be mutually supportive. Our staff will discuss issues concerning behaviour with students focusing on what must be done to improve. We will always work in partnership with parents, share concerns and agree strategies to improve a student's behaviour. We will establish the best way of communicating with parents (e.g. phone, email, meetings etc.) and provide regular feedback.

As a school we will:

- Assess staff needs and build into Continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour management strategies.

- Identify those students who have learning and behavioural difficulties or are experiencing difficulties out of school and agree common ways of managing and meeting their needs.

- Ensure that senior colleagues are highly visible at particular times of the day, to support staff and maintain a sense of calm and order. Critical times in a school day are at the beginning, break and lunch times, changes of lessons, and the end of the school day.

- Ensure that senior managers regularly walk their building, going into classrooms and assessing how well staff are consistently applying the school's policies on supporting good behaviour.

- Senior staff to focus on monitoring a consistent approach to behaviour management in departmental reviews. It is vital this occurs as consistent application is vital if the policy is to be valued. The consistent application of good behaviour management strategies helps students understand the school's expectations and our focus on raising achievement and students fulfilling their potential.

SECTION 2 - School Leadership

Effective school leadership is central when creating a climate of security and good order that supports students in managing their behaviour. The leadership team and governors have a critical role in identifying and developing values and expectations that are shared with and accepted by students, parents and staff on an annual basis. For the behaviour policy to be effective it needs to be understood and applied consistently by all staff. The leadership team have a responsibility to 'lead from the front,' however leadership to support positive behaviour must be shared across the whole staff, including senior and subject leaders, pastoral staff, classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the school and the Governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will -

- In partnership with parents, set high expectations for students and staff in all aspects of the school life and show how they are to be met. For example:

    - By clear codes of conduct and our staged process
    - By guidance on how to improve their work
    - By having a clear uniform policy

- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day e.g. senior staff are on duty every lunchtime, break time and do after school bus duties

- Ensure senior leaders model the behaviour and social skills they want students and staff to use;

- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school's behaviour policy

- Recognise that leaders at all levels require training if they are to act as mentors to less experienced staff

- Clearly identify the responsibilities and roles of senior staff/pastoral leaders for behaviour improvement

Di Harris, Senior Deputy Headteacher, has responsibility for the behaviour policy and monitoring behaviour and its management across the school.

SECTION 3 - Classroom management, learning and teaching

We aim to ensure an appropriate curriculum is offered, which must be accessible to students of all abilities and reflects their individual needs and aspirations. Our Learning and Teaching policy identifies the teaching and classroom management strategies to be followed by all staff. We believe that this approach, when supported by high quality assessment, assists teaching and learning. By engaging students more effectively, standards of behaviour improve.

As a school we will –

- Ensure all staff follow the learning and teaching policy and our staged process and apply the agreed procedures.

- Ensure staff follow our assessment policy which includes regular AIMSS marking **(see Appendix 2).**-

- Plan lessons well, using the 'every lesson, every day' model; differentiation is crucial in promoting good behaviour.

- Use commonly agreed classroom management and behaviour strategies – see our Teaching and Learning Policy e.g. waiting outside for the teacher to arrive, being greeted, use of a prompt and engaging starter activity and sharing differentiated lesson objectives.

- Offer students the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class.

- Use Assessment for Learning techniques, such as peer and self-assessment, to increase students' involvement in their learning and promote good behaviour.

- Collect data on students' behaviour and learning and use it, for example, to plan future groupings and to target support on areas where students have the greatest difficulty.

- Ensure that all teachers operate a classroom seating plan. Educational research shows that where students are allowed to determine where they sit, their social interactions can inhibit teaching and create behaviour problems.

- Ensure teachers build into their lessons opportunities to receive feedback from students on their progress and their future learning needs e.g. via student panels.

- Recognise that students are knowledgeable about their school experience, and have views about what helps/inhibits their learning.

- Give opportunities for Pupil Voice Forum/Sixth Form Executive to discuss and make recommendations about behaviour, including bullying, and the effectiveness of rewards and sanctions systems.

- Plan homework carefully and set it early in a lesson so that all students have a clear understanding of what is expected of them.

SECTION 4 - Rewards and sanctions

Our aim is to provide a range of opportunities in which students can excel and be rewarded and a practical set of sanctions that deal appropriately with poor behaviour and low level disruption. In schools with good standards of behaviour there is a balance between the use of rewards and sanctions. Praise is used to motivate and encourage whilst at the same time students are aware of sanctions that will be applied for poor behaviour.

Sanctions will be applied where the students conduct falls below that which could reasonably be expected of them. Sanctions can only be applied by a paid member of staff, while on the school premises or in the care of the member of staff e.g. on a school trip, and must be reasonable in accordance with disability, Special Educational Needs, race and other equalities and human rights.

We will use the range of appropriate sanctions and ensure they are applied fairly and consistently by all staff:

- Refer to the staged process (see Appendix 1) – this is displayed in all classrooms. Time is taken in assemblies and tutorial time to explain the process to the students. The process is also included in planners which are provided for every student at the beginning of the academic year and this is gone through by tutors to remind them of the expectations and to ensure clarity.
- Detentions Guidance (See Appendix 1 and also Section 12)
- Use of Inclusion Guidance
- DfE Exclusions Guidance

It is important that our system identifies matters that should be dealt with by classroom teachers and those which require referral to a more senior member of staff (see staged process).

At a whole school level STARS – STudent Achievement RecordS are used to reward students. They are entered into SERCO and certificates automatically generated for students. Tutors give out STARS to their students. On some occasions Pastoral Leaders may be involved in their presentation. The number of STARs awarded is also recognised via postcards/additional rewards half termly/annually. In addition, half termly awards are given by Curriculum Leaders to students who are doing well, are making progress or who have a particularly positive attitude to learning. Attendance postcards are also awarded for 100% attendance and for significant improvement in attendance over a half term period. We also have an annual celebration event for Year 9 and Year 10 and for Year 11 and the Sixth Form.

SIFS (Student Information Feedback Sheets) are used to log negative events including poor behaviour. Up to Stage 3 staff can enter directly onto the system for such things as lack of equipment, lateness, confiscated items, low level disruption, lack of homework. For Stages 4 and 5 Curriculum Leaders and Pastoral Leaders will enter the information onto the system.

A weekly analysis of SIFS/STARS is produced and distributed to the Senior Deputy Headteacher, Pastoral Leaders and tutors. Further sanctions are linked to this analysis (see Appendix 3). A full half termly analysis of all SIFs/STARS, seclusions/use of The Base and exclusions is done for self-evaluation purposes to ensure planning about behaviour improvement is informed by statistical information.

Commonly used rewards are:

- verbal praise and recognition
- STARs certificates
- stickers
- positive written feedback via AIMSS
- telephone call home
- letter home

- attendance postcards
- curriculum area half termly awards
- postcards/rewards for number of STARs achieved half termly/annually
- celebration evenings – annually for years 9 and 10 and for year 11 and sixth form

We encourage positive reinforcement whenever possible.

Detention will be used and parental consent is not required (see also Section 12).

As a school we will –

- have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff;
- ensure that planning about behaviour improvement is informed by statistical information regarding the use of rewards and sanctions
- ensure our systems identify which matters should be dealt with by classroom teachers and those which require referral to a more senior member of staff e.g. Pastoral Leader/Curriculum Leader
- Ensure sanctions are taken against students who are found to have made malicious accusations against school staff. This could include the use of seclusion or, in serious cases, exclusion.

Commonly used sanctions are:

- SIFs – Student Information Feedback sheets – these are negative reports from staff which are entered onto the system and detail the specific sanction used e.g. detention.

- Detentions – break-time, lunchtime, after-school.

- Behaviour reports to

    - Form Tutors
    - Pastoral Leader
    - SLT

  and occasionally subject reports to Curriculum Leaders.

- On-call system (see staged process)

- Seclusions (see Inclusion guidance)

- and in extreme cases, Fixed Term Exclusion/Permanent Exclusion.

Fixed Term and Permanent Exclusions

Fixed term exclusions may be used for breaches of school discipline or for persistent disruptive behaviour. This may be after a range of sanctions have been tried but have not been successful. These will usually be for 1-3 days, depending on the circumstances, and may be 4-5 for particular situations. A student can receive up to 45 days fixed term exclusions within any one academic year with 15.5 days in any one term triggering a governors' review panel.

A student can receive a permanent exclusion for the following behaviours:

- serious one-off breach of discipline
- persistent acts of poor behaviour which has a negative impact on others in school

When a student is excluded, parents will receive notification by phone and in written form; work will be sent home for the child to complete. Upon return to school, we expect parents to attend a reintegration meeting with the Pastoral Leader and a member of the Senior Leadership Team.

The situation will be monitored closely following an exclusion. The student may be put on report to monitor their behaviour if the pastoral leader/senior member of staff feels this is appropriate. Parents will be invited back into school should any concerns arise.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth day of the exclusion. See Section 5 of the DfE Exclusions Guidance – paragraphs 43-47.

SECTION 5 - Behaviour strategies and the teaching of good behaviour

Understanding how to behave has to be taught. Our school adopts procedures and practices that help students learn how to behave appropriately. Good behaviour must be modelled by adults in their interactions with students. We are aware that there are many policies and practices to develop good behaviour in the early years of education that are applicable to older students. It is important that we build on the skills students have developed. We recognise that children learn respect by receiving it. How staff speak to students and praise them helps motivate them to achieve their potential. By not taking account of students' prior learning, we can inadvertently de-skill and de-motivate our students

As a school we will –

- All staff ensure all staff understand, and use consistently, the behaviour management strategies agreed by the governing body and school community which are outlined in the staged process;

- Use student tracking systems to identify positive and negative behaviour. An effective policy and practice is based on accurate information. All behaviour events are noted on SERCO. Students have individual behaviour logs and summary information is issued to key staff weekly. Early intervention is co-ordinated through this system.

- Ensure all staff joining the school (including supply teachers) are given clear guidance and use the school's systems and its expectations for behaviour.

- Students develop emotional, social and behavioural skills through the curriculum and in the PHSE programme

- We arrange additional 1:1 work, group work and support for students who need it (mentors run various groups and do 1:1 work on self-esteem, conflict resolution).

- We work in partnership with parents on all matters concerning student progress and achievement – personal, social and academic.

SECTION 6 - Staff development and support

As a school we know that all staff should be equipped with the skills necessary to understand and manage student behaviour effectively. Training and coaching are both vital elements of a high quality CPD programme.

As a school we will –

- provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour;

- monitor the effectiveness of the behaviour management techniques used by the school via reports from SERCO, discussions with staff and students, bi-annual review of the policy with governors and other stakeholders;

- ensure funds are allocated within training budgets to enable support staff e.g. mentors, to be involved in training programmes with teachers using a variety of expertise including specialist advisory teachers;

- ensure that all staff joining the school receive induction training. This need applies equally to Newly Qualified Teachers, senior managers and experienced teachers from other schools whose needs are often neglected;

- create opportunities for staff to learn from the expertise of those with a particular responsibility for students whose behaviour is challenging e.g. Senior Deputy Headteacher with responsibility for behaviour and safety, Pastoral Leaders, Mentors and SEND/Base staff;

- develop the specialist skills of staff who have particular leadership responsibilities for improving behaviour.

SECTION 7 - Student support systems

We believe it is important for schools to have effective pastoral support systems. As a school we will:

- Recognise that a good pastoral system involves teachers and support staff.
- Ensure that staff allocated with pastoral responsibilities:
    - have appropriate time to carry out their work;
    - are appropriately trained;
    - have adequate administration support;
    - have access to specialist support e.g.
        - Children and Young People's Service (CYPS)
        - Locality Inclusion Support Team (LIST) which includes behaviour support teachers/workers; educational psychologists, education welfare officers, speech and language specialists, and social inclusion workers.
        - Northumberland Adolescent Support (NAS)
        - VCS workers e.g. Hexham Youth Initiative
- Ensure that this support is co-ordinated via half termly multi-agency meetings to ensure students' needs are appropriately supported.
- Recognise that student support is not just about behaviour. We believe good pastoral support is concerned with monitoring academic achievement, developing students' ability to become good citizens, developing students both personally and socially, and reducing barriers to learning to ensure they achieve their potential in all that they do. We also aim to guide students effectively so that they can make informed decisions about issues that face them
- Ensure that pastoral staff understand and are responsive to the needs of particular groups within the school and wider community e.g. Children Looked After, Special Educational Needs/Disability students, Free School Meals/Pupil Premium students;

- Ensure that students are helped to identify as belonging to a community e.g. by sharing a common dress code, by being involved in Student Voice activities, year group activities.

Students should feel safe, enjoy and achieve their potential at school. This cannot take place in a climate that allows bullying, harassment and oppressive behaviour.

As a result as a school we will –

- regularly make clear to students, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;
- ensure all such behaviour is logged and analysed
- ensure any significant trends are identified and strategies are put in place to address issues raised
- ensure sanctions are put in place address any bullying, harassment and oppressive behaviour
- involve the students in developing/reviewing anti-bullying/equality policies via the Student Voice forum/Sixth Form Executive. It should be noted that a number of students are also trained as peer supporters.
- We employ a number of support staff, e.g. pastoral mentors, Base (inclusion) staff, to ensure students have staff, other than teachers, to talk to if they have concerns about any issues that may be barriers to their learning. We hope this will allow early intervention and avoid more complex problems developing.

SECTION 8 - Liaison with parents and other agencies

We firmly believe we must work in partnership with parent/carers on all aspects of a young person's education including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We are highly active in establishing these links and forging positive relationships e.g. we have a Parent Partnership Group and have numerous parents' information and support evenings. We ensure we evaluate our contact with parents to build upon good practice identified and amend as appropriate.

As a school we

- Ensure that reception and other support staff and teachers are trained, so that they are welcoming, and have the skills to deal with difficult parental conversations;

- Have clear and well understood procedures in place for dealing with distressed and angry parents;

- Ensure key staff receive training appropriate to their needs with regard to dealing with conflict/difficult people situations.

- Ensure parents and carers hear from the school when their sons/daughters are doing well so they receive positive feedback a well as hearing from us when there are concerns/difficulties.

- We are fully aware that there is a greater willingness to work with school when parents/carers believe QEHS cares about individuals and has their best interests at heart.

- Allocate sufficient resources to allow the school to communicate effectively with parents and carers;

- We are aware our parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice to support our staff as appropriate as such behaviour is not acceptable and cannot be tolerated. We work to ensure all relationships are based on mutual respect.

- Take advantage of new technology such as emails and mobile phones to improve communications with parents and carers. However, this should not replace personal contact e.g. we have a dedicated absence line as part of our student support office, we make first day absence calls/texts and mentors often text parents who may be at work, to ensure information is passed on.

- We believe that working with other agencies is important to ensure students and their parents are supported appropriately. We have regular multi-agency meetings to ensure this support is co-ordinated effectively.

- Remind parents that where they have an issue they wish to raise they should contact the appropriate member of staff (details/contacts are in the parent guide)

SECTION 9 - Managing student transition

We are aware students find moves between schools and key stages unsettling and provide appropriate support and guidance whether they start at the beginning of a school year or arrive part way through.

As a school we

- Ensure that teachers receiving a new class are given appropriate information to help the teacher plan work and manage the class.

- Ensure that we build on the social, emotional and behavioural skills already developed by previous teachers, schools. We recognise that change causes anxiety and if not carefully managed can adversely affect students' motivation, attitude, attainment and behaviour. We work closely with parents/carers at transition to ensure stress is reduced for all concerned.

- Ensure students support each other via our peer support programme.

- Ensure in the event of a managed move that the managed move protocols are followed.

- Provide transition days and events and provide additional visits for those deemed more vulnerable or anxious.

- Ensure vulnerable students are case-loaded to our mentors/attendance officer at transition points e.g. Years 8-9.

- Ensure various activities are undertaken to contribute to the smooth transition of students, trying to minimise stress e.g. 3 taster days in Year 8, Year 7 visits to QEHS for both students and separately for parents.

SECTION 10 - Organisation and facilities

We are aware that the school ethos is communicated in actions as well as words. Students' attitudes can be positively or negatively influenced by the school's physical environment as well as the personal interactions with staff.

As a school we

- Recognise that good behaviour and learning are improved when students and staff enjoy an attractive, clean environment and therefore ensure we keep repairs and maintenance up to date.

- Ensure that if/when graffiti/mess occurs it is cleaned up immediately

- Ensure that when furniture, fixtures and fittings are broken they are repaired as soon as possible.

- Ensure the toilets are clean throughout the day, have soap/paper towels/hand dryers.

- Ensure that social areas in the school are identified and seating provided to encourage students to interact.

- We ensure timetabling arrangements are checked to see whether they cause difficulties for particular groups of students and teachers e.g. teachers roomed to specific areas so they can get to teaching areas quickly, have staff on duty to supervise at key points of movement.

- Create a welcoming and comfortable area where parents can be received

SECTION 11 - Student Behaviour outside the school gate

Teachers have a statutory power to discipline students for misbehaving outside the school premises. They may discipline a student for:

- Any misbehaviour when the student is:

    - Taking part in any school-organised or school-related activity
    - Travelling to or from school
    - Wearing school uniform
    - In some other way identifiable as a student at the school.

- Misbehaviour at any time, whether or not the conditions above apply, that:

    - 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.

Discipline will always be carried out in accordance with our staged process laid out in this policy.

On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. police.

SECTION 12 - The Use of Detention

Detention is used within our staged process (see Appendix 1)

Detentions in our school can be given by teaching staff and key support staff e.g. mentors, teaching assistants, cover supervisors, Base staff

Detentions can be given within the school day e.g. at lunchtimes, or outside of the school day e.g. after school, *at weekends except where preceding or following the half term breaks or on non-teaching days – usually referred to as 'training days'.*

We are not required to give 24 hours' notice for a detention but would always endeavour to do so by *phone* or advance letter where the detention is to be held outside of school hours. School will give consideration to the timing of the detention and will

- Consider whether suitable travel arrangements can be made by the parent for the student if the detention is to be held outside of school hours. It does not need to consider if making these arrangements is inconvenient.

- Ensure students have a reasonable time for having their lunch and using the toilet where lunchtime detentions are used.

SECTION 13 - Confiscation of inappropriate items *(see also Screening, Searching & Confiscation Policy)*

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student e.g. on a school trip

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag/locker and if the student refuses, the teacher shall apply an appropriate sanction in line with the stages already described in the staged process.

If the student refuses to be searched, the Headteacher or key senior staff (Head of School, Senior Deputy Headteacher, Assistant Headteacher, Pastoral Leaders) can still carry out a search in line with the following DfE guidelines

1. The item is a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs and stolen items. They are also 'an 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 the property of, any person.

2. Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other students talking about the item or they might have noticed a student behaving in a way that causes them to be suspicious.

3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff (preferably of the same sex where possible.)

4. The person conducting the search may not require the student to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. Jumpers/sweatshirt would also be included where the student had a t-shirt or shirt beneath it.

5. The person conducting the search may search any of the students possessions, this includes any goods over which the student has or appears to have control e.g. lockers and bags

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 have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out on the next page.

After the search school will confiscate the item and dispose of it in the following way

Items banned in the school rules	**Procedure after confiscation**
Mobile phones in inappropriate circumstances	Held until the end of the day and then returned to the student
Cigarettes, tobacco, skins, filters etc	Disposed of
Ipods/MP3 players in inappropriate circumstances	Held until the end of the day and then returned to the student.
Prohibited items	
Knives and other weapons	Handed over to police
Alcohol	Poured down a sink
Controlled drugs	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police or disposed of
Stolen items	Handed to police if of high value Returned to the owner where of small value
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents/disposed of Handed to police if offence committed.

Data on confiscated items

Should the school have concerns in line with the table below about any data or files on a confiscated device they may examine it and erase said data or files. Again this will be carried out with the student present and in the presence of another member of staff.

Data or files which could be searched for	**Procedure if found**
Indecent pictures that may cause harm or offence to others in the school community	Files deleted and device returned to student at end of the school day. If serious e.g. Child Protection issue – may be reported to the police or Children's Services.
Information relating to illegal activity in school e.g. drugs issues	Device handed to police
Photographs of staff members	Files deleted and device returned at end of school day or reported to police if appropriate.

If files are deleted, in all cases it will be done in the presence of the student and two members of staff. Parents will be informed.

SECTION 14 - The use of reasonable force *(see also Use of Reasonable Force Policy and Guidelines)*

Schools have a legal duty of care for all their students. As such, schools cannot have a 'no contact' policy. Where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening. An on-call system to the Senior Leadership Team is in place should staff need support.

Reasonable force can be used to prevent students

- from hurting themselves or others,
- causing damage to property or
- causing disorder within the class or school grounds.

In our school we will use reasonable force to:

- remove disruptive student from the classroom where they have refused to follow an instruction to do so if appropriate and safe to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or visit if appropriate and safe to do so
- prevent a student from wilfully damaging school property
- 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,
- stop a fight in the school grounds/buildings
- restrain a student at risk of harming themselves through physical outbursts

Key staff have undertaken training in the use of reasonable force; this includes members of the Pastoral Team in school. Whole school training on positive handling is planned in 2014/15.

Reasonable adjustments will be made for students with SEND.

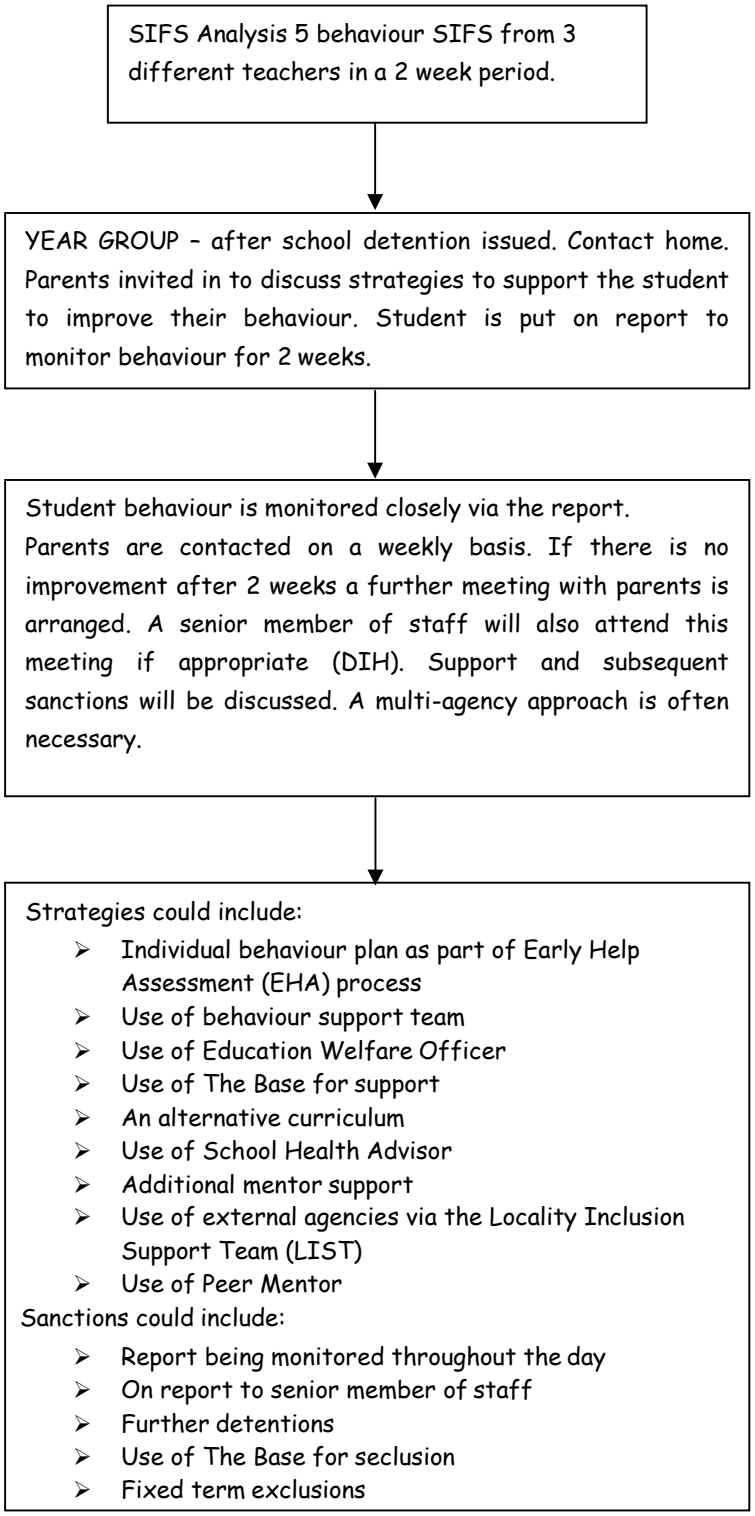
Where reasonable force has been used parents will be informed and an incident form completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made.

Appendix 1 – Behaviour Poster

Appendix 2 – Sanctions Associated With SIFS Analysis

This process should be followed by Pastoral Leaders. A fortnightly analysis of SIFS takes place and the details of the SIFS are analysed at an individual student level. The analysis should also identify trends associated with subjects, teachers, classes etc. This process should be followed for behaviour issues and not for e.g. lack of pens/equipment.



Early Help Assessment forms (which are our pastoral support plans) may also need to be completed based on the individual needs of the student. The pastoral team will initiate this process to ensure a co-ordinated multi-agency approach. Parents will be contacted should there be a need to discuss multi-agency support. Di Harris is to be made aware of any student following this process.