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Tapton School

Behaviour & Exclusion Policy

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INTRODUCTION

This policy has been prepared to support all teaching and support staff who come into contact with students within the school to explain the school's arrangements for positive behaviour and discipline. Its contents are available to parents/carers and students.

Good discipline is essential to create an atmosphere conducive to study and learning, and yet pleasant and friendly to live in. Our aim is for an educative environment in which discipline is fair and based upon mutual respect between teacher and student; a community where our behaviour for learning is always excellent allowing all to thrive.

Other relevant Policies

Other Relevant Policies that cross reference with this one are:
AEN; Positive Handling; Complaints; Equality Statement, Safeguarding.

AIMS

Effective teaching and learning can only take place where students are motivated to learn and behave. Tapton School seeks to create a positive learning environment which encourages and reinforces good behaviour so that every child can work happily and safely, and develop fully without hindering the development or infringing the rights of others. It is our responsibility, in partnership with parents/carers and students, to ensure that students learn to appreciate the benefits to us all of good behaviour.

To achieve this we:

- Have clear expectations which we regularly share with students, staff and parents/carers, promoting desired behaviour and discipline.
- Refer to and reinforce this regularly by displaying guidelines and talking to students about them in assembly and form time.
- Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensure that procedures for dealing with poor behaviour are communicated to and understood by staff, students and parents/carers.
- Have clear sanctions which are understood and applied consistently.
- Promote a culture of praise and encourage good and improved behaviour through our rewards policy.
- Challenge unacceptable behaviour in a calm and assertive manner.
- Provide training in appropriate strategies and behaviour management.
- Record information about incidents involving students and communicate these to other staff and parents/carers as appropriate.
- Encourage a positive relationship with parents/carers to develop a shared approach which involves them in the implementation of school policy and associated procedures.
- Have clear guidelines and procedures relating to the use of reasonable force and restraint and exclusion practice.

DISCIPLINE AND SANCTIONS

The maintenance of good discipline is the collective responsibility of all staff. This applies to any situation in school, within the classroom and outside it.

GUIDELINES FOR STAFF

PROMOTING POSITIVE BEHAVIOUR THROUGH A COMMON APPROACH

We must all take responsibility for encouraging appropriate behaviour and for teaching students how to behave. We can do this best by following the same approaches and procedures, by explaining our expectations, by rewarding good behaviour and consistently and fairly acting to address poor behaviour. We want all colleagues to feel confident in managing the behaviour in their classrooms and around school.

Do

- Be on time and well prepared for lessons.
- Create a purposeful start to registration and lessons.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Notice and appreciate pupils who are behaving well by commenting on it.
- Use rewards as often as possible.
- **Remind pupils about rules and routines and what is expected**, referring to supporting posters where appropriate.
- Warn students that there will be a consequence to poor behaviour following whole school policies and procedures and referring to the Expectations and Behaviour for Success posters.
- Ensure students are clear as to what was inappropriate about their behaviour and how they will be able to avoid repeating it in the future.
- **Acknowledge when students correct their behaviour, e.g. “you made a good choice.”**
- **Focus on learning rather than behaviour** - steer pupils back onto tasks rather than discussing what they’re doing, whose fault it was; ask about the work not the disturbance.
- **Choose the minimum amount of action needed to get pupils back on task**
 - repeat an instruction
 - offer a choice
 - use non-verbal signs or move towards the pupil to stop the problem.
- **Stay pleasant and continue working.** Be calm, stand still, speak quietly, and keep your distance.
- Give pupils an opportunity to retrieve the situation, emphasise they are making choices.
- Regroup students, make changes a natural feature of lessons.
- **Avoid appearing to humiliate a student** in front of their peers.
- Criticise the behaviour not the child, e.g. try to depersonalise situations “I’m giving you a ‘pink cause for concern’, that’s the system”...“I’m giving you X its school procedure.”
- Use planners to report good and poor behaviour to parents/carers.

Don't

- Spend a lot of time on small misdemeanours.
- **Escalate the problem** by getting too close, insisting the child looks at you, making provocative or demeaning comments, jumping to conclusions.
- **Ask why!** State what you want and expect.

The following procedures are part of a whole school approach to ensure behaviour for learning is always excellent and should be consistency applied by all:

Start of lesson

- Stand at the door to meet and greet your class as they enter the classroom quietly.
- Students should only queue outside rooms where required for health and safety reasons.
- At the start of the lesson, by the 'ping' on laptops (5 minutes), students should have planner, all equipment, books etc. out on their desk; outside clothing and non-uniform clothing removed and be ready to start the lesson.
- Follow the behaviour for success procedures, challenge and record students who do not meet expectations.
- Take register promptly at the start of registration and lesson whilst students complete quiet work.
- Challenge students who are late at an appropriate time and record in Bromcom.
- Only let students leave the classroom if it is essential and you have given them a permission note.
- A student may be asked to stand outside the classroom for a maximum of 5 minutes to calm a situation and give the teacher an opportunity to speak with the pupil in private.

During lesson

- Students should listen to the teacher or other learners and not talk over them or shout out.
- Students are expected to follow instructions first time.
- Actions that disrupt learning e.g. fidgeting, tapping and bottle flipping are not acceptable.
- Students should only drink water in the lesson and are not allowed out of lesson to fill water bottles.
- Students should always try their best.

End of lesson

- At the end of the lesson ensure you finish on time and students pack away and stand behind desks quietly ready to dismiss the class in waves.
- Do not dismiss students early.
- Make sure they put chairs under tables and the room is tidy.
- Dismiss the class in waves in an orderly fashion.
- If you keep students behind, give them a note if they will be late for their next lesson.
- Supervise students as they exit the classroom.

Please ensure that the BEHAVIOUR FOR SUCCESS POSTER and CLASSROOM EXPECTATIONS POSTER are displayed in your classroom.

PROMOTING GOOD BEHAVIOUR IN LESSONS

We must all work with students, each other and parents/carers to achieve good behaviour. Poor and disruptive behaviour should not be ignored and students must be told when their behaviour falls short of expectations. Staff should deal with incidents of inappropriate behaviour by following the whole school behaviour for success procedures in all lessons.

Please see the BEHAVIOUR FOR SUCCESS POSTER and refer to when dealing with behaviour issues.

Behaviour for Success

During all lessons students will have a **first reminder** followed by a **final warning** of unacceptable behaviour. Unacceptable behaviour includes all that is disrupting teaching and learning, not following school expectations and/or poor attitude. **Unacceptable behaviour should be dealt with in a clear, calm manner without shouting at students.**

The following protocol is to be used by all staff in order to achieve consistency, this is not optional:

1 - First Reminder - (Class room management)

- The teacher writes the student's name on the **behaviour for success tracker board**.
- The student is explicitly told this is their first reminder.
- The first reminder should not be given as a blanket warning to the full class.

2 - Final Warning - Student is given final warning of expectations (teacher intervention)

- The **student is moved seat** to where the teacher decides if appropriate.
- The teacher places a mark against the student's name on the **behaviour for success tracker board**.
- The student is explicitly told this is their final warning.
- A final warning is followed up by the **teacher discussing expectations** with the student.

3 - 'Pink Cause For Concern' – Teacher action and parent/carers informed by text

- The teacher records the behaviour leading to the pink cause for concern and the action taken in the behaviour area in **Bromcom**.
- The teacher places a mark against the student's name on the **behaviour for success tracker board**.
- The student is explicitly told they have a pink cause for concern and parents will be informed. How they behave for the rest of the lesson will determine the follow up action taken by the member of staff.
- Parents/carers informed of the pink cause for concern via text by Year Manager.
- The member(s) of staff concerned decide upon an appropriate 'follow-up' strategy with each student's case being viewed on an individual basis. Follow up may be a teacher behaviour matters meeting, teacher contact with parents/carers, and involvement of subject leader (see B4L Teacher Interventions). The teacher action may take place during the lesson, break, lunch or for Years 8-13 for up to 10 minutes after school.

- Further steps will follow for repeat offenders.

4 - 'Amber On Call' – 30 minute after school detention

- If the disruptive behaviour persists, **amber on call** is triggered by recording amber on call in the behaviour area in **Bromcom** and completing some brief details.
- The teacher places a mark against the student's name on the **behaviour for success tracker board**.
- A member of SLT and/or a Year Manager will attend the amber on call and severely reprimand the student before returning them to lesson.
- Year Manager (SLT period 1 & 2) will contact parents/carers by telephone and inform them of the amber on call, 30 minute after school detention and that if the student continues to be disruptive they may be excluded. The teacher should follow up the phone call later to explain to parents/carers in more detail the reasons for the on call and follow up action.
- As well as the 30 minute detention after school further steps will follow for repeat offenders. The student may be seen by the **subject leader**, placed in **department detention** or on **subject report for 2 weeks to monitor future behaviour**. A letter should be sent home informing parents/carers that their child is on subject report (contact Thea Potter). At the end of the 2 week report period a further letter should be sent home with a copy of the report explaining if the student has been successful and is to be removed from report or is to continue on report for a further 2 weeks.

5 - 'Red On Call'

- **Red on call** is for extreme incidents where the student needs immediately removing from the class or for a second amber on call in the lesson because of continued disruptive behaviour.
- **Red on call** is triggered by recording red on call in the behaviour area in **Bromcom** and completing some brief details.
- A member of SLT and/or a Year Manager will attend the red on call and remove the student from the lesson and investigate further before discussing with Associate Headteacher(s).
- Parents will be contacted and the student isolated. If it is decided by the Associate Headteacher(s) they are to be excluded for a day the exclusion and Year Manager report will override the previous 30 minute after school detention.
- A reintegration meeting will be arranged following the exclusion. Where possible the teacher/form tutor will be invited to support the reintegration back into lesson/school. The form tutor and member of staff who on called will be informed of the outcome of the reintegration meeting.
- Following the exclusion at the reintegration meeting the student will be placed on Year Manager report for 2 weeks.

Key Related Rules

- Failure to attend a 30 minute after school detention will result in a detention warning given to the student by the Form Tutor and the detention being reset and parents informed. Failure to attend the detention again will lead to the Associate Headteacher(s) speaking with the student and warning them that they will be excluded for a day if they fail to attend again.
- If a student obtains 3 pink slips in a day they will be placed on form tutor report.
- If a student obtains 3 amber on calls in a day YM/SLT to review and decide on the most appropriate cause of action.
- If a student obtains 3 or more on calls in a week or is regularly receiving on calls in a particular lesson YM/SL/SLT to discuss at inclusion meeting and explore future sanctions as well as support mechanisms.

DISCIPLINARY SANCTIONS

As well as the behaviour for success process a number of sanctions are used in school. To be effective they must be used in order of severity and must be applied consistently by all.

Removing Students from Lessons

Students may be sent out of the classroom to stand outside briefly (**maximum of 5 minutes**) to calm down or to be spoken to away from the rest of the class or to wait for on call to arrive. Students should not be sent to another classroom.

The only other reason students would be removed from lessons is for **red on call** which is for extreme incidents where the student needs immediately removing from the class or for a second on call in the lesson because of continued disruptive behaviour. **Red on call** is triggered by recording red on call in the behaviour area in Bromcom and completing some brief details.

Confiscating Items

As part of the school rules certain items such as mobile phones, electronic music devices and hats should be confiscated by staff if seen or heard in the school building except in certain designated areas. Confiscated items should be temporarily kept safe and then logged and stored in the school office ASAP. If a student refuses to hand an item over record the incident straight away in the behaviour area in Bromcom giving details (behaviour out of lesson) this will trigger an amber alert.

Teacher Detention

Whole class detentions should not be used as a sanction to manage class behaviour. There can never be a situation where the whole class is misbehaving at the same level, thus making whole class detentions very unfair. Do not give whole class detentions – only detain students if there is a specific reason to do so. You may achieve this by asking specific students to remain behind or releasing those students that have behaved well in the lesson at the end of the lesson, leaving those who have not remaining.

Teacher detentions may be set with immediate effect to follow a lesson or scheduled for another time if more convenient. Students should be given clear notification of a detention either verbally or written, preferably in their planner. If a student gives a genuine reason as to why they are unable to attend please arrange an alternative time. When setting a teacher detention please be mindful of the following guidelines:

- **Break detentions** should be for a maximum of 15 minutes of a 20 minute break
- **Lunch detentions** should be for a maximum of 25 minutes of a 45 minute break
- **Afterschool detentions** for Y8-13 only should be for a maximum of 10 minutes. Or with at least 24 hours' notice a maximum of 30 minutes.

Out of Classroom Incident

For any out of classroom incident the member of staff should record the incident straight away in the behaviour area in Bromcom giving details (behaviour out of lesson) this will trigger an amber alert.

Very serious incidents that occur may need to be dealt with immediately by alerting the office to request Leadership Team/Year Manager support. Details of the incident should be recorded in the behaviour section of Bromcom so that the incident is recorded on the student behaviour log. The Year Manager or a member of the Leadership Team will take responsibility for the follow up of a serious incident.

School Detention

This is a serious sanction. All students who receive an amber on call/amber alert will be issued a 30 minute after school detention the following day and parents/carers will be informed. The detention will be held in room 202/204 and gives the member of staff/subject leader the ideal time to speak with the student to resolve the issue ready for next lesson.

Parent/Carer Meeting (verbal warning)

This is a formal meeting for the Year Manager and member of Leadership Team to meet with parents/carers to discuss concerns and possible future support and sanctions. The student's behaviour and progress will be reviewed weekly for 4-6 weeks in inclusion meetings and fed back to parents/carers.

Formal Disciplinary Meeting with Two Members of the Leadership Team (behaviour contract)

This is designed to emphasise to a student and parent/carers the seriousness of their situation and to explain our expectations for the future. It will only be used for those children who consistently disrupt, challenge or disobey the normal expectations of the school and who have a significant incident record. Student, parents/carers and member of the Leadership Team to sign a behaviour contract. Student's behaviour and progress to be reviewed weekly for 4-6 weeks and parents/carers will be informed of the consequences for their child of any further transgressions.

Governor disciplinary meeting

This is a very serious meeting for those students at serious risk of exclusion because of their behaviour. The Governors will set sanctions and a review process in the meeting appropriate to the concerns.

Exclusion

For a disruptive pupil – who by words or action regularly destroys the atmosphere of the school or who commits a serious misdemeanour. **This sanction is the responsibility of**

the Headteacher or member of leadership team acting as Headteacher in their absence or unavailability.

There are two types of exclusion: Fixed Term or Permanent

Fixed Term Exclusion

For up to a maximum of 45 days in any academic year. The Headteacher is willing to readmit the pupil at the end of the period exclusion.

Fixed term exclusion from school will be considered where serious breaches of the behaviour policy take place.

Permanent Exclusion

The Headteacher feels unable to allow the pupil to continue to attend the school. A permanent exclusion is seen as a holding action, pending the further investigation and direction of the Governing Body and LEA officials.

Permanent exclusion will be considered for the following:

- Use or possession of weapons and fireworks
- Involvement with substances or items which may be harmful to themselves or to others, such as, drugs, 'legal highs' or solvents
- Serious threats of and actual violence
- Serious bullying incidents
- Persistent and serious breaches of the school behaviour policy
- Where the Headteacher believes that a student's presence in school represents a serious threat to others

In all cases of exclusion the parents/carers must be informed **in writing** of the reason for the exclusion. We are required to set work and mark it.

In all cases of exclusion parents/carers have the right to make representation to the Governing Body and must be informed of this right.

SEARCHES AND CONFISCATION OF PROPERTY

Searches

If a student is suspected of concealing **knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property,** every effort will be made to persuade the student to hand over the items, preferably in the presence of a second adult witness

School staff should immediately seek a member of the Leadership Team to carry out any search. Any search should be recorded and logged on a student's file.

If a student **refuses to give consent** to a search, a search can still be conducted by law if a member of staff has reasonable grounds to suspect the student is concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. The member of Leadership Team should however consider informing parents/carers for support or in more serious situations the police may be contacted and may carry out a search.

Conducting a Search

All searches should respect a student's personal privacy and be conducted in as considerate manner as possible by a member of staff who is the same sex (except in exceptional circumstances) and there must be a witness (also a staff member) and, if at all possible, they should be of the same sex as the pupil being searched. The person conducting the search may search outer clothing, pockets and possessions such as bags. Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is good reason to do so.

Confiscation/Seizure of Items

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item as listed above or is evidence in relation to an offence. Items seized should be recorded and stored in a locked secure cupboard or safe before consulting whether the item should be retained, disposed of, delivered to the police or returned to the owner.

For further information and guidance on searching and confiscation please see Department for Education screening, searching and confiscation - advice for headteachers, staff and governing bodies 2012.

MALICIOUS ALLEGATIONS

Complaints against staff are always investigated thoroughly. If after a full and thorough investigation it is the considered view that the allegation against the member of staff was unfounded and malicious any record of the incident will be removed from the member of staff's file. The student or students involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion.

PHYSICAL CONTACT, RESTRAINT AND USE OF REASONABLE FORCE

Tapton School does **not** have a '**no contact**' policy. There is a real risk that such a policy might place a member of staff in breach of their **duty of care** towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

The law forbids any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause pain, injury or humiliation.

Physical contact with children and young people may be appropriate and necessary in some circumstances. Staff should use their professional judgement and be aware of the following key points before making any physical contact with a child.

Restraint and Use of Reasonable Force

In some circumstances **reasonable** force can be used to control or restrain pupils but this should be seen as a last resort. All members of Tapton staff have a legal power to use reasonable force.

These circumstances are:

- To prevent pupils from committing a criminal offence, harming themselves or others, causing damage to property including their own or engaging in behaviour prejudicial to maintaining good order and discipline at the school.
- To defend themselves against attack provided that they do not use a disproportionate degree of force

Before intervening physically in any situation staff should try to communicate calmly and clearly with the pupil about their behaviour and its consequences and wherever possible send for assistance via the on call system for staff to support (see Positive Handling Policy).

If there is a risk of injury to other pupils they should be removed and assistance summoned.

Force used will be proportionate and reasonable. School staff should always try to act in a way that minimises the chance of injury to the student but it may not always be possible. Force will never be used as a form of punishment and reasonable adjustments will be made for SEND children. Parental consent is not required to use reasonable force.

All incidents where restraint is used must be recorded by staff involved on a restraint form, signed and dated and passed to the Assistant Headteacher Behaviour and Safety. **Staff should see Steve Rippin or Kath Tabani for a serious incident/positive handling form.**

Physical Contact

Staff should not assume that it is acceptable practice to use touch as a form of communication and should be very clear why it is necessary before touching any child. There are occasions when it is appropriate for adults to have some physical contact with a child or young person with whom they are working, for example in medical emergencies in practical subjects to demonstrate the use of equipment, to adjust posture or to support a child in completing an activity safely. Also when a child is in distress. This should only take place in an environment which is easily observed and should last for the minimum time necessary. Staff should be aware of gender, cultural or religious issues that may need to be considered and should check that the child is comfortable with the contact.

Staff must be aware that even well intentioned physical contact may be misconstrued so should always be prepared to record and explain any actions and must understand that all physical contact is open to scrutiny. **Staff should see Steve Rippin or Kath Tabani to record any physical contact.**

MONITORING PERFORMANCE

Monitoring the success of the policy and the use of sanctions will be through analysis of data. When evaluating the success of the policy, the school will consider to what extent:

- Achievement has been raised
- The effects the positive behaviour policy has had on encouraging positive attitudes towards learning and striving for success
- Monitor behaviour sanctions by age, ethnicity, gender and Additional Educational Needs (AEN)

GUIDELINES FOR PARENTS AND CARERS

In matters of behaviour, we think it is essential that parents/carers share our policy and are encouraged to work together as supportive adults to create a safe and caring environment in which all students, regardless of their academic ability, have the opportunity to fulfil their full potential in Tapton School. We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.

School Principles

As a school we believe that all people are of equal value and that showing respect to others, both adults and peers, is a keystone of good behaviour that enhances learning. Ultimately students need to learn to be responsible for making good choices in their behaviour. Students will be praised and encouraged whenever they work well and show consideration to others in the school.

School Rules

Schools have to have rules, as with any other organisation and these will be clearly set out. The expectations and desired behaviour are for the benefit of all students and staff and we believe that parents and carers are as enthusiastic as school staff to maintain school rules. Tapton School aims to:

- Make everyone feel valued and safe in school
- Ensure that every student has an equal opportunity to learn to his or her fullest potential

Rewards

Our emphasis is on rewards to reinforce good behaviour.

- Appropriate good behaviour will be praised and rewarded
- The school staff will keep you informed of your child's success and development, their achievements and efforts
- There will be a range of reward systems and merit schemes for appropriate behaviour

Additional Support

A range of additional support mechanisms exist within school to support student's whose behaviour is causing concern. Parents/carers will be informed of any concerns as early as possible in order to foster an effective partnership and resolve the issues, working together as a team. Additional support may involve:

- Meeting with parents/carers to discuss concerns and steps forward
- Programmes of short courses on specific elements of behaviour, emotional and social skills e.g. anger management. These may be conducted in small groups or on a 1:1 basis
- Referral to Year Manager for 1:1 work and/or mentoring
- Referral to the Local Authority MAST for additional support outside the classroom
- Referral to specialist support agencies e.g. educational psychologist

Inappropriate Behaviour

If difficulties arise, your child will be given a chance to consider their responses and the opportunity to make amends, to rebuild the relationship with others and to give and accept apologies. We may ask you to help us with this if the difficulties continue. School employs a wide range of measures to address inappropriate behaviour from verbal warnings, teacher/school detentions and being placed on report to more serious sanctions, such as, formal disciplinary meetings and exclusion. Some inappropriate behaviour will always be unacceptable and will normally incur a serious sanction. This applies on or off school premises during school time, at break or lunch times, during travel to and from school and at any time on school trips.

These unacceptable behaviours are:

- Violent behaviour or physically hurting others
- Deliberate offensive language, including racial, sexual or homophobic comments
- Bullying or intimidation
- Rudeness to staff and students
- Malicious accusations against school staff
- Vandalism
- Continued disregard for staff instruction
- Continued disregard for school rules and or procedures
- Theft from staff, fellow students and school premises

Permanent exclusion will be considered for the following:

- Use or possession of weapons and fireworks
- Involvement with substances or items which may be harmful to themselves or to others, such as, drugs, 'legal highs' or solvents
- Serious threats of and actual violence
- Serious bullying incidents
- Persistent and serious breaches of the school behaviour policy
- Where the Headteacher believes that a student's presence in school represents a serious threat to others

Restraint and Use of Reasonable Force

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically, for example, to separate students found fighting. Any force used will be proportionate and reasonable. School staff will always try to act in a way that minimises the chance of injury to the student but it may not always be possible. Force will never be used as a form of punishment and reasonable adjustments will be made for SEND children. Parental consent is not required to use reasonable force. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent/carer wishing to view this policy may do so on request.

Searches and Confiscation of Property

The law permits staff to search and seize any student if they are suspected of concealing **knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property** in order to ensure the school community is safe and to uphold school rules. Every effort will be made to persuade the student to hand over the items first. Such actions will be carried out following guidance and with respect for personal privacy.

As part of the school rules certain items such as mobile phones, electronic music devices and hats will be confiscated by staff if seen or heard in the school building except in certain designated areas. Confiscated items will be returned at the end of the school day or stored securely in the school safe if retained for longer. If a pupil has had items confiscated 5 times in a school year any further confiscations will be held in school until parents/carers arrange to come to school to collect the item discuss the recurring issue with a member of staff. **Whilst every care will be taken to ensure the safe return of such confiscated items the school takes no legal responsibility should an item go missing.**

Break and Lunchtime

Years 7, 8 & 9 students are expected to stay on the school site and behave appropriately. Years 10 & 11 are allowed off site at lunchtime with permission from parents/carers and a pass as long as they behave responsibly and courteously within the community. Lunch passes may be removed for poor behaviour in school.

If at any time you are concerned about your child's or the school's response we would welcome your input, firstly with your child's Form Tutor or Year Manager. We believe that sharing concerns will support your child to get the most from school.

Complaints

The availability and application of a clear policy about reasonable force and early involvement of parents/carers should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Procedure/Safeguarding Procedure.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

GUIDELINES FOR STUDENTS

Students need to be aware of our expectations which are laid down in detail in the Student Code of Conduct, Behaviour For Success, Classroom Expectations, Moving Around School displayed around school. School rules and expectations and praise and rewards systems are explained in assemblies, registration and the front of planners.

Students are expected to:

- Arrive on time and be ready for the start of registration and lessons
- Bring equipment appropriate for the lesson – pen, pencil, ruler, planner, exercise book, scientific calculator
- Complete all class work in the manner required and produce homework on time
- Conduct themselves around the building in a safe, sensible manner and show regard to others
- Be polite and courteous in their attitude to all staff and students – not shouting out or talking over the teacher or others and not disrupting the learning of others e.g. fidgeting, tapping, bottle flipping.
- Respect property and possessions – both schools and other people's
- Show respect for the working environment
- Follow reasonable instructions given by staff
- Be aware of and keep to school rules

Some inappropriate behaviour will always be unacceptable and will normally incur a serious sanction. This applies on or off school premises during school time, at break or lunch times, during travel to and from school and at any time on school trips.

These unacceptable behaviours are:

- Violent behaviour or physically hurting others
- Deliberate offensive language, including racial, sexual or homophobic comments
- Bullying or intimidation
- Rudeness to staff and students
- Malicious accusations against school staff
- Vandalism
- Continued disregard for staff instruction
- Continued disregard for school rules and or procedures
- Theft from staff, fellow students and school premises

Permanent exclusion will be considered for the following:

- Use or possession of weapons and fireworks
- Involvement with substances or items which may be harmful to themselves or to others, such as, drugs, 'legal highs' or solvents
- Serious threats of and actual violence

- Serious bullying incidents
- Persistent and serious breaches of the school behaviour policy
- Where the Headteacher believes that a student's presence in school represents a serious threat to others