

Date of last review: September 2023

Date of next review: September 2024

Committee: Quality of Education Committee

Contents

- Behaviour Policy Aim
- Legislation and statutory requirements
- Definitions
- Bullying
- Child on Child Abuse
- Behaviour for learning
- Code of Conduct
- Roles and Responsibilities
- The Smart System
- Behaviour in exams
- Rewards and Sanctions
- Behaviour Management
- Reasonable Force
- Searching and confiscation

Rationale for Behaviour Policy

Keep Children Safe in Education 2023 is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying, discrimination and Child on Child abuse
- Outline how pupils are expected to behave, including self-discipline and respect
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Reinforce support systems through an effective assertive discipline approach
- Reinforce staff and pupil understanding of support systems available to develop behaviour management

Legislation and statutory requirements

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

- Behaviour in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- 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

- Supporting pupils with medical conditions at school
- The special educational needs and disability (SEND) code of practice.
- School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Definition of Inappropriate behaviour

This is characterised by the infringement of these three important rights

- All pupils have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded.
- All staff have the right to teach in an environment where pupils behave.
- Both staff and pupils have the right to feel safe and secure.

Any behaviour that affects these rights will be challenged, managed and monitored.

Examples of inappropriate behaviours that will never be tolerated in school are listed in Appendix I

Serious inappropriate behaviour includes repeated incidents of minor inappropriate behaviour.

Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to others that they may have offended; show they can follow the school rules, by being placed on report; or any other suitable reparation.

The school will not tolerate the posting of harmful comments on social networking sites and via electronic communication devices. This will be dealt with severely, with police involvement where necessary.

Bullying

Bullying is behaviour by an individual or a group over a period of time that hurts another either physically or emotionally. All members of our community are responsible for challenging bullying and reporting it when they see it.

Bullying can include

Emotional bullying – being unfriendly, excluding, tormenting

Physical bullying – Hitting, Kicking, pushing, taking another's belongings, any use of violence

Racial bullying – Racial taunts, graffiti, gestures

Sexual bullying – Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect bullying – Name calling, sarcasm, spreading rumours, teasing.

Cyber bullying – Bullying that takes place online, such as through social media networking sites, messaging apps or gaming sites

We are proud of being an inclusive school. Any behaviour that makes others feel uncomfortable because of decisions they make around their gender or sexual orientation will be considered as bullying behaviour.

Details of our school's approach to preventing and addressing bullying can be found in our school tackling bullying policy.

Child on Child Abuse

Sexual violence and sexual harassment are never acceptable, will not be tolerated. Pupils whose behaviour falls below expectations will be sanctioned. The school will challenge all inappropriate language and behaviour between pupils.

Further details regarding the prevention and responses to incidents of can be found in the Child on Child Abuse policy.

Behaviour incidents online

The same standards of behaviour are expected online as apply offline, everyone should be treated with kindness, respect and dignity.

Where relevant, pupils who fall short of behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Abuse that occurs online or outside of the school will be treated equally seriously.

Behaviour for Learning

As members of the Moorside High School community, we all firmly believe in the following principals:

Respect - be respectful to one another, each other's beliefs and to the property of others at all times.

Engagement - be positive and seek excellence in everything that you do; be punctual to your lessons; be prepared for learning with the correct attitude and equipment; be focused and stay on task.

Achievement - aim to achieve your best in every subject and complete all homework. Be supportive - help each other to engage and achieve.

Community - take responsibility for our school surroundings so that we can all enjoy a welcoming and positive learning environment.

Hard work - be determined to do your best: complete all class work and homework set.

The overall ethos of our school is to promote good behaviour using specific strategies underpinned by the Lee Canter Assertive Discipline model.

All students/pupils at Moorside High School are explicitly taught throughout the year on the key routines, structures and behaviours that are expected of them. This is achieved through deliberate practice and positive reinforcement throughout the school day from all staff. **Staff are expected to:**

- model positive relationships at all times;
- explore lesson structures and planning to support behaviour for learning;
- consider a range of teaching approaches and learning styles;
- establish classroom routines and expectations in accordance with Trust policy;
- develop strategies and techniques for explicitly teaching specific behaviours needed for learning;
- reflect on the impact of the learning environment on behaviour.

The whole school community are expected to recognise the set of skills required to develop positive behaviour and these include:

- Collaborative approaches
- Problem solving
- Respecting others
- Emotional well-being and resilience
- Innovation and creativity
- Leadership
- Non-verbal communication
- Emotional intelligence
- Self-awareness
- Motivation
- Preventative work and interventions
- Guest speakers /Engagement with external agencies

Code of Conduct

We place considerable importance on high standards of personal behaviour. We have written guidelines for our pupils outlining what we expect in positive terms. These are made clear to all pupils when they start with at Moorside and are continuously reinforced through our whole practice.

Our guidelines are called The Code of Conduct, and are as follows:

The Code of Conduct we expect from you as a pupil of Moorside High School, and as a member of the community.

You need to organise yourself to arrive at school, at registration, and at all lessons on time. Your late arrival will cause a disturbance and hold up others.

- Come to lessons with all books and equipment you will need. This must include your 'magic 7'. It is your responsibility to ensure you have the correct equipment.
- Concentrate, think about what you are meant to do, and ask sensibly if you are not sure about it. Do not distract other people from their work.
- Talking about the right things at the right time can be a very good way of learning. Idle chatter certainly is not. We expect you to know the difference.
- You must behave with respect to fellow pupils, teachers and other adults. Avoid rudeness, shouting, swearing and interrupting people who are already talking.
- Act with self-control. Never use physical violence.
- Always try to produce work, which is the best you can do, and to present it well.
- Respond to teachers' comments about your work. You may be able to do better than you think.
- Know the rules of movement about the school buildings and the surrounding areas. Do not run or make a lot of noise. Open doors for others.

- What you look like says something about you. You must ensure that you are dressed properly according to the school Code of Dress at all times.
- Looking after the building, its furniture and equipment costs a great deal of money raised by the taxes your parents/carers pay. Think about how you treat school property and that of others, if you damage something it has to be paid for.
- Litter is unpleasant; always put litter in the bins. If you see litter around the school, pick it up and put it in the bin.
- You should eat at lunchtimes, and in appropriate places, not in lesson time. Chewing gum is not allowed anywhere on site.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Roles and responsibilities

The Local Governing Body

The Local Governing Body is responsible for reviewing and approving this policy in conjunction with the Headteacher and/or designated SLT lead, and for monitoring its effectiveness, holding the school to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that all staff implement this policy consistently across the school. The Headteacher will ensure that the school environment encourages positive behaviour and offers praise, along with ensuring that staff deal effectively with poor behaviour. The Headteacher will monitor the implementation of this policy to ensure rewards and sanctions are applied consistently.

Staff

All staff will:

- Implement the behaviour policy consistently
- Model positive behaviour
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents

Parents and carers

Parents and carers are responsible for:

- Supporting their child in adhering to the pupil code of conduct
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the appropriate member of staff promptly

Staff Induction and Support

The school plans and delivers regular CPD (Continuing Professional Development) for all staff covering key aspects of the behaviour policy including Rewards, Assertive Discipline, Classroom management and expected norms across the school.

The Smart System

It is every pupil's responsibility to arrive to school in the correct uniform, ready to learn. Pupils' uniform and equipment demonstrates their intent to learn.

Uniform

Our SMART card system supports our aims in ensuring pupils take responsibility for their own uniform. Pupils have choices at each stage. Pupils must have a Smart card with them at all times.

- If a student has incorrect uniform, they will have their Smart Card signed.
- Once a Smart Card has two signatures it is full.
- Pupils are not permitted to be around site with a full Smart Card.
- Smart Resets take place at break and lunch every day.
- Pupils can attend a Reset for 10 minutes to exchange a full Smart Card for a new one.
- If a student is found with a full (or no) Smart Card and has not taken the opportunity to renew it, they will receive a 25 minute after school detention the following day.
- An automated email will be sent home to parents/carers to make them aware.
- If a student does not attend their 25-minute detention this is escalated to a one hour the following day.

All Smart Cards will be 'Reset' at the start of each term.

Equipment

Pupils are expected to attend all lessons with the correct equipment. The 'Excellent 8'.

If a student does not have the correct equipment in a lesson, they will receive a signature on their Smart Card.

Offensive language

We expect pupils to use appropriate language for the environment they are in, thus any offensive language heard by a member of staff can be sanctioned with a SMART signature. However, there are also times when the context of the offensive language, may require a different consequence.

Litter

Pupils are aware of the importance of keeping the environment free of litter. Pupils seen dropping litter will have their SMART card signed.

Mobile phones

Pupils are not permitted to use mobile devices on site between 8:30am and 3:25pm. Any student found using their mobile (or associated devices including air pods, Smart Watches for messaging/ gaming etc) will have the device confiscated and their Smart Card signed.

Pupils that have their devices confiscated three times will have to hand their device in at the start of each day for the remainder of the term.

Behaviour in examinations

Internal Examinations are an important tool in assessing progress. All years will have school examinations during the year. Pupils will be advised of the timings of the examination and issued with an examination timetable. Pupils must:

- arrive at the correct location at the published time;
- enter the examination room in silence;
- remain in silence throughout the examination and until all papers are collected;
- wait to be dismissed by the invigilators in silence;
- bring the correct equipment to the examination;
- not take mobile telephones into the examination room.

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found on the JCQ website. The rules for conduct of examinations are available from the Examinations or Data Officer.

Rewards and Sanctions

Moorside High School staff are encouraged to identify Positive behaviour and attitudes to learning and this can be monitored by parents through the Arbor App.

Rewards

All staff can reward pupils using the Lesson Monitor Program. In every lesson staff register pupils awarding:

- **1** – Exceptional work = +2 house merits
- **2** – Good work = +1 house merit
- **3** – Need to improve = -1 house merit
- **4** – Cause for concern – -2 house merits and a referral

The 1 & 2 grades will be added to the house points (see rewards policy for further details).

Rewards for positive behaviour is detailed in the rewards policy, but summarised below:

- Verbal Praise
- Star of the Week awards
- Letters or phone calls home to parents/carers
- Celebration Head of Year assemblies
- Reward trips
- Headteacher Awards

Sanctions / Managing incidents of challenging behaviour

We attempt to make all our dealings with pupils positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary, we will use sanctions because maintaining an ordered working environment for all pupils must be our first priority.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Asking the pupil to move seats.

- Sending the pupil out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school - social isolation.
- Referring the pupil to a senior member of staff.
- Letters, phone calls home to parents/carers, followed up by meetings where needed.
- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Risk assessment.
- Detentions
- Internal Exclusion
- Fixed term suspensions
- Pupil Planning Meeting with the Local Authority Inclusion Officer.
- Personalised Support Plan.

Reports

Pupils whose behaviour is poor over a period of time will be placed on report. This involves having behaviour commented on by teachers at the end of each lesson. The tutor and year lead will see this regularly. Usually parents/carers will be informed and involved in this.

Detentions

We shall always aim to give a minimum of 24 hours' notice of after school detentions to parents. Where a detention is felt to be needed on the day, this will be done in agreement with parents and carers via a personal call.

We also hold lunchtime detentions for up to 20 minutes.

The school has a specific legal power to impose detentions outside of school hours – including after school, on PD days and on Saturday. Parent/carers are informed as one of our duties is to allow home arrangements to be put into place to ensure a pupil can reach home safely. It is not shared to gain permission for a detention, and this is not required by law.

Pupils who do not attend a given detention may be sent to Internal Exclusion.

We may use Internal Exclusion in response to serious or persistent breaches of this policy. Pupils may be sent to Internal Exclusion during lessons if they are disruptive, and they will be expected to complete relevant work set by staff.

Internal Exclusion Process:

A pupil will be removed from some or all normal lessons and social times for a short period. This is a serious step and parents/carers will be informed. The Internal Exclusion room (IE) allows us to remove pupils from mainstream school whilst allowing them to be safely supervised and able to continue with their studies. Pupils have access to lesson materials from the members of staff who teach them. Work is emailed, set through Teams or delivered directly to the staff managing the room. IE sessions can be for part or whole days. Where a pupil has been placed into IE for a full day, this will end at 4:20pm.

Afternoon School:

On occasions, the IE room or detentions will continue until 5pm or be part of an 'afternoon' school from 12pm to 5pm.

Pupils will have a later start and end to their day, to avoid social situations with other pupils and as an extension to the use of Internal Exclusion.

Fixed term suspension and permanent exclusions:

This means a pupil is not allowed to attend school. Usually, suspensions are for a fixed term. Suspended pupils can be readmitted only following an interview between parents/carers and a member of the Leadership Team. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a pupil on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a pupil to be out of school at lunch, or personalised timetables. Suspension periods will increase incrementally with the number of suspension, meaning that number or days served for repeat suspensions will normally be greater than the first suspension. This will normally be capped at 5 days, however the Headteacher does have the right to make reasonable adjustments and may use a 6-day provisions where it is deemed necessary.

Examples of the types of circumstances that may warrant a suspension or permanent exclusion are listed in Appendix II.

Staff will provide appropriate work for suspended pupils to complete at home during the period of their suspension. Suspended pupils are expected to remain in their home completing work and not to be seen in a public place, which includes coming near or onto the school site.

Reintegration from suspension

Any student returning from a fixed term suspension will normally complete a minimum of 2 periods in internal exclusion in RESET or RIASE. This is a restorative measure to allow the student the opportunity to reflect on their exclusion and for any restorative work to take place before the student returns to normal lessons. If a pupil fails, the reintegration meeting this will normally lead to a new suspension being issued.

A meeting with members of the Local Governing Body and (where appropriate) with senior members of the Local Inclusion team to discuss and offer support for the pupil's futures may be held if there is a significant number of suspensions within a given period of time.

Off-site behaviour

Bringing the school into disrepute (Discipline of pupils beyond the school grounds)

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school has a statutory power to discipline pupils for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our

safeguarding and child protection policy and procedures for dealing with allegations of abuse against staff, and for more information on responding to allegations of abuse.

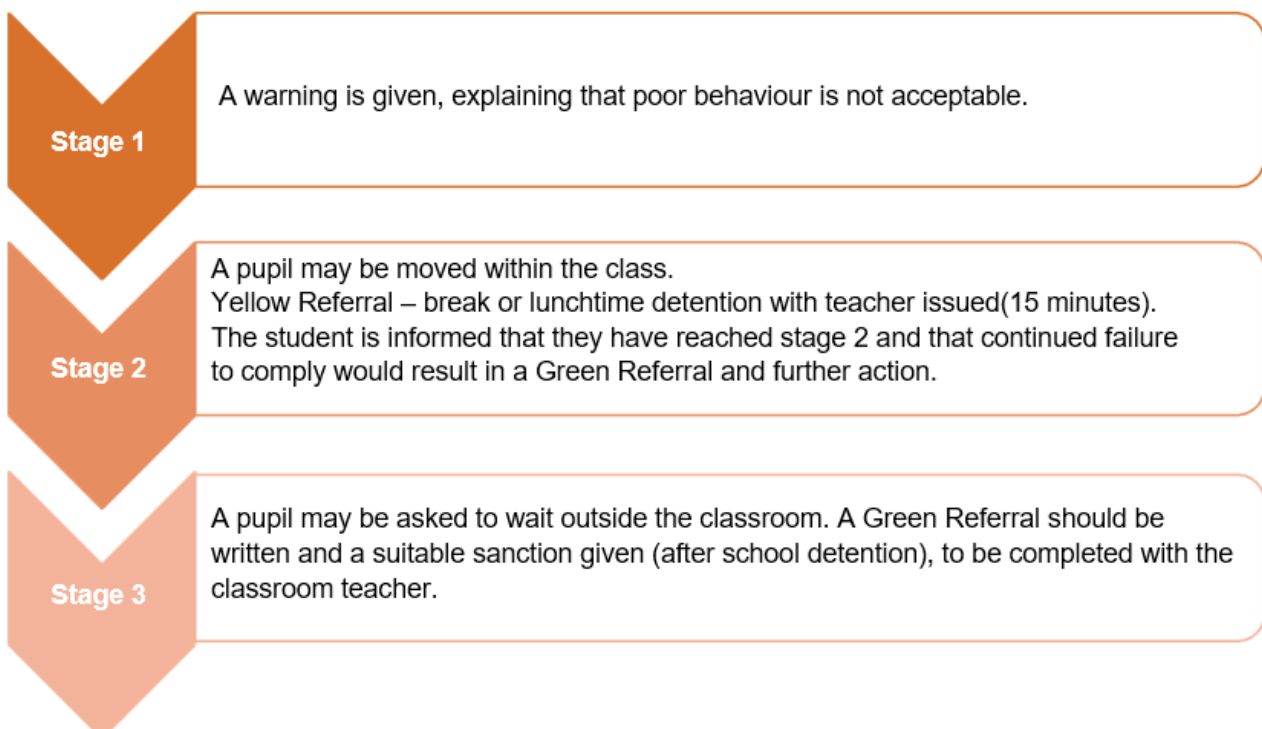
Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Use engagement scores effectively to demonstrate behaviour for learning;
- Establish clear routines
- Use strategies to manage negative behaviours including faculty or department detentions, support partners;
- Display guidelines on engagement scores in their classrooms;
- Develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons;
 - establishing clear routines;
 - communicating expectations of behaviour in ways other than verbally;
 - highlighting and promoting good behaviour;
 - concluding the day positively and starting the next day afresh;
 - having a plan for dealing with low-level disruption;
 - using positive reinforcement.

If a behavioural issue should arise in a lesson, it is expected that the member of staff follows the school 3 stage model:



If disruptive behaviour persists the teacher may request that the student is removed from the lesson. A student that causes persistent disruption in a lesson may be referred out of a sequence of lessons. For these sessions the student will be provided with work to be completed in a different classroom under supervision. Wherever possible the alternative classroom will be in the same department, but this decision will be at the discretion of the relevant Director of Teaching learning. In subjects such as P.E. this may result in a student being removed to a teaching group of a different gender.

Restorative Approaches

Restorative approaches are a range of practices that help pupils to develop the skills and attitudes necessary to build, maintain and repair community relationships. Restorative approaches are not a 'soft' option as pupils are obliged to be accountable and responsible for their actions and, likewise, to learn from their behaviour and to change.

What we do

- Support for pupils to develop social and communication skills.
- Formal and informal discussion to discuss difficult situations when there has been conflict.
- Restorative reintegration meetings after a fixed-term suspension.
- Ongoing training and development for staff and pupils.

Positive outcomes

- Improved learning environments.
- Reduced fixed-term suspension.
- Less conflict between pupils and between pupils and staff.

Restorative practice allows for ownership of behaviour and conflict resting with those directly involved, who also retain responsibility for resolution of the difficulties. Restorative approaches help consolidate the school's existing commitment to personal responsibility, encouraging and empowering children to address issues for themselves. Consequently, many conflicts and difficult conversations are managed successfully. In structural and cultural terms, Restorative Approaches will help strengthen the school's commitment to a range of peer support.

The implementation of the five important questions which are used on our Witness Statement and when dealing with pupils:

- What happened?
- What were you thinking at the time?
- How were you feeling at the time?
- What are you going to do to put things right?
- What are you going to do differently next time?

The questions are neutral and non-judgmental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected.

They are likely to help the wrongdoer develop some empathy for those affected.

The principles of Restorative Approaches are:

- Focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
- Create dialogue and communication.
- Respect.

- Within a safe environment they will allow all participants to engage and learn.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

Reasonable Force

Reasonable force means using no more force than is needed. Reasonable force should be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to intervene in a situation is down to the professional judgement of the member of staff and should always reflect the individual circumstances and any adjustments for Special Educational Needs and Disability pupils.

Situations where reasonable force could be used may be:

- removal of a disruptive pupil from a room;
- preventing a pupil from leaving a room, only were allowing them to leave would lead to a risk to their or others safety;
- stopping a fight.

Where reasonable force has been used on a pupil, the parents/carers will be contacted, and the incident recorded on the pupil's Arbor log.

Where a pupil complains about the use of reasonable force, this will be investigated speedily and appropriately. Where a complaint is made, the onus is on the person making a complaint to show their view is the true one; it is not for the member of staff to show that they have acted reasonably.

Incidents of reasonable force must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment; and
- be recorded and reported to parents/carers.

Searching and confiscation

Searching with consent:

A Search of a pupil is restricted to outer clothing, pockets, possessions, desks or lockers. Only the police have the right to a strip search, and this would be with the involvement of a parent.

A search should where possible be done away from other pupils, on school premises or where the member of staff has lawful control or charge of a pupil for example a school trip.

The Headteacher will decide which staff have the authority to conduct searches of pupils and training provided.

The Law states that the member of staff conducting the search must be of the same sex as the pupil being searched and there must be another member of staff to witness.

The only exception to this would be if the member of staff carrying out the search reasonably believes there is risk of serious harm to a person if the search is not carried out as a matter of urgency and in the time available it is not reasonably practicable for the search to be carried out by a member of same sex staff.

If a search has to happen without another member of staff this should be immediately reported to the Headteacher.

Staff may search with pupil consent for any item if the pupil agrees. It is enough for a member of staff to ask the pupil to, for example, turn out their pockets, or ask to look in a bag.

We will inform families if a search has been completed outlining the reason why and the outcome of the search.

All searches must be logged in school.

If a pupil refuses to allow a search, their parent/guardian will be contacted, and they will be removed from the school for the day. On their return the following day, the pupil will spend a day in the IE room until 4:25pm.

Searching without consent:

Staff, authorised by the Headteacher, have a statutory power to search pupils or their possessions without consent where they have a reasonable ground for suspecting that pupil may have a prohibited item.

Prohibited items include:

- knives, items that could be used as a weapon;
- alcohol; • tobacco products and cigarette papers;
- illegal drugs;
- stolen items;
- fireworks;
- pornographic images;
- any article a 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 (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for.

This includes phones that are not turned off in the bottom of a bag.

It is sufficient to have reasonable grounds for conducting such a search, for example, where a conversation has been overheard. The member of staff searching the pupil must be of the same gender as the pupil and a witness must also be present, also of the same gender, where possible.

An exception to this rule can allow for a member of the opposite gender to search alone, but only when there is a responsible belief that there is a risk that serious harm will be caused by a pupil if a search is not conducted immediately, and it is not reasonably practicable to summon another member of staff.

Where a member of the police conducts a search, it must be done in the presence of senior or Student Support staff.

Extent of the search:

No clothing, other than outer clothing may be removed. Outer clothing is all clothing not next to the skin, or next to underwear. Pockets may be searched. Where an intimate search is needed, a police officer will need to be called. Possessions include bags, desks and lockers.

A pupil's possessions may only be searched in the presence of the pupil and a member of staff as a witness.

What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence. Where a person conducting a search finds alcohol, they may retain or dispose of it as they think appropriate, but this does not include returning it to the pupil. Where they find controlled drugs, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.

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 and would include, for example, so called 'legal highs.

Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above. Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner.

These stolen items may be retained or disposed of if returning them to their owner is not practicable. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.

Where pornographic images are found, these may be disposed of unless it is possible to constitute a specific offence, in which case it must be delivered to the police as soon as practical. Images found on mobile phones or other electronic devices can be deleted unless it is necessary to pass them to the police.

Where a 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. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of, they may erase any data or files, if they think there is a good reason to do so. In deciding this, the question is, has it or could it be used to cause harm, disrupt teaching or breach the school rules. If inappropriate material is found on the device it is up to the member of staff to decide whether to delete it, retain it as evidence (if a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The school is not required to inform parents/carers before a search takes place or to seek consent for a search.

Confiscation

The school may confiscate, retain or dispose of anything they reasonably suspect to be a prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The law protects staff from liability for any loss or damage to items confiscated, provided they have acted lawfully. Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents/carers to create the plan and review it on a regular basis.

Learning Support/ Raise

The Learning Support/ Raise area of school is designed to meet the needs of selected pupils who may have any number of disadvantages or barriers to learning. These pupil issues may vary, but include general behaviour, school refusal, disaffection, subject specific problems, personal problems, attendance or post suspension-settling in.

Learning Support offers a quiet, calm and positive environment for pupils who are experiencing difficulties or have amended timetables. Staff in Learning Support work with the pupils either within the learning support classroom, or in outreach work in subject areas, with the aim to:

- reduce incidents of disruption in lessons and social times;
- improve pupil behaviour and relationships;
- reduce the number of fixed term suspensions;
- improve transition and re-integration processes;
- assist staff in relation to Assertive Discipline;
- improve educational achievement of targeted pupils;
- enhance home-school partnership and liaison with external agencies.

Learning support helps to set good behaviour habits, remove barriers to learning and offer identified pupils a better chance for change in the future

Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including the principles of Assertive Discipline.

Monitoring arrangements

This behaviour policy will be reviewed by the Local Governing Board, Potteries Educational Trust in conjunction with the Headteacher every year. At each review, the policy will be approved by the Local Governing Board.

Links with other policies

This policy should be read in conjunction with the following school policies:

- Attendance Policy
- Exclusions Policy
- Rewards Policy
- SEN (Special Educational Needs) Policy
- Anti-Drugs Policy
- Anti-Bullying Policy
- E-safety Policy
- ICT Policy
- Safeguarding Policy
- Child on Child abuse 2022
- Exclusion policy
- Parent code of conduct
- Child protection policy
- Sexual harassment policy
- Complaint's policy
- Allegations against staff policy

Appendix I

Inappropriate behaviours that will never be tolerated in school (this list is not exhaustive)

- Any form of bullying.
- Violence towards others: physical and verbal assault towards a member of staff or pupil.
- Rudeness to staff.
- Use of offensive language
- Deliberate or repeated disruption to lessons.
- Damage to, or theft of, school property
- Smoking or any other substance misuse
- Bringing vapes, tobacco products, or illegal substances onto the school site
- Endangering the health and safety of a pupil or member of staff.
- Deliberate flouting of the school rules.
- Setting off fire alarms
- Non-compliance
- Failure to follow the school rules
- Incorrect uniform
- Sexual assault
- Vandalism
- Theft
- Use of discriminatory behaviours or language
- Possession of prohibited items, i.e., weapons, knives, alcohol, illegal substances, stolen items, vapes, tobacco or items relating to smoking, fireworks.
- Possession of pornographic material
- False allegations against staff or pupils
- Inappropriate use of a mobile device in school.

Appendix II

Examples of the types of circumstances that may warrant a suspension or permanent exclusion.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent disruptive behaviour