



Inspire Education Trust

Together we achieve, individually we grow

Behaviour Policy

Blue Coat CE Secondary School

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Document History

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Introduction

The following terms shall be interpreted as indicated below when used hereinafter within this policy:

- a) 'Trustees' refers to the registered trustees of the Inspire Education Trust
- b) 'Academy trust' refers to the holding body of the Academy, namely, Inspire Education Trust
- c) 'Blue Coat School' refers to the physical entity of Blue Coat Church of England School and Music College.
- d) Any reference to either 'the school' or 'the Academy' contained within this policy is taken to refer to the appropriate given body within context.

1. Rationale

At Blue Coat Church of England School, our vision is "Living life in all its fullness". We exist to equip our students to 'live life in all its fullness' by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities. The conviction that we are created and sustained by God for living together in families and communities is at the root of our dedication to educating for life together.

Living before God and living with and for others go together in Jesus. He embodies the centrality of relationships in love, compassion, generosity, truth-telling, forgiveness, and gathering a community. The centrality of relationships in education is inspired by our conviction that the love Jesus taught and lived is at the heart of reality

Blue Coat is to be a hospitable community that seeks to embody an ethos of living well together. Here the flourishing of the pupils goes along with the flourishing of the teachers and other staff. Our commitment to the dignity and ultimate worth of each person, rooted in each being created in the image of God and loved by God, is further shaped by the person, teaching and example of Jesus.

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this, and to join with others in demonstrating it. He paid special attention to the disadvantaged, excluded, despised and feared. The ultimate worth of each person is shown in the Gospels through his teaching, healing, feeding, sharing hospitality, befriending, and forgiving.

Blue Coat is a school built on positive relationships and high standards. Good behaviours and efforts should be praised and encouraged.

Inappropriate behaviour is defined as that which is not constructive and damages the harmony essential for learning. Inappropriate behaviour will be challenged and sanctions applied. Expectation, reward and consequences are clear and fair, known by every member of the school community and will be consistently always applied.

Sanctions are not intended to be degrading or humiliating, but positive and reforming and should be measured to match the behaviour. A 'restorative justice' approach underpins our behaviour philosophy with a focus for students on how to put things right and how to do things differently in the future. Students should always be able to make amends and put mistakes behind them. It is not consistent with the teachings of Christ that anyone be considered un-redeemable. It must be clear to students that they can be forgiven. There may, however, be occasions when it is necessary to exclude a student. On very exceptional occasions, an exclusion may need to be permanent.

2. Aims

- To provide a consistent and fair approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community regarding behaviour management.
- To promote positive relationships, a positive teaching and learning environment and allow quality first teaching, to inspire students to flourish and achieve to their highest level.
- To promote a constructive partnership with parents and carers in supporting positive behaviours.
- To promote self-worth, self-esteem, self-discipline and self-motivation.
- To help prepare students to become independent adults with respect and responsibility for their communities.
- To value and promote good quality relationships.
- To promote honesty and the acceptance of error.
- To promote forgiveness as a Christian virtue.
- To seek to develop care and concern for one another.
- To ensure a safe working and learning environment for staff and students.
- To outline our system of rewards and sanctions.

3. Principles

- Praise will be clearly expressed to students and parents.
- Praise will be openly demonstrated at every opportunity.
- The reward system will be used to reward those showing CHRIST values and to encourage good work and effort (BCA2L).
- Students will be encouraged to value each other and each other's contribution to the school.

- B4L strategies and restorative justice conversations will be used to help students modify behaviour
- Sanctions will be to modify unacceptable behaviour which does not meet expectations
- Sanctions will be clear to students and be seen as fair and appropriate to the misdemeanour.
- Parents will be kept informed of concerns about their child's behaviour. They are partners in promoting good behaviour.

4. Legislation and Statutory Requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

5. Definitions

5.1 Poor behaviour is defined as*:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Failing to follow instructions
- Unkind words/actions
- Continued lack of equipment
- Rudeness/answering back
- Poor BCA2L (Blue Coat Attitude to Learning)
- Incorrect uniform

- Mobile devices out
- Hands on behaviour
- Poor punctuality to school and lessons

5.2 Serious behaviour is defined as*:

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

**this list is comprehensive, but not exhaustive*

6. Roles and Responsibilities

6.1 SLT (Senior Leadership Team)

- SLT/Headteacher is responsible for reviewing and approving this behaviour policy.
- SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.2 Staff

Staff are responsible for:

- Creating positive relationships with students
- Implementing the behaviour policy consistently
- Modelling positive behaviour and high expectations
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- Completing restorative justice conversations

Heads of Departments, the Pastoral team and SLT will support staff in responding to behaviour incidents.

6.3 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Sign the home-school agreement

7. Expectations

All members of the school community will show respect, courtesy and consideration towards students, adults and the learning environment.

- Any disrespectful remark about faith, race, colour, gender, disability, sexuality, appearance or family background will be regarded as a serious incident. (Antibullying policy link)
- Fighting, bullying or harassment in any form will not be tolerated.
- All members of the school community will show respect towards our school and local community environment.

7.1 Behaviour expectations

Positive behaviour and a positive attitude to learning are expected from all students. (See BCA2L Appendix C)

Expectations of students include:

- Arrive on time for school and lessons.
- Model and uphold school expectations, conventions and rules within the classroom, as well as around the site and within the local community.
- Adhere to the Student Dress Code. Ensuring uniform is correct before entering and leaving the classroom.
- Work constructively with other students in all activities, showing respect for and tolerance of each other.
- Have the required equipment for learning and activities within the school day. Equipment for each lesson will be out on the desk each lesson.

- Be ready to enter a room purposefully and demonstrate the intention to learn through prompt self-management of the teacher's high expectations.
- Focus on learning from the beginning of the lesson.
- Recognise that mobile phones, mobile devices or earbuds are not to be used anywhere on site or in lessons without explicit staff permission.
- Co-operate with instructions promptly.
- Support adults and each other through modelling good behaviour and not creating or providing an audience for poor behaviour.
- Leave a room if asked to do so and be ready to work elsewhere to ensure that work is completed.
- Ensure there are no gaps in understanding. In the event of any absence, students are expected to seek advice from their teacher in order to complete missed work.
- Be willing to reflect upon inappropriate behaviour, its consequences for themselves and the school community and to accept support to modify it.
- To contribute to restorative justice conversations in a calm and mature manner.
- Be polite, respectful and courteous towards staff and students.
- Listen carefully and respond immediately to the instructions given by a member of staff.
- Complete work to the best of their ability and in silence when instructed to during 'Golden Time'.
- Be quiet and listen when the teacher or others are speaking to the class.
- Refrain from eating or drinking anything but water in class (Excluding Science Labs).
- Stay focused and complete all tasks to the best of their ability.
- Look after the classroom environment and take responsibility for tidying the classroom before dismissed.
- Wait to be dismissed, leave the classroom quietly and sensibly.
- Move quietly and considerately around school.
- Refrain from behaving in a way that brings the school in to disrepute, including when outside school.

7.2 Classroom management

Teaching staff are responsible for creating positive relationships, setting high expectations and for embedding relentless routines for setting the tone and context for a positive learning environment.

They will:

- Develop positive relationships with pupils.
- Establish high expectations.
- Embed relentless whole school and classroom routines.
- Create and maintain a stimulating learning environment for all.
- Use B4L techniques and strategies.
- Encourage ownership of behaviour.
- Reward students including Fab Friday calls to parents.

8. Rewards

In order to positively support the exemplary behaviour we expect of our students, we have whole school systems in place to reinforce our high expectations, commend progress and praise achievements.

We operate a Class Chart based rewards system which feeds into a range of student rewards. This system is designed to recognise those students who earn reward points from staff for their progress, contributions to or demonstration of our school's six CHRIST values (Care, Hard work, Respect, Integrity, Servanthood, Togetherness).

Badges and plaques are awarded to students who achieve a specific number of reward points. Students' conduct points are analysed on a weekly basis. Achievements are celebrated by tutors, pastoral leaders and SLT. Rewards assemblies happen regularly throughout the year, with reward points calculated by subtracting negative behavioural (consequence) points from their positive achievement points. This rewards system and consequence system work in conjunction to identify students in need of additional intervention and support.

There are additional opportunities to recognise the positive contributions of our learners:

- Verbal praise in the classroom
- Postcards, emails and Fab Friday phone calls home to parents
- Heads of House run rewards and celebration assemblies to showcase achievements
- Whole school annual prize giving
- Sports awards evening lead by the PE department

9. Sanctions

B4L strategies will be used by staff to deescalate situations. All staff use a consistent fair and staged approach when applying consequences to poor and unacceptable behaviour. This staged approach is essential to give students the opportunity to make good choices. The school will implement a range of strategies in response to unacceptable behaviour by students (Appendix A).

9.1 Zero-tolerance approach to sexual harassment and sexual violence (see [child on child abuse policy](#))

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding policy and Child-on-Child Abuse Policy for more information (Safeguarding policy link).

9.2 Deliberate damage to property

Deliberate damage to property is not acceptable. Sanctions will be given in line with this behavioural policy, taking into account the significance of the damage and the intentions of the student. Parents will be invoiced for costs incurred.

10. Health & Safety Compliance

- Registers will be taken correctly at the start of the lesson. Staff will call out names and students will respond to their name.
- Students may not bring anything to school that could be a weapon or that poses excessive risk.
- No illegal substances may be brought into school.
- Smoking/vaping is prohibited on the way to or leaving school site and in or around the school premises.
- Consumption of alcohol is prohibited on the way to or leaving school and in or around the school premises.
- Mobile phones and electronic devices, including headphones/earbuds are to remain unseen and turned off in and around school site.
- Mobile phones and electronic devices, including headphones/earbuds will be confiscated if they are seen in use without explicit permission being given by staff. These will be handed in to reception and securely kept until the end of the day when students can collect them. If an item is confiscated on more than one occasion, then parents will be asked to collect it from reception. Failure to comply will lead to further consequences.
- Non-compliant aspects of school uniform / dress code and jewellery will be confiscated by staff. These can be collected by students at the end of the day from the school reception. The name of the student will be logged. If the same object is confiscated again then parents will be asked to collect the confiscated item.
- The school does not take responsibility for any damage or loss of mobile phones or other personal belongings.
- Students must not leave school site unless permission for the absence has been authorised.
- Water fountains should only be accessed during break and lunchtime.

- Toilets should not be used during lesson time except in the case of emergencies and with permission.
- Students will remove outdoor clothing when in the classroom. Hoods and hats must be removed when entering a building.

11. Physical restraint (Appendix D)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be 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
- Be recorded and reported to parents
- Be conducted in line with staff training

12. Movement and behaviour around the school

Movement between lessons and at the end and start of breaks should be quiet, orderly and safe.

12.1 Inside

- Students will take the shortest possible route to their next lesson.
- No running.
- Keep to the LEFT along corridors and when moving around school site.
- Students will follow the one-way system on stairwells.
- Single file movement on the stairs.
- Show courtesy to others by being prepared to give way.
- If people are waiting to go through a door, join the queue. Do not push in front of them.
- Do not stand in groups, so that other peoples' passage is obstructed.
- When waiting to go into a classroom behave responsibly and quietly.
- Entry to classrooms should be swift, and classroom routines followed.

12.2 Outside

- Keep to the footpaths on entering and leaving the school and when moving around the site throughout the day. Be careful not to bring mud inside the buildings.
- The front gate, car park and the visitor's car park are out of bounds for students.

- In the morning, do not wait on the pavement outside the school gates, but go immediately into the school grounds.
- To avoid accidents, throwing of ice and snow and sliding is not allowed.
- Riding of bicycles in around school site is not permitted.
- Dispose of litter carefully to protect our local environment.

12.3 Off-site behaviour

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

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

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

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

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

12.4 Road Safety

The school's main entrance is on a dangerous corner. From the opposite side of the road, students must walk to the junction of St. George's Road and Terry Road, before attempting to cross the road. Parents are requested to pick up and drop off on St. George's Road.

If a student rides a bike to school they are expected to wear a helmet and adhere to the Highway Code. Cycling onto and around school site is strictly prohibited.

The Highway Code can be accessed at: <https://www.gov.uk/guidance/the-highwaycode/annex-1-you-and-your-bicycle>

12.5 Bus Queue

- Students will form a quiet and orderly queue.
- 'Special Bus' students must wait in allocated areas until called to the bus by duty staff.

12.6 Treatment of buildings on the school site

- Graffiti is forbidden.
- Food and drink must be consumed in the allocated areas. Wrapping, remains of food and any other rubbish should be placed in the waste bins.

- Do not misuse school furniture; all rooms must be left in a clean, tidy and ordered manner.
- Students using sandwich areas are responsible for the tidiness of the area. Please report any misuse.
- Treat displays of other peoples' work with respect – enjoy but do not spoil.

13. Punctuality

- Punctuality to lesson is important. Lateness to lesson and to school is monitored.
- Students are expected to arrive at lessons within 5 minutes of the bell. If students are 5 or more minutes late (without a valid reason), a late mark is given.
- If students are late 1 time during periods 1-5, they will remain for 5 minutes after school.
- If students are late 2+ times during periods 1-5, they will remain for 10 minutes after school.
- Lateness to school will be monitored daily. Parental contact will be made for lateness and sanctions issued.
- Students will be monitored and may be placed on report card if persistently late.

We discourage inappropriate behaviour and failure to complete tasks in the following ways:

14. Detentions & Restorative Justice Conversations (RJs)

Detentions are given for a variety of reason in line with the consequence system. These will be accompanied by RJ conversations with staff members.

Students may be kept at breaks, or after school for classroom issues and for an RJ conversation.

Parents/Carers will be notified of the detention the day before it takes place. Parents/Carers are expected to remind their child of the detention to ensure they are aware.

Staff will work collaboratively with their department colleagues to plan for and resolve behaviour issues in their classroom. Students will be expected to accept responsibility and adjust their behaviour.

Staff will check the daily after school DT list and escort students to the detention venue at the end of the day.

Staff who set the original detention will come to the detention venue for a restorative conversation. If staff are satisfied following the conversation that the student has understood their actions and has shown sufficient understanding of how a repeat can be prevented, the student may leave the detention early. Alternatively, the staff member may ask the student to complete some additional work on alternative task. On the rare occasion that staff are unable to complete an RJ, a restorative conversation will take place prior to the next lesson.

Detentions are not negotiable except in circumstances such as existing medical appointments and at the teacher's discretion. These detentions will be rescheduled with parental consultation. We expect full parental support in maintaining good discipline as we work together for the benefit of all.

Failure to attend a detention leads to parental contact and an escalation to the next stage. Failure to attend an SLT detention may lead to a parental meeting or some time in A2S.

Continued poor behaviour will lead to further interventions including referral to Crossroads/HUB, Governor behaviour panel, 6-week preventative placement or suspension.

When a student refuses to wear school uniform, parents will be called to ask for correct uniform to be brought in. On the rare occasion parents cannot bring in uniform, the school has a selection of shoes and uniform that students can borrow for that day.

Persistent poor behaviour will involve a parental meeting with the pastoral team and a student support plan put in place.

15. Suspensions

Behaviours for which suspension may be applied include:

- Actual or potential physical violence by the student towards other students or adults in the school community.
- Seriously disruptive behaviour which prevents the proper conduct of a class or classes, seriously interferes with the learning opportunities of others or leads to a breakdown in school discipline.
- Persistent failure to follow instructions given by staff
- Conduct which would endanger other students or staff.
- Illegal activities on the school site, while on a school trip, at a place of authorised work experience or on journeys to or from school (e.g., theft, vandalism, possession, use or supply of illegal drugs).
- Possession of weapons (including knives and other items deliberately intended to be used as weapons).
- Possession of banned items as per this policy.
- Behaviour posing a serious health and safety risk.
- Sexual misconduct.
- Behaviour likely to bring the school into disrepute.
- Abuse or harassment related to protected characteristics of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation.
- Bullying – verbal, indirect, physical, cyber, sexual, emotional (as defined in the Anti-bullying policy) within a range of sanctions.
- Child-on-Child abuse.
- Failure to respond to the school's usual range of sanctions.
- Social Media misuse.

The term of suspension will be dependent on the seriousness of the misdemeanour. Where a very serious offence has occurred, such as a deliberate physical assault, a longer term of suspension will be applied.

Serious misbehaviour may result in immediate, permanent exclusion.

A central record of all suspensions will be kept and will be presented to the Governors and Board of Directors

The suspension of students for reasons of non-attendance will not be used. The school will use alternative sanctions, including use of fixed term penalty notices and the courts.

15.1 Fixed Term Suspensions

A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. Where this is considered appropriate, the details of the suspension, as required by the Act, will be communicated to the parents / carers on the day the decision is made, firstly by phone (if parents / carers can be contacted) and then confirmed in writing.

The letter shall include:

- The reason for the suspension.
- The requirement to arrange to meet the Head of House in school to discuss the student's readmission to school. For repeat suspensions, or particularly serious incidents, a member of the senior team will also be present.
- The period of the suspension.
- Arrangements for the education of the student should the suspension last beyond 5 school days.
- The parents'/carers' right to appeal to the Chair of Governors.
- The requirement for the parents/carers to ensure that the suspended student is not present in a public place during normal school hours without reasonable justification.

At the readmission meeting, undertakings of future good behaviour shall be sought, and conditions set for re-admittance. The meeting will include a member of the pastoral team and other members of staff involved with the student's education and welfare.

During the period in which a student is excluded from school, the student should do work at home, this should be completed and returned to the school for marking. This could be work on MS Teams or Oak Academy.

Where suspension covers a public examination period, the school will liaise with parents/carers about the arrangements for the examination to be taken.

15.2 Permanent Exclusion

This will be used when the Head teacher decides that a student should not return to school:

- In response to serious breaches of the school's behaviour policy.
- If allowing the student to remain in school could seriously harm the education and welfare of others in the school.

Where consideration is being given to this course of action, the Headteacher should consult the Local Authority Inclusion Officer and Local Authority Legal Services in order to acquaint them with the circumstances of the case and to enlist the Local Authority's support and that of any other appropriate bodies such as Social Care or the Virtual School.

The Headteacher will take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. The Headteacher will inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

Once the decision to exclude permanently has been taken, the procedures in the DfE guidance on exclusion from School should be followed.

The Exclusion Hearing must be convened within fifteen school days (if possible). The parents /carers have the right to appeal and the right to be accompanied by a friend or representative. Representation to the Governors and/or Local Authority must be made within seven days.

Parents/carers have the right of access to a student's school record. The school must comply with each request within fifteen school days.

The Local Authority cannot direct re-instatement but parents/carers have the right of appeal to an Independent Appeal Committee.

For further information: <https://www.gov.uk/school-discipline-exclusions/exclusions>

15.3 SEND & Medical Complexities

Decisions to suspend are based on behaviours exhibited by individual pupils. If the behaviours demonstrated are linked to a disability, the decision is proportionate based upon the individual needs of the child, in conjunction with the SENDCo. Reasonable adjustments compared to pupils without a disability may include:

- A reduced sanction compared to a pupil without a disability
- Additional behaviour support
- An alternative sanction

This policy is based on the special education needs and disability (SEND) Code of Practice.

15.4 Responsibilities of the Governing Body

In carrying out their responsibilities with regard to exclusion the governing body will refer to the current version of the DfE publication, "Suspension and Permanent Exclusion guidance". (September 2022).

The governing body reviews certain exclusions and considers any representations made by the parents/carers of the excluded student. The governing body delegates all of its functions in respect of exclusions to a committee consisting of at least three governors, called the Discipline Committee.

The quorum for the Discipline Committee is three members. If any governor has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Chair of the committee has the casting vote in all cases where an even number of governors are considering the case.

16. Searching Students

We adhere to the new DfE guidance for schools on Searching, Screening and Confiscation issued September 2022; this places a greater emphasis on safeguarding.

We have a duty of care to our students, we must balance the need to safeguard all pupils by confiscating harmful, illegal or disruptive items and the safeguarding needs and wellbeing of pupils suspected of possessing these items.

Students have the right to expect reasonable level of personal privacy, under the Article 8 of the European Convention on Human Rights. Any 'interference' with this right by your school must be justified and proportionate.

Children in possession of items such as drugs, alcohol, weapons need to be considered vulnerable and at risk from exploitation (Paragraph 20 KCSIE)

How we will conduct a search

- Staff have the power to search a pupil for any item if the pupil agrees **or without consent** if the Headteacher or SLT has reasonable grounds to suspect that the pupil may have a prohibited or banned item.
- Non-contact searches will always be carried out with a member of the pastoral staff and an SLT, Behaviour manager or DSL/DDSL witness.
- The person carrying out the search **MUST** be the same sex as the person being searched.
- For prohibited and banned items only the headteacher and members of staff authorised by the headteacher (Behaviour Manager, SLT, DSL/DDSLs) have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance); see below for these items

- Parents will always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- A search form will be completed by pastoral leaders and signed by staff and student. This is a legal requirement.
- Pastoral staff/SLT will complete the search log for students searched. This is a legal requirement.
- Pastoral staff/SLT will ask a student to empty out their pockets and/or a bag, check outer garments, such as gloves, shoes, scarves.
- Pastoral staff/SLT may examine electronic device files if they have good reason to.
- Authorised staff can confiscate any item they find that they have reasonable grounds for suspecting:
 - Poses a risk
 - Prohibited or banned item
 - Evidence in relation to an offence

Prohibited items: (searching, screening and confiscation, advice for schools DfE July 2022)

- Knives and weapons
- Alcohol
- Illegal drugs, including edibles etc.
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks, including fire crackers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

If a student refuses to cooperate authorised staff will act proportionally, taking into account whether the students:

- Are in possession of a prohibited or banned item
- Don't understand the instructions or what the search will involve
- Have had a previous distressing experiences of being searched

If a student refuses to cooperate, parents / carers will be invited into school and / or the police will be contacted and a search made, or suspension applied, as appropriate.

Confiscated items

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate

Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of (see the section below for guidance)
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or possible an indecent image of a child)	Deliver to the police as soon as possible

17. Training

To ensure exemplary behaviour. Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development (CPD).

APPENDIX A Behaviour – consequences and processes

Possible strategies:

Use relentless routines and maintain high expectations – teach the children, repeat and check they get it.

- Use utterly consistent language Ready, Respectful and Responsible
- Deescalate wherever possible.
- Narrate the consequences, reward publicly those doing the right thing
- Use non-verbal aids
- Use the Walkthru strategies, Narrate the consequences, use the 'and' rule etc
- Verbal warning – Narrating the consequences as privately as possible
- Moving student to a different seat
- Keeping student behind at end of lesson (where this will not lead to lateness to another lesson)
- Break time/lunch time restorative justice conversation
- Centrally set after school detention plus restorative justice conversation – department, pastoral and SLT. Work missed will need to be completed in this time
- Department active support
- On call for serious behaviours
- Parental contact
- Home-school agreement
- Community service – e.g., litter picking
- Placed on tutor, department or pastoral report card
- Department withdrawal
- Moved into a different class to work for a fixed period
- Writing a letter of apology
- Withdrawal of privileges e.g., trip, playing for school team, end of year celebrations, prom
- Parental meeting.
- Risk Assessment
- RCC/A2E
- Referral to the police
- Fixed term exclusion
- Governors' behaviour panel
- Placement at another school
- Supported Transfer to another school
- Permanent exclusion

APPENDIX B Consequence System

Each lesson is a new start! WalkThru strategies support effective behaviour and relationships

A verbal warning is given for students not meeting expectations. This isn't logged. Use the script "I am giving you a verbal warning. If you continue to choose to XXXX, you will receive a C1".
Praise publically, challenge privately and quietly.

C1	Not Ready, Not Respectful, Not Responsible Formal warning			Recorded on CC
C2	Not Ready, Not Respectful, Not Responsible <i>Continued</i> behaviour after final warning. Second formal warning.			Recorded on CC
C3 Department Active support RJ conversation and optional 10-minute detention Parental contact	Not Ready, Not Responsible, Not Respectful <i>Persistent</i> behaviour Department Active support	W3 Whole school behaviour	Not Ready, Not Responsible, Not Respectful	Recorded in detail on CC
C4 Department Withdrawal 30-minute detention and RJ conversation Parental contact	Not Ready, Not Responsible, Not Respectful Department withdrawal	W4 Whole school behaviour	Not Ready, Not Responsible, Not Respectful	Recorded in detail on CC
C5 On Call	Failed withdrawal (student refuses to go to the withdrawal room or leaves the withdrawal room without permission) Serious behaviour that requires urgent support and further investigation			Failed withdrawal recorded by HoD on CC
Serious Behaviour requiring investigation (Pastoral Team)	Prejudice/discrimination, sexual harrassment, theft, fighting, smoking/vaping, possession of any prohibited items, swearing directly at a member of staff			Recorded by pastoral team
Truancy	If you suspect a student is truanting, please email the house team. A C5 will be issued by the house team if no legitimate reason for missing the lesson is found			Recorded by pastoral team
Only the highest consequence is logged. A notification is sent to parents/carers through Class Charts				

APPENDIX C Attitude to learning



BCA2L

Attitude to Learning					
6 Outstanding Learner	<ul style="list-style-type: none"> Outstanding eagerness to learn & progress Highly proactive, hardworking & mature approach Understands how to work independently and has consistently demonstrated togetherness inside the classroom Continually demonstrates integrity in all areas Is a driving force for creating a positive, respectful and caring learning environment for all serving others 				
5 Active Learner	<ul style="list-style-type: none"> Shows a real enthusiasm for own learning and is consistently hardworking Works well independently and demonstrates integrity Listens respectfully & acts upon all feedback Is positive in their attitude and encourages others demonstrating togetherness & servanthood 				
4 Passive Learner	<ul style="list-style-type: none"> Is compliant and often Hardworking but can be passive in their approach Contributes to learning when prompted but makes little impact on the learning of others Is on task, demonstrates some care and can reflect on own learning Can collaborate and demonstrate togetherness if prompted 				
3 Inconsistent Learner	Impact Code Expected	<ul style="list-style-type: none"> Can lack focus on occasion and could be considered hard working on occasion Is mostly engaged in learning, respectful and usually demonstrates a positive attitude to learning Requires support to manage their own learning Work demonstrates a lack of care & consistency Can collaborate but contribution is inconsistent 			
2 Cause for Concern		<ul style="list-style-type: none"> Finds it difficult to stay on task and requires support Has displayed a concerning attitude to learning and a lack of hardwork Rarely responds or utilises feedback to improve Work demonstrates a lack of care or effort Can negatively affect the progress of themselves or others demonstrating a lack of togetherness 			
1 Serious Cause for Concern		<ul style="list-style-type: none"> Displays little ambition, hardwork or drive Demonstrates a lack of resilience and engagement Significantly risks underperforming Work does not demonstrate any care or effort Disrupts the learning of others and does not demonstrate togetherness 			
Care	Hard Work	Respect	Integrity	Servanthood	Togetherness

APPENDIX D Pupil Restraint Form

This form is completed as an MS Form, but the questions remain the same.

PUPIL'S NAME:	
HOUSE AND YEAR:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED/Witnesses?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

APPENDIX E Student search form

Search Form

Name of Child:			
Tutor Group:			
Date of search:			
Reason for Search:			
Outcome:			
Parents contacted by: Date:	Attached to Students file: Y/N	Added to CPOMS by: Date:	Recorded on log by: Date:
Student Signed:		Date:	
Witnessed by 2 staff:			
Signed:		Signed:	
Job Title:		Job Title:	
Date:		Date:	
Forms must be filed in the search folder in CMI's office in date order after being scanned on to CPOMS			

Reviewed by:	Claire Milbourne	September 2023
Next Review Date:		September 2024
Updated:	Claire Milbourne	September 2023
Approved by Directors:		TBC

Signed:



Lois Whitehouse
CEO



David Bermingham
Chair of Trust Board