



DOROTHY  
STRINGER  
SCHOOL

EDUCATION FOR LIFE

# Behaviour and Relationships Policy

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 20 June 2022
---------------------	---------------------	---------------------------

<b>Last reviewed on:</b>	Summer 2022
--------------------------	-------------

<b>Next review due by:</b>	Summer 2025
----------------------------	-------------

## Contents

1	Aims and Principles	Page 3
2	Legislation and statutory requirements	Page 4
3	Definitions	Page 4
4	Roles and Responsibilities	Page 5
5	Communication with parents/carers	Page 6
6	The Stringer Learning Culture	Page 6
7	Rewards and positive behaviour	Page 7
8	Incidents of misbehaviour	Page 8
9	Support and sanctions	Page 9
10	Wider responsibilities and powers	Page 12
11	Malicious Accusations	Page 15
12	Equalities	Page 15
	Appendices	
	Appendix 1 – Prohibited Items	Page 16
	Appendix 2 – Linked policies	Page 16

# 1. Aims and Principles

The staff and governing body at Dorothy Stringer are committed to our students' educational achievement. Therefore, we want to maintain an inclusive, supportive culture that enables our students to grow as positive, productive members of society who leave school having benefitted from an education for life. This commitment requires promoting and teaching the behaviours we want to see in our students and providing systems, rules and procedures to help students make the best of their time at school academically, personally and socially. Everyone in our community has the right to feel valued and respected.

We recognise the importance of emotions and understanding emotions as a key aspect of understanding and managing behaviour. We therefore promote attachment awareness and emotion coaching approach to support our students to manage their behaviour and help create an environment that supports everyone as a learner. This approach is based on guidance and expertise provided by Brighton and Hove Local Authority.

We believe that the best outcomes and school experiences for students and staff are achieved by having a consistent approach based around:

- Being positive and recognising resilience, respect and creativity in student's work and behaviour.
- Explicitly teaching good behaviour and providing clear reasoning to explain how good behaviour makes school a better experience for all.
- Communicating simple rules and consequences that are consistently implemented by all staff.
- Making the school environment inviting and welcoming to all students.

## Policy Aims:

- Provide a clear approach to behaviour which can be effectively communicated to all members of the school community.
- Identify the values and behaviours we want to see demonstrated by all members of the school community.
- Define what we consider to be unacceptable behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions. The procedures will continue to develop and evolve over time, whilst fitting within the framework of this policy.

## Policy Principles:

- To recognise that our first responsibility is the safeguarding of young people in our community.
- To make school a safe and welcoming place where students can receive the best education possible and respect the rights of others.
- To develop an approach which encourage respectful behaviour, resilience and creativity in students' progress
- To develop a flexible, relationship led approach to support students who are struggling in school and recognising that different individuals can require different approaches and support with behaviour.

- To support students in taking responsibility for their actions, accept consequences and learn how to manage and regulate their behaviour.
- To support all members of staff to develop positive relationships with all students and take responsibility for the behaviour of students in front of them.
- To provide a clear support system for staff to make working at Dorothy Stringer the best possible experience.

## 2. Legislation and statutory requirements

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

1. [Behaviour and discipline in schools](#)
2. [Searching, screening and confiscation in schools](#)
3. [The Equality Act 2010](#)
4. [Keeping Children Safe in Education](#)
5. [Use of reasonable force in schools](#)
6. [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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

Behaviour is how a community enacts its values and principles. We want our community to demonstrate the school values of developing an education for life, showing respect, resilience, and creativity during their school careers. This is demonstrated through conduct in classrooms and all public areas: how students work, communicate, relax and interact; how they arrive at school; transition from one activity to another; how they use technology where it impacts school life; their conduct beyond the school gates when moving to and from school and identifiable as members of the Dorothy Stringer community and other areas of their conduct that reasonably fall within the remit of school.

There will be times when students' behaviour does not meet the standards we want for our community. We understand that in many situations, which will vary between individuals, behaviour is a form of communication. Therefore, we will seek to work with students to help them and us understand the causes of such behaviours with an aim of improving behaviour.

**Misbehaviour** is defined as, but not limited to:

- Behaviour in lessons which disrupts learning or teaching for individuals or the class.

- A lack of safe, respectful behaviour before and after school in corridors, between lessons at break and lunchtimes in any area of the school.
- A lack of respect shown to other members of the school community, in words or actions.
- Non-completion of classwork or homework.
- Defiance of instructions from members of staff.
- Possession of prohibited items, depending on the item. Please see Appendix 1

**Serious misbehaviour** is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying (see Anti Bullying policy for more information).
- Racist, sexist, homophobic, bi-phobic, or transphobic behaviour or discriminatory behaviour against others which does not respect an individual's rights.
- 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.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Possession of prohibited items, depending on the item. Please see Appendix 1.

## 4. Roles and Responsibilities

The Dorothy Stringer School governing body:

- is responsible for reviewing and approving the Dorothy Stringer High School Behaviour Policy in conjunction with the headteacher.
- should monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher:

- is responsible for reviewing and approving the Behaviour Policy in conjunction with the governing body.
- will monitor the policy's effectiveness and hold staff accountable, where appropriate, for its implementation.
- will ensure that the school environment encourages positive behaviour and that staff deal effectively with misbehaviour using agreed systems, approaches, and actions.

School staff will:

- act in a way that safeguards and promotes the welfare of children, including ensuring children have a safe environment in which to learn and achieve the best social, emotional, and academic outcomes possible.
- implement the behaviour policy consistently to promote desirable behaviour throughout the whole school, including the use of rewards, and address unacceptable behaviour using agreed systems, approaches, and actions.

- expect all students to behave in a way that allows **all** students to learn and meet high expectations of conduct, addressing this promptly when student behaviour does not meet expectations, in the classroom and at all other times.
- use an appropriate approach to the specific needs of particular students, including seeking support from fellow colleagues and professionals as appropriate.
- provide explanations, challenge, feedback to students on their behaviour.
- record behaviour incidents using appropriate systems, inform colleagues as appropriate, and inform home as appropriate when behaviour concerns persist.
- take part in restorative meetings, with due consideration to workload, to help students improve their behaviour.

The senior leadership team and duty staff will support staff in responding to behaviour incidents.

Parents/Carers are expected to:

- Support their child in following to the Stringer Learning Culture.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any concerns with the school promptly.
- Acknowledge the challenges around behaviour in schools and be open to understanding that all members of staff are doing their best for all members of the school community, even when there maybe differences of opinion.

Further details on the roles of parents/carers are available in the Home School Agreement.

## **5. Communication with parents/carers**

It is recognised that building effective relationships with parents/carers and with students is a key element in improving behaviour in school. The most effective intervention for many students, although not all, is phoning parents/carers to relay any concerns and identify forms of support available.

Parents/carers will be informed of behaviour incidents with automated emails from the SLG. The email will state that the student has received a behaviour point for a specified incident e.g., Bad Language. It is desirable that parents/carers firstly speak to the student regarding the behaviour incident. This encourages students to take responsibility for the incident and avoids additional workload for staff. Should parents/carers have further questions which staff may answer, they should then contact the school through normal communication channels.

For more serious incidents, there will be contact, by phone or email, from the appropriate member of staff to discuss the incident, the causes, the sanctions and any wider concerns about the student. It may follow on from this, or following a number of incidents, that a meeting in school may be appropriate. This may or may not involve the student. Any meetings in school should be agreed and scheduled in advance.

## **6. The Stringer Learning Culture**

At the time of writing, we are developing plans for a consultation of staff and students for a review of the Stringer Learning culture.

The Stringer Learning Culture is key in providing a consistent basis for managing classrooms and learning throughout the school. Ensuring students have a consistent experience in different classrooms allows them to focus their attention on the teaching and learning.

The rules for classroom behaviour are:

- Arrive on time to all lessons, properly equipped and ready to learn.

- Enter classrooms quietly and calmly and sit where your teacher asks
- Wear correct uniform and remove all outdoor clothing
- Follow instructions straight away
- Show respect to everyone in the class
- Listen in silence to your teacher and other students
- Put up your hand when you need attention or want to make a contribution to the lesson
- Take part sensibly and thoughtfully in class activities and classwork
- Keep hands, feet, objects and inappropriate comments to yourself
- Switch off phones and electronic devices
- Leave phones, electronic devices and headphones in bags
- Food should not be eaten during lessons.

## **7. Rewards and positive behaviour**

Rewarding desired behaviour and recognising achievement and effort is a key principle of creating a positive and progressive school environment. The school reward system should motivate students in their learning, their behaviour and developing responsibility for their conduct. Rewards can be both informal and formal and should recognise that not all students feel rewarded by the same experiences.

We recognise that our students possess a range of talents, abilities, and support. Some of our students should be rewarded for behaviours that other students regard as normal and unremarkable. We are committed to recognising the variety of effort and achievement that exist within our community.

### **Achievement Points**

Achievement points are recorded on the Stringer Learning Gateway (SLG) and are monitored regularly. Students and parents/carers can see these points are awarded. Staff should aim to consistently and fairly award achievement points in recognition of work, effort, and behaviour of students.

### **Attitude to Learning Awards**

Learning Progress Reports give students Attitude to Learning Scores (ATL). This allows further recognition of student's achievements. ATL scores between 1.7 and 1 receive learning awards as long as the student has no more than one Needs to Improve and no Cause for Concern gradings.

- A score of 1 is rewarded with a Platinum award.
- A score of 1.4 or better is rewarded with a Gold award.
- A score of 1.5 is rewarded with a Silver award.
- A score of 1.7 is rewarded with a Bronze award.

### **Departmental awards and Year group awards**

Departments and Year groups may have their own rewards system which recognises effort or achievement which may take a variety of formats.

Pastoral teams may also have their own rewards to recognise achievements, whether they are academic, attendance, achievement points, sport, or community service. When possible, assemblies will be used to reward students.

### **Digital Badges**

Digital Badges will be used to reward student achievement in different areas of school life, including demonstration of school values of respect, resilience, creativity, representing the

school, and further areas. Digital Badges can be awarded at different levels of engagement, from participation through to leadership. Digital Badges have particular value as they exist independently of the school and can be shown to colleges, employers and other parties as independent evidence of student achievement.

### **Student Awards Ceremony**

The Student Awards Ceremony is an annual opportunity for special recognition of student achievement.

Form tutors make four nominations in the following categories:

- Participation/contribution to the life of the tutor group
- Respect and responsibility
- Attitude to learning
- Most improved progress

Departments make three nominations per year group for students who demonstrate excellent learning behaviours, participation and attitude in each subject area. These are not awards solely predicated on attainment.

Extra-curricular awards can also be nominated.

## **8. Incidents of misbehaviour**

When dealing with behaviour which does not meet our expectations for students, it is important for all staff involved to remember:

- To distinguish between the behaviour and the student.
- To consider a student's additional needs.
- To follow policies when responding to behaviour incidents.
- To be consistent when dealing with students, whilst also considering the relationship with the student and how to bring about the best outcomes for the student and community.
- To seek out opportunities to have restorative conversations with students following an incident which aims to improve future behaviour.
- To be aware that consistency of intervention is more important than severity of sanction.

When members of staff witness misbehaviour, it is their responsibility to intervene and take appropriate action. Support will then be available from other staff, whether Heads of Department, Heads of Year, or SLT.

### **Monitoring and Recording Behaviour**

Students will be issued with behaviour points for inappropriate behaviour and details of the incident must be recorded on the SLG to provide an overall picture of a student's behaviour and allow staff to follow up effectively. Staff should record what action was taken and comment in a factual manner with the expectation that anything recorded in the behaviour log could be shared with a wider audience.

Behaviour points are monitored on the SLG. If students reach a threshold for being moved on to, or up, or down the Wave system a recommendation will appear on the SLG. These recommendations will be discussed by the pastoral team.



## **In the classroom**

If an incident occurs in a lesson, a log should be made on the SLG. A class teacher can issue a teacher sanction (breaktime or lunchtime detention or reporting after school). This should then lead to an opportunity to discuss the incident with the student and identifying how behaviour can be improved in future.

A more serious incident, or repeated incidents, may need to be referred to the Head of Department. The Head of Department may issue an after school or senior detention. The student may need to be referred to the pastoral team, depending on the nature of the incident. Keeping parents and carers informed of incidents, ideally with a telephone call, is an important part of improving behaviour and building relations.

There are some incidents which require a student to be removed from a lesson. The Alert system should be used so that Duty staff can support the class teacher. Departments should have a withdrawal system which allows a student to be relocated to another classroom. Duty staff may remove the student to SR6 or the Purple Room if necessary.

Students may need to be removed from the next lesson in a subject to support the behaviour of the whole class and allow time for the teacher/student relationship to rebuild. This should be managed by Heads of Department within departments.

Should students consistently demonstrate poor behaviour in a subject area, the Head of Department may put the student on monitoring report for an appropriate temporary period. The Head of Department should then identify targets for the student to achieve and appropriate evidence should be recorded by class teacher. Parents/carers should be made aware of this intervention. The outcome of the report should determine whether any further sanctions should be necessary.

## **Outside of the classroom**

If an incident occurs outside of a lesson (transition between lessons, break or lunchtime, before or after school), members of staff should take responsibility for managing the incident by speaking to students involved and using the SLG appropriately. Should it be a more serious incident, it will need to be referred to the Head of Year.

## **Lesson changeover**

For transitions between lessons teachers should be at the doorway to their classroom, as much as possible. This allows teachers to welcome students to class, take ownership of the classroom, and monitor behaviour in the corridors. In line with the Teaching and Learning policy, a Do It Now activity or similar should be available for students whilst they wait for all students to arrive.

# **9. Support and sanctions**

Some incidents of misbehaviour require intervention from staff beyond a conversation and logging behaviour points. Taking an attachment aware and emotion coaching informed perspective on student behaviour means that we will try to separate out the emotions which led to an incident and the behaviour in the incident. Emotion coaching emphasises that people are entitled to their emotions, and we should work with them to identify and understand those emotions and their causes. Once we have established that understanding, we should then discuss appropriate limits on behaviour, support available and sanctions for behaviour. We should emphasise that our sanctions are for the demonstrated behaviour and not for the emotions and causes. Sometimes these conversations need to be in separate parts.

## **The Wave Referral Procedure**

The school uses the Wave system when behaviour points issued to students suggest a concern. Movement up or down the four stages of the Wave is based on behaviour. It is used

as a standardised approach to allow for fair access to extra support resources and to identify students who may need to be considered for access to alternative educational arrangements. Some students will benefit from having a daily report whilst on the Wave which staff will complete for each lesson of the day.

Students' progress through the Wave in accordance with level of need and report to staff as follows:

Wave 1 – Form Tutor  
Wave 2 – Head of Year  
Wave 3 – Head of School  
Wave 4 – Inclusion Coordinator

Students do not necessarily move through all the Wave levels. For some students it will be appropriate to place them on the highest level of the Wave if there are already recognised concerns about their behaviour. Where possible a range of strategies in each level must be attempted and staff may make use of other appropriate measures as they see fit.

There are weekly meetings between the Heads of School and the Inclusion Co-ordinator to discuss students on the Wave and any movement of students up or down the Wave. Heads of Year also meet fortnightly with Heads of School to discuss students at Waves 1, 2 and 3. For students who display continuous disruptive behaviour the use of other agencies is a key part of the Wave system at the highest level.

### **Detentions**

After school detentions must be issued by Heads of Department, Heads of Year, Pastoral Managers or SLT. Students must be informed of detentions by staff. Form tutors should remind students of any detentions that they have. Parents/carers should be informed 24 hours before an after-school detention.

### **School detention organisation:**

- There are 30-minute (3.20 to 3.50) detentions, organised by year group after school on Tuesdays and Thursdays.
- There are 60-minute senior detention (3.20 to 4.20) after school on Wednesdays.
- KS3 students will complete a reflection sheet and copy out the Code of Conduct.
- KS4 students are able to complete home learning or revision tasks.
- Instructions for conduct during detentions should be displayed to the students.
- Failure to behave appropriately or produce an appropriate amount of work, may see the detention being rescheduled.

Failure to attend detention will result in further consequences. If a student is absent on the day of detention, it will be automatically rescheduled. Should a student have a valid reason for not being able to attend a detention, supported by parents/carers, detentions can be rescheduled or an alternative sanction set. Heads of Year and Heads of School are responsible for sanctioning students if they miss detentions. Sanctions will escalate up to seclusion in stages.

### **Internal Suspension**

If students continue to not meet expectations following interventions with their behaviour, a period of internal suspension in the Purple Room may follow. This may be for a half day (8.50am to 1.10pm), a full day (8.50am to 3.10pm) or over multiple days, depending on the nature of the behaviour. Whilst removing students from the learning is not a desirable outcome, it can be necessary to temporarily remove students from the school community.

The Purple Room has access to the curriculum using computers and has alternative work provided. It is supervised by teaching staff who are there to support students in accessing the curriculum and monitoring behaviour. Students will not have the same break and lunchtimes as the rest of school.

Students are required to sign a document agreeing to behaviour expectations in the Purple Room. Should students not meet these expectations, staff will ask for support by calling an Alert for SLT support.

When possible, staff should aim to see students in internal suspension to discuss behaviour incidents with them and have a restorative conversation.

### **Seclusion**

For serious incidents and failure to behave appropriately in Internal Suspension, students may be issued with a seclusion. Students are required to only attend school between 3pm and 6pm in full school uniform. They will access the curriculum in the Purple Room with the supervision of staff. Should behaviour during seclusion not meet our expectations, then further seclusions may be issued.

We regard seclusion as our most serious sanction. It maintains a connection with the school community and allows the school to continue to supervise the student.

### **Alternative Curriculum**

For some students, who may have additional needs, and who consistently struggle to meet behaviour expectations, they may be considered for the in school alternative provision of the Alternative Curriculum. These students will have been on the Wave. The Alternative Curriculum allows a student's timetable to be tailored to their strengths and needs with a focus on building the relationship skills necessary for school. They are supported by the Inclusion Coordinator and Learning Mentor team.

### **Fixed Term Exclusion**

Working with guidance from the Brighton and Hove Local Authority and Brighton and Hove Inclusion Support Service, the school is committed to exploring alternatives to fixed term exclusion and suspension.

Suspension and permanent exclusion can have a negative impact on a student's long-term future with associated poor educational performance, social isolation, substance misuse and increased risk of entering the criminal justice system. Whear et al (2003) found that suspension and permanent exclusion rarely improve difficult behaviour. In fact, suspension and permanent exclusion can increase stress for the family and disproportionately exacerbate the student's behavioural difficulties. It leads to a lack of belonging for the students in the school and it can also threaten placement stability for children in care (CiC) and previously in care (PiC).

However, we acknowledge that there can be situations where such consequences are a necessary outcome, and we will follow local authority and DfE guidance.

A fixed term exclusion may be issued for a student who has been involved in a serious incident, or whose behaviour is consistently interfering with other students' ability to learn. A fixed term exclusion may be issued for any of these behaviours:

- persistent disruptive behaviour

- drug & alcohol related behaviour
- damage or theft to personal or school property
- physical assault against an adult
- physical assault against a student
- racist / homophobic abuse
- sexual misconduct
- theft
- verbal abuse / threatening behaviour to an adult
- verbal abuse / threatening behaviour to a student
- other: e.g., carrying a weapon

If a fixed term exclusion is issued for more than five days, the Head of School will arrange for work to be sent home.

### **Re-integration following a fixed term exclusion**

The Head of School will arrange a meeting in school with the student and parents or carers before the student resumes attendance. The Inclusion Coordinator and/or a member of an external agency may be invited to the meeting. A way forward will be discussed at the meeting. The Inclusion Coordinator may be asked to take a more active role by placing the student on a Support Centre report with targets to meet and/or in re-integrating the student into the school via an initial period of withdrawal to the Support Centre. A Pastoral Support Plan (PSP) may also be initiated.

### **Permanent Exclusion**

Permanent exclusion will be considered for the following:

- use of weapons or possession of weapons
- drug dealing
- serious threats of and actual violence
- bullying
- persistent or serious breaches of the school behaviour policy
- where the school believes that a student's presence in the school represents a serious threat to the well-being of others.

If a student has had fixed term exclusions totalling more than 45 days in any year, then permanent exclusion has to be considered. Permanent Exclusion can also be used in cases where a student's actions constitute a serious danger to the student or others although the number of excluded days is fewer than 45.

Only the Headteacher may exclude students though some of the SLT have delegated powers to make the decision to exclude.

## **10. Wider responsibilities and powers**

### **Out of school behaviour**

Students are expected to maintain a high standard of behaviour when they are out of school. According to the Department for Education's policy, Behaviour and Discipline in Schools, (page 9, paragraph 25) explains that, in line with the behaviour policy, teachers may discipline students for misbehaviour where they are on a school trip or representing the school, and when they are travelling to and from school, and when they are wearing school uniform or are identifiable as students of the school. For misbehaviour outside of school, staff should confirm the misbehaviour at the time, and implement any sanctions when the student is in school again.

## [Behaviour and discipline in schools](#)

### **Use of reasonable force**

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In our school, force may be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member, and there is no expectation that they intervene physically.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with students. Force is usually used either to control or restrain a student and this can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight, or where a student needs to be restrained to prevent violence or injury.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. 'Reasonable in the circumstances' means using no more force than is needed. Using force as a punishment is unlawful and should not be done.

See the Department for Education paper [Use of Reasonable Force](#) for further information.

### **Searching and Confiscation**

The school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that school discipline is maintained. Under this authority we reserve the right to search students under the following circumstances and to confiscate items as described below:

- students will be treated courteously and afforded respect and a reasonable level of personal privacy during any search.
- personal items will only be searched in the presence of the student.
- searching should be carried out by a member of staff who is the same sex as the student if possible.
- there must be a second member of staff present during the search to act as a witness
- members of staff who have the authority to search are as follows: SLT, Heads of School, Heads of Year, Pastoral Managers, Inclusion Co-ordinator.
- there is a limited exception to the same sex and witness rule when there are reasonable grounds to believe that there is risk of serious harm to a person or persons if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff
- parents and carers will not be informed prior to a search or to seek parental consent and there is no legal requirement to keep records of searches carried out. However, for safeguarding purposes, any search will be recorded on CPOMS.
- parents will be informed if a search or screening uncovers items that will result in school disciplinary action or police involvement

## **Searching with consent**

We can search students for any item with verbal consent from the student. It is not necessary to obtain parental permission or notify parents or carers in advance. We do not require written formal consent in advance of a student search; it is enough for a teacher to ask the student to turn out their pockets, empty their bag and allow access to a search of their school locker.

## **Searching without consent**

If a member of staff has reasonable grounds to suspect that a student is in possession of a banned item, a student can be instructed to undergo a search without consent; parental permission or pre-notification is not required. The Head Teacher and any staff authorised by him have a statutory power to search students and their possessions with or without consent where they have reasonable grounds for suspecting that the student may have one of the banned items listed below. A student refusing to co-operate with a search will be subject to disciplinary measures from the school.

Please see Appendix 1 for the list of prohibited items.

## **Electronic and digital devices**

Mobile phones and similar devices may be brought into school but should only be used with a teacher's explicit permission to support learning. At all other times, phones should be switched off (not on silent) and kept in school bags during the day. If a phone is seen, it will be immediately confiscated.

The use of headphones, earphones or similar will be regarded as using a mobile phone and the phone and headphones will be confiscated. Smartwatches may only be used as watches and if used as a phone accessory (e.g., messaging) during lesson time will be confiscated.

Filming or recording others, including staff, without their consent is not permitted.

School staff may examine data files held on personal devices, including mobile phones, during a search if they believe they have good reason to do so. In determining a good reason to examine or erase data or files, school staff must reasonably suspect that the data or file has been or could be used to harm, disrupt teaching, break school rules or the law. Refusal to allow access to a device may be regarded in the same way as having data or a file that could be used to harm, disrupt teaching, break school rules or the law. Students will be afforded an appropriate level of personal privacy in any examination.

If the device is to be returned, relevant files may be deleted or retained by the school to support disciplinary action, or where appropriate passed to the police. Students are not permitted to use their phones during the school day.

## **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police.

Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable. Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed on to the police or disposed of by the school.

Where phones/headphones/electronic devices are confiscated:

- on the first occasion, the phone can be collected by the student at the end of the day
- on subsequent occasions, the school may retain the device until a parent/carer comes to school to collect it.

Dangerous items may only be returned to parents or carers who call at school to collect them personally. The school reserves the right to hand over items to the police without prior consultation with parents or carers.

The school will not accept responsibility for the safety of any valuables in school.

## **11. Malicious Accusations**

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 or malicious, any record of the incident will be removed from the member of staff's file.

The student or students involved in making a malicious allegation maybe disciplined according to the severity of the case up to and including exclusion.

## **12. Equality Act 2010**

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.

Students who have a diagnosed SEN/D need, are awaiting diagnosis or are otherwise needing support will be supported by the SENCO. 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 programme for that child. We will work with parents to create the plan and review it on a regular basis.

It is important to recognise that for these students and their parents/carers effective communication with the school is vital in supporting the child's progress.

Please see the Special Educational Needs Policy for further details.

## **Appendix 1 – Prohibited items in school**

The following items will be confiscated by staff and parents/carers informed. Possession of such items, regardless of ownership, is serious misbehaviour and will be sanctioned accordingly.

These are:

- Stereos and portable speakers
- Skateboards, scooters, micro-scooters
- Knives or weapons
- Glass bottles, canned drinks, energy drinks
- Alcohol
- Illegal drugs and associated paraphernalia
- Stolen items
- Cigarettes, tobacco, cigarette papers, filters, matches and lighters
- Vapes and associated paraphernalia
- Laser pens or similar light projecting equipment
- Fireworks, bangers, stink bombs and similar.
- Pornographic images
- Chewing gum
- 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)

## **Appendix 2 – Linked policies**

Please see [school policies](#) on our website with particular reference to the following:

- Anti-Bullying policy
- Attendance Policy
- Child Protection and safeguarding policy
- Complaints policy
- Equalities policy
- Health and Safety Policy
- Recruitment and Selection Policy and Procedures
- Relationship and Sex Education Policy
- School Trips Policy
- Special Educational Needs Policy
- Uniform Policy
- Whistleblowing Policy