Rewards and Behaviour Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and student referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England 2023
- Use of reasonable force in schools
- Supporting students 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 students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- 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.

This policy complies with our funding agreement and articles of association.

3. Rewards

We aim to create the conditions in which students are supported to become the best they can be whilst feeling valued in doing this. To this end these guidelines have been developed to;

- Encourage and acknowledge consistently positive engagement in learning for each subject;

- Acknowledge good attendance;
- Acknowledge the positive contributions and/or impact made by students both in and outside of the classroom;
- Acknowledge students who make a special contribution to school events or aspects of school life;
- Develop a sense of community and acknowledge house, tutor and/or year group achievements;
- Celebrate myriad occasions of success

3.1 Receiving Individual Rewards

To ensure the success of these guidelines, SWS seeks to build a partnership between the school and parents. Parents can actively track their son/daughter's rewards daily through the parent app. The school will also seek to inform parents when other rewards are achieved.

At various stages throughout the year, students may receive individual rewards for a wider variety of reasons. These include:

	Pastoral	Academic
Daily	Phone calls home. Praise Postcards. Achievement points (Added to SIMS)	Praise Postcards. Winning Wall: Student name on the board- Phone call home same day to celebrate. Achievement points (Added to SIMS)
Weekly	Attendance Postcards sent home from attendance team. Attendance streaks – cash in streaks for prizes.	Curriculum Lead phone calls home nominated by team for exceptional work in subject. Social media marketing- 'Work of the Week'
	Fab Fridays (Afternoon form time)- Led by the RSL. Online assembly to celebrate wins of the week both individually and form wise.	

Half Termly	Attendance reward: Pizza lunch 'Best attending form'. Parental raffle tickets for prize draws based on 100% attendance pupils and with no sanctions. Early lunch 'Golden Ticket' passes	
Termly	100% attendance and no sanctions- External Visit (Student voice dependent) Academic badges	
Yearly	Whole school: Alton Towers Trip/TBC HT6 (Student voice dependent)	

3.2 Achieving Individual Points

Every student could regularly earn achievement points in recognition of their contributions, effort, achievements and progress. Achievement points can be awarded depending on whether the student has made a positive impact on the lesson or has made progress beyond that which is ordinarily expected. These points should be added by teachers and non-teachers. These points should be consistently and fairly awarded to each student's individual total throughout the year in the following ways and will be regularly monitored and discussed via SIMS:

	Defined as:
Ready	Line up outside of the door. Coats off with correct uniform on. Have the correct equipment to learn. Have a learning mindset.
Respectful	We use our manners when addressing others. We treat equipment and the building with respect. We use language that is appropriate for a school environment.
Safe	We are not on the corridors after the bell. We do not walk out of learning environments. We behave in a way we keep other people safe.
Above & Beyond	Going above and beyond Ready, Respectful and Safe and embodying the school values of; Opportunity, Community and Courage

3.3 End of Year Rewards

- Winners selected and recognized in end of year assembly or an awards evening with parents invited as appropriate
- Individual subject awards for all nominees acknowledged by letter
- Selected criteria leading to whole school visit.
- Opportunity, Community and Courage pin badges

3.4 Celebrating Success

Each week, each year group will hold an assembly to recognise and celebrate the successes of individuals and tutor groups during that week. This includes top achievement points received.

At the end of each half-term, each year will hold a rewards assembly to recognise and celebrate the successes of individuals and tutor groups during that half-term.

3.5 Attendance Streaks

1. Once a pupil achieves a set number of streaks (consecutive days attendance)
2. The form tutor informs their Raising Standards Lead by email the number of streaks and the student receiving
4. RSL will then deliver the correlating prize/ voucher
5. Students can use their voucher

15 streaks	Free Breaktime snack (Value of £1)
20 streaks	Free Breaktime snack (Value of £1.50)
25 streaks	£2 Breaktime voucher- Canteen
30 streaks	Lunch Time Meal Deal Voucher- Canteen £3.00
40 streaks	£5 Love to Shop Voucher
50 streaks	£10 Love to Shop Voucher

Students can cash in at each stop until they reach 40 streaks.

At this point they can either choose to:

a. Cash in and receive the £5 voucher and go back to the start
b. Carry on and reach 50 streaks and cash in the £10 voucher and then go back to the start.

4. Standards and Expectations

4.1 Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Defiance

> Spitting

> Swearing

> Incorrect uniform

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> 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

> Verbal abuse to, including swearing at, staff or other students

> 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 and cigarette paper or Vapes and E-Cigs

- 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 student)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period

> Difficult to defend against Bullying
can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobia • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The Principal

The principal is responsible for:

> Reviewing and approving this behaviour policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully

> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

6.3 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for students

> Establishing and maintaining clear boundaries of acceptable student behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of students

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

> Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

> Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

> The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

7. School behaviour curriculum

Students are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other

> Move quietly around the school

> Treat the school buildings and school property with respect

> Always wear the correct uniform

> Accept sanctions when given

> Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Expectation	Student	Staff
Punctuality	Arrive on time. If lateness occurs then the student must enter the room quietly, sit down and join in the lesson. There will be an opportunity to discuss with the teacher	Staff to greet all students at their door. If a student is late then they must be allowed to enter the room and begin work. A discreet discussion about the reason for lateness will be completed at a convenient point in the lesson.
Equipment	Students are encouraged to have the correct equipment for each lesson.	Staff will have stationary runways in their classroom where equipment is laid out for students to collect upon entry.
Uniform	Students must arrive wearing the correct uniform and complying with the uniform policy.	Staff to praise students who arrive looking smart and complying with expectations. Staff to challenge any students with incorrect uniform, students given an opportunity to correct and comply prior to entry into the room.
Seating Plans	Students will sit in their given seat. Students will not leave their seat or the room without permission.	Staff to have appropriate seating plans for each lesson. This is based on need of pupils.
Food/ Drink	Students will not eat or chew gum in lessons. Students will only drink water, with the exception of science labs.	Staff to confiscate any items not permitted.
Respect	Students will listen respectfully when others are talking. Keep off task conversations to social times. Students feel safe and can contribute to lessons when appropriate.	Staff to create a culture where respect evident. Provide opportunities for student discussion and also independent, silent work.

7.1 Mobile phones

Here at Sir William Stanier, we recognise the importance of students having and bringing a mobile phone with them to school. We want all students to remain safe on their journey to and from school each day. This means that we allow students to have a mobile home on their possession. However, if students choose to bring phones to school, they must remain switched off and out of sight whilst they are on the school grounds. A mobile phone must not be visible at any point during the school day, this includes for checking of the time.

If a mobile phone is visible and is seen by a member of staff, then the mobile phone will be confiscated. (Schools are permitted to confiscate phones from students under sections 91 and 94 of the Education and Inspections Act 2006). If a mobile phone is confiscated then it must be placed in a sealed envelope, labelled with the student's name and delivered to reception. Students may collect their mobile phones from reception at the end of the school day. If a mobile phone is confiscated more than once in a half term period, then it will need to be collected from the school reception by a parent/ carer.

If a member of staff has reason to believe that a mobile phone contains inappropriate images, or if it is being/has been used to commit an offence or cause personal injury then the Designated Safeguarding Lead (or a member of the Safeguarding Team) will be notified to search the mobile phone (as set out in the DfE's Guidance on Searching, Screening and Confiscation).

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

> Sexting (consensual and non-consensual sharing nude or semi-nude images or videos) >

Upskirting

> Threats of violence or assault

> Abusive calls, emails, social media posts or texts directed at someone based on someone's ethnicity, religious beliefs or sexual orientation

8. Responding to behaviour

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Our principles for learning are based on: Ready, Respectful and Safe

They will:

> Create and maintain a stimulating environment that encourages students to be engaged

> Display the behaviour curriculum (Ready Respectful Safe)

> Develop a positive relationship with students, which may include:

- Greeting students 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

We have high expectations for our students. Therefore, to facilitate a consistent approach to classroom management and lesson delivery, we have five non-negotiables that are used by every teacher to set and maintain high expectations of student conduct in lessons.

Our non-negotiables are:

1	Respectful entry	Teachers meet students at the door and invite them in. The teacher challenges uniform and lesson readiness as students enter the room.
2	Do now	A starter or Do Now task is prepared for students so that learning can begin immediately. The Do Now task should be accomplishable without teacher input. Students are directed to being immediately.
3	3-2-1	Teachers use a '3-2-1' prompt to get class attention. This is usually followed by an instruction. Eg 'mouths closed' or 'eyes on me.'
4	Class readiness	Before delivering instructions or lesson content, the teacher ensures that the class are ready for learning. This means that students are silent and paying active attention to the teacher. Class readiness may be established and maintained repeatedly throughout the lesson as required.
5	Respectful dismissal	Students wait silently behind their desks to be dismissed. The teacher dismisses students in an orderly fashion, usually row by row.

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information

8.3 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

8.4 Consequence System

Warning System

Warning 1	Name Noted
	'You have received your first warning'
Warning 2	Tick
	'You have now received your final warning'
Removal	'You are now leaving the learning to attend reflection'
	- The scripting above needs to be linked to a student not being; Ready, Respectful or Safe. - Removal to reflection room for the rest of the lesson. The staff member needs to request on call to collect. - EduLink contact to be made by class teacher. - Pupil to attend CL detention night- 30 minutes (Class teacher to attend for repair and recover- Which needs to take place before next lesson)

Internal Truancy

If a student arrives after 5 minutes, they are late, and an L will need to be added to SIMS for that period. The student then must attend a curriculum detention. Truancy will receive a 'A' on the register. This is only amended by Claire Greaves (Student Support)

Reflection Room

G25 is to be used on a lesson-by-lesson basis when a child is removed from a lesson based on the warning system.

Being placed in reflection is designed to remove from the learning scenario and to support the pattern not being repeated for the rest of the day.

The room is non boothed and set out in exam desk style format.

The child is given a workbook that focuses on the removal behavior.

If a child is placed in reflection, they need to attend the curriculum repair and recover

Repair and Recover/SLT Detentions

Faculty- 30 minutes (Rota as directed by each CL. The detentions are centralised and based in the canteen)	For pupils to are sent to reflection for a lesson from faculty area.
RSL- Twice a week- 30 minutes	For standards breach in social time/For 2 lates per week.
SLT DT- Lates (Nightly)- 30 minutes	For arrival after 8.40am.
SLT DT- Friday – 1 Hour	For failure/ refusal to attend any detention above. For breach of the behaviour expectations at social time.

Internal Suspension

This is a bookable provision, and is based on G40

Internal Suspension full day referrals come from:

1. Refusal/Fail SLT 1 hour detention
2. Serious breach of the behaviour expectations
3. Verbal abuse to staff or student
4. Work will be completed that is in line with the child's timetable that day. Work to be sent each half term by CLs and ACLs.

Suspensions- At the discretion of the Headteacher/Deputy Headteacher

1. Failure of IER
2. Behaviour beyond IER being applied

On Call Rota - Operationally designed by Assistant Headteacher

PSMs/RSLs/SWOs/CLs/SLT

Reports

- Repeated Lateness- Form Tutor Report
- Repeated issues/reflections at Faculty Level- CL to arrange parental meeting and faculty report to be issued.
- Repeated issues/reflections at form time/social time- RSL to arrange parental meeting and RSL report to be issued.
- Post IER and Suspension a child is placed on a SLT Report.

8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

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

> Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. We have several staff who are Team Teach trained, and they would be deployed if a need to restrain was required.

8.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 4) found in a student's possession because of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

> The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused 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 staff who is the same sex as the student; **or**

> It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

> Assess whether there is an urgent need for a search

> Assess whether not doing the search would put other students or staff at risk

> Consider whether the search would pose a safeguarding risk to the student

> Explain to the student why they are being searched

> Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

> Explain how and where the search will be carried out

> Give the student the opportunity to ask questions

> Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

> Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt) > Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

> Desks

> Lockers

> Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

> Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3

> If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

> What happened

> What was found, if anything

> What has been confiscated, if anything

> What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times. **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**

- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- ❯ Act to safeguard the rights, entitlement and welfare of the student

- ❯ Not be a police officer or otherwise associated with the police

- ❯ Not be the headteacher

- ❯ Be of the same sex as the student, unless the student specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the student specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

8.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student at our school

Sanctions may also be applied where a student 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 student

- ❯ Could adversely affect the reputation of the school

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

8.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- ❯ It poses a threat or causes harm to another student

- ❯ It could have repercussions for the orderly running of the school

- ❯ It adversely affects the reputation of the school

- ❯ The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher or designated safeguarding lead (or deputy) will make the call.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

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

Students 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 for more information

8.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

9. Serious sanctions

9.1 Detention

Students can be issued with detentions during break, lunch or after school.

When imposing a detention, the school will consider whether doing so would:

> Compromise the student's safety

> Conflict with a medical appointment

> Prevent the student from getting home safely

> Interrupt the student's caring responsibilities

Repair and Recover/SLT Detentions

Faculty- 30 minutes (Rota as directed by each CL)	For pupils to are sent to reflection for a lesson from faculty area.
RSL- Twice a week- 30 minutes	For standards breach in social time/For 2 lates per week.
SLT DT- Lates (Nightly)- 30 minutes	For arrival after 8.40am.
SLT DT- Friday – 1 Hour	For failure/ refusal to attend any detention above. For breach of the behaviour expectations at social time.

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

> Restore order if the student is being unreasonably disruptive

> Maintain the safety of all students

> Allow the disruptive student to continue their learning in a managed environment

> Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a member of staff ("buddy") in another room, according to the department "buddy" timetable.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

9.3 Internal Suspension

For serious breaches of the behaviour policy, students can be asked to spend an agreed amount of time in the Internal Exclusion Room (IER). Students will remain in the room for the entire day(s) and will complete work set by their teachers. Students will work in silence.

9.4 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

10. Responding to misbehaviour from students with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

> If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider:

> Whether the student was unable to understand the rule or instruction?

> Whether the student was unable to act differently at the time because of their SEND?

> Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include:

> Restorative conversations
> Reintegration meeting
> Pastoral support plan
> Report cards

12. Student transition

12.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusion and suspension

> Use of student support units, off-site directions and managed moves

> Incidents of searching, screening and confiscation

> Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

> At school level

> By age group

> At the level of individual members of staff

> By time of day/week/term

> By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).
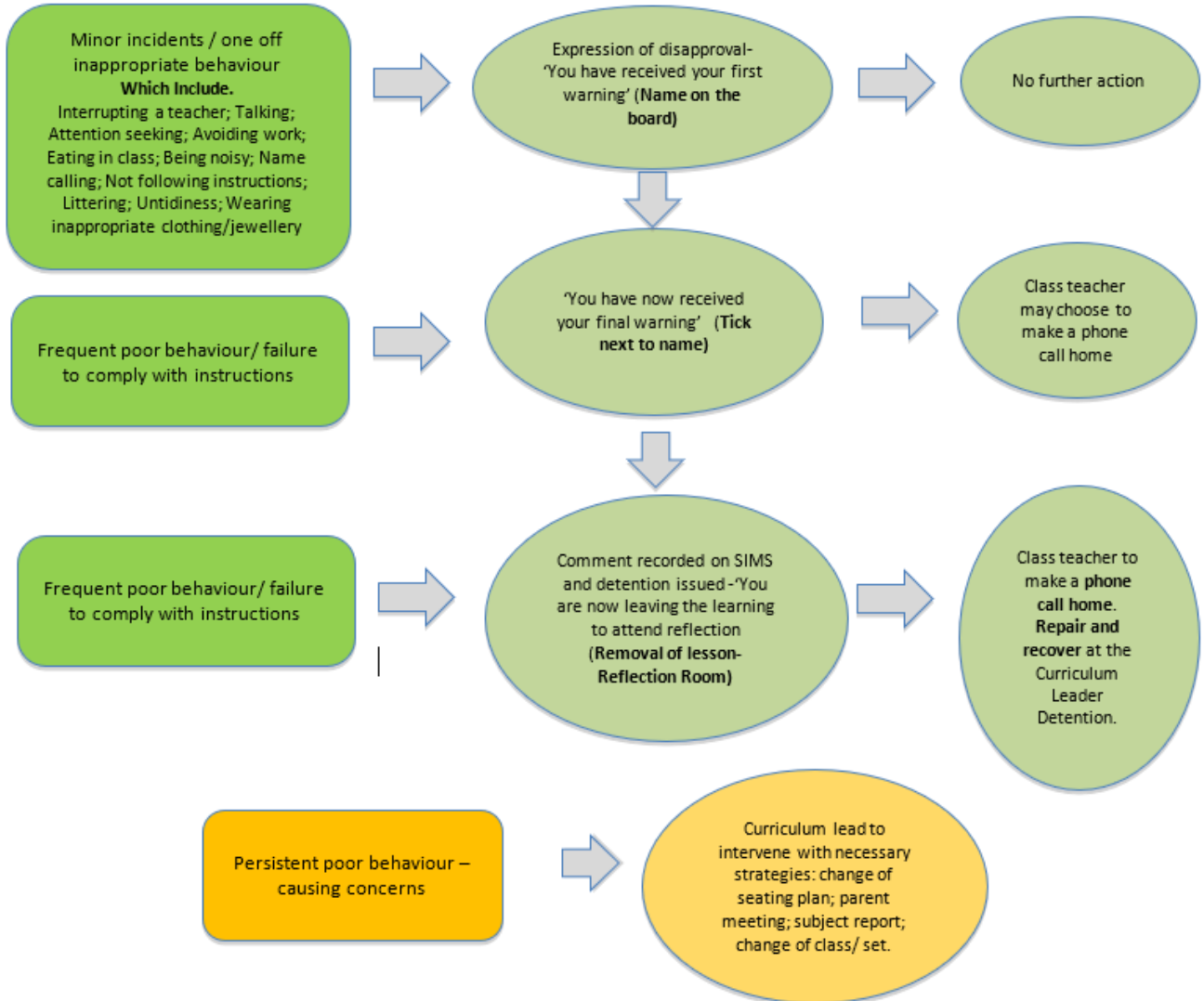
14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Exclusion Policy
- Attendance Policy
- Mobile phone policy

Appendix One

SWS Behaviour and Consequence Flow Chart

Minor incidents / one off inappropriate behaviour
Which Include.
Interrupting a teacher; Talking; Attention seeking; Avoiding work; Eating in class; Being noisy; Name calling; Not following instructions; Littering; Untidiness; Wearing inappropriate clothing/jewellery

→

Expression of disapproval- 'You have received your first warning' (**Name on the board**)

→

No further action

Frequent poor behaviour/ failure to comply with instructions

→

'You have now received your final warning' (**Tick next to name**)

→

Class teacher may choose to make a phone call home

Frequent poor behaviour/ failure to comply with instructions

→

Comment recorded on SIMS and detention issued -'You are now leaving the learning to attend reflection (**Removal of lesson- Reflection Room**)

→

Class teacher to make a **phone call home**. **Repair and recover** at the Curriculum Leader Detention.

Persistent poor behaviour – causing concerns

→

Curriculum lead to intervene with necessary strategies: change of seating plan; parent meeting; subject report; change of class/ set.

Appendix Two

I will ensure social excellence by:
- Speaking and acting politely to all.
- Moving around the school safely and sensibly.
- Resolving any problems in a non-confrontational manner.
- Not allowing bullying to take place.
- Being a role model to others.
- Playing an active part in improving the school community.

I will ensure academic excellence by:
- Being organised for learning every day with the correct equipment and uniform.
- Attending school regularly and being on time both to school and lessons.
- Being ready to learn and take part in school activities.
- Completing all classwork and homework to the best of my ability.
- Always trying my best

I will ensure excellent conduct by:
- Respecting and taking care of the school environment.
- Behaving well and sensibly both in and out of school.
- Taking responsibility for my own actions.
- Following instructions given by all members of staff including, stopping when asked.

Sir William Stanier School

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Community

Courage

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Appendix 3

Ready

✓ **Line up** outside of the door. <u>Coats off</u> and **correct uniform.**

✓ Wait to be invited into the classroom. Greet teachers appropriately- 'Good Morning, Sir; Good Afternoon, Miss.'

✓ Have equipment ready when you enter and be ready for learning.

✓ If you need to borrow equipment, collect immediately and be seated.

✓ Always **remain seated** in the seating plan directed by your teacher.

✓ **Track** the teacher, the speaker or the board.

✓ If you are in a paired task, you only need look left or right. You don't need to turn around- unless instructed.

Respectful

✓ If you need to leave your seat, **put your hand up** for permission.

✓ **Follow instructions 1st time**.

✓ If a teacher speaks to you, make eye contact and show respect.

✓ Address staff with **'Miss or Sir.'**

✓ You always use **manners** to staff and peers alike.

✓ Remember you are in a classroom setting and so keep language and tone of communication appropriate.

✓ When answering the register say **'Yes Sir or Yes Miss.'**

✓ If you borrow equipment, then you must treat this with respect and return it at the end of the lesson.

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Safe

- ✓ Arrive to lesson on time. Don't be on the corridor after the bell.
- ✓ If you are granted permission to leave the classroom, you must have the **correct lanyard.**
- ✓ If you are buddied, you must wait for a fully completed **purple buddy form and appropriate work.** You will be escorted by a responsible student to your buddy room with a blue lanyard. If you choose to refuse buddy- IER.
- ✓ Being buddied is a fresh opportunity to get it right!
- ✓ When you arrive at an appropriate buddy room, **knock on the door and wait to be invited in.**
- ✓ You **do not return to the classroom you have been buddied from** at the end of the lesson. The teacher will return the completed work for you.
- ✓ If buddied, you must complete a **'repair and recover'** - if not after school, at break or lunchtime the next day.
- ✓ You are **never on the corridor looking for pastoral**. You go to your lesson and request On Call.
- ✓ You do not just walk out of a lesson.

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SWS non-negotiables #1stTimeEveryTime

Staff	Students
Meet and greet all students at the door of your classroom- being welcoming and inclusive. (Staff will be stood in the middle of the corridor adjacent to door) Challenge where appropriate	Line outside the class and wait to be addressed for entry. Ensure uniform is correct and you are ready for learning
Be in the middle of the corridor during lesson changeover to ensure movement of students is calm. And students are walking on the left	Students move to lessons quickly and calmly, walking along the left-hand side
Registers- This includes amending for lateness and flagging for 'missing' students to CGR	Attendance to lessons on time, and remain in lessons (Unless buddied)
Follow the behaviour policy: Name, 3 ticks, buddy (This includes fully completed buddy form	Follow the behaviour policy showing respect to all. If buddied, attend buddy and complete work set
Communication home- This would be to celebrate the sanctions and the achievements. This is ideally by telephone.	Take responsibility for your behaviour and choices
Ensure completion of repair and recover after ANY buddy to repair the relationship	Attend and engage with the repair and recover when directed to repair the relationship
When escalating detentions to CL or SLT- attend to complete repair and recover. Remember you own the situation.	Attend any further sanction given to stop is escalating to IER or Suspension
Ensure any behaviours are added to SIMS in a timely manner	Know your behaviour and achievement point data so you are aware of your own profile at SWS
Provide work individually or as a faculty if a student is placed in the IER	Complete the IER if a placement is given, and complete work set
Challenge uniform standards and contact relevant pastoral team via email for a tie etc where needed	Wear the correct uniform daily. Seek support in line up if you need support with this
If a mobile is seen or heard confiscate and take to G1	If you mobile is seen or heard, you must hand it in for confiscation and you can collect from G1

Confiscate if a coat or outside garment is worn inside the building	Do not wear your coat or outside garments inside the building
Have a resourced stationary runway in case this is needed by students – on a loan basis	Ensure you have a bag and correct equipment for learning
Support the movement of students in terms of the 4 routines daily. *Especially inviting students onto the corridor at the end of the lesson from the doorway.	Follow the 4 routines daily
Ensure you are prompt and in the correct duty position (Wearing Hi-Viz)	Ensure you follow staff instructions during social times and conduct yourself in a respectful manner
Use the 5 a day model in all your lessons	Ask if you need support in your lessons. Walking out isn't an option
Ensure that all relevant lessons are modified to meet the need of learners- Adaptive teaching	
Use the reading age data to support creation of appropriate resources	Engage with reading support programmes when directed
Implement a seating plan that is appropriate to learning	Sit in the seating plan as directed by class teachers
Ensure that marking is completed every in a 2-week cycle (Minimum)	Ensure your books/work are well presented and care is taken to follow the presentation policy
Ensure feedback and improvement lessons are built into all your lesson sequences	Complete feedback in green pen when directed to by your teacher
Ensure you award achievement points to celebrate and praise success in your lessons	Ensure you engage and work hard to be awarded achievement points
Report any safeguarding in a timely manner using CPOMS (TED Principles)	If you require support, please reach out to a staff member
Ensure you know who has selected you as a champion and support as appropriate	Ensure you have a nominated champion, and you seek them out if you need support

Read and understand the pupil support plans (Pastoral) and 1 Page profiles (SEND) so you can best support students	Engage with the creation of pupil profiles if asked so we can ensure your needs are met and you are fully supported
Ask a student to 'Stop' if you are concerned their behaviour is unsafe/safeguarding them when walking away	If a member of staff, asks you to 'Stop' you do this 1st time so we can safeguard you
Promote the SWS Values: Opportunity, Community and Courage with pride each day	Promote the SWS Values: Opportunity, Community and Courage with pride each day

*Set homework in line with policy   *Complete homework in line with policy

Appendix 5

Sir William Stanier School

Opportunity
Community
Courage

Our Moral Purpose – What we are here for:
To provide an education that will improve, enrich and enhance the lives of all students.

At SWS our students are:

Ready
- ✓ Line up outside of the door. Coats off with correct uniform on.
- ✓ Have the correct equipment to learn.
- ✓ Have a learning mindset.

Respectful
- ✓ We use our manners when addressing others.
- ✓ We treat equipment and the building with respect.
- ✓ We use language that is appropriate for a school environment.

Safe
- ✓ We are not on the corridors after the bell.
- ✓ We do not walk out of learning environments.
- ✓ We behave in a way we keep other people safe.

Are You Ready; Respectful; Safe?

'You have received your first warning'

Your name will be recorded

'You have received your final warning'

Tick next to your name

'You are now being removed from your learning and will be going to reflection'

On-call will collect

Staff make contact home

30 minutes repair and recover