

# Rewards and behaviour policy

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### Revisions Log

Date	Pages/Whole Document	Description of change	Origin of Change (e.g. Routine Update, request for Review)
07/05/2026	Whole Document	Removal of Appendix B	Request for review
07/05/2026	Page 10	Change of 'Classroom Plan' graphic	Routine Update
07/05/2026	Page 15	Update of mobile phone section and introduction of pouch system	Routine Update
07/05/2026	Page 20	Update on Restrictive Interventions (including Reasonable Force and Seclusion) following DfE guidance	Routine Update

### Contents

1. Introduction.....	3
2. Aims.....	3
3. Rewards and recognition.....	4
4. Positive Behaviour for Learning .....	5
5. Misbehaviour and sanctions.....	11
6. Navigate .....	15
7. Reintegration from suspension or offsite provision .....	15
8. Offsite behaviour .....	16
9. Online misbehaviour.....	16
10. Mobile Phones and Pouch System.....	16
11. Home School agreement .....	17
12. Bullying.....	18
13. Safeguarding.....	20
14. Restrictive Interventions (including Reasonable Force and Seclusion).....	20
15. Confiscation and Searching/Screening.....	23
16. Zero Tolerance to Sexual Harassment and Sexual Violence.....	26
17. Malicious Allegations.....	26
18. Use of CCTV .....	27
Appendix A Example Behaviour Contract.....	28

### **1. Introduction**

At Sir William Stanier school we believe that every child can succeed when they are given the opportunity to grow, the courage to try and the strength of a supportive community.

Through high quality teaching, clear expectations and a culture of care, we equip our students with the knowledge, character and confidence to thrive at school and beyond.

We champion diversity and inclusivity, ensuring that everyone feels seen, valued and empowered.

At Sir William Stanier School we insist on the highest standards in work and conduct to develop all students into polite, confident and resilient individuals. We believe that every student deserves a positive, disruption free environment where they are safe and can enjoy learning. We aim to deliver this through a warm-strict approach to behaviour management.

At Sir William Stanier School we firmly believe that we should work in partnership with parents and students to take a proactive role in the development of respect for all persons and to build an inclusive community.

Alongside, and working with, parents and students themselves, the school has a duty of care to all students and staff to ensure that our academy is a safe and secure place of learning and work, where we treat each other with dignity and respect in going about our daily work and routines.

Through our behaviour curriculum and applying a relentless focus on positivity to behaviour management, students are more likely to become socially competent, responsible and autonomous.

### **2. Aims**

This policy aims to:

- Enable all students at Sir William Stanier School to achieve their full academic and personal potential.
- Outline how all students are expected to behave and why.
- Outline the system for both rewards and consequences.
- Provide a consistent approach to behaviour management.
- Define what is considered to be unacceptable behaviour, including bullying, child-on-child abuse and discrimination.

Although bespoke this policy works alongside and in conjunction with the latest Government Guidelines and legislation.

### **3. Rewards and recognition**

Rewards and recognition are an essential part of life at Sir William Stanier School. We believe that rewarding the highest standards of work and conduct reinforces the behaviours that we want to see and ensures that those people who meet our expectations, or go above and beyond them, should be recognised.

There is a relentless focus on positivity. We encourage staff to recognise positive behaviour in the following ways:

1. **Praise in public** - take every opportunity to amplify positive behaviours
2. **Recognition board.** This can simply be a display on the whiteboard where students are recognised for making positive contributions. Student names are only placed on the board for positive reasons only – lined to achievement points.
3. **Catch them getting it right.**
4. **Positive postcards**
5. **Positive phone calls home.**
6. **Display good work in the classroom.**
7. **Share good news stories** from classes with pastoral team to be highlighted at various points through the week.
8. **Engage with SWS weekly rewards theme**
9. **Termly celebration assemblies**
10. **Awarding achievement points**
11. **Engage with the school's PROUD initiative.**

Achievement points are linked to our schools' values. They can be awarded for the following reasons:

- Community: Actively participates in wider school life
- Community: Demonstrates respect for staff and students
- Community: Works collaboratively with others
- Courage: Participates confidently in classroom activities
- Courage: Shows resilience by embracing challenges

## Rewards and behaviour policy

- Courage: Takes pride in their behaviour and learning
- Opportunity: Actively engages in learning
- Opportunity: Demonstrates leadership skills
- Opportunity: Strives to be the best version of themselves

In addition, staff can award students a 'GROWTH' achievement point for any positive behaviours linked to our GROWTH framework.

Students will be awarded 5 achievement points centrally for 100% attendance that week.

Other rewards include:

<b>Headteacher Award</b>	Every week staff will nominate for our Headteacher's award. Students who win this award will receive a certificate and a prize.
<b>Reward Assemblies</b>	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 term, each year will hold a rewards assembly to recognise and celebrate the successes of individuals and tutor groups during that term.
<b>Rewards trips</b>	Linked to positive behaviours and attendance, there is an annual rewards trip chosen by student voice.

### **4. Positive Behaviour for Learning**

At Sir William Stanier, we believe that children and young people's behaviour is intrinsically linked to their success in learning. We focus on developing and promoting positive behaviours. Through our values of opportunity, respect and community and our behaviour curriculum we explicitly teach students 'how to behave'. Underpinning our approach to develop positive behaviours and excellent conduct our 3 rules are:

- Ready
- Respectful
- Safe

### **Ready**

Students and staff need to be ready for learning. This is the core business and function of a school. Being ready to learn gives our students the best possible start to every learning opportunity and ensures that they are in the right mindset to learn.

Having a school uniform allows our students to feel a part of our school community. We recognise that young people of this age will start to explore their identity through the way that they present themselves and we make allowances for this (please see our uniform policy). However, we expect our uniform to be worn correctly and with pride as a sign that students are ready to enter a professional learning environment.

Having the right equipment at secondary school means that a student is ready to complete the work expected of them. We expect our students to have a pen with them, every single day.

Students will be seated in a seating plan for their lessons. This is an expectation as it ensures that students are focused on their learning without distraction. It also helps our students to learn how to work with people they don't know – an essential life skill.

### **Examples of how to be Respectful:**

<b>Uniform</b>	I am wearing the correct uniform. My tie is up to the top and my top button is fastened. My shirt is tucked in. My skirt is not rolled. My coat is off. I only have one set of ear studs and one nose stud (if appropriate).
<b>Equipment</b>	I have the correct equipment, or I have collected it on my way into the classroom. I have brought my PE kit to school.
<b>Seating Plan</b>	I am sitting in the chair that I have been asked to sit in.

### **Respectful**

We know that all people respond positively when they are spoken to with respect and kindness. We know that students will need these skills to progress through their adult lives and navigate the complexities of relationships in and out of work. We expect our staff to model this behaviour and support our students by providing scripts to help them to articulate their responses.

### **Examples of how to be Respectful:**

SLANT	See poster on page 7
If we are given a warning in a lesson, we either	Apologise– ‘I am sorry miss/sir.’ OR Request a conversation – ‘Okay miss/sir, can I speak to you at the end of the lesson.’
We always speak to our peers with kindness and respect.	We do not swear, call people names, pass notes, or ignore a polite request.
We treat all equipment and property with respect.	We never intentionally break anything.
We never make physical contact with anybody.	Unless it is part of a lesson, e.g. PE.

### Safe

Every member of our community should feel safe at school. If we do not feel safe we cannot function properly and learning is not effective. Taking care of others, property and our environment is essential to this.

### Examples of how to be Respectful:

Use equipment as it should be used.	Always walk around the building.	Do not leave your seat in lesson without permission.
Never throw anything, unless instructed by a teacher (e.g. PE).	Keep to the left on the corridors.	Be in your lesson by the second bell.

To support this, staff follow the non-negotiable classroom routines:

- **Meet and greet students by standing in the corridor during change over**, to monitor corridor behaviour and entry into the classroom.
- **Address any uniform issue** by asking the student to step aside: “Please step aside and [put your tie up/tuck your shirt in/remove your coat] so that you are ready to learn. Thank you.”
- **Have equipment and books ready**. Equipment to collect and either books ready on the desk, paper to collect for ‘Do Now’ or appoint a book monitor to hand out books.

- **Ensure that students sit in their seating plan** and begin the task immediately and in silence.
- **Take your register** within the first 10-minutes of the lesson. Log an emergency alert on Arbor if a child is missing. Registers must be amended if a child returns to a lesson.
- **Complete your 'Do Now'** or start now activity.
- **Have your class list open and know the needs of your students.**
- **Use the scripts provided to address behaviour.** Do not shout or argue with children.
- **Teach the children routines and scripts.**
- **Ensure that students stand behind their chairs and see them out onto the corridor.**

## Rewards and behaviour policy

To support students we display the following posters in every classroom:

### Classroom Plan: **SLANT**





In all our lessons we will:

	<b>S</b>	Sit up
	<b>L</b>	Listen
	<b>A</b>	Ask and Answer Questions
	<b>N</b>	Never Interrupt
	<b>T</b>	Track the speaker/ board






### Classroom Plan: **Code of Conduct**

<b>Ready</b>	<ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Embrace every lesson as a fresh opportunity</li> <li>• Wear your uniform with pride</li> <li>• Focus fully on your learning</li> <li>• Give your best effort in every task</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Use kind words and positive language</li> <li>• Listen actively when others are speaking</li> <li>• Help everyone enjoy and succeed in their learning</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• Make calm and sensible choices</li> <li>• Take responsibility for your actions</li> <li>• Help others feel safe, welcome, and included</li> <li>• Look after your environment and equipment</li> </ul>

### Classroom Plan: **Entry Routines**






1		Collect equipment
2		Sit in your seating plan seat
3		Get books ready
4		Write the date and title from the board
5		Complete the Do Now task

### Classroom Plan: **Exit Routines**

1		Await teacher instruction
2		Return equipment and books
3		Stand behind places and wait
4		Check and correct uniform
5		Stay in the classroom until dismissed

### Classroom Plan: **PROUD**

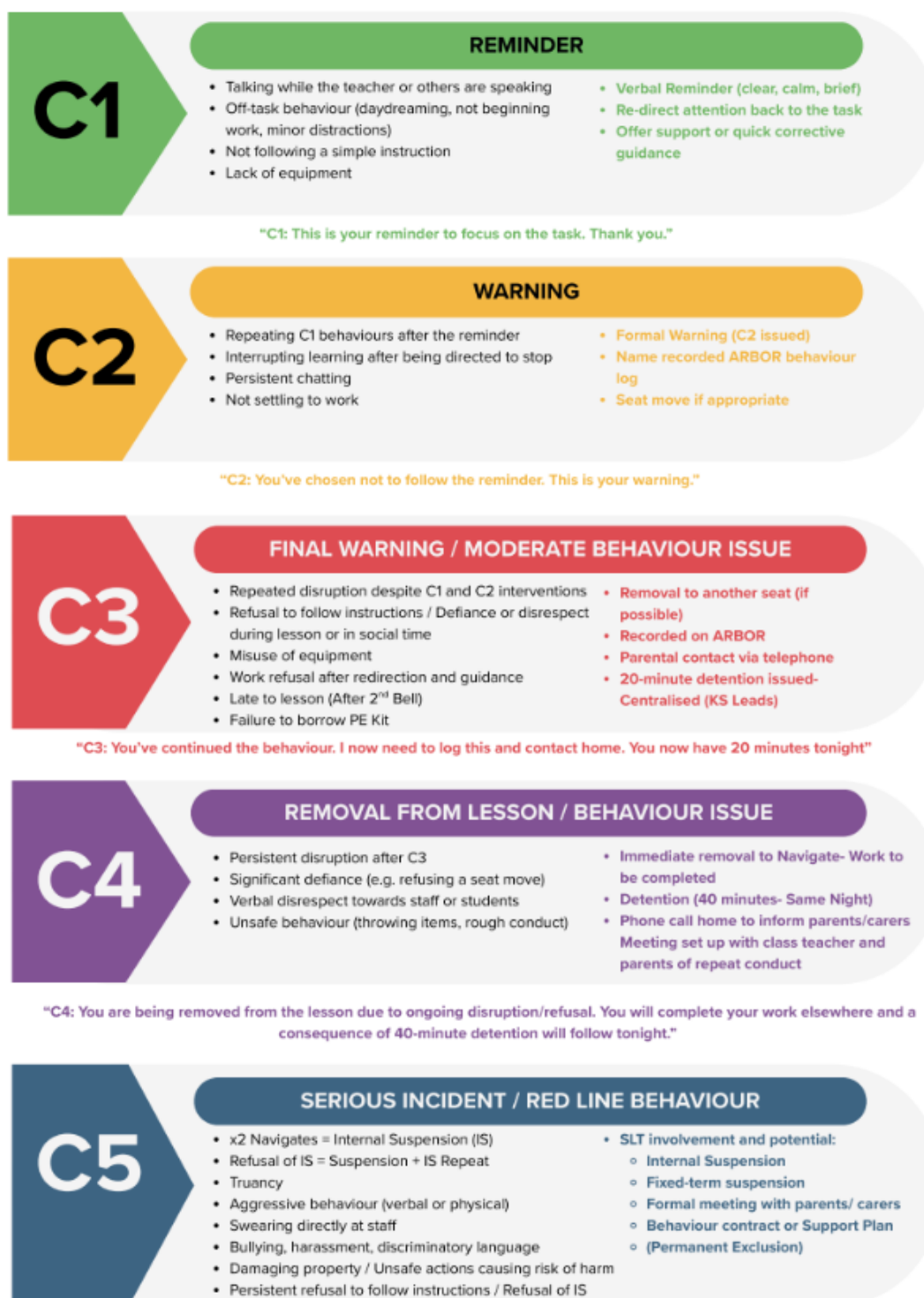
In all our lessons we will:

	<b>P</b>	Pen Black unless green penning
	<b>R</b>	Ruler for straight lines
	<b>O</b>	Oops Draw a line through mistakes
	<b>U</b>	Underline Titles with a ruler
	<b>D</b>	Draw in pencil when asked

## Rewards and behaviour policy

### The classroom plan

This sets out the approach teachers take for managing behaviour in their classrooms. Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps. 'Responding', not 'reacting'



### **5. Misbehaviour and sanctions**

At Sir William Stanier School we have sought to clarify what misbehaviour is and the sanctions for a student not meeting our behaviour expectations.

#### **Definitions of misbehaviour**

Misbehaviour is defined as:

- disruption in lessons, and around the building, and at break and lunchtimes
- non-completion of classwork or home learning
- poor attitude
- incorrect uniform
- refusal to sit in seating plan
- out of seat without permission
- not following routines
- use of a mobile phone, attempting to access a phone, or tampering with a pouch during the school day
- internal truancy
- refusal of instructions from a member of staff
- late to school
- late to lesson

Serious misbehaviour is defined as:

- repeated breaches of the school rules, known as persistent disruptive behaviour
- any form of bullying
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- vandalism
- theft
- physical assault of staff or student
- smoking
- racist, sexist, homophobic or discriminatory behaviour
- possession of any prohibited items. These are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - vapes, tobacco and cigarette papers
  - 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)

Serious misbehaviour may result in a suspension or a permanent exclusion.

### **Red Lines**

We have established a set of red lines which we as a school define as behaviours that we absolutely will not accept. If a student crosses a red line they will be removed from the school population and will be placed in internal suspension for the rest of the day.

Our red lines include:

- Swearing directly at a member of staff
- 1st occasion of using derogative language including racism and homophobia.
- Refusal to comply with the mobile phone pouch system, including repeated attempts to access a phone or tampering with a pouch

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

- A verbal warning
- Sending the student out of the class to reflect
- Parental meetings
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime or after school
- Referring the student to a member of the pastoral team
- Agreeing a behaviour contract
- Putting a student on report
- Creating a pastoral support plan with targets for improvement
- Internal Suspension
- Fixed-term suspension
- Governor panel review
- External alternative provision
- Offsite direction
- Permanent exclusion

Our preventative approach, involving structured repair and recover conversations reduces the need for further sanctions. However, in some cases it may be necessary to apply sanctions to ensure students follow the schools code of conduct. Students who do not modify their behaviour will escalate through the school's behaviour management system.

### Sanctions

#### **Daily 20-minute lunch time detention**

- for being late to school

#### **Daily 20-minute detention after school**

- for a C3 behaviour (including late to lesson after the 2<sup>nd</sup> bell)

#### **Daily 40-minute detention after school**

- for being removed to navigate (repair & recover) [C4 behaviour]
- for not attending lunch time detention
- for other misdemeanours decided by SLT/HOY/KSL

Notifications for all detentions will be sent out via email or the Arbor Parent App.

### **Internal Suspension**

- for crossing a red line
- for not attending a 40-minute detention
- for verbal abuse to staff/students
- for being in navigate for 2 or more periods in one day
- referral by a member of the senior leadership team for misbehaviour

### **Suspension**

- for not successfully completing internal suspension
- for physical assault
- for a breach of the standards and expectations of the school

The school will suspend students following the guidelines outlined above. A suspension is at the discretion of the headteacher and will be between 0.5 days and 5 days. In extreme circumstances the school reserves the right to suspend for longer periods of time. A student may be suspended for one or more fixed periods, but the total number of suspension days must not exceed 45 school days in a single academic year.

### **Off-site direction**

- An off-site direction is a temporary placement of student to an alternative educational setting, outside of the main school premises to address and support with behavioural issues. This strategy is employed to provide the student with a focused environment for behavioural improvement while minimising disruptions to the learning environment of other students. The alternative setting often includes tailored support and intervention programs aimed at addressing the root causes of the student's behaviour, promoting positive change, and facilitating their eventual reintegration into the regular school setting. The location and length of this placement will be communicated with parents/carers, prior to the placement taking place
- An off-site direction does not require parental permission. Failure to attend will result in unauthorised absence. The school chosen for the provision will be notified of parent/carer contact details. Parents/Carers and students will be notified of the provision and expectations.

### **Permanent Exclusion**

A permanent exclusion will be considered as a last resort and may be issued:

- In response to a **serious breach** or **persistent breaches** of the school's behaviour policy
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others, including staff and other students.

The nature of exclusions means each exclusion will have to be considered on its own merit recognising the risk profile that the case raises.

Serious breaches may include but are not limited to:

- Violence or threatening behaviour towards staff or students.
- Persistent disruptive behaviour that affects the learning environment of others, despite multiple interventions.
- Bullying or harassment that causes significant harm.
- Possession or use of illegal substances or weapons on school premises.
- Any other behaviour deemed by the Headteacher to warrant permanent exclusion due to its severity.

A student's behaviour outside of school [including online] can be considered grounds for a suspension or permanent exclusion. Section 8 and 9 give more details of this.

### **6. Navigate**

When students are unable to meet the school expectations for behaviour and conduct (misbehaviour and sanctions) they may be removed by on-call staff or SLT to our Navigation room. The purpose and priority of the Navigation room is to 'navigate' a student back into their learning.

#### **Navigate:**

- Removal to Navigate results in a 30-minute detention that evening
- If the behaviour is modified in that period, the student will return to their next lesson.
- If a student is removed from a second lesson, they will be placed into Internal Suspension.
- If a student is truanting a lesson, they will be placed into Navigate for the remainder of the day.

#### **Expectations in Navigate:**

1. Students do not leave their seats
2. Upon arrival students complete a 'reflection task'
3. Students do not communicate at any time
4. Students are not to wear their coats or any other items that are not school uniform
5. Students are to complete work.
6. If a student needs the bathroom, they raise their hand.
7. The room is to be kept tidy. Ensure that you play your part in that by removing items of rubbish and organising books, texts, paper and equipment
8. When someone is brought to Navigate, they are logged on Arbor by the Navigation lead and receive a behaviour point.
9. Students are to tidy up their desks and return books and equipment before they are allowed to leave for their next class.

### **7. Reintegration from suspension or offsite provision**

Any student returning from a fixed term suspension or directed offsite provision will need to complete a reintegration meeting where clear targets and intervention will be set to help prevent repeat suspensions.

The reintegration meeting will agree three targets for students and offer support for them to meet those targets.

If issues persist and there are further occasions of suspension or directed offsite provision the reintegration meeting will also include the creation and subsequent review of a pastoral support plan. This will sit alongside any existing plans that may be underway through SEND.

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

### **8. Offsite behaviour**

If offsite behaviour, particularly by students wearing the school uniform, falls below expected standards sanctions may be applied. Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school has a statutory power to challenge students for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school or poses a threat and or safety issue to another student or member of the public and could adversely affect the reputation of the school.

### **9. 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.

### **10. Mobile Phones and Pouch System**

At Sir William Stanier School, mobile phones must be secured in a school-issued pouch at the start of the day. This ensures a calm, focused and disruption-free learning environment.

Students are required to:

- place their phone in their pouch on arrival to school
- keep the pouch sealed during the school day
- only access their phone when authorised by a member of staff

Pouches will be unlocked at the end of the school day

Students must not:

- attempt to open or tamper with their pouch
- carry a second phone or alternative device
- use a mobile phone during the school day unless explicitly instructed

Failure to follow these expectations will be treated as a breach of school behaviour standards.

### **11. Home School agreement**

**At Sir William Stanier School, we believe the success of our students depends upon a three-way partnership between the school staff, students and parents/carers. Students and families are therefore asked to sign up to our Home School Agreement on admission to the school. This agreement is detailed below.**

#### **S PARENT/CARER, I WILL:**

- Ensure that my child attends school every day and arrives by 8:30 am
- Ensure that my child always follows the school rules, including on their journey to and from school
- Not to take my child out of school in term time
- Contact the school on the first day of any illness
- Ensure that my child wears the full school uniform correctly, including to and from school
- Check that my child has the correct equipment and books for each school day
- Ensure the completion of all Home Learning to a high standard
- Attend Parents' Information Evenings.

I undertake the responsibility to work in partnership with the school in order that my child will achieve their potential.

#### **AS A STUDENT, I WILL SHOW RESPECT FOR MYSELF AND TO OTHERS BY:**

- Being prepared and ready for learning
- Always follow the school rules including on my journey to and from school
- Keeping my hands, feet and unkind words to myself
- Following the member of staff's instructions, the first time.
- Completing my learning on time and to the best of my ability

- Arriving for school and lessons on time, in the correct uniform and with the right equipment
- Keeping the school environment clean and pleasant to work in and by always putting my litter into the bins provided.
- Use the internet in a way that is safe, and respectful to all. Including; social media.

### **SIR WILLIAM Stanier STAFF AND GOVERNORS WILL:**

1. Be always committed to excellence in educating your child
2. Keep you regularly informed about your child's progress
3. Communicate promptly in the event of an emergency or any other cause for concern
4. Set and assess Home Learning regularly and provide effective feedback about your child's learning
5. Keep you informed about school events and activities
6. Provide a stimulating environment including extra-curricular activities and visits to enrich your child's learning.

Signed (Parent/Carer) .....

Signed (Student) .....

Signed (Headteacher) .....

## **12. Bullying**

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

<b>TYPE OF BULLYING</b>	<b>DEFINITION</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobia</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	and 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

At Sir William Stanier School we adopt a zero-tolerance approach to bullying.

If a student reports that they, or someone they know, is being bullied the school is committed to:

- Listening to that person.
- Taking a statement or scribing notes during that disclosure.
- Following up with an investigation.
- Discussing next steps with the individual affected – what support do they need? What actions would they like to see taken?
- Once completed the person making the disclosure will have a meeting with their champion or pastoral staff to discuss what has been done and how they should respond if anything else happens.

Please also see the Equality, Diversity and Inclusion Policy.

If a particular situation escalates or repeats, it is the role of the Assistant/Deputy Headteacher to ensure that the actions outlined above have been carried out, as appropriate to each case. It is important that, with the majority of cases, a balanced and

staged approach is adopted (although some cases may have an immediate need for stage 2/3 from the outset). This may be typified by the following guidance points:

**Stage 1** – verbal reprimand; logged in bullying file; parents informed; after school detention; mediation offered

**Stage 2** – Parents of perpetrator invited into school to discuss their child’s behaviour; internal suspension; mediation offered

**Stage 3** - Parents of perpetrator invited into school to discuss and agree a behaviour contract; suspension; mediation offered

### **13. 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

The school recognises that incidents requiring restrictive intervention may indicate unmet need and will be reviewed in line with safeguarding procedures.

### **14. Restrictive Interventions (including Reasonable Force and Seclusion)**

Restrictive interventions cover a range of actions that limit or restrict a student’s movement. This includes both physical and non-physical interventions used to prevent harm

At Sir William Stanier School, we are committed to creating a calm, safe and supportive environment. We prioritise prevention, de-escalation and positive relationships, and will only use restrictive interventions in exceptional circumstances.

#### **Use of reasonable force**

All members of staff have the legal power to use reasonable force where necessary to prevent a student from:

- causing injury to themselves or others
- committing a criminal offence

- damaging property
- causing serious disorder

Any use of reasonable force will:

- always be a last resort
- use the minimum amount of force for the shortest possible time
- be applied in a way that maintains the dignity and safety of those involved
- never be used as a punishment

### **Decision making**

Before using a restrictive intervention, staff should consider:

- **Is it necessary?**  
Are there safer or less restrictive alternatives available?
- **Is it proportionate?**  
Is this the least restrictive option for the least amount of time?
- **Is it reasonable?**  
Does it reflect the level of risk presented?

Where appropriate, staff should attempt de-escalation strategies and clearly communicate with the student.

### **Unacceptable practice**

The following practices are not permitted:

- using force as a form of punishment
- any action that restricts a student's breathing or airway
- applying pressure to the neck, chest or abdomen
- intentionally holding a student on the ground unless unavoidable and only for the shortest time possible

### **Seclusion**

Seclusion is defined as confining a student to a space where they are prevented from leaving.

Seclusion will only be used:

- as a safety measure, not a disciplinary sanction

- when a student is at risk of causing harm to themselves or others
- for the shortest time necessary
- with continuous supervision by staff

Seclusion must end as soon as the risk of harm has reduced.

Removal to Navigate or internal suspension is not seclusion, as students are not physically prevented from leaving.

### **Recording and reporting**

All significant incidents involving the use of force or seclusion will be recorded and reported in line with statutory guidance.

Staff must record incidents as soon as practicable (normally on the same day). Records will include:

- names of students and staff involved
- date, time, location and duration
- what led to the incident
- actions taken, including type and degree of force
- why the intervention was necessary
- any injuries or follow-up support provided.

Parents/carers will be informed of any significant incident as soon as possible, normally on the same day.

### **Post-incident support**

Following any incident, the school will:

- provide appropriate support to students and staff involved
- carry out a review to identify learning and prevent future incidents
- use restorative conversations where appropriate
- update behaviour or support plans where needed.

### **Consideration for vulnerable pupils (including SEND)**

We recognise that some students, particularly those with SEND or additional needs, may be more vulnerable to distress or dysregulation.

The school will:

- seek to identify triggers and reduce risk through proactive strategies
- work with students, families and professionals to develop behaviour support plans
- make reasonable adjustments in line with the Equality Act 2010

- prioritise prevention and de-escalation approaches

### **Training and staff support**

The school will ensure that staff are appropriately trained and supported in behaviour management, including de-escalation strategies and the safe and lawful use of restrictive interventions.

A small number of staff are trained in Team Teach approaches. These staff may take a lead role in supporting incidents where restrictive intervention may be required, using agreed techniques that prioritise safety, dignity and de-escalation.

All staff are expected to:

- use preventative strategies and de-escalation as a first response
- seek support from trained colleagues where appropriate
- follow the school's procedures for recording and reporting any incident

Risk assessments will be undertaken where there is a foreseeable risk that restrictive intervention may be required. This ensures that staff working with individual students are aware of strategies, triggers and appropriate responses to minimise risk.

The school will provide ongoing guidance and support to staff following any incident, including opportunities for reflection and learning to strengthen practice.

## **15. Confiscation and Searching/Screening**

### **Confiscation**

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

Where a student breaches the mobile phone expectations, the device may be confiscated and stored securely until the end of the day or collected by a parent/carer, in line with school procedures.

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 that there is a 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 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

## Rewards and behaviour policy

- 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 or have control over including desks, lockers or 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.

**The member of staff who carried out the search should inform the DSL/DDSL without delay. All searches will be recorded in the school's safeguarding system.**

**Parents/carers will always be informed of any search and the member of staff will tell them what happened, what was found, what, if anything has been confiscated and what subsequent action the school has taken.**

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.

### **16. Zero Tolerance to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment 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 consider it to be.

Where appropriate and needed risk assessments will be put in place.

The school will determine whether it is managed internally, referred to early help, referred to social care or reported to the police.

### **17. 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.

### **18. Use of CCTV**

The school operates CCTV across its site in accordance with its CCTV policy. The statement of intent within the CCTV policy confirms that *“the purpose of the CCTV system is to protect life and property and to prevent crime”*, which in practice means that it can be used in the process of managing student behaviour.

However, in compliance with GDPR law, schools must consider whether processing such information is necessary and proportionate. ‘Necessary’ means that the processing must be a targeted and proportionate way of achieving your purpose. A lawful basis for processing does not exist if there is another reasonable and less intrusive way to achieve the same result.

Written witness statement will be the primary source of evidence provided to student disciplinary panels, during which governors review student exclusions and suspensions. The normal practice will be that CCTV imagery will not be made available. The headteacher’s statement may refer to CCTV imagery if it has been used to verify the written witness statements, but this does not require the disclosure of the CCTV imagery. If there is an exceptional need to include CCTV imagery (or extracts from CCTV images), then this should only be done with the agreement of the Trust’s Data Protection Officer and with the consent of any individual within the images.

### **Appendix A Example Behaviour Contract**

#### **Behaviour Contract Name:**

Sir William Stanier strives to provide an environment where outstanding conduct and behaviour underpin students' learning experiences. Good behaviour is essential if effective teaching and learning is to take place.

These rules must be followed by everyone so that we can all enjoy a calm, orderly and safe learning environment. **Ready**

- Wear correct uniform and be smart at all times
- Attend lessons on time
- Be ready to learn, having the correct equipment
- Have a positive attitude
- Push yourself to be the best you can

#### **Respectful**

- Always sit where you are asked to sit
- Listen carefully when a teacher or another student is talking
- Speak respectfully to your peers and adults in school
- Use good manners and be polite to others
- Keep the school tidy and free from litter
- **Never use prejudicial language Safe**
- Do not run inside school
- Do all you can to promote equality and fairness
- Act as a positive role model
- No physical contact
- Think before you speak out

Students have a responsibility to respond and a choice in the way they behave.

Students must understand the consequences of the choices they make.

Signed: \_\_\_\_\_ Student

Signed: \_\_\_\_\_ Parent