



The Castle Partnership Trust

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The Castle School

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Behaviour for Learning Policy (Secondary Schools)
September 2021

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Due for review: Spring Term 2022

This policy should be operated in conjunction with the Restrictive Physical Intervention Policy and the SEND Policy.

Please also read the Addendums to the Behaviour for Learning Policy relevant to Covid 19.

Key Principles

At The Castle Partnership Trust we are committed to ensuring that all our students achieve at their very best; setting high expectations of progress. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We place a heavy emphasis on respectful behaviour, based on positive relationships between staff and students. We believe in the key principle of 'sanction the behaviour, support the child' when managing situations of unacceptable behaviour. Where there has been conflict between children and their peers, or between children and adults, we look for opportunities to resolve this conflict in a meaningful way. We use restorative approaches to enable resolution. We expect all students to participate in a range of additional activities to enrich their overall school experience and enhance their development as young people. Students must feel safe in school in order to take the calculated risks associated with challenge and success. Every student should have a positive experience at The Castle Partnership Trust in which they will thrive. In order to ensure this, behaviours which may interfere with these aims are not tolerated.

The Trust complies with the Department for Education's statutory guidance, 'Exclusion from maintained schools, academies and pupil referral units in England'. The Trust also adheres to its responsibilities under the Equality Act 2010.

This policy aims to:

- create an environment which supports learning and achievement for all
- to support a sense of belonging and pride in the school and personal achievement
- promote consistently good behaviour and discipline
- develop self-esteem, self-discipline and positive relationships based on mutual respect and unconditional regard
- improve teaching and learning by reducing low level disruption and therefore maximising learning
- ensure fairness and consistency in response to both positive and negative behaviours
- work effectively with parents/carers and other agencies in ensuring good behaviour and discipline
- ensure there are consistently high expectations of all students and staff
- form a key element in supporting equality and diversity, promoting a whole school approach to anti-racism. Alongside our proactive work this creates a culture of anti-racist education and action and develops staff and students to live in a multicultural society.

Expectations of behaviour for learning in classrooms:

- students are engaged in the work set and are motivated to do well
- students are independent learners
- students are supporting each other in their learning
- students take responsibility for their behaviour
- students ensure they have the appropriate equipment with them

Expectations of behaviour for learning in the wider environment:

- students have regard for their own safety and that of others
- students are courteous and respectful to all
- students are aware of their behaviour and how it reflects on the school
- students show responsibility towards their environment
- students follow school routines and rules
- students participate in enrichment activities

There is an appropriate system of rules in each of the Partnership schools, most of which are based on Health and Safety needs or ease of running the school.

Responsibilities

Board of Directors	<p>To provide accountability for all school leaders in a way that challenges and supports.</p> <p>To review the policy annually.</p> <p>To provide a panel of Governors to hear disciplinary issues when required.</p>
Executive Headteacher/ Headteacher	To ensure the policy is adhered to and to ensure strategies are effective.
SLT	<p>To ensure the policy is adhered to and ensure strategies are effective.</p> <p>To provide support and direction to staff and students as appropriate.</p> <p>To ensure that student behaviour positively contributes to learning.</p> <p>To liaise with parents/carers and other external agencies and groups to secure positive student behaviour.</p>
Pastoral Staff/Heads of House/Heads of Year	<p>To promote positive ethos among students through participation, role modelling and support.</p> <p>To reward and celebrate success in a way that encompasses as many students as possible.</p> <p>To monitor behaviour through liaison with tutors, support staff, line management and teaching staff. Where issues concerning a student arise across several subjects, to co-ordinate appropriate interventions to remove barriers to learning.</p> <p>To support tutors to implement the Behaviour for Learning (BfL) policy.</p>
Tutors	<p>To be consistent in the use of the BfL policy.</p> <p>To mentor students in acknowledging achievements, celebrating success and challenging concerns.</p> <p>To liaise with Heads of House and parents.</p>
Curriculum Staff/Heads of Department and Faculty	<p>To ensure class teachers are aware of the BfL policy and use appropriate rewards and sanctions.</p> <p>To encourage the use of rewards</p> <p>To support class teachers with day to day routines.</p>
Class Teachers	<p>To be responsible for celebrating student successes within their classrooms.</p> <p>To ensure all children behave in a way that supports the learning of all.</p> <p>To be consistent in their use of the BfL policy.</p>
Support Staff	To follow the BfL policy and seek clarification if unsure.
Parents/carers	<p>To ensure their children adhere to the school rules, code of conduct and Home-School agreement.</p> <p>To liaise with the school when appropriate, ie to keep pastoral staff informed of situations out of school which may impact on behaviour in order that staff may support appropriately.</p> <p>To liaise with the school to celebrate achievements of students outside the school.</p>
All Staff	Embedding a diverse, anti-racist, safe culture in our school is everyone's responsibility.

APPENDIX 1

Rewards

Positive attitudes to learning are a vital element of student achievement. Rewards are a crucial part of motivating students, encouraging achievement, a sense of belonging and a reason for participation. Central to the ethos of The Castle Partnership Trust is the acknowledgement of achievement, across all areas of school life.

Examples of rewards at The Castle School include: Phone call home, Subject Commendation, Certificate, Colours and trophies. All rewards carry points which go towards the annual House Trophy.

At Court Fields School, the rewards are subject badges, Learning Start, ClassCharts badges and certificates for points gained ranging from bronze to platinum. ClassCharts points add to the house cup, reward trips at Christmas and Easter.

Positive behaviour at The Castle School is rewarded for the following actions based on six levels. The Castle School are introducing ClassCharts in September 2021 where there will be a ClassCharts Store set up, so that students can use their earned House Points to 'purchase' other rewards.

The Castle School - Exemplary Behaviour – House Points		
Level	Action	Reward
<p>Level 6 HT/Governors</p>	<ul style="list-style-type: none"> A specific achievement e.g. representing your country Exceptional performance in a subject <p>Accumulation of The Castle School House points in the school year:</p> <ul style="list-style-type: none"> 500 House Points - Diamond <p>Senior student</p>	<ul style="list-style-type: none"> Letter from the Chair of Governors <p>The Castle School Headteacher Awards certificate to be collected from Headteacher:</p> <ul style="list-style-type: none"> 500 House Points - Diamond <p>The Castle School House points - An additional +20 for this category</p> <p>Senior Student badges</p>
<p>Level 5 HOH/HOF/SLT</p>	<ul style="list-style-type: none"> Continued commitment to enrichment activities <p>Reaching the milestone of:</p> <ul style="list-style-type: none"> 400 House Points – Platinum 300 House Points - Gold Year 11 Prom points – The Magic 100. There 	<ul style="list-style-type: none"> House Trophy and reward for the House with the highest number of House points – rewards event at the end of the school year Full Colours – PE/the Arts (Year 10) – Weeks/Ruff/Dominic Smythe Awards Letter of recognition Badges Photos up in school/Celebrated in school Awards Evening <p>The Castle School SLT Awards:</p> <ul style="list-style-type: none"> 400 House Points – Platinum 300 House Points - Gold

	<p>after students entered into the draw for Prom tickets/hoodies/Year books</p> <ul style="list-style-type: none"> • Celebration assemblies • Progress and Achievement subject awards • Winner of awards at the Awards Evening • IAs/Reports average ATL and Attainment points score 	<p>Students to collect certificates from SLT</p> <ul style="list-style-type: none"> • Year 11 Prom Point Assemblies/Auctions – Recognition throughout the build up to exams • House Point Auctions for each year group – Prizes available – e.g. skip the lunch queue, TCS pen • NB Points used to calculate form average that are then award to each House: <ul style="list-style-type: none"> ○ Every ATL of A received 5 points ○ Every ATL of B received 4 points ○ Every Attainment grade above Milestone received 3 points ○ Every Attainment grade equalling Milestone received 2 points
<p>Level 4 HOH/HOF</p>	<ul style="list-style-type: none"> • Exemplary attendance • Courtesy/Respect to others <p>The Castle School House points:</p> <ul style="list-style-type: none"> • 200 House Points - Silver 	<ul style="list-style-type: none"> • 97%+ - Bronze/Silver/Gold Certificate • 100% Attendance – 100% (200%, 300%, 400%, 500% badges for subsequent years • Half colours (Year 9) • Awards Evening nomination certificates in a subject • Recognition in Achievement Assemblies by the Head Teacher • House Commendation/Postcard home <p>The Castle School HOH Award The Castle School House points:</p> <ul style="list-style-type: none"> • 200 House Points - Silver
<p>Level 3 HOH/HOF</p>	<ul style="list-style-type: none"> • Going above and beyond for a department, faculty or House e.g. helping at Open Evening/Options Evening/Parents' Evenings • All As or majority As and Bs for Attitude to Learning from IA/Report • Service in position of responsibility • Attend revision sessions <p>The Castle School House points:</p> <ul style="list-style-type: none"> • 100 House Points - Bronze 	<ul style="list-style-type: none"> • Department certificates/awards • Badges – House/Sports Captains/Senior Students • Praise Postcards home • ATLs – 5 points for the individual student • NB Points used to calculate form average that are then awarded to each House: <ul style="list-style-type: none"> ○ Every ATL of A received 5 points ○ Every ATL of B received 4 points ○ Every Attainment grade above Milestone received 3 points ○ Every Attainment grade equalling Milestone received 2 points <p>The Castle School HOH Award: The Castle School House points:</p> <ul style="list-style-type: none"> • 100 House Points - Bronze

<p>Level 2 Teacher/Tutor (Repeated)</p>	<ul style="list-style-type: none"> • Repeated Level 1 consistently • Independent learning • Leadership • Work used as exemplar • Supporting others • Significant progress • Commitment to the House/Participation • Given a 'Reward' on the IA or report 	<ul style="list-style-type: none"> • Phone call home • Letter sent home <p>The Castle School House point categories:</p> <ul style="list-style-type: none"> • Achievement and Progress • Belonging (general behaviour) • Participation <p>Attitude to learning (Homework/Organisation)</p>
<p>Level 1 Teacher/Tutor</p>	<ul style="list-style-type: none"> • Good attitudes to learning • Good question and answer • Helping others to learn • Completing extension tasks • Homework above expectation • Respect and courtesy • Very good response to feedback/green penning • Playing in a House match 	<ul style="list-style-type: none"> • Verbal praise • Written praise – including stamps, stickers <p>The Castle School House point categories:</p> <ul style="list-style-type: none"> • Achievement and Progress • Belonging (general behaviour) • Participation • Attitude to learning (Homework/Organisation) • Tutor weekly House Points awarded for: 100% attendance, 100% uniform, 100% equipment

APPENDIX 2

The Castle School Sanctions for Unacceptable Behaviour

Guidance on Levels and Actions

Level	Student's Inappropriate Behaviour	Consequence- All to be recorded on ClassCharts
	Mobile phones or earphones, hoodies, piercings etc confiscated. EXCEPT mobile phones allowed in designated areas and times	Confiscation. Returned at end of school. Repeated confiscation: Returned only to parents.
WARNING	Any form of low-level disruption	Name on board or recorded (not recorded on CLASSCHARTS)
L1 in class	<ul style="list-style-type: none"> After warning (name on board) student has still not settled, is disruptive or distracting. Incomplete homework or homework not done Lateness to lesson (less than five minutes) 	<p>CLASS TEACHER DETENTION</p> <p>Break time with class teacher</p> <p>Student has to turn up in the first 5 minutes. Homework must still be completed whether in the detention or not.</p>
L1 out of class	<ul style="list-style-type: none"> Any breaking of school rules (uniform, lateness to school, out of bounds but on school site etc) Forgetting COVID rules Unkindness towards a peer 	<p>BREAK DUTY DETENTION</p> <p>Student to turn up and report to Duty staff at breaktime in the Small Hall (T4) for 10 minutes.</p>
L2a	<ul style="list-style-type: none"> Student misses L1 detention 	Placed into one thirty-minute lunch detention in Naylor
L2 in class	<ul style="list-style-type: none"> After class teacher has issued detention, the student still has not settled, is disruptive or distracting. Or the student behaves in such a distracting or disruptive manner that parking needs to take place immediately, without going through previous steps. 	<p>Student is parked to remove them from the situation and to allow other children to get on with learning.</p> <p>Sanction: Lunch Detention.</p> <p>Phone call home from class teacher.</p>
L2 Out of class	<ul style="list-style-type: none"> Defiance or refusal to do as staff ask (for example staff on duty, or around the school make reasonable request of student who then refuses. This does not mean a reasonable conversation where a child clearly needs help.) Deliberate breaking of COVID rules 	School detention. Phone call home from member of staff.

Once a child has reached Level 3, triage of SEMH/SEND begins through Student Focus meeting

- Consideration of SEND and SEMH
- Parents to be involved
- Consideration of external agencies if necessary

Additional sanctions at Level 3 may be in addition to an original sanction. For example, if a child refuses to attend School Detention, they will get a Suspension, but the original School Detention still has to be served.

L3	<p>Serious refusal or breaches of school rules, for example:</p> <ul style="list-style-type: none"> • REFUSAL to follow an instruction by staff such as an instruction to leave the classroom to be parked, resulting in an SLT call out, or to follow a member of staff to attend School Detention. • Defiance to staff (including defying staff over school rules, eg misbehaving in a school detention) <p>Other behaviours that will attract Internal Suspension</p> <ul style="list-style-type: none"> • Truancy – more than five minutes late compared to peers - safeguarding risk • Theft • Use of inappropriate sexual language • Repeated or serious Level 2 incidents • Serious abuse/damage to property or of people (as judged by HoH/SLT) • Refusal to complete or attend detention 	Parents/carers must be informed.
L4	<p>Serious refusal or breaches of school rules, for example:</p> <ul style="list-style-type: none"> • Fighting- both parties • Any kind of discriminatory language or prejudicial reference • Bullying • Persistent or serious disruption to other students' learning • Swearing at staff • Any repeated refusal to do as staff reasonably ask • Leaving internal suspension or refusal to complete internal suspension 	L4 External suspension at a neighbouring school, where appropriate and feasible

L5	<p>Serious refusal or breaches of school rules, for example:</p> <ul style="list-style-type: none"> • Repeated refusal such as SLT on call twice in one day, will result in an immediate FTE • Repeated or serious Level 4 behaviour • Refusal to serve External Suspension • Serious and continued abuse of people or property for example, • Physical violence or threatening behaviour • Any kind of discriminatory language or prejudicial reference • Serious breach of health and safety • Swearing at staff • Sexual abuse or harassment towards students/staff (this could result in Permanent Exclusion) • Use/possession of substances (including tobacco, alcohol, legal highs) • Malicious use of electronic equipment 	<p>L5 Fixed term suspension* agreed by Headteacher/Deputy Any of these, if serious enough, could result in Permanent Exclusion.</p>
L6	<p>Very serious behaviour that threatens the safety/wellbeing of others or the smooth operation of the school or a serious risk to self and /or others. For example:</p> <ul style="list-style-type: none"> • Serious abuse of people or property • Repeated Level 5 incidents • Possession/use of a weapon • Use/possession/supply of illegal drugs • Violence towards staff • Sexual violence towards students/staff 	<p>L6 Permanent Exclusion*</p>
<p>All Sanctions are used on a +1 or -1 basis</p>		

*A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Where a child has brought something considered to be a weapon into school, the school will consider the intent of the child.

Where a school has concerns about the behaviour, or risk of suspension, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This

should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The behaviour of a pupil outside school can be considered grounds for a suspension.

APPENDIX 3

Court Fields School Rewards

Level 1	Action	Reward
Level 1 Teacher/ Tutor	<p>Good attitude to learning Good question and answer Helping others to learn Completing extension tasks Homework above expectation Respect and courtesy Very good response to feedback/green penning Playing in a House match</p>	<p>Verbal praise Written praise – including stamps/comment from the teacher Beyond normal expectations Court Fields School Class Charts point categories: Achievement and Progress Belonging (general behaviour) Participation Attitude to learning (Homework/Organisation) Up to 3 Class Charts Points.</p>
Level 2 Teacher/ Tutor Repeated	<p>Repeated Level 1 consistently Independent learning Leadership Work used as exemplar Supporting others Significant progress Commitment to the House/Participation Attending Revision</p>	<p>Phone call home Letter sent home Court Fields School Class Charts point categories: Achievement and Progress Belonging (general behaviour) Participation Attitude to learning (Homework/Organisation) Points allocated Up to 10 Class Charts Points</p>
Level 3 HOY/ HOD/ HOF	<p>Going above and beyond for a department, faculty or House e.g. helping at Open Evening/Options Evening/Parents' Evenings All 1s or majority 1s and 2s for Attitude to Learning from Progress Report Service in position of responsibility</p>	<p>Department certificates/awards Badges – House/Sports Captains/Senior Students Praise Postcards home 15 House Points Every Attainment grade on track to make progress 5 Class Charts Points</p>
Level 4 HOY/ HOD/ HOF	<p>Exemplary attendance Courtesy/Respect to others Improved ATL from previous Progress Report - letter from HOY/HOD/HOF Exemplary attendance Prefects Reward trip – Autumn/Easter/End of year</p>	<p>Awards Evening Recognition in Assemblies by the Head Teacher House Commendation/Postcard home Improved ATL grades between Progress Reports - Letter home/Postcard home Up to maximum of 25 Class Charts Points Attendance: Attendance 95+% (½ termly) – 5 Class Charts Attendance 100% (½ termly) – 10 Class Charts</p>

<p>Level 5 HOH/ HOF/ SLT</p>	<p>Continued commitment to enrichment activities Deputy Senior Prefects Year 11 – Rewards for attending revision sessions Year 11 Prom points – The Magic 100. There after students entered into the draw for Prom tickets/hoodies/Year books Assemblies celebrating the accumulation of Class Charts Winner of award at the Awards Evening</p>	<p>House Trophy and reward for the House with the highest number of Class Charts – End of Year reward Awards Evening Year 11 Prom Point Assemblies/Auctions – Recognition throughout the build up to exams Up to maximum of 30 Class Charts</p>
<p>Level 6 Headteacher/ Governors</p>	<p>A specific achievement e.g. representing your country Exceptional performance in a subject Accumulation of Headteacher Awards year on year Senior Prefects</p>	<p>Letter from the Chair of Governors Senior Student badges Year on year accumulation of Headteacher Award – Badges Up to maximum of 50 Class Charts</p>

APPENDIX 4

Court Fields School Sanctions for Unacceptable Behaviour

Guidance on Levels and Actions

Consequence	Student's Inappropriate Behaviour	Notes	Actions - All to be recorded on ClassCharts
WARNING	Any form of low-level disruption		Verbal warning from the teacher <u>Name on board or recorded</u>
S1	<ul style="list-style-type: none"> Disruption to learning Incomplete homework Lack of equipment No PE kit Late to school / lesson Incorrect uniform Inappropriate behaviour 	Disruption to learning <ul style="list-style-type: none"> Incomplete classwork Talking Disrupting self/ others Inappropriate behaviour towards others Off task Disrespectful behaviour Lack of effort 	S1 – Teacher Detention at break (10 mins)
S2	<ul style="list-style-type: none"> Parked Failure to follow instructions Offensive language Repeated / severe inappropriate behaviour Anti-social behaviour 	Anti-social behaviour <ul style="list-style-type: none"> Littering Dangerous play 	S2 Student is parked 20 min lunchtime detention
S3	<ul style="list-style-type: none"> Refusing SLT request Truancy Theft / damage Persistent inappropriate behaviour Persistent disruptive behaviour 	Persistent disruptive behaviour <ul style="list-style-type: none"> Refusal to follow instructions Failure to co-operate (including lying) Repeated S2 incidents Offensive language to staff 	3 x 20 min lunchtime detention
S4	<ul style="list-style-type: none"> Bullying Repeated / severe S3 incidents 		S4 Internal or External suspension
S5	<ul style="list-style-type: none"> Serious abuse of people or property Physical violence / threats Discriminatory actions Swearing at staff Sexual misconduct Controlled substances Leaving an Internal or External Suspension 	Discriminatory actions <ul style="list-style-type: none"> Discriminatory language or prejudicial references Controlled substances Including use/possession of tobacco / alcohol / legal highs / illegal drugs	S5 Fixed term suspension agreed by Headteacher/ Deputy
S6	<ul style="list-style-type: none"> Persistent S5 incidents Possession / use of weapon Supply of drugs Intentional violence towards staff Sexual violence Single serious S6 incident 		S6 Permanent Exclusion

At Court Fields School, once a student has 10 behaviour points they will begin the schools Graduated Response, this includes, Review of SEND and SEMH provision, Parent involvement and consideration of Early Help and External Agency involvement.

*A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Where a child has brought something considered to be a weapon into school, the school will consider the intent of the child.

Where a school has concerns about the behaviour, or risk of suspension, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The behaviour of a pupil outside school can be considered grounds for a suspension.

APPENDIX 5

The Use of Reasonable Force

The law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a student from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use “reasonable force” to control or restrain students. There is no legal definition of “reasonable force”, however, the term covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

(Use of reasonable force: Advice for Headteachers, staff and governing bodies; DfE July 2013).

The definition of physical force also includes the use of mechanical devices, forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain students may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and students is important considerations. Under certain conditions this duty must be an over-riding factor.

Examples of such situations include:

- preventing a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restraining a student at risk of harming themselves through physical outbursts

APPENDIX 6

The Right to Search Students (Reference should also be made to 'Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies' – January 2018; DFE)

What the law says:

What can be searched for?

- Knives and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Telling parents and dealing with complaints:

- School are required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- School should inform the individuals parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school's complaints procedure.

In addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property, of any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which they consider has been identified in the rules as an item which may be searched for.

Force cannot be used to search for other items banned under the school rules, eg chewing gum.

APPENDIX 7

Confiscation of Items

Headteachers and authorised staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Following the finding of items:

- **alcohol, tobacco or cigarette papers** may be retained or disposed of them as the school thinks appropriate but this does not include returning them to the student.
- **controlled drugs** must be delivered to the police as soon as possible.
- **other substances** which are not believed to be controlled drugs for example, so called 'legal highs', can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- **stolen items** must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if there is a good reason to do so.
- **Fireworks** may be retained or disposed of but should not be returned to the student.
- **pornographic images** may be disposed of unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- **an item which is banned under the school rules:** staff should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- **electronic devices:** data or files on the device may be examined if staff think there is a good reason to do so. Following an examination, if the member of staff has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. For good reason to exist, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Further information can be obtained from the DfE Guidance, Screening, Searching and Confiscation, February 2014.

APPENDIX 8

Responding to sexualised behaviour in school

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/18 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Violence against Women & Girls

As a Trust we have adopted the definition from the United Nations Declaration (1993) on the Elimination of Violence Against Women, in which Article 1 defines Violence Against Women and Girls (VAWG) as: "Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life"

The term Violence Against Women and Girls can often cause concern about the exclusion of men and boys from services, and a lack of recognition that men and boys can also experience these forms of violence and abuse.

The UN Declaration is based on the concept of disproportionate impact. We understand the gendered nature of these types of abuse and crimes, and also that men and boys are sometimes victims of these types of abuse and crimes.

It is important that men and boys are included in all aspects of our work on all forms of violence against women and girls (particularly work on prevention and awareness raising). We are committed to ensuring that any victim will receive a sensitive and appropriate response, according to their needs.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the school's referral. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Proactive Responses to VAWG & Sexual Harassment/Sexual Violence

Across the Trust this is embedded within a 'whole-school approach' to preventing violence and harassment, focused on prevention, education and safeguarding. This is an approach that addresses the needs of pupils, staff and the wider community across the entire school environment, from the curriculum or learning environment to addressing the school's physical environment and what actions are taken to prevent violence or harassment, and ensure safety for both students and staff.