

Shevington High School

Behaviour For Learning Policy



2022/2023

School Vision and Values

Through our values and personalised approach to learning we expect students to achieve the highest academic excellence, recognise opportunities, have a positive view of challenges and dare to think in new ways - to be creative - and realise that "life is what I make it !"

We want every student through personalised learning and clear goals to stretch their boundaries and learn more than they thought possible.

Our Core Values -

- **All students are different** and we allow them to personalise the pace, depth and ways of learning.
- Students need **challenging goals** and to be held to clear requirements.
- **Education for life** requires the knowledge, skills and a chance to develop a broad range of personal skills.
- **Life is what you make it.** Students need to understand they have to invest in their futures.
- **An ethic of excellence** should underpin everything we do.

Behaviour Policy Aims and Principles

At Shevington High School, pupil behaviour is a high priority. This behaviour policy applies to all pupils, at all times, including online and offline. We expect the highest standards of behaviour both in school, traveling to and from school and whilst representing the school in a range of capacities, including activities such as sporting fixtures, musical events and on excursions to name but a few. This policy is key in ensuring this vision is upheld, working in conjunction with other school policies

Aims and principles

We have many shared beliefs and values which reflect our school culture. We are resolute in wanting the best for each and every child. We have high standards and high expectations for all, from all. Our aim is to create a supportive and challenging environment in which every individual can aspire, enjoy and achieve. Within our school culture we believe that:

- Teaching and learning is our top priority.
- Mutual respect must prevail. We insist on the highest standards of behaviour.
- A broad, balanced and relevant curriculum is necessary.
- Extra-curricular activities are essential to the education of the whole child.
- Promotion of high standards and a work ethic is crucial.
- Success should be recognised and celebrated.
- Staff and pupils should always want to improve and make progress.
- Examination performance matters.
- There should be collaboration and teamwork at every level.
- Raising capability is the key to future success.

Legislation and statutory requirements

This policy is based on advice from the Department for Education Guidance on:

1. Behaviour and discipline in schools
<https://gov.uk/government/publications/behaviour-and-discipline-in-schools>
2. Search, screening and confiscation
3. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
4. Equality act advice for schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
5. Reasonable force in schools
6. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
7. SEND code of practise
8. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
9. Supporting pupils at school with medical conditions
10. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Pastoral care and guidance

It is important for pupils to feel safe, happy and valued within school. Our pastoral care system aims:

- to cater for the social, emotional and behavioural needs of all pupils
- to ensure that each pupil is well known by a form tutor who is the first point of contact for pupils and parents
- to promote a feeling of belonging and loyalty to a tutor group, year group and the whole school
- to be aware of any factors outside of school which may be affecting a pupil's performance in school
- to recognise and celebrate the achievements, talents and interests of all pupils
- to encourage pupils to become responsible and active citizens within the school and wider communities

Roles and Responsibilities

At Shevington High School, we all play a part in creating an excellent climate for learning. The list, although not exclusive, provides an insight of how we work as a collective team.

Pupils

- Treat each other and the teachers with respect at all times
- Comply to all reasonable requests made by staff
- Pupils should always endeavour to be the best version of themselves that they can be
- Report any evidence of negativity towards a pupil to the Shevington staff

- Wear uniform (as per the policy) with pride
- Bring your chrome book, text books and stationery each day
- Be punctual to school (in registration for 8:45am) and to each lesson.
- Line up outside the classroom (where possible) and enter the classroom in a sensible manner.
- Record homework and goals in log book
- Walk down corridors on the left in a calm, sensible manner following the one way system
- Remembering that energy drinks, chewing gum, large bags of sweets and aerosols are forbidden in school and face sanction/confiscation if found
- Coats to be removed when entering the school building
- Turning mobile phones off and out of sight between 8:30-3pm

Form Tutor

- Be the first point of contact for the pupil and parent in school
- Monitor the general day to day welfare of the child and highlight any concerns to the Head of Year
- Hold weekly coaching sessions with pupils surrounding issues involving behaviour, their general application, homework, punctuality of attendance, goal setting and missions.
- Greet the pupils in their form line on the yard/corridor each morning at 8:45am
- Address any issues relating to uniform and/or equipment in form to avoid an escalation of sanctions throughout the day
- Share the progress of the form each week in regards to reward points and attendance
- Ensure pupils enter assemblies in silence
- Award positive points for continued excellence

Subject Teacher

- Build a relationship and rapport with the class.
- Use Sims to understand the needs of the pupils in the class and be familiar with their 'pupil profiles', if applicable.
- Use a seating plan that facilitates a positive learning environment
- Greet pupils at the door to the classroom and dismiss pupils in an orderly fashion.
- Check on the standard of uniform and respond accordingly as per the policy
- Know the pupils well and use their names through directed
- Lead structured, well-paced lessons that incorporate differentiation so all can achieve and remain engaged.
- Use the arm raised signal to request silence
- Model good behaviour at all times. Speak to pupils with 'deliberate calm' to encourage a similar response from the pupils.
- Reinforce evidence of good behaviour to prevent the onset of poor behaviour.
- Liaise with Heads of year to implement a strategy for pupils who misbehave and accommodate any intervention strategies for that particular pupil.
- Pupils must never be left unsupervised in a classroom.

- Record any misbehaviour through Sims and if necessary, inform the Head of Year, as well as any correspondence on Sim's behaviour log.
- Record any pupils late to lessons using the 'L' code.
- Be prompt for duties out of the lesson, and use the opportunity to build a rapport with the pupils.

Heads of Department

- Ensure all staff within the department are using the Behaviour for Learning policy consistently and fairly.
- Monitor the number of positive and negative points given by different teachers within the department Praise and recognise the pupils that are working well in class
- Monitor homework patterns and the standard of work submitted across the department through work scrutiny
- Ensure that the behaviour is calm and orderly in the department, on the corridors, and in lessons and address any issues swiftly

Heads of Year

- Manage behaviours which occur in their specific year group
- To monitor the Sims log of behaviours on a weekly basis to monitor trends
- To implement appropriate interventions and identify pupils who require further support
- Lead a team of Form tutors and share weekly updates surrounding behaviours (positive & negative) and attendances in their specific year group
- Lead assemblies to promote a positive climate within their year group and respond to any 'Year group' concerns
- Contact parents at the earliest opportunity (phone/email/in person) if the behaviour of a pupil is a cause for concern.
- Lead the lunchtime and breaktime duties
- To provide direct 1-1 support for pupils who have experienced emotional, social or behavioural issues.
- Shadow the pupils in 'hot spot' lessons
- Be available for 'on call' C4's when required in their specific year group
- Lead on the day to day concerns associated with the safeguarding of our pupils

Isolation Manager

- Operate the day to day running of the isolation room
- Provide a calm yet disciplined environment where pupils work productively for the time they are in there.
- Inform parents of any periods in isolation, as well as the teaching staff to request work for the pupil(s).
- Track and monitor the positive and negative points on Sims on a daily and weekly basis, sharing trends with HOY and SLT.

- Be proactive rather than reactive by contacting pupils' Form tutors, highlighting the risk of being issued with a sanction if a further
- Spend time with each pupil in isolation to provide a period of reflection, to discourage a repeat of the behaviour they are in for.

SLT: Assistant Headteacher

- Provide training and ongoing support to staff with all aspects of the Behaviour for Learning policy
- Praise and recognise pupils who are behaving well each day and are receiving rewards
- Be available for 'on call' C4's when required
- Be the gatekeeper for the exclusion room to ensure consistency of sanctions
- Ensure new staff and external cover teachers are provided with the BfL policy
- Show a presence around school, in lessons and at break/lunch
- Lead the Pastoral team,
- Hold weekly Inclusion team meetings with a set agenda surrounding vulnerable pupil
- Oversee the behavioural concerns of pupils, establishing trends and patterns and deciding (with the relevant team member) the appropriate sanction and intervention
- Regularly visit the isolation room
- Meet with parents in an attempt to address and improve the behaviour of selected pupils

Parents/Carers

- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school.
- Check their child's application in school on a regular basis through the sims intouch platform
- Ensure their child's uniform conforms to the school policy
- They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy

Rewards and Recognition

Pupils thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving and can inspire those who, from time to time, may be struggling. Finding ways to reward must be at the heart of our teaching and a prominent feature of school life. All pupils of all ability levels in all year groups should benefit from the rewards process, we seek to reward pupils through a variety of different means.

Rewards Strategies

<ul style="list-style-type: none"> • We must reward wherever possible: formally, informally, publicly or discreetly. Rewards must be regular, consistent and sincere.
<ul style="list-style-type: none"> • All pupils in Years 7 – 11 have the opportunity to receive positive behaviour points/green slips from a member of staff in recognition of excellent effort, attitude, manners and contribution. Teachers should inform the pupils when they have received these points and ensure they are entered on the system accordingly. Teachers should continually monitor the amount of points they award in comparison to the whole staff, ensuring fairness and consistency in each lesson and department. A minimum of 3 green slips/points per lesson. • Year Group Online reward shops are in place, students can use the green cards to purchase items from the shop and Head of Year during form time.
<ul style="list-style-type: none"> • Head of Year - Star of the Week Award or weekly student praise from Subjects to be celebrated in Assembly
<ul style="list-style-type: none"> • At the end of each half term, pupils will be involved in a 'Rewards assembly'. Certificates will be presented to pupils who have shown an excellent approach in subject areas. Those with 100% attendance for that term will also be recognised and have the opportunity to be entered into the prize draw.
<ul style="list-style-type: none"> • After each screening review (x3 per year) there is the opportunity to praise and reward pupils for progress made towards learning goals.
<ul style="list-style-type: none"> • Faculty/ Subjects will issues termly awards certificates
<ul style="list-style-type: none"> • Form Tutor will issues termly Certificates termly
<ul style="list-style-type: none"> • Six pupils per screening review (one from each tutor group) are nominated by their Form Tutor to be invited to meet with the Headteacher. Pupils who have made significant progress between reviews are recognised with a certificate and a letter home. All these pupils' names are highlighted in the school newsletter.
<ul style="list-style-type: none"> • Post Cards home - sending a postcard home with a message of congratulations or encouragement is a simple yet very effective method or reward. Parents and pupils appreciate the personalised comments and recognition.

- There are additional rewards for Year 11. The vast majority of Year 11 pupils are rewarded at the end of their school career at Shevington High with an invitation to the Leavers' Prom, where they enjoy an evening of celebration with their peers and staff. This event is highly valued by staff, pupils and parents.
- Sports Award Evening - celebrating sporting achievement and commitment occurs through the Sport Award Evening, where prizes and trophies are awarded. The event is a highly regarded evening by staff, pupils and parents.
- Pupils are awarded Green Slips / Positive Behaviour points in recognition of the extensive involvement in the school community. This can be through sport, music or assisting at special events such as Open Evening.

Bronze Award 100 Positive Points	Silver Award 200 Positive Points	Gold Award 300 Positive Points	Platinum Award 400 Positive points
Bronze Certificate Bronze Badge	Silver Certificate Silver Badge	Gold Certificate Gold Badge	Platinum Certificate Platinum Badge

Peer-on-Peer (Child-on Child) abuse

This is defined as abuse between pupils. All staff are aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of peer-on peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse. The aim of this policy is to establish a climate where pupils who are victims of peer-on-peer abuse knows that;

- They will be listened to
- Their concerns will be taken seriously
- The matters will be investigated thoroughly and dealt with sensitively and swiftly Together we will resolve the situation and provide ongoing support.
- Shevington High School has a zero tolerance approach to any form of peer-on-peer/child-on-child abuse.

All staff understand the importance of challenging inappropriate behaviour between peers and know it may manifest itself in many forms, including:

- Bullying, including cyberbullying and prejudice-based discriminatory bullying.
- Abuse in intimate personal relationships between peers.

- Physical abuse- this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence- this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual Harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting
- Initiation and hazing type violence and rituals, which can include activities involving harassment, abuse or humiliation, used as a way of initiating a person into a group, and may also include an online element.

The Isolation Room

In the majority of cases, any pupil entering the isolation room will go in the following day of an incident. This allows parents to be notified and work to be collated. The only person responsible for placing a pupil in the isolation room, will be the Assistant Headteacher. The isolation room will be used (in some capacity) for the following reasons:

Persistent Issues

- Persistent C4 removal from lesson
- Failed referral at C4
- Persistent issues with uniform out of choice eg fake tan/extreme hair cut,
- 8:30- 3pm in exclusion (24 hours grace will have been allocated prior to this allowing the pupil an opportunity to correct the issue).
- Serious behaviour incidents (which may include further steps) Pupils will work in silence, unless asked to work 1-1 with the Isolation Manager.
- Pupils will complete work arranged by their class teachers on Google Classroom based on the lessons they will miss to ensure they do not fall behind. All work must be submitted at the end of the session.
- Supplementary work can be completed through revision guides and the online platforms such as Seneca, Hegatty Maths etc.
- Restorative work will take place with the Inclusion Manager to adapt behaviours and attitudes
- Students placed in isolation room will be placed on a monitoring card overseen by Inclusion manager
- If a child does not conduct themselves in an appropriate manner in Isolation, parents will be contacted and they will serve another full day in Isolation.

- Pupils will not be permitted to return to classes until they have completed their time in exclusion to a required standard. Pupils will be allowed to order and eat lunch in the exclusion room and take rest periods in line with the school day break/lunch times and will have access to a toilet when required.

Behaviour Standards

- All Students will be inducted to school routines, standards and expectations at the start of the year and reminder throughout.
- Rewards points will be used to recognise good attitudes to learning.
- High standards of behaviour and attitude to learning are essential in lessons and around school site
- Students breaching school routines or persistently defiant and disrupting learning in lessons. Pastoral staff will contact parents that day.

Attendance

- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.
- It is a legal responsibility of every parent to make sure their child receives that education
- Parents must contact school regarding any absence on the first day of absence and every subsequent day thereafter

Support - Identify pupils at risk of disengagement.

- Teachers and Pastoral staff will Identify students that will need extra support and put support plans in place
- The Pastoral Team and SLT will engage with parents and carers regarding any concerns.
- Pastoral Leads and Designated Safeguarding Leads have undertaken training. To support students showing signs of distress and poor mental health.
- Where students have education, pastoral support or multi agency plans these will be updated.
- Students with SEND services and support will be in place to ensure a smooth return to school.
- Students who have a social worker or are otherwise vulnerable that work with social workers and other services will have a support plan.

Monitoring - Tracking attendance and behaviour data and intelligence to inform practice and strategy.

- School will regularly review attendance and behaviour data.
- School will survey staff and students regarding behaviour
- School will review, evaluate and provide a report to stakeholders on expectations and outcomes.
- School will use data to assess the effectiveness of behaviour and attendance policies adjust provision as the context changes.

Behaviour for Learning

Sanctions

Pupils will be given opportunities to modify their behaviour if they make a mistake at Shevington High. We use a staged approach in lessons, outlined on the following page. Each stage has a clear value, with a full explanation of the stage being given to the pupil. Good behaviour in these sanctions is paramount; failure to meet expectations will result in an escalation of the sanction, as will missing a sanction.

All sanctions and interventions occur on a daily basis (break, lunch and afterschool) so that there is minimum time between the misdemeanor and the sanction, resulting in more impact. Whilst we are legally entitled to keep a pupil back in school for a same day detention, where possible, all sanctions (other than the morning lates) will be issued for the following day.

This provides notice for both the pupil, the parents, the Pastoral team and the teachers (if work is required). Pupils are reminded of the sanction time and location.

Introduction

- Educational excellence, discipline, mutual care and respect are the foundations for our approach to leading and managing learning and behaviour at Shevington High School.
- We value and promote an inclusive culture where all pupils are rewarded and praised regularly.

- The school operates a firm but fair approach applied consistently ensuring that the disruptive behaviour of the few doesn't damage the achievements of the many.
- At our core we promote excellent attitudes to learning so all students can make outstanding progress.
- We are a family school in which each member understands their rights, responsibilities and potential impact of their decisions on their learning and others.
- At Shevington high school we do everything possible to ensure each child succeeds. We will take tough decisions where this is needed to safeguard the learning and wellbeing of our pupils.

Aims

- To recognise and reward good behaviour
- To be seen to be fair and consistent in behaviour management by students, staff and parents.
- To marginalise poor behaviour by promoting good behaviour.
- To ensure every pupil in the school is able to benefit from and make a full contribution to the life of the school.

Roles and Responsibilities

- The school rules are set by the Head Teacher. They are necessary for the safety and well-being of the school community, its reputation, and for the protection of school property and wider community. The rules apply to all age groups and at all times when a pupils is at school, representing the school, wearing school uniform or travelling to or from school.
- Mrs Hames is responsible for Inclusion and will monitor all aspects of the school behaviour policy and its equality for all pupils.
- Heads of Year will create a year team and class identify where all pupils feel a sense of responsibility for helping and supporting others and promoting excellent performance

All staff in ensuring;

1. The policy is consistently applied
2. That pupils are taught the behaviours which are conducive to learning and well-being and preparing them for life in modern Britain

3. High standards of behaviour, attendance and punctuality are modelled
4. That good behaviour is praised
5. Opportunities should be provided for pupils to develop social skills and personal responsibilities.
6. That poor behaviour is challenged

Shevington High School Student Code of Conduct

Be Responsible:

- Be punctual to coaching sessions, registration, assembly and lessons
- Move around school in a calm and orderly manner.
- Report unacceptable behaviour to staff.
- Dress smartly, in correct uniform at all times, including in and out of lessons.
- Use your E - Log Book to record goals and homework.
- Be honest and reliable
- Respect our school environment
- Be active in preventing bullying

Be Respectful:

- Keep the school tidy and use the bins provided
- Take pride in your appearance and come to school dressed for work.
- Never touch other people's property, and treat their belongings with respect
- Respect other people's privacy and family life so they are not offended by what you say.
- Do not use physical aggression
- Do not encourage others to fight
- Do not intimidate or frighten others
- Never insult, undermine or swear at a member of staff, visitor or student
- Listen to members of staff and follow instructions politely and calmly.
- Be polite

Be ready to learn:

- Set yourself challenging goals
- Make sure homework and assignments are handed in on time.
- Complete all tasks to the best of your ability
- Use your log book

- Always bring your equipment to school in a bag
- Participate positively in lessons

Behaviour Types and Examples of Strategies/Sanctions

Behaviour Types	Examples	Example of Sanctions
School Rules	<ul style="list-style-type: none"> • Mobile Phone • Uniform • Late to school • Lack of equipment • Chewing gum • Items not permitted 	<ul style="list-style-type: none"> • Break Detention • Lunch time detention • Removal of points
In lesson behaviour	<ul style="list-style-type: none"> • Missing homework • Losing focus • Lack of effort • Distracting others • Lack of work produced • Rudeness to staff or peers • Shouting out • Missing homework • Entering or exiting the classroom in an inappropriate manner 	<ul style="list-style-type: none"> • Verbal warning • Removal of points • Lunchtime detentions • Break time detentions
Punctuality	<ul style="list-style-type: none"> • Late to school • Late to lesson • X3 lates to lesson per week 	<ul style="list-style-type: none"> • Warning • Removal of points • Lunchtime detention • Break time detention • Warning and parents informed
Out of class behaviour	<ul style="list-style-type: none"> • Low level • Moderate level • Serious issues (any serious incidents should be directed to SLT/HOY) 	<ul style="list-style-type: none"> • Break time Detention • Lunch time Detention
C5 Referral to Isolation	<ul style="list-style-type: none"> • Peer on peer abuse • Fighting • Truancy • Smoking • Theft • Vandalism 	<ul style="list-style-type: none"> • Isolation • Further steps can be taken

	<ul style="list-style-type: none"> • Swearing • Derogatory language 	
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IN CLASS STAGES	
C1	<p>Reason:</p> <ul style="list-style-type: none"> • Teacher has to pause the lesson to remind you to focus and improve your behaviour. • Examples may include shouting out, lack of focus, work avoidance, distracting others, entering or exiting inappropriately, talking when the teacher is talking and poor manners. <p>Sanction: Reminder and explanation of reason.</p>
C2	<p>Reason:</p> <ul style="list-style-type: none"> • Continued to disrupt the learning of others and have lost focus. <p>Sanction:</p> <ul style="list-style-type: none"> • Recorded on board as 'warning given'. • During or when exiting the lesson, your teacher will speak to you about your conduct in order to avoid a recurrence in future lessons.
C3	<p>Reason:</p> <ul style="list-style-type: none"> • Persistently losing focus in class or disrupting others, being disrespectful to the teacher or a peer or mis-use of school equipment. <p>Sanction:</p> <ul style="list-style-type: none"> • A change of seat in the classroom if possible and/or a change of task if necessary. • Recorded on sims and removal of point • During or when exiting the lesson, your teacher will speak to you about your conduct in order to avoid a recurrence in future lessons.
C4	<p>Reason:</p> <ul style="list-style-type: none"> • Persistently displayed elements of low-level disruption through the stages OR will have behaved in a serious single inappropriate way/failed to comply.

Sanction:

- Removed from class by HOY, exclusion for remainder of lesson to buddy room
- Recorded on sims.
- Parent Contact - Informing parents that they have been removed from learning by HOY/HOD
- Restorative conversation about your conduct in order to avoid recurrence in future lessons by HOY/HOD

Failing sanction:

If you continue to cause a disturbance or argue with HOY: Sanction-Isolation followed by a parent meeting

EXCLUSION FROM MAINSTREAM LEARNING**C5 Suspension or Isolation****Reasons:**

- (X4 C4 referrals) repeated willful disruption to learning of others that prevents teaching taking place.
- Repeated truancy.
- Verbal abuse and threatening behaviour against a pupil
- Verbal abuse and threatening behaviour against an adult
- Theft and vandalism
- Inappropriate use of social media or online technology
- Persistent Bullying
- Threatening, abusive, obscene, racist, homophobic, sexually inappropriate, sexist or transphobic language towards other pupils or adults
- Peer on Peer abuse
- intimidating, aggressive or violent behavior towards self or others, or willful destruction of property
- Possession of banned items on school premises, on the way to school.
- Leaving school without permission.
- Other high risk behaviours

C6 Permanent Exclusion

Reasons:

- Serious one off behaviour incidents
- Persistent threatening and abusive behaviour towards staff and students.
- Persistent dangerous and other high risk behaviour

Only the Headteacher has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed periods of up to five days at a time, up to 45 days in any one year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant it.

Other Strategies

Report cards

Report card	Purpose	Staff
White monitoring report (1-2 weeks)	To engage the student by way of positive comments	Form tutor
Green Report (2 weeks)	To monitor low level disruption identified by SIMs. HOY will liaise with parents at this stage	HOY
Amber Report (2 weeks)	If little or no improvement in behaviour then move to amber. HOY will liaise with parents at this stage.	HOY
Red Report (4 weeks)	If there is still no improvement then the student moves to the red report. HOY will liaise with parents on a regular basis	HOY

Banned items will be confiscated and include;

- Energy drinks
- Chewing gum
- Controlled substances
- Children are not allowed to bring cigarettes, electronic cigarettes or other smoking paraphernalia into the school.
- Knives or weapons or any object that could be used with the intention of harming another person
- Alcohol or illegal drugs
- Stolen items
- Fireworks/bangers
- Pornographic images
- Stink bombs and water bombs
- Aerosols
- Laser pens
- Hot water bottles

Pupil Support Plans - 12 weeks

- A Pupil Support Plan may involve multi agency support to meet the specific needs of a pupil - these are for students who consistently and persistently show poor behaviour in many aspects of school life - Thus will be documented using SIMS and Google Drive.
- Allegations against Staff
 - Wherever a pupil or parent has made an allegation against a member of staff at Shevington High School, this allegation will be investigated by a senior member of staff. We will not tolerate malicious allegations against staff.

Mobile Phones and Digital Devices

- Mobile phones should be switched off and in bags or inside pockets
- Mobile phones are strictly prohibited in exams. Breach of this rule will result in

invalidation of exams.

- Mobile phones will be confiscated if a student uses them in school. The student can collect this at the end of the day.
- A third mobile phone offence will result in parents needing to come and collect it from the office.
- Cyber bullying will not be tolerated
- If there is an emergency which requires communication with home pupils must speak to their Head of Year
- Students must ensure files stored on the phone do not contain violent, degrading or pornographic images. Confiscated phones containing such material will be passed to the police.

Physical Restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property Incidents of physical restraint must:
- Always be 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

Searching, Screening and Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents who come to collect themselves. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.