



Relationship Policy

(Formerly known as the Behaviour for Conduct Policy)

This policy is reviewed annually in April

Last Updated	Written by	Approved by School Committee
June 2022	A Mclellan	Brand new policy.

Previous policy amendments:

Issue no	Author/Owner	Date Written	Approved by Governors on	Comments
1.	K. Rourke Beasley	April 2012	April 2012	
2.	C. Ferguson	March 2014	March 2014	New SLT lead. Amendments made around jewellery expectations, new B4L card
3.	C. Ferguson	June 2014		'One Strike' rule added
4.	C. Ferguson	Feb 2015		Added detentions appendix
5.	C. Ferguson	June 2015	June 2015	Updated following advice from SchoolSafe
6.	C. Ferguson	April 2016	April 2016	Changes to removal room system and supervised exclusion
7.	C. Ferguson	April 2017		Change from rewards to recognition, outlines expectation of parents/carers to ensure a child gets home following after school detention.
8.	C. Ferguson	April 2018		Amendments to 'Searching, Screening and confiscation' as outlined in Jan 2018 Gov renewed guidance. Any illegal substance or paraphernalia in school becomes PEX. Tougher sanctions for truancy, smoking and lates.
9.	C. Ferguson	April 2019		Change of policy title to Behaviour For Conduct as opposed to Behaviour For Learning. Other general amendments
10.	C.Ferguson	April 2020	4 th May 2020	General amendments
11.	A McLellan	June 2021	28 th June 2021	General amendments to references to 6 th form lessons and replaced with 'the patrol hall'.
12.	A.McLellan	June 2022		The policy has be re-written and broken into two parts: Part 1 relates to our whole school approach to supporting students that have experienced trauma. Part 2 relates to our processes and routines to supporting students with their attitude and behaviour.

This policy has been divided into two sections.

Section A embodies our culture and ethos developed through a trauma Informed approach where relationships are at the heart of every interaction.

Section B explains our approach to dealing with behaviour and details the systems and processes we follow and use to support students and their families.

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Section A - 'Developing positive and meaningful Relationships'

The Stowmarket High School relationship policy embodies our culture and ethos developed through a trauma Informed approach where relationship is at the heart of every interaction and supports the whole school community to include our staff, our students, families and all other agencies working with the school.

Purpose

At Stowmarket High School we believe in providing every student with the opportunity to experience an outstanding education academically, emotionally and socially. We strongly believe that by identifying the barriers to learning, we can provide an inspiring and relevant curriculum that considers every student and provides the necessary support for students to achieve, develop and reach their true potential. We are committed to ensuring that our School develops a trauma and mental health Informed approach to ensure that all our students develop positive mental health and resilience, enabling them to fully engage in life and learning.

Through a trauma informed approach our focus is not only the physical environment, but the relational environment and the very culture and ethos of our School. This requires emotionally regulated and available adults who can provide essential calming and containing of our students, their families or each other when they are overwhelmed by an event, a situation or their feelings.

We recognise that the impact of trauma can be presented in different ways, including through behaviours that are challenging. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

“The ability to form meaningful relationships is fundamental to mental health and happiness. It’s the quality of the contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.”

TISUK 2019

Whole School Approach

As a school we are committed to providing an environment that has safety, connection and compassion at its heart.

All staff are responsible for adhering to positive practice that promotes a student's ability to engage in, and access their learning. This is based on the understanding that students best achieve, develop and reach their true potential when staff are: fair, flexible, trustworthy, respectful, and model positive relationships. This is reflected in our restorative approach to behaviour management.

It is the expectation at Stowmarket High School that all staff, regardless of role act in this way. We believe that our families know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within the school. We aim to develop positive, non-judgemental working alliances with all our families.

Therefore, as a school we are invested in supporting the very best relational health between:

- Family/carer and student
- Students and school staff
- Families and school staff
- School staff
- School staff and senior leaders
- Students, parent(s)/carer and other agencies
- School staff and external agencies

To this end, our community adopts relational and educational practices which Protect, Relate, Regulate and Reflect as follows:

Protect

Increased 'safety cues' in all aspects of the school day, e.g. 'meet and greet' at the classroom door and an open invitation for informal discussions.

Staff trained in 'PACE' modes of interaction (Hughes, 2015): being warm, empathic, playful and curious to enable our students to move out of flight/fight/freeze positions and into relationships and trust. As a school we ensure that interactions with students, families, external agencies and one another are socially engaging and not socially defensive. A whole-school commitment to cease all use of harsh voices, shouting, put-downs, criticisms, and shaming (proven to be damaging psychologically and neurologically). Our staff aim to 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know students better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to them, their dreams, hopes). This is key to enabling students to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable students have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the student does not wish to connect with the allocated adult, an alternative person will be considered to support their needs. School staff will adjust their expectations around vulnerable students to correspond with their developmental

capabilities and their experience of traumatic stress. This includes removing vulnerable and traumatised students in a kind and non-judgmental way from situations they are not managing.

The use of a robust debrief system. De-briefing opportunities are available in several ways for staff and students to assist them in managing situations that have caused or may cause distress. A debriefing meeting assists people, particularly staff and students, to overcome the effects of an incident by:

- Talking about what happened
- Expressing how they feel as a result of the incident
- Identifying any individual stress reactions (i.e. physical, emotional, thinking, behavioural)
- Identifying some ways of dealing with stress reactions
- If appropriate, independent and external referrals can be made

The nurturing of staff in such a way that they feel truly valued and emotionally regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

- A whole-school commitment to enabling students to see themselves, their relationships, and the world positively, rather than through a lens of threat, danger or self-blame.
- Our school provides everyone, with repeated relational opportunities (with Emotionally Available Adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable students, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.
- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-student interactions.
- The emotional wellbeing and regulating of staff are treated as a priority to prevent burn-out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed, or shamed.

Reflect

- Staff development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).
- Trained ELSA staff to support all students with Emotional Literacy – enabling them to communicate their feelings without expressing through anger or behaviours that challenge
- Provision of skills and resources to support parents and staff in meaningful empathic conversations with vulnerable students who want to talk about their lives. This is to empower students to better manage their home situations and life in general.

- Within the context of an established and trusted relationship with a member of staff ('working alliance'), students are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art / play / drama / music / sand-play / emotion worksheets / emotion cards.
- PSHE (Personal, Social, and Health Education) and psycho-education as preventative input, informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables students to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.
- The Personal Development curriculum across the school includes, as a preventative input, aspects on mental health, self-regulation and self-awareness. Delivered through the assembly and tutor programme and in subject specific lessons.
- Staff development and training to help students move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathic conversation, addressing students negative self-referencing and helping them develop positive, coherent narratives about their lives.
- A Behaviour Policy that models enquiry, reflection, resolution and interactive repair (such as restorative conversations), only using sanctions where appropriate to the context.

Section B - 'Behaviour for Learning, Expectations and Procedures'

Introduction

Behaviour in lessons is something that has been documented by teachers for centuries. Whilst most students are well-behaved, the poor behaviour of some can have a lasting impact on the outcomes of the students in the class. At Stowmarket High School we have a clear and consistent approach to dealing with behaviour and a clear policy that promote positive behaviour in lessons.

Focusing on the positive and regularly recognising those who are good community members motivates students to do their best and take a pride in themselves and their environment. A whole school policy is only effective if it is consistently followed by all staff regardless of their position or experience.

Rationale

All students have the right to be able to feel happy, safe and secure, to make the most of their abilities, to succeed, to achieve and to be part of a healthy and happy school. To foster these aims all students, staff, families and the School Committee need to support the principles and systems set out in this policy. Acceptance of a place at Stowmarket High School will be taken as an indication of support of this policy.

We believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole school community. Section B of the relationship policy focuses on positive behaviour, which supports learning and promotes, celebrates and recognises achievement.

Aims

- To promote a positive environment throughout all areas of the school (including as far as is practicable those venues off-site which make provision for our students), ensuring students and staff feel safe, secure and respected.
- To ensure that low level disruption is kept to a minimum.
- To provide effective coherent procedures which are regularly reviewed as well as support to staff by providing appropriate targeted training to ensure that there is a consistent approach to positive behaviour management across the school.
- To ensure that students recognise that they are responsible and accountable for their behaviour and that they make clear choices regarding their behaviour.
- To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
- To ensure that students, families , staff and the School Committee are fully aware of:
 - a. The expected behaviour of students both in lessons and around the school.
 - b. The clearly defined recognitions for good behaviour and consequences for poor behaviour.
- To communicate with families and carers regularly and quickly using *Postcards of Praise*, certificates, emails and phone calls home to recognise good behaviour and additionally the Go4Schools system when poor behaviour has taken place.

Principles

- Students will be made aware that they are making clear choices when they are deciding how to behave and they will understand how these choices impact on their own and other student's school lives.
- All students will be able to gain recognition that will remain relevant through Years 7 to 11.
- There should be an emphasis on recognising and celebrating positive behaviour. Staff should not take for granted those students who go "Above and Beyond" as we will be able to instil pride, self-esteem and a sense of belonging. This would leave rewards to the people who are best placed to give them i.e. families and carers. We need to connect rewards at home with effort in class. We will use *Postcards of Praise*, certificates, emails and phone calls to communicate this. (*Please refer to the rewards strategy for more information*).
- There is a core set of expectations which will be common throughout the school ([Appendix 1](#)), but there will be some flexibility to accommodate the specific needs of subjects such as P.E, Design, Science and Performing Arts.
- Confrontation will be avoided through staff clearly communicating the pre-agreed consequences for failing to meet expectations.
- Where a student chooses to behave inappropriately staff will consistently apply clear, sequential sanctions according to this policy.

The behaviour for learning card system will be used by all staff to ensure that there is consistency in our approach to dealing with poor behaviour ([Appendix 2](#)).

Expectations

High expectations and the clear communication of these expectations are vital in ensuring that students know and understand the boundaries in which they should operate. This list is not intended to be exhaustive. Our expectations are simple and are based on the five rights; they are applicable in all areas of the school at all times:

- **Right Place**
- **Right Time**
- **Right Uniform**
- **Right Equipment**
- **Right Attitude**

Right Place

We expect all our students to be:

- In their lessons during lesson time.
- Within agreed boundaries during break and lunch times.
- In school every day.

Right Time

We expect all our students to:

- Arrive to school on time, 8.45am in the morning ready to commence school at 8.50am and 2.05pm in the afternoon ready to commence afternoon lessons at 2.10pm.
- Arrive to all their lessons on time.
- Arrive on time to any meetings requested by staff.

Right Uniform

We expect all our students to:

- Wear the correct uniform to school and to all their lessons.
- Wear the correct kit for P.E. lessons.
- Bring a note from their family/carers if there is a good reason that they need to be out of uniform for a short period.
- Follow the school code with regard to make-up, hairstyles and jewellery (Appendix 3).

Right Equipment

We expect our students to bring with them the tools that they need to learn effectively, these include:

- Pen, pencil, ruler, rubber and calculator. Reading book for Y7/8.
- Exercise books and work-books when they have been working at home.
- Appropriate kit for P.E. lessons.
- Ingredients for Food Technology lessons.
- An appropriate bag (one which is big enough to carry all the necessary equipment and kit) to carry their equipment.
- In addition, students will benefit from bringing other basic stationery including coloured pencils, pencil sharpeners and specialised equipment for particular lessons (e.g. compass).
- Students should not bring valuable items into school – the school will not accept liability if they go missing.
- We recommend that music ear/headphones, portable speakers, mobile phones and other electronic devices are not brought into school.

Right Attitude

For all students to learn effectively and make the most of their abilities they must have a positive attitude to learning. We expect all students to:

- Listen carefully without talking when a member of staff or another student is talking to the class.
- Do as told by a member of staff without argument or discussion.
- Arrive at each lesson ready to learn.
- Allow themselves and other students to learn.
- Allow the teacher to teach.
- Be polite, use positive language and respect the feelings of others.
- Place litter in the bins provided.
- Eat and drink in the right places and do not chew gum.
- Respect the school building and the school environment.
- Make sure mobile phones are switched off at all times.
- Walk around the school quietly and sensibly with regard to the learning of others. Keep to the left hand side.
- Report any concerns about student poor behaviour to your staff
- Be the best that they can be at all times.
- Follow the school code with regard to detentions (Appendix 5).

Some subjects may have additional expectations; these will be explained to students in these lessons and may be recorded in their book.

Recognition

We aim to recognise, acknowledge and celebrate good behaviour, effort and achievement and we need to be able to do this with all students regardless of ability. Progress, improvement, teamwork, contribution to the school, sustained effort or helping others are all as valid as academic achievement.

Whenever a student makes a genuine effort to make a positive contribution this will be acknowledged and praised by staff as a matter of course. Students must expect their efforts to be recognised and we aim to develop a culture where students want to succeed and are proud of their success. It is vital that there is an emphasis on praise rather than sanctions. A 'genuine effort' as in the context above is given to mean any instance in which a student is doing the right thing. Such as students who are on time to their lesson, follow all instructions and behave in such a way as to promote learning in the classroom and complete their homework. Staff must also ensure that good behaviour around the school is also recognised with positive behaviour comments.

Sanctions

Although we insist on a strong emphasis on acknowledging and recognising positive behaviours, there will be some students who choose not to follow agreed expectations. In these cases sanctions will be used consistently by all staff in a hierarchical way to support learning and eliminate negative behaviour.

All staff should use the staged response system to poor behaviour in their classes as described at the end of this document in the procedures. Behaviour which prevents teaching and/or learning will not be tolerated. When applying a sanction, staff will focus on the behaviour and not the individual. Staff will also state a clear reason why the sanction has been given.

Students, who despite the warnings in class still misbehave will be removed from class and taken to Oasis, our student support centre.

Serious incidents which compromise the safety of others in the room should be dealt with by calling Student Services for support. Support will arrive at the classroom. Similarly, if a student is preventing others from learning and is refusing to leave the class, then support should be called. Support could involve SLT.

The school also operates a system of exclusions for serious breaches of the Behaviour for Conduct Policy which include removal from class, supervised exclusions (within school), fixed-term and permanent exclusions. The school also has a Teacher, Faculty, Pastoral/HOY and Whole School Detention system. When it is deemed to be appropriate alternatives to sanctions such as a restorative approach or impositions will be used to bring to resolution any conflicts and issues between students or between staff and students. (Please refer to section A of this policy for more information)

The school values the opportunity for students to face their shortcomings in behaviour. It is essential that students are allowed to start each lesson with "a clean slate." This will repair the working relationship between the member of staff and the student and place the emphasis back onto recognising positive behaviour. Any negative behaviour from the previous lesson should have been dealt with and should not be allowed to affect the next lesson. However, this does not mean

that any strategy put in place to improve behaviour can be ignored. For example, if a student has been placed on a target card due to their behaviour or has been asked to sit in a particular seat, then that arrangement may remain in place for as long as is required.

Detentions

The school operates a system of detentions after school which are for breaches of the school's relationship policy. Students who fail to attend teacher detentions should be given faculty detentions and failure to attend faculty detentions will usually result in a detention after school (DAS) being issued. More serious incidents may result in a detention after school being issued without other detentions having been previously issued. Students who are removed from lessons will receive a DAS although they do have the opportunity before this detention to speak with their teacher about the incident. The onus is on the student to find the teacher and repair the damage that has been created. On occasions, following this meeting the teacher may overturn or downgrade the detention. If a student apologises for their behaviour this does not necessarily warrant the DAS being overturned. HOY detentions also operate for misdemeanours such as lateness to school. Staff will notify students of teacher/faculty/HOY detentions either verbally and/or with a written reminder. Families will be given notice of any after school detention. We will not move the date the DAS is set unless there are exceptional circumstances (discussion should be taken with the school prior to the detention). There are late buses which are put on for those staying behind for clubs, fixtures and events which can also take detention students home on a Tuesday and Thursday (although not all geographical areas are covered) but not on a Friday. It is the responsibility of the student's family to ensure arrangements are made for a student to return home safely following a DAS. Students who fail to attend their DAS will be placed in the Oasis support centre for a day and will need to repeat the DAS on another evening.

Removal To The Oasis Centre

If a teacher feels the presence of a student is harmful to the teaching and learning of others in the class then the teacher will call for patrol and support and the student will be taken to Oasis unless the student can be safely reintegrated back into a lesson. If the student is removed, they will be taken to the Oasis Centre where their behaviour and attitude will be assessed and evaluated with the objective of reintegrating them back into the lesson. The student should sit in silence; if they choose to do anything this should be limited to carrying on with schoolwork or reading a book. If the student does not behave, they will remain in the Oasis Centre for the rest of that lesson.

Searching

School staff can search a student for any item if the student agrees. Additionally, the Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item (see below).

Confiscation

School staff can seize any prohibited item found as a result of a search. We can also seize any item, however found, which is prohibited by law and which we consider harmful or detrimental to school discipline. The list below is not exhaustive but is intended as a guide. The specified items on the list, and any item that would fall into the first three categories, should not be brought in to school. Sanctions under the Relationship Policy may be applied to any student found in possession of any

banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to exclude students in extreme cases, or when students or families have received warnings about banned items.

Prohibited Items

1. Fire Lighting Equipment

- Matches, lighters, etc

2. Drugs and Smoking Paraphernalia

- Cigarettes
- E-cigarettes/vaping material
- Lighters
- Tobacco
- Cigarette papers and filters
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines

3. Weapons and other dangerous implements or substance

- Knives, including pen knives and craft knives
- Razors and blades from pencil sharpeners which have been removed from the sharpener
- Catapults
- Guns of any kind, including replicas and BB guns
- Laser pens and LED torches
- Knuckle dusters and studded arm bands, bracelets, etc
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's relationship policy.

5. Other Items

- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence; cause personal injury to, or damage to the property of, any person (including the student) or disrupt learning.
- Chewing gum
- Offensive material (pornographic, homophobic, racist etc)
- Stolen items
- Any aerosol (other than essential medication) (*students should use non-aerosol deodorants*)

Any tobacco or cigarette related paraphernalia taken from students some may not be returned to the student, family or carer but will be destroyed.

The Use of Reasonable Force

In order to maintain the safety and welfare of our students , it may sometimes be necessary to use reasonable force on a student, as permitted by law. The School Committee have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control students or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a student path) or active physical contact (leading a student by the hand or arm, ushering a student away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order 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, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold students with specific health needs, special educational needs and disabilities.

Action as a Result of Self-Defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Risk Assessment.

Circumstances in Which Reasonable Force Might be Used

Include the following:

- Students found fighting will be physically separated
- Students who refuse to leave a room (or a bus) when instructed to do so may be physically removed
- Students who behave in a way which disrupts a school event, or a school trip or visit may be physically removed from the situation
- Restraint may be used to prevent a student leaving a room where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a student by the arm out of a room
- Students at risk of harming themselves or others through physical outbursts will be physically restrained
- In order to prevent a student from attacking a member of staff or another student
- To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Power to Use Reasonable Force When Searching Without Consent

In addition to the general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See section on Searching/Confiscation above.

Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

Staff Training

All members of staff will receive guidance about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include guidance on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on students and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain students. The training will be to an approved nationally acceptable level and will be regularly refreshed.

Behaviour Outside School

Referring to the DFE code of practice on 'Behaviour and Discipline in Schools 2016' paragraph 23 – 26 to understand the powers available to teachers when addressing behaviour outside the school gates.

Students are expected to behave appropriately at all times when directly or indirectly representing the school. Teachers have a statutory power to discipline students for poor behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. Sanctions are appropriate in such instances, since poor behaviour outside school could pose a threat to another student or member of the public or could adversely affect the reputation of the school. Instances of poor behaviour which occur when the student is taking part in a school-organised activity off-site, is travelling to or from school will be dealt with. A student who does not behave well when representing the school should expect to have privileges removed and/or sanctions imposed.

Exclusion

All fixed term exclusions will be sanctioned by the Headteacher or in his absence the Deputy Headteacher or Assistant Headteacher (Pastoral). All fixed term exclusions are an extremely serious sanction and will not be used lightly. However, if a student persistently fails to respond to the school's systems, and their behaviour remains disruptive, the school will use permanent exclusions. The school will always endeavour to look at each incident on an individual basis and where appropriate use alternatives to fixed term exclusion, such as working in the Oasis Centre (where a student remains in school but works in isolation from lessons and is also isolated at break and lunchtime). However, for isolated serious incidents as highlighted below fixed term exclusions or supervised exclusions will often be used:

- Swearing at or about a member of staff
- Using threatening or aggressive behaviour towards a member of staff/student
- An attack on another student
- Any behaviour which is likely to cause danger to others, including vandalism of school property
- Bringing dangerous implements into school
- Persistent refusal to obey instructions from staff
- Disobedience, defiance or refusal to co-operate with members of staff
- Theft or extortion
- Persistent bullying
- Racism or any other discriminatory behaviour
- Refusal to attend DAS
- Repeated truancy from lessons
- Persistently being caught offsite without permission
- Where the learning of others is detrimentally affected by the disruptive behaviour of an individual

Please note the above list is not exhaustive.

Permanent Exclusion

It is school policy to take all reasonable steps to avoid this ultimate sanction. Therefore, such an option will only be used in the most extreme circumstances. There are three scenarios where such an action will prove unavoidable:

1. An action of gross misconduct or an illegal act which threatens the safety of the school community or any individual and deliberately transgresses behavioural norms. Examples of such behaviour may include, but not be limited to:
 - In possession of illegal drugs or drug related paraphernalia.
 - Bringing an illegal, harmful or dangerous substance into the school and either passing it on or selling it to another student. Incidents involving drugs will be dealt with as highlighted in the Drugs Policy.
 - An assault on another person which leads, or could lead, to serious injury.
 - Bringing into school, passing on, or using a weapon or any item which the school perceives to be a weapon.
2. Repeated indiscipline over a long period of time and following a history of fixed term exclusions and/or supervised exclusions.
3. Persistent and continued disruption to teaching and learning despite all reasonable levels of intervention, support and sanctions having been offered or applied to the student.

Appendices

Appendix 1 Behaviour - Basic Expectations

Every member of this community should:

- Respect the right of other students to be able to learn and teachers to be able to teach.
- Show respect towards the feelings and emotional well-being of every other person in the school

This means that we should all ensure that every learning room in the school is a positive environment which is:

- Free from disruption
- Free from bullying, unpleasantness or harassment
- Orderly, well cared for and tidy

To achieve this, we must all:

- Try our best at all times – we need to be:
 - Reflective
 - Resourceful
 - Responsible
 - Resilient
 - Reasoning
- Support each other when the going gets tough
- Choose our words carefully when we speak to others
- Be mindful and respectful of the differences between us all
- Be proud of the successes of others

Specifically for students:

- Respect your teacher and do what they tell you (if you disagree with your teacher then by all means raise your concern with your teacher, but make sure that this is done positively, politely and at the right time. On most occasions this will best be done at the end of the lesson)
- Follow the school rules and expectations
- Support your lessons by working hard
- Respect other students' right to learn and teachers' rights to teach by not engaging in disruptive behaviour
- Follow the school uniform policy
- Do your best then nobody can ask more of you!

Appendix 2 Behaviour for Learning Cards

The behaviour for learning cards (pages 20-21) do not replace the techniques and strategies which are personal to teachers and which are used on a daily basis in lessons, but instead are there to enhance them.

If a student does not respond to early strategies, then they should be issued with a formal reminder about expected behaviour.

If the behaviour continues, then the student should be warned that unless they correct their behaviour they will be removed from class for five minutes (time may alter due to the nature of this temporary removal) so that they can reflect and repair their behaviour.

If the student does not improve their behaviour then they will be sent outside the classroom with a behaviour for learning card.

After any temporary time out the teacher decides whether the student can return to the lesson or whether patrol and support is called for assistance

Behaviour For Learning Card

Reminder

Your teacher reminded you of the correct behaviour. The teacher has made a number of efforts to improve your behaviour for learning.

Warning

You did not improve your behaviour after being reminded by your teacher, continuation of your behaviour will result in a 5 min time out.

Time—Out

You have been asked to stand outside because you have still not done what is expected of you. Your behaviour has had a negative effect on the teaching and learning taking place in the class.

You should think about how you can do things better in the class. You should remember that you are negatively affecting the learning of other students in your class. Is this fair to do this to them when they want to learn?



Choices

1

You are going to go back into class and behave

2

Your teacher decides you are not in the correct frame of mind to go back to class and behave

Return

You can continue your learning and no further action is taken but

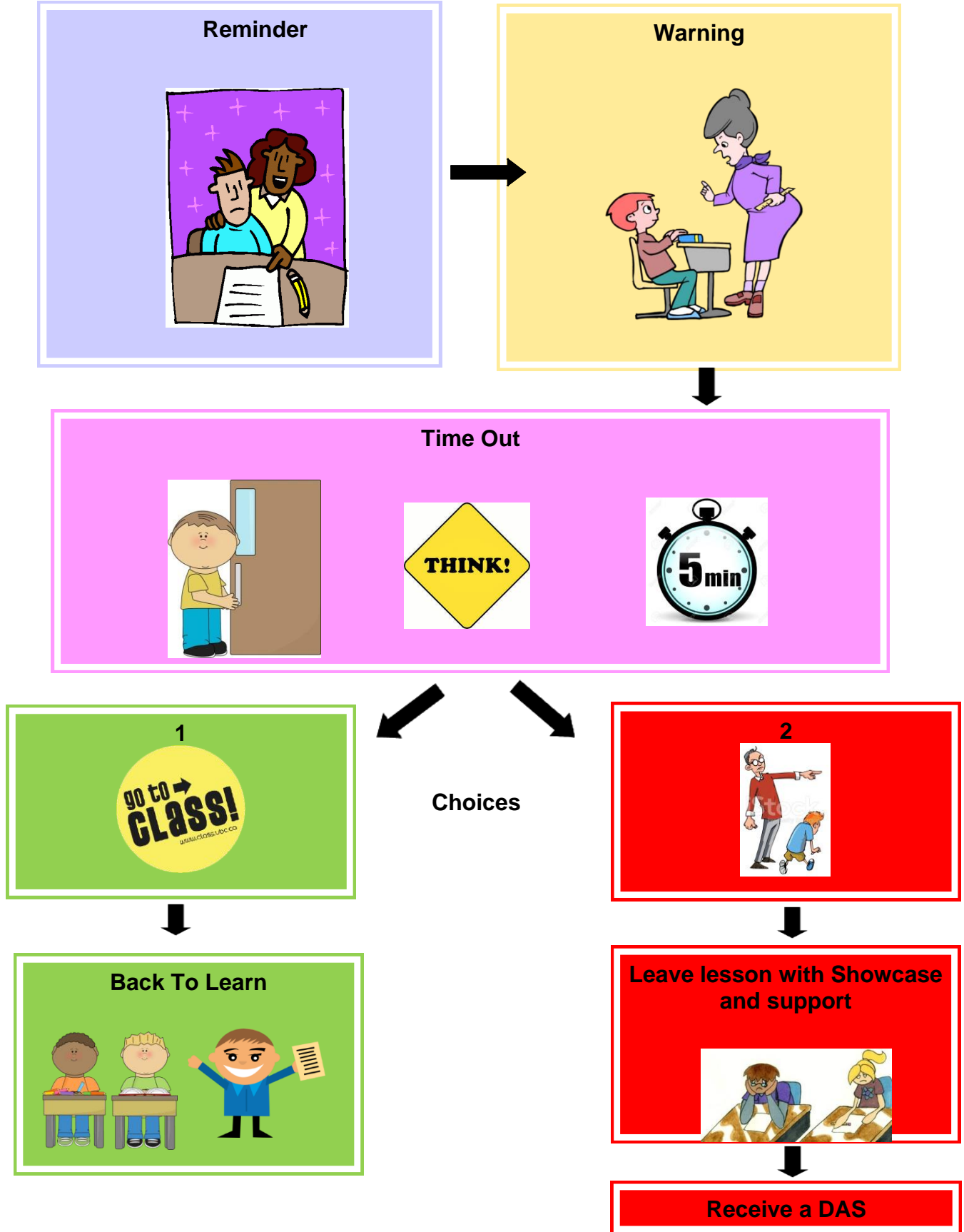
Showcase and Support

Staff on patrol have been called to address your behaviour. You will have a DAS.

If you come back into the lesson and then misbehave in any way you will be taken away from the lesson by staff supporting showcase and support with no further warnings. No more chances will be given. You will have a DAS.

STAFF CAN BYPASS THESE STEPS FOR SERIOUS INCIDENTS

Behaviour For Learning Card



Appendix 3 Jewellery and Uniform

The only jewellery which is permitted to be worn is:

- Two small studded earrings
- A wrist watch
- One small discreet necklace
- One bracelet/band
- One ring

No facial jewellery is allowed to be worn anywhere on the school site, this includes clear piercings.

Students who don't follow the guidance above will have their jewellery confiscated and it can be collected from Student Services at the end of the day. Repeated refusal to follow these rules will result in a letter home which explains that a family member parent/carer must pick up the items from reception. In extreme circumstances students may be placed in supervised exclusion or refused admittance to the school.

Hairstyles

Those which are 'extreme' or attract undue attention are not allowed – e.g. shaven styles or dyed hair (unless natural colour and appearance). It is important to contact your Head of Year before having a hairstyle which may be considered inappropriate. The Headteacher's interpretation of these descriptions is final.

Uniform

Any student not in the correct uniform will be placed into the Oasis Support centre, unless we have a genuine reason for not wearing the correct items, with every effort has been made to rectify the problem at home. We have spare uniform which we can give to students or which students can borrow. We may ask students to go home to change into the correct uniform but we will always call home to inform families/carers of our intention. In addition to this we will work with families who are struggling financially. Please get in touch if you need help and support or refer directly to the uniform policy for more information

Appendix 4 Standard Sanctions

As a school we endeavour to be fair but firm when dealing with unacceptable behaviour. The relationship policy outlines not only how unacceptable behaviour is dealt with but also strategies for encouraging positive behaviour. It is important that staff report instances of unacceptable behaviour so that our policy can be applied uniformly, and our standards maintained.

Where reference is made to the use, carriage or threatened use of weapons, the school uses the word weapon in its widest sense where the word weapon refers to any object or purposely adapted object which we perceive could cause harm to another individual. In dealing with incidents which occur, whether or not weapons are involved, the school reserves the right to inform the police or seek advice from the police if it deems it necessary. In such incidences, families and carers will be informed of this action before contact with the police takes place unless the families/carers are unobtainable, it is inappropriate, or it would compromise the health and safety of the student or a member of the school community by doing so.

In order to ensure consistency we have drawn up a list of common misdemeanours and the likely sanction. It is important to note that repeated misdemeanours will result in a more extensive sanction.

Student Behaviour	Sanction
Illegal, harmful or dangerous substances	<p>Bringing in and or/in possession of illegal drugs or drug related paraphernalia during the school day including on the way to or from school – permanent exclusion</p> <p>Supplying illegal substances – permanent exclusion</p> <p>Being under the influence of - exclusion</p> <p>Being in possession of alcohol – exclusion. In terms of Food lesson the general rule is that alcohol should only be used in exceptional circumstances i.e. a food exam - but not general practicals. When this is the case parents must hand the correct amount of alcohol to be used to staff.</p> <p>The object or substance will be confiscated by the school and may be destroyed or handed to the police.</p>
Mobile phones and items which are not essential school equipment.	<p>While we accept that in the current climate most students use mobile phones, we have clear expectations regarding their use in school. Under no circumstances will students be allowed to use mobile telephones on the school site unless permitted to do so in class by the member of staff.</p> <p>To make this easy to remember all students will be reminded that ‘on site, out of sight’ is the rule. Furthermore, since it is the student’s choice to bring a phone to school, the school cannot accept responsibility for any loss or damage of phones; nor spend time investigating telephone related issues such as theft. If a student needs to contact someone outside school during the school day, he/she may always ask to use a school phone. If a mobile phone is on or being used for any purpose in a lesson without the express permission or outside of a lesson the student will be asked to put the phone in a marked envelope, and this will be handed in to student services. This can then be collected by the student at the end of the school day.</p> <p>Whilst on school site, students should not be wearing or using earbuds/headphones, and there should be no audible music being played. Use of earbuds/headphones will lead to confiscation of the earbuds/headphones and/or the mobile telephone. Students who consistently violate school rules around mobile phone use, or students whose mobile phone use causes distress to other students or members of staff may have their phone confiscated</p>

	<p>for a longer period. It may also be necessary for a parent/carer to collect the phone from the school at an agreed time. Individual students may also be banned from having a phone with them on school site.</p> <p>Refusal to hand over any item when requested will be dealt with in line with the sanctions section of this policy</p> <p>Sanctions associated to mobile phone use are:</p> <ol style="list-style-type: none"> 1. For the first offence the phone will be handed to the member of staff and taken to Student Services for collection at the end of the day. 2. Second offence – families will be asked to collect the item at the end of the day. 3. Third offence – the phone (device) will be handed in at the start of each day along with a Detention After School (DAS) being issued alongside a parent meeting.
Swearing	<p>At or about a member of staff – exclusion</p> <p>In the presence of an adult – exact nature of the event will be investigated and a range of sanctions applied, including exclusion.</p>
Fighting/bullying	<p>We take a strong but flexible line on fighting and bullying, treating each incident individually. Exclusion is one of the punishments which may be given.</p>
Theft	<p>A range of sanctions may be applied depending on circumstances including exclusion. Subsequent acts of theft will result in exclusion. Theft may also lead to police involvement.</p>
Robbery	<p>Exclusion and police will always be informed.</p>
Setting off the fire alarm	<p>An intentional act or a consequence of inappropriate behaviour – exclusion.</p>
Inappropriate use of internet	<p>Minor infringement - remove access to internet.</p> <p>Serious incident/very serious incident may lead to exclusion and/or police involvement.</p>
Smoking (between 8.30am and 4pm)	<p>Includes onsite or within offsite vision of the school. First or second occurrence – DAS and parents/carers informed</p> <p>Subsequent occurrences – exclusion</p>
Lateness	<p>Tutor or teacher detentions</p> <p>Continued lateness – tutor/HOY/SLT target card</p> <p>Persistent lateness - fine issued.</p>
Truancy	<p>Parents are informed and the students are required to complete the work they missed in either after school, break or lunchtime detentions. Continued truancy will result in DAS. Persistent truancy will see students catching up with work in supervised exclusion. The school's attendance officer will, wherever possible monitor every lesson attendance and persistent truancy will be reported to the Educational Welfare Officer.</p>
Uniform infringements	<p>Any student not in the correct uniform will be placed into the Oasis Centre, unless we have a genuine reason and every effort has been made to rectify the problem at home.</p>

<p>Hoodies (informal sweater or jacket, usually cotton/ polyester or a mix of the two)</p>	<p>A hoodie (with or without zip) is not to be worn in school between 8.50am and 3.10pm. It will be confiscated and it can be collected from Student Services at the end of the day. Repeated refusal to follow this rule will result in a letter home which explains that a family member/carer must pick up the item from reception. Persistent failure to follow the rule may be deemed as 'failure to follow reasonable instruction' and could result in exclusion.</p>
<p>Weapons</p>	<p>It is hoped that the use of weapons would not fall within the definition of 'common misdemeanours' and therefore there is no standard punishment set for this. Any case which should arise will be considered strictly on its own circumstances and will neither create nor follow any precedent. However, the school will endeavour to treat such instances with consistency. Any incidents involving weapons are almost certain to lead to fixed term or permanent exclusion. Such items will be permanently confiscated and handed to the police where appropriate.</p>
<p>Filming or recording any member of the school community without the permission of the person and without good reason</p>	<p>There can be very serious consequences for any students "sharing" inappropriate material either electronically or simply showing, whether to another student, member of staff or indeed individual outside the school community. All run the serious risk of insulting/harming not only the subject, but also the person viewing the material. Each case will be considered on its own merits and the full range of exclusions may be applied. Parents will always be informed.</p>
<p>Persistent misbehaviour and defiant behaviour including repeated disregard for any school rules</p>	<p>If the situation continues despite the school having made all reasonable attempts and applied strategies to correct the behaviour, then the student is likely to be excluded.</p>
<p>Inappropriate hairstyles</p>	<p>Hairstyles which are 'extreme' or attract undue attention are not allowed – e.g. shaven styles or dyed hair (unless natural colour and appearance). It is important to contact your Head of Year before having a hairstyle which may be considered inappropriate. Ultimately determined by the discretion of the headteacher. Student's will be given the opportunity to correct their hairstyle if possible, this may result in being removed from other students and lessons. Continuous refusal to correct style will result in families/carers being asked to meet with the HOY and this could result in the school refusing admittance to the student. A letter home or phone call will be received from the HOY.</p>
<p>Unsavory or malicious allegations / impersonations / remarks about the school or staff</p>	<p>These are likely to have breached the school's relationship policy. We will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).</p>
<p>Jewellery</p>	<p>Students who don't follow the guidance will have their jewellery confiscated and it can be collected from Student Services at the end of the day. Repeated refusal to follow these rules</p>

	will result in a letter home which explains that a family member/carer must pick up the items from reception. Persistent failure to follow the rules may be deemed as 'failure to follow reasonable instruction' and could result in exclusion.
Racist incidents or other prejudice related incidents	Exclusion and families/areas to be contacted by the HOY. Persistent prejudice behaviour may result in permanent exclusion.
Failing to follow reasonable requests or instructions from any member of staff	Detention or exclusion depending on the seriousness of the incident. Subsequent offences may lead to permanent exclusion.
Reckless or deliberate damage to school property	Exclusion depending on the severity of the incident and the damage caused. Student's will be required to pay for the damage caused and where appropriate make good the damage. Accidental damage may also need to be paid for depending on the circumstances. In some circumstances permanent exclusion will also be considered.
Assault	Whilst the school will investigate all instances of assault thoroughly and consider each individual occurrence carefully, any student who assaults a fellow student can expect that they will be excluded. The severity of any assault will be carefully considered when any decisions relating to punishment are taken. Restorative justice will be considered when it is appropriate.
Attempted assault	DAS or exclusion.
Bullying	Each case of bullying will be investigated thoroughly by the HOY and pastoral team and appropriate sanctions and support will be offered. Where appropriate, the offender and/or the victim will be offered support. Parents will always be contacted by the HOY or member of the pastoral team. The whole spectrum of sanctions available to the school may be employed, depending on the severity of the incident(s). Consideration will be given to all forms of bullying including verbal assault, physical assault, social media bullying and child to child abuse.
Lockers	If a student has a school locker, then it can be searched for any item with or without the student's consent.

Please note that if student bring an item into school which is not essential, it is at their own risk and the school is not liable if the item goes missing or is stolen.

Appendix 5 School Detentions

A Teacher (10 min) Detention is given for the following reasons:

- Late to lesson
- Lack of Homework – 1st offence
- Lack of Homework – 2nd offence
- All missed homework should be recorded on G4S.

A Faculty (20 min) Detention will be given for the following reasons:

- 3 missed pieces of homework will see a detention issued and a teacher target card being issued
- 4 missed pieces of homework will see the student placed into a DAS.

Students will now be given a 24-hour grace period to complete their Homework, prior to a detention being given.

Detention After School

Will be 45 mins long and take place on a Tuesday, Thursday and Friday after school. There is a late bus on a Tuesday and Thurs but not on a Friday. If behaviour is poor during the DAS you will be asked to stay for an extra 10mins at the end.

You will be informed but if you do not attend you will receive a supervised exclusion and repeat the DAS. If behaviour is very poor you will be asked to leave immediately, will receive an SE and be asked to repeat the DAS.

Appendix 6 Linked Policies and National Guidance

Behaviour and Discipline in Schools: a guidance for head teachers (Jan 16)

School discipline and exclusions www.gov.uk/school-discipline-exclusions

Linked Policies

- SHS Attendance Policy April 2022
- SHS Safeguarding/Child Protection Policy Sept 2022
- SHS Anti Bullying Policy April 2022
- SHS Child on Child Abuse Policy July 2022

We are not required to give parents/carers any notice of a DAS but feel this would be unreasonable. Parents/carers will be contacted to allow them to make arrangements for their child to get home. We will only move DAS days in exceptional circumstances following communication from home. We will not move a DAS because it falls on a night where there is no late bus.

Students have a responsibility to:

- A. Turn up
- B. Inform the teacher if they have a clash with another detention
- C. If absent, find the teacher on their return to rearrange the detention

Students who are removed from lessons will receive a DAS but do have the opportunity before this detention to speak with their teacher about the incident. The onus is on the student to find the teacher. On occasions, following this meeting the teacher may overturn the detention.

Appendix 7 Glossary – Trauma Informed Key Words

Key Term	Definition
Relational environment	This kind of environment that can provide a safe place for young people to be transparent and vulnerable. As trust between adult and young person grows deeper, this kind of environment encourages accountability and spiritual growth. The aim is to develop close, nurturing individual relationships with the children and facilitate an emotionally safe and secure milieu that fosters an effective and challenging learning environment.
Behaviours that challenge	Any behaviours that interfere with learning. These behaviours may include non-compliance, passivity, task avoidance, aggression or stereotyped behaviours.
Toxic stress	Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.
Tolerable stress	Tolerable stress activates the body’s alert system to a greater degree and generally occurs within a time-limited period. If it is buffered by supportive caregivers/relationships that assist the person to adapt, this gives the brain an opportunity to recover from potentially damaging effects.
Traumatic stress	Traumatic stress is a normal reaction to a traumatic event such as a natural disaster, motor vehicle accident, plane crash, violent crime, or terrorist attack.
Emotional Literacy	Emotional Literacy is the term used to describe the ability to understand and express feelings. Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt.
Self-Regulation	Self-regulation involves controlling one's behaviour, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional self-regulation refers to the ability to manage disruptive emotions and impulses.
Interventions	Interventions provide students with the support needed to acquire the skills being taught by the educational system and address functional skills, academic, cognitive, behavioural, and social skills that directly affect the child's ability to access an education
Relational Interventions	Intervention that is designed for children who have experienced relationship-based trauma.
De-brief	Debriefing (reviewing an experience) through a structured process aids staff through reflection, by sharing experiences, gathering information, and developing ideas moving forward. Whether things went well or not all involved have likely learned from the experience. By debriefing we can capture lessons learned to ensure better outcomes.
Secondary trauma	Secondary trauma can be incurred when an individual is exposed to people who have been traumatized themselves, disturbing descriptions of traumatic events by a survivor, or others inflicting cruelty on one another
Adverse Childhood Experiences (ACEs)	There are three direct and six indirect experiences that have an impact on childhood development. The more adversity a child experiences the more likely it is to impact upon their mental and physical health.