



Westlands Academy
Forward Together



Behaviour Guidelines

2021-2022

Westlands Academy

Behaviour Guidelines

Introduction

At Westlands Academy, we believe that students are most likely to behave well in a culture where everyone shows respect for each other and where there is a positive, learning-focused ethos. We recognise that effective learning can happen only if behaviour is good and therefore poor behaviour will be addressed. However, we do not believe that a sanctions-led approach is the best way to bring about the behaviours we wish to see.

Our approach to behaviour reflects both our ethos and our understanding of the individual profile of each student. We regularly train staff about positive behaviour management approaches and strategies to meet the needs of the challenging profile of our students. Working effectively with more complex students (those identified as SEMH) requires staff to draw from a wide range of knowledge, skills and at times, support from other professionals. The principles of positive behaviour lie at the heart of everything we do.

Learning from lapses

There will be times when students need to be sanctioned in some way for their behaviour or lack of work, but we know that “every piece of poor behaviour is a learning opportunity” and we will, therefore, strive whenever possible to provide an opportunity for students to reflect upon and learn from their lapses. We will also seek to work with parents as closely as possible so that they are involved in solving problems. Problems are to be expected when children are growing and learning; all children and teenagers will make mistakes; this is especially true for students with SEMH concerns. Therefore, we measure success not by the absence of problems but by how we deal with them, and the progress students make in the future.

Key principles

We recognise that the progress our students make depends on mutual respect between students and staff and therefore, we always expect our staff to act as role models.

It follows that the way staff treat each other and how they respond to students will significantly affect the behaviour of students towards staff and towards each other.

We believe that the students in our care deserve to be treated as emerging adults. Preparation for adult life is central to our curriculum intent. Therefore, we expect them to treat each other and all adults they encounter with respect and courtesy. This includes following all reasonable instructions.

Where students fail to do so, when behaviour is consistently poor or the offence is serious, the school will apply appropriate sanctions.

Rewards

Our whole school ethos encourages a learning approach to all aspects of a child’s development. All staff try to “catch students being good.” The school believes that it is important we praise precisely when a student has achieved our expectations. We believe that this positive approach encourages students to meet our expectations but also that we should explicitly use praise at all available moments to model good learning and behaviour and to boost students’ self-esteem.

When a student fails to meet our expectations, we expect staff to challenge students in a non-confrontational manner and for students to respond reflectively to such challenges.

It is important that we use a restorative approach so that students can engage positively with their learning as soon as possible.

At all times we will seek to work constructively with parents to support those students whose behaviour causes concern. In addition, we will communicate with parents when students are doing well.

When a student displays prolonged and significant challenging behaviour, a multi-agency approach will be taken to support the students and family.

School responsibilities

1. Encouraging good behaviour

We recognise that positive behaviour, work, and co-operation depend on mutual respect between students and staff and therefore, we expect our staff to act as role models.

It follows that the way staff treat each other and how they respond to students will significantly affect the behaviour of students towards staff and towards each other. Staff need to consider carefully how they speak to students, and their choice of words.

Staff will be supported in taking ownership and responsibility for establishing a classroom environment conducive to learning where good behaviour is expected. There will be regular training on this.

Good order requires that all staff, teaching and support staff:

- Set high standards and plan high quality, engaging lessons that minimise opportunities for poor behaviour
- Use regular routines as part of their everyday practice, including greeting students at the start of the day
- Get to know every student in their class as individuals including their ability, background and need
- Regularly reflect on the most effective classroom management strategies which are appropriate for each student
- Apply rules firmly, fairly, and consistently
- Expect to give and receive respect
- Treat each person as an individual
- Avoid using raised voices
- Do not use inappropriate language
- Do not make assumptions about students based on behaviour
- Do not bear grudges (when an incident has been dealt with, forget it and make a fresh start)

2. Points / Reinforcement of Positive Classroom Behaviour

Our Rewards programme comprises of a points system where staff are encouraged to issue reward points based upon the SHAPE framework

We believe that this positive approach encourages students to meet our expectations but that we should explicitly use praise at all available moments to model good learning and behaviour.

Rewards are used to help students understand precisely what is expected of them and to boost students' self-esteem.

Our system of rewards is reviewed regularly to meet students' individual needs and/or to address changing dynamics within a group.

Duty Lead data is also reviewed regularly to help identify patterns in student behaviour relating to times of the day, days of the week, subjects, and staffing.

In addition to SHAPE points there are:

- Westie Rewards. Westies are awarded to students when their behaviour and attitude goes above expected standards. They can be awarded during lessons for exceptional work or effort and can also be awarded throughout the course of the day for acts of kindness or helpful or responsible actions. Westies are also awarded by all staff members in assembly on a Friday morning. Westies gained can be exchanged for items from the school tuck shop at break time.
- Weekly assemblies to recognise the efforts of all students but to additionally reward those students who have performed to a particularly high standard in terms of attitude, behaviour and/or standard of work,
- Regular positive phone calls to parents or carers.
- End of term trips and special activities that reward those students who have performed to a particularly high standard in terms of classroom performance

3. SHAPE Framework

The SHAPE framework identifies the key considerations that we want students to focus on throughout their day-to-day life at Westlands. Focus is given to the SHAPE framework in each individual lesson and points are awarded to students based on their performance against the SHAPE indicators.

S - Safe - Students behave safely in the classroom / lesson. They stay in seats, do not throw objects, climb on desks, or behave in a dangerous fashion

H – Healthy - Students conduct themselves in a manner that promotes good mental health. No name calling, abusing classmates or staff, or inappropriate, excitable behaviour

A - Attendance - Students arrive to the lesson on time and stay in the classroom for the entire lesson

P – Progress -Students work to the best of their ability and complete all work expected of them

E – Employability - Students conduct themselves in a manner appropriate to the world of work. They use appropriate language, speak with respect, and demonstrate attitudes and skills which are desirable to employers

1 point is awarded to a student for successfully adhering to each of the SHAPE indicators during each lesson of the day. Students can earn up to 25 points per day (5 points x 5 lessons).

The SHAPE points awarded are tracked throughout the day, week, and term. They can be used to analyse the classroom conduct of individual students and class groups. Additionally, they are used on a weekly basis to support the school Enrichment programme.

In addition to Enrichment activities, reward activities / trips are available at the end of term to the top 16 performing students in terms of SHAPE points accrued.

On a weekly basis the tutor group with the highest cumulative number of SHAPE points will have first access to lunch and the tutor group which has made the most improvement from the previous week will have second access for the entire week.

4. Enrichment Activities

Enrichment activities are devised to provide students with activities that enrich their school experience. The activities are usually leisure / sport based and allow students the opportunity to access fun, enriching activities, that in many cases, students would not normally have access to. These enrichment activities take place on a Friday afternoon.

Examples of activities include:

Football (Offsite)

Swimming

Ice Skating

Pool (Offsite)

Food/Cooking

IT social time and X-Box access

Onsite sporting activities

Workshop activities

Movie and reading time

Each enrichment activity has a limited number of available spaces. SHAPE points are totalled up from all lessons throughout the week and priority choice of activities is given to those with the highest number of points.

5. Duty Lead

It is an expectation that all students arrive to lesson on time, ready to learn and then remain in class throughout the entirety of the timetabled lesson. However, we recognise that due to their individual SEMH needs some students will find it difficult to meet these expectations. It is essential that students spend as much time in lessons as possible to enable them to access the full educational offer provided by the school. To try and support students with this issue, which in turn also minimises the potential disruption for other learners in school, we have a 'duty lead' member of staff who will spend their time during in lesson patrolling the school site ensuring students arrive to lessons on time, stay in lessons and they are also available to support with any potential behaviour issues that may develop.

Any time a student arrives late to lesson, leaves the classroom during the lesson, or is removed from the lesson for behaviour issues, the duty lead member of staff will record this information. At the end of the day this information is then inputted into the Behaviour Watch (the chosen academic and behaviour monitor software used by the school).

At the end of each half term (or at other appropriate times) the duty lead data is analysed and used to identify trends, strengths, and areas for development. The data help the SLT to identify key students in terms of lost learning time, potential 'problem' lessons, times of the day, subject areas, days of the week and other important considerations that can be used to develop working practices.

6. Dealing with lapses and problems

We will always seek to avoid humiliating students.

We look to avoid:

- Shouting
- Discourtesy
- Over-reacting
- Blanket punishments
- Excessive punishments
- Time wasting punishments
- Sarcasm

We recognise that it is important to remain emotionally detached when dealing with misbehaviour and although we treat students as emerging adults, staff have the responsibility to act quickly to help correct any lapses in behaviour.

Low level behaviour problems are typical for students with SEMH concerns and should be dealt with immediately, with minimum disturbance to the work of others.

More serious offences are likely to involve other staff and may require that the problem is dealt with later in the day at team briefings.

Major problems may require emergency handling and support from the duty lead member of staff and, on occasion, SLT. After this, parents should be informed, and the student will be allowed into their next lesson but should complete the work with a member of staff at an appropriate time. The priority for adults in such circumstances is to model restorative actions.

7. Sanctions

There are different sanctions that a teacher may operate where a student's behaviour or work is unsatisfactory and/or affects the learning of others.

Staff can use the following sanctions where appropriate, paying due regard to principles of fairness and proportionality:

- A verbal warning
- Asking the student to move seats within the classroom
- Asking to see the student outside briefly
- Asking to see the student at the end briefly
- Asking the student to work in another appropriate area
- Directing support staff to work with the student on an alternative 'task and finish' activity

· Issuing catch-up work / detention. The issuing of this sanction, particularly the timing, should be carefully considered in context of how it may potentially impact on subsequent lessons. A student is likely to have a negative response to such a sanction and this may have a detrimental impact on following sessions throughout the day. If this sanction is deemed to be the most appropriate, all necessary arrangements should be put in place and then the student should be informed at the latest possible opportunity.

We will not use punishments such as "lines"; an activity which results in using writing as a sanction. Any work set will be productive and acknowledged/marked by the teacher appropriately.

In more serious or repeated cases of poor behaviour or work, parents will be informed, and alternative short-term provision introduced to support the student.

The Principal may use Fixed Term Exclusion, with agreement of CEO (Chief Executive Officer) or Deputy CEO, if the safety of the student or others is compromised or if persistent disruptive behaviour is continually having a negative impact on the learning of others.

The limits of this guidance

Please note that this guidance will always be enacted with due regard to the Equality Act 2010 and the SEND Code of Practice 2014.

Our School Expectations are framed positively and clearly (Appendix 2) These expectations are shared with students at every opportunity.

Statement in Support of Behaviour Policy

This document outlines the measures that the school takes to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students' complete assigned work; and regulate their conduct.

Context:

This document, in conjunction with HSAT behaviour policy reflects the Trustees' written statement of general principles which is reviewed annually following consultation (trustees, governors, principals, school staff, parents and students).

It acknowledges the school's legal duties under the Equality Act 2010 and in respect of students with SEN. The school sees its partnership with parents as a key element for success. This Policy should be considered in conjunction with other related policies.

The School Expectations outline our ethos regarding good behaviour and discipline. Information about school expectations is provided for parents/carers and students in this document, in the school brochure and on the school website (currently being re-developed).

Guidance and Advice

The Department for Education provides guidance and advice for Headteachers, Staff and Governing bodies in relation to:

The School Behaviour Policy; teachers' powers; responding to poor behaviour; students' conduct outside the school gates, detention, screening, searching and confiscation; and the use of reasonable force. This guidance and advice informs the school rules and the positive behaviour managements systems in place.

Relevant Legislation:

Education and Inspections Act 2006

School Standards and Framework Act 1998

Education Acts 1996, 2002 and 2011

Schools (Specification and Disposal of Articles) Regulations 2012

School Information (England) Regulations 2008

Westlands Academy will follow the guidance and advice given by the DfE.

Student Conduct Outside the School Gates

‘Teachers have a statutory power to discipline students for misbehaving outside of the school premises’. Section 89 of the education and Inspections Act 2006 gives Principals a specific statutory power to regulate students’ behaviour in these circumstances “to such an extent that is reasonable” (DfE).

Our expectations will apply in response to non-criminal inappropriate behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes poor-behaviour when a student is taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform or in some other way identifiable as a student at our school.

It will also apply when the poor-behaviour could have repercussions for the orderly running of the school; poses a threat to another student or member of the public or could adversely affect the reputation of the school.

Screening, Searching and Confiscation

This appendix is written in response to Government advice on screening, searching and confiscation. (DfE January 2018).

Key Points from the Advice

School staff can search a student for any item banned under the school rules / expectations, if the student agrees.

Principals and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item or any other item they consider harmful or detrimental to school discipline.

Screening

Principals and staff authorised by them have a statutory power to search students or their possessions without consent where they suspect the student has certain prohibited items. Staff can confiscate any item which they consider harmful or detrimental to school discipline. (DFE January 2018).

When students arrive at school each day, they are given the opportunity to hand in their phones and any other items which are not permitted in school. These are locked away for the remainder of the day and returned to the student as they leave at the end of the day. Students are then scanned using ‘wands’(handheld metal detectors) to help ensure no prohibited items are taken into the school building. Once screening is completed the students proceed through the main security door.

Searching With Consent

Schools’ common law powers to search:

- School staff can search students with their consent for any item which is banned by the school rules.
- School staff means a teacher or someone who has lawful control or charge of the child.

The school is not required to have formal written consent from the student for this sort of search – it is enough for the member of staff to ask the student to turn out his or her pockets or for the member of staff to look in the student’s bag and for the student to agree.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, they will be requested to remove themselves from the building. The student(s) will be permitted to re-enter the building once the item has been safely handed to the member of staff.

Searching Without Consent

If a member of staff has reasonable grounds for suspecting that a student is in possession of a prohibited item, then a search may be carried out without consent.

The law gives staff the power to search without consent for ‘prohibited’ items’ which include:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, and pornographic images.

Searches can also be carried out without consent for any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the school which can be considered as harmful or detrimental to school discipline. (DFE January 2018).

Establishing grounds for a search

Members of staff should only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

The Principal and the Vice-Principal responsible for Personal Development, Behaviour and Welfare can view CCTV footage in order to decide as to whether to conduct a search for an item.

At Westlands Academy we will follow this guidance:

Searches without consent can only be carried out on the school premises or elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

The Principal or any member of the school staff who is authorised by the Principal is permitted to search without consent where there are sufficient grounds to do so. All female students may request to be searched by a female member of staff. In addition, there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that. Only a person with more extensive powers (e.g., a police officer) can carry out an intimate search.

The person conducting the search may not require the student to remove any clothing other than outer clothing.

‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but ‘outer clothing’ includes blazers, jumpers, hoodies, hats, shoes, boots, gloves, and scarves.

‘Possessions’ means any goods over which the student has or appears to have. This includes bags.

A student’s possessions should only be searched in the presence of another member of staff.

Use of force

Reasonable force may be used by the person conducting the search. Separate advice is available on teachers’ power to use force [see DfE Use of Reasonable Force July 2013 and HSAT Positive Handling Guidance)

Reasonable force should only be used at Westlands Academy if a member of staff believes that by not using reasonable force the student presents a health and safety risk to him/herself or others.

The law also says what must be done with prohibited items which are seized following a search. (See below):

Weapons and knives and extreme or child pornography must be handed over to the police.

Alcohol can be disposed of.

Where controlled drugs are found, these must be handed to the police on the school premises as soon as possible unless there is a good reason not to do so in which case the drugs must be disposed of.

Where other substances are found which are not believed to be controlled drugs these can be confiscated if a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called ‘legal highs. Where staff suspect a substance may be controlled, they should treat it as a controlled drug as outlined above.

Where stolen items are found these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police the member of staff must have regard to guidance issued by the Secretary of State.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

In determining what is ‘a good reason,’ whether to hand the prohibited item(s) to the police or to dispose of them, the member of staff should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where the staff is unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.

Regarding stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable e.g., iPods/laptops

Informing Parents and Dealing with Complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search.

Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Attendance in Relation to Screening and Searching

If a student refuses to participate in the schools screening and searching procedures, they should not be permitted entry into the school building. Parents should be informed and until the matter is resolved this will constitute an unauthorised absence.

After the search:

What the law allows

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Members of staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. (Please also refer to section on confiscation).

At Westlands Academy we will follow this guidance.

Dealing with Allegations of Abuse Against Teachers and Other Staff

Details regarding dealing with allegations of abuse against teachers and other staff can be found in 'Keeping Children Safe in Education 2021'

All allegations will be taken seriously and investigated fully in line with DfE guidance. At Westlands Academy, Trust Safeguard Lead will be contacted to conduct an independent investigation. The LADO will also be contacted where it is deemed to be appropriate.

Extract from the guidance:

'If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.' (KCSIE 2021)

At Westlands Academy we will follow this guidance and the procedures as detailed above.

Bullying

Please refer to the separate ‘Horizons Specialist Academy Trust - Anti-Bullying Policy’ which outlines the Trusts commitment to tackling bullying.

Peer on Peer Abuse, including incidents of Sexual Harassment, Online Sexual Abuse and Sexual Violence

Any incidents of peer-on-peer abuse and/or incidents of sexual harassment, online sexual abuse or sexual violence will be dealt with by all staff in accordance with Trust’s Child Protection Policy, Part Four of Keeping Children Safe In Education and DfE ‘sexual violence and sexual harassment between children in schools and colleges’.

Positive Handling / Physical Intervention

Please refer to Horizons Specialist Academy Trust - Positive Handling Guidance in conjunction with DfE ‘The Use of Reasonable Force in Schools 2013’

Appendix 1

Guidance for Dealing with Specific Situations

The following statement forms part of the Westlands Academy Behaviour Guidance and provides more detailed guidance on dealing with a selection of specific situations.

Staff Intervention

All permanent members classroom staff at Westlands Academy are provided with training which enables them to use positive behaviour management techniques and practices to deal with poor behaviour. Restrictive physical intervention will only be used as a last resort:

- Where a student is seriously harming himself, others, or seriously damaging property,
- Where a student is in potential danger of seriously harming himself, others, or seriously damaging property,
- To prevent or interrupt a criminal offence,
- To interrupt disruptive behaviour prejudicial to the safe and secure learning environment of the school.

Students Assaults Against Staff

We operate a zero-tolerance policy on assaults to staff members and students. In the event of an assault, a member of the SLT must be informed and the student should be isolated immediately. The member of staff assaulted should seek first aid treatment and other support if required and then must input the incident into BehaviourWatch on the day of the incident where possible. In addition, an NA1 – Notification of Assault Form should also be completed.

The Principal, in consultation with the CEO or Deputy CEO, will make a decision whether or not to issue an FTE. Before being re-integrated into school following an FTE, the student should meet with the other party involved and engage in a restorative justice meeting to minimise the risk of repeat offending.

In the case of an allegation of pupil assault on a member of staff, the decision to refer the matter to the Police will ordinarily lie with the member of staff concerned. Staff are urged to discuss this with the Principal or Vice-Principal and consideration must be given for those students with significant complex needs who may display aggressive and challenging behaviours due to anxieties without intent.

In those situations, in which the allegation relates to serious physical assault or the use of a weapon, the Principal may refer the matter directly to the Police.

Protocol carried out by the school in the event of a student (s) damaging school property

If a student deliberately damages school property, SLT will decide as to whether inform the Police or not and save the CCTV images if required. Students who are frequently damaging school property will be reported to the Police and criminal proceedings will ensue.

Protocol carried out by school in the event of a student (s) leaving site without permission

If a student leaves the site without permission, the school will contact parents/carers and request that they inform school if they have returned home. If the student(s) do not return to school within twenty minutes of leaving the site and parents cannot be contacted, the police will be contacted using the 101 system and the incident will be logged on CPOMS.

The police should be contacted within 10 minutes if a student runs away from school site or from the supervision of staff whilst on an offsite activity if they fall under one of the following categories:

- Child In Our Care / Looked After Child
- Open to MACE / VEMT
- Has an active child protection plan
- 11 years old and under
- History of sexually harmful behaviours
- Deemed as high risk by school due to behaviours
- Deemed extremely vulnerable by school due to learning disabilities and social understandings

Protocol carried out by the school in the event of a student taking a staff member's security fob

In the event of a student snatching a staff member's security key fob, a member of SLT must be alerted immediately. The fob will be de-activated by the school office staff and the student will be isolated until fob is recovered and further sanctions may be considered

Protocol carried out by the school in the event of a student throwing food in the dining room

In the event of a student(s) throwing food in the dining room, an immediate intervention is necessary to minimise further disruption. If an appropriate response is not obtained after a verbal challenge a member of staff may remove the dinner tray from the student and hand it to the canteen staff. If behaviour and attitude continue to be of concern staff will remove the student from the dining hall. The student(s) will be issued with a ban from eating in the dining hall. The length of the ban will be at the discretion of the SLT.

Protocol carried out by the school in the event of a student wearing items of non-school uniform

In the event of student(s) attending school in non-school uniform, a member of the staff (ideally member of form team or school PSA) will contact home to ascertain the reasons for breaching the school uniform code. If justifiable reasons are provided, then students will be given "a day's grace" and allowed to stay in school. However, it is important that students are kept "out of normal circulation" at break and lunch times so that other students do not feel that the uniform breach is deemed as normal or acceptable. If the student or parents are unable to provide acceptable reason for

uniform breach, then parents will be requested to bring replacement items of uniform to the school for the student to change into. If possible and appropriate students may be offered items of clothing that can be loaned from the school for the day. If students or parents refuse to support the school with issues of uniform breaches, then students may be sent home to change their uniform. This is not deemed as an exclusion.

Protocol carried out by the school in the event of a student attending school allegedly or suspected to be under the influence of drugs or alcohol

In the event of a student attending school allegedly or suspected to be under the influence of drugs or alcohol, an immediate intervention must take place. A member of the SLT must be requested and the student will immediately be isolated. If, in the opinion of the SLT member the learner is under the influence, parents/carers must be notified immediately along with social worker if appropriate. Parents and school should organise collection by, or transportation to, the care of parents or carers. Where deemed appropriate, and in consultation with a first aider, the student may be required to be transported to hospital for further medical attention. A safeguarding meeting should be organised as soon as possible to minimise the risk of the incident repeating itself. Where deemed appropriate a referral to Police and/or social care may be considered.

Protocol carried out by the school in the event of a student smoking

Smoking is prohibited on the school site. Any student found smoking should be isolated immediately. Items such as cigarettes, vape pens, e-cigarettes and lighters should be confiscated and should not be returned. Parents should be informed of the incident and appropriate sanctions, such as loss of break time or lunch time should be applied.

Protocol carried out by the school in the event of a student using their mobile phone inappropriately

Students are not permitted to bring their phone into the main school building. If they choose to bring their phone to school, it must be handed in during the morning screening and collected again at the end of the day. If any student takes a mobile phone into school, it will be confiscated and only returned to parents/carers.

Protocol carried out by the school in the event of a student requiring withdrawal

The use of withdrawal involves ‘moving student to another location where they are continually monitored and supported by staff. This may involve physically preventing a student from leaving until staff consider that it is safe to do so’ (Allen, B Physical contact. Care, Comfort, Reassurance and Restraint, 2015’)

In line with Team Teach guidance, when withdrawal has been used the best way to monitor a student is to be in the room with them. However, there may be exceptions to the rule, ‘if a student is requesting to be left alone or the proximity of another person is distressing them.’ (Team Teach Workbook, 2018). On these occasions, staff must remain close enough to monitor the situation and offer immediate support if required.

The length of withdrawal should be kept to a minimum and only be used:

- Where a student is seriously harming himself, others, or seriously damaging property,
- Where a student is in potential danger of seriously harming himself, others, or seriously damaging property,
- To prevent or interrupt a criminal offence,
- To interrupt disruptive behaviour prejudicial to the safe and secure learning environment of the school

Appendix 2

Expectations for Students Upon Arrival

Arrive on time in full uniform

Once through the main gates do not attempt to leave the school site

Report to main reception

Calmly co-operate with screening and hand over all required items

Once in the building, either proceed to the dining area, go straight outside to the yard or to the designated area for your year group

Moving Around the School Building

Always move calmly and sensibly around the building

Always walk in corridors

Talk quietly and calmly

Avoid any unnecessary physical contact such as pushing, shoving, and grappling

Keep yourself and others safe

Respect the fabric of buildings and all school property

Always use appropriate language

Follow staff instructions

Classroom Expectations

To allow everyone to learn:

Arrive on time and wait outside the classroom quietly and sensibly until invited in by a member of staff.

Enter quietly and sensibly, take off your coat, find your allocated seat and get ready to work.

Ensure your behaviour reflects the SHAPE framework

Listen to the teacher and follow instructions

Respect other students' right to work

Take care of equipment and the classroom

Always use appropriate language

Always act in kind and considerate ways

At the end of the day

Return to form room and wait to be given permission to leave the school building

Do not attempt to leave before permission is given

Please walk in corridors

Calmly and politely collect belongings if required

Safely make your way to the school gates or to your transport

Appendix 3

Expectations for staff (Refer to Staff Handbook 2021-2022)

Staff

- must be familiar, and work in accordance, with the policies of the Trust.
- must provide a good example and positive role model to students by behaving in a mature, respectful and fair manner.
- must dress appropriately in order to carry out their job role effectively in accordance with the Trust's Dress & Personal Appearance Policy.
- should not disparage or publicly criticise other members of staff or students.
- must not discriminate favourably or unfavourably towards any student.
- should take reasonable steps to avoid placing themselves in potentially compromising situations with both their colleagues and students.
- should ensure that relationships with students remain on a professional footing by not behaving in a way that could lead any reasonable observer to question their conduct or intention.
- should not make arrangements to contact, communicate or meet with students outside the work place (this includes use of email, text and other electronic messaging systems) unless with the specific approval of their line manager.
- should not share confidential information about a student with any person, other than on a professional basis.
- should not transport students in their own vehicle without parental knowledge and without informing a member of the SLT of its necessity when their job does not usually require it. In such instances, staff must ensure that they have the necessary insurance cover to do so.
- should not photograph students without the prior consent of parents and without informing the Principal of its purpose unless it is an accepted and obvious part of their role as a teacher or party leader and in line with Trust policy.
- should apply the same professional standards outside of the Trust as they would inside the Trust and should not bring the Trust into disrepute
- should be aware that bringing the Trust into disrepute could lead to disciplinary action that may result in dismissal.