



# SMITHDON HIGH SCHOOL

## HUNSTANTON

# **Behaviour Policy**

***From September  
2023***

Person Responsible: Mr. M Johnson

Adopted by the Governing Body: 25 September 2023

Next review due: September 2024

*Work hard, be kind and smile*

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NB: Please note that throughout this policy 'parent' refers to anyone with parental responsibility.

# 1. Purpose of Policy

## 1.1 Introduction

Smithdon High School seeks to promote high standards of behaviour, safety, and educational achievement among all its students. Although we view the setting of clear expectations and acceptable boundaries as crucial to the personal and social development of the students in our care and in the promotion of their welfare, we believe in encouraging students to choose positive decisions regarding their behaviour to avoid punitive measures and to receive rewards for positive behaviour.

## 1.2 Aims

The school's primary purpose is to ensure the safety and well-being of all students, staff and our surrounding community. This policy will, therefore, also consider the behaviour of students when they are in other settings and in our community, both during and outside of school hours. Examples of this (though not exclusive) may include walking to and from school, visiting other schools, interactions on the internet and social media, being in a group in a public space, and engagement with staff when they are not at work. The school will consider each incident on an individual basis, considering its impact on students or staff.

## 1.3 Objectives

- To instil a positive student-teacher relationship based on mutual respect.
- To provide a learning environment that is safe and stimulating to support effective teaching and learning.
- To operate a clear system of rewards and sanctions, which are understood and applied consistently by everyone.
- To implement positive behaviour during all school activities.
- To reinforce good behaviour through praise and encouragement.

## 1.4 Community Belief System

Based on our values to *Work Hard, Be Kind and Smile*, The Smithdon Seven are seven statements on which our actions are based every day and in everything we do. These statements form the basis (but not exclusively) for the awarding of reward points and the issuing of consequences when counter actions take place. Students are expected to adhere to the expectations of these statements, which are:

1. We believe in ourselves and are proud of our achievements
2. We aim high and accept challenge to achieve our ambitions
3. We take responsibility for our choices, our actions, and our environment
4. We work together to support our community
5. We are present, we are equipped to learn, we work hard and we always give our best
6. We are respectful and we listen to others
7. We take pride in the presentation of ourselves and our work

## 1.5 Overview of the Behaviour System

Rewards are provided to encourage students to engage in positive interactions with each other, staff, and the school environment, as well as to behave in ways which represent the Smithdon Seven statements.

The consequences are provided to deter any student from actions which prevent the learning and safety of others, both within the classroom or at other times within the school day. The consequences will also be applied in responding to incidents of bullying (for further information see the *Anti-bullying Policy*). All staff are encouraged to employ de-escalation techniques before resorting to issuing consequences, where appropriate to do so.

## 1.6 Linked policies and Statutory Duties

- Teachers' Standards - Guidance for school leaders, school staff and governing bodies (latest update Dec 2021)
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Anti-bullying Policy
- Special Educational Needs Policy
- Mobile and Electronic Devices Policy
- Attendance Policy

## 2. Leadership and Management

### 2.1 Roles and Responsibilities of Staff

**Everyone within our school community has a responsibility for ensuring and maintaining a strong positive behaviour culture.**

**The Headteacher** is responsible for setting the ethos and culture within the school. They are responsible for ensuring that the senior leadership team, teaching staff and wider staff actively support the maintenance and implementation of our school values, routines, policies and practices that create high expectations of behaviour and positive social norms. The Headteacher is responsible for ensuring senior leaders are highly visible throughout the school day and will routinely engage with all stakeholders to maintain a safe and supportive learning environment. The Headteacher has the overall strategic oversight for student removals from classrooms. The Headteacher has the authority to consider suspension from school and permanent exclusion from school.

**The Senior Leadership Team** will ensure that all staff understand the behaviour systems and routines that maintain a positive behaviour culture and will support staff with appropriate CPD.

**The Assistant Headteacher (Pastoral)** is responsible for having a strategic and operational overview of behaviour within the school. They are responsible for closely and frequently leading, monitoring and evaluating the behaviour culture within school. This will be achieved by collecting and analysing behavioural qualitative and quantitative information and data, including withdrawals, detentions, and suspensions. They will consider repeat offenders and those of protected characteristics including Pupil Premium, SEND and LAC. They will take responsibility for those with the most concerning pattern of behaviours, working 1-2-1 with students and engaging parents to support students to make the right choices. They will collect information/data through focus groups and anonymised surveys of all stakeholders, including staff, students, and parents. The Assistant Headteacher (Pastoral) will be proactive in making changes to practices and routines to ensure the highest standards of behaviour throughout the school. They will also be proactive in arranging all appropriate and necessary training for groups and individual staff to support them with maintaining good behaviour management practices.

**Assistant Head Teacher (Key Stage)** is responsible for all aspects of their Keystage. They are responsible for managing the pastoral care of their Key Stage and supporting and directing form tutors and their Pastoral Managers. The Assistant Head Teacher (Key Stage) will monitor the behaviour of their years using quantitative and qualitative data gathered daily. This data will be reviewed to direct the use of Reports, parental meetings and detentions to manage the behaviour. They will deliver assemblies to share rewards and deliver behaviour and culture updates. The Assistant Head Teacher (Key Stage) will ensure that all incidents of unkindness and bullying are investigated fully.

**Teaching staff** will always encourage a high standard of behaviour in all areas of the school. Teaching staff will seek to highlight and reward students who model high behaviour expectations and behaviours. They will do so through our school rewards system by using positive and encouraging language with all students. They will consistently apply all school routines. Teaching staff will challenge all unacceptable behaviours and use de-escalation techniques and strategies to ensure a calm and purposeful environment. Teaching staff will implement sanctions (consequences) to students including the issuing of detentions where appropriate if de-escalation fails. Teaching staff will engage with all training opportunities provided by the school to support a positive behaviour culture.

**Pastoral Managers** will support maintaining a purposeful school environment and will maintain a visible presence around school. They will challenge unacceptable behaviours and reward positive behaviours. They will analyse behaviour data and make decisions about what support is put in place for those who display challenging behaviours. They will engage with parents, carers, social workers, and virtual school headteachers, informing them when behaviours are showing concern. Pastoral Managers will support students on behaviour plans and work with students to allow those students to be reflective of their own behaviours in order to change. Pastoral Managers will implement rewards and sanctions to students, including the issuing of detentions where appropriate. Pastoral staff will consider the link between behaviour and safeguarding concerns.

**All Staff** will support the positive culture in school, acting as role models to students, challenging unacceptable behaviours and acknowledging positive behaviours. They will be consistent in their approach and will communicate any concerns to teachers,

pastoral team and senior leaders (as appropriate). School Systems and Social Norms

A clear system for behaviour management and routines is in place that is communicated to staff, students and parents. This system will be routinely applied consistently across all areas of the school to all students. The school system for behaviour management reflects our school values.

## 2.2 Rewards

We reward those who display the characteristics defined by The Smithdon Seven. Teachers will praise verbally every lesson and during non-lesson time to reinforce good behaviours and boost the confidence and self-esteem of our students.

Examples of praise for student achievement include:

- Verbal praise
  - Reward points issued (see below)
  - Positive contact with parents
  - Receiving certificates in assemblies and tutor time
  - Receiving badges for achievement and belonging to clubs
  - Recognition as a subject ambassador, school council member or Senior Student
- Teachers will also award and log Reward points on an escalating scale.

<b>R1</b>	Getting noticed for the right reason – work or kindness
<b>R2</b>	Exceptionally good work or act of kindness
<b>R3 Postcard</b>	Being a positive role model to others or significant achievement
<b>R4 Letter</b>	A commendation for a particular act of exceptional kindness or hard work

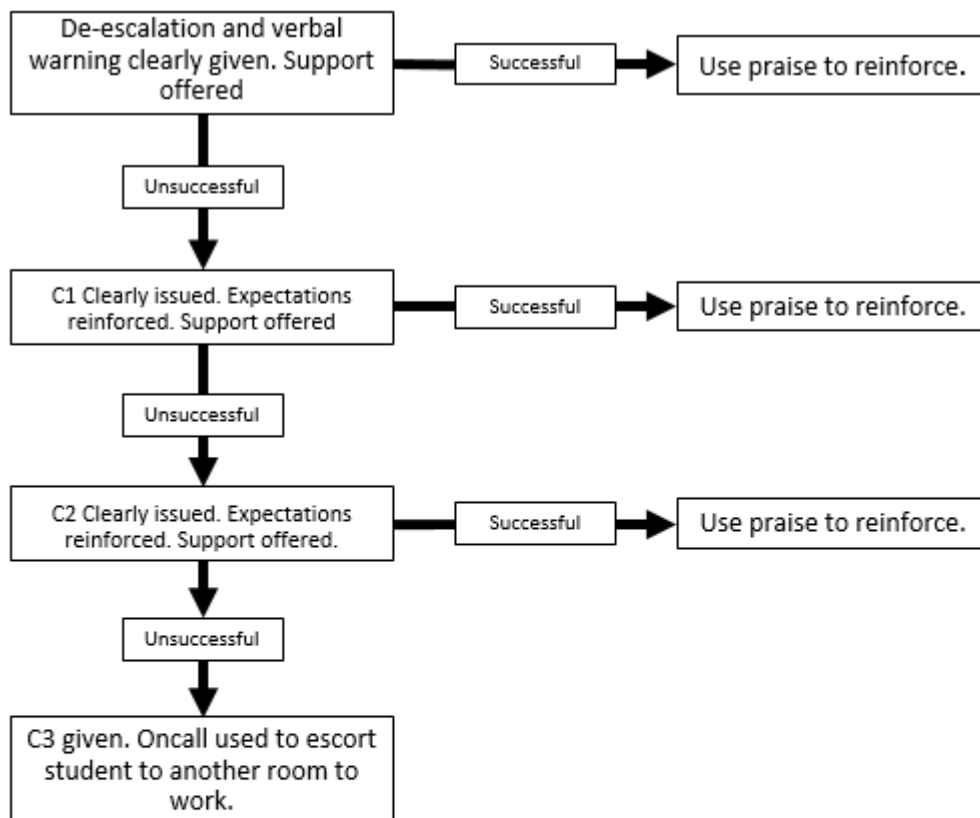
The Assistant Headteacher (Pastoral) will analyse reward points weekly, focusing on (but not exclusive to) the following categories:

- **Weekly:**
  - Attendance by tutor group leader board competition – leaderboard shared in assembly.
  - Rewards – certificates given out from the Head, Assistant Head (Keystage) and Form Tutor.
  - Rewards by tutor group – leader board shared in assembly
- **Half-termly:**
  - Rewards letters for 96-99% and 100% attendance
  - Surprise “treat” Golden Tickets for a selected positive behaviour (e.g. ‘clean sheets’, no uniform concerns, top 10% rewards points, etc.)
  - Caught You Being Good Cards, issued for a moment of positive attitude or kindness seen and recognised by a member of staff
- **Termly assembly celebrations:**
  - Subject awards
  - Top 25% rewards
  - 100% attendance (bronze, silver, gold)
- **Annual celebration of achievement**
  - Subject awards for Progress and Attainment
  - Sport awards
  - Smithdon Seven awards

## 2.3 Consequences

Teaching and support staff are responsible for setting the tone and context for positive behaviour for learning within the classroom and throughout the school. When managing behaviour, all members of staff are expected to use 'a range of strategies, using praise, sanctions and rewards consistently and fairly' (Teaching Standards) and these should be structured in line with the school consequences.

The flow chart below outlines the steps taken by staff in the classroom if a student's behaviour is unacceptable.



### **Teacher Actions.**

C1 – add to SIMs with explanation.

C2 – add to SIMs. Discuss with student at an appropriate time. If the student fails to discuss their behaviour at the set time then the class teacher should set a C3.

C3 – Log on SIMs by class teacher. Contact home by class teacher and then add home contact and detention to SIMs.

### **Verbal warning/reminder**

All teachers will use de-escalation techniques where appropriate in the escalating behaviour system. A time out may be used, this will be no more than 5 minutes outside the lesson and will include a discussion in the corridor before a student returns to class.

If de-escalation fails, then the system below will come into effect.

Logging of equipment and mobile phone issues to enable monitoring by Tutors and Year Teams to enable support.

## **C1**

Formal Warning - getting noticed for the wrong reason.

Negative behaviours that lead to a C1 include, but are not limited to -

- Talking out of turn
- Refusing to engage
- Failure to correct poor presentation or incorrect work
- Low level disruption
- A repeat of an offence already warned about (such as chewing gum or a uniform violation)
- Skirt rolled up or shirt untucked

### **Actions**

- Details logged on SIMs by class teacher
- Staff may choose to write on the board as a reminder to student

## **C2**

Persistent disruptive behaviour - continued and repeated poor behaviour.

Negative behaviour that lead to a C2 include, but are not limited to:

- Repetition of C1 behaviour
- Throwing items
- Swearing in conversation with other students
- Disrespectfulness towards staff
- Unkindness to other students

### **Actions**

- Logged on SIMs with details.
- Staff member to hold a discussion with the student about their behaviour, either at the end of the lesson or in an organised lunch or break time detention.
- If a student fails to discuss with staff outside of the lesson then C3 should be issued

## **C3 Detention**

Negative behaviours that lead to a C3 Detention include, but are not limited to –

- Repeated poor behaviour
- Dangerous behaviour
- Walking away from staff
- Repeated uniform issues
- Swearing at another student
- Play fighting
- Unkindness
- Truancy
- Disrespect to staff
- Comments that conflict with the Protected Characteristics?



### **Actions**

- Oncall is used through SIMs and a member of SLT or a Pastoral Manager will come and remove the student to an appropriate classroom with work to complete.
- The class teacher will contact home to organise the C3 Detention.
- Logged on SIMs with details of consequence. The details should include what the issue was and what contact was had with home.

The Assistant Head (Pastoral) will monitor removals throughout the day and inform the Head Teacher and DSL daily when appropriate..

A C3 Detention is a detention which can be served any Tuesday, Wednesday, or Friday from 3pm to 4pm.

### **Repeated consequences**

When a pattern of negative behaviours are seen the following may be issued –

- Multiple consequences in a day (3 negative points in a day, C1 = 1 point and C2 = 2 points). C3 issued by Year Team.
- Multiple C3's in week - Pastoral Manager to discuss behaviour with family and student and consider moving up to a C4.
- Multiple consequences within a department – Head of Department can; set a lunchtime detention to discuss, set up a subject report, or remove the student from a class to another in their department for no longer than 5 lessons.

### **C4**

Behaviours that could trigger a C4 include, but are not limited to –

- Unkindness
- Play fighting
- Truancy
- Repeated incidents of the above

The sanction for a C4 is an after-school detention.

### **C4 Detention Actions**

- A member of the Pastoral Team will contact home to organise the C4 Detention.
- Logged on SIMs with details of consequence. The details should include what the issue was and what contact was had with home.

A C4 Detention is a 90 minute after-school detention which can be served on a Wednesday or Friday from 3pm to 4:30pm.

### **C4 Internal Isolation (where appropriate)**

Students will continue to work through their timetabled lessons using resources set by the class teacher and ICT where appropriate. This learning will be supported by the SEN Team. Students will have time to discuss their behaviour with key staff.

### **Actions**

- Class teachers set work on Google Classrooms or hand work to the Pastoral Manager if possible. Edclass can be used where appropriate.

- Logged on SIMs with details of consequence. The details should include what the issue was and what contact was had with home.

### **C5 Fixed Term Suspension**

A C5 will be issued for, but not limited to, the following behaviours –

- Open Defiance
- Violence
- Bullying
- Racism
- Homophobia
- Swearing at staff
- Continuous disruption to the learning of others

The sanction for a C5 is a Fixed Term Suspension determined by the Headteacher. Upon a student's return the following may be put in place to support their correct behaviour choices

- Restrictions on social times for a limited time
- A report to Pastoral Manager or SLT
- 1:1 sessions in school time to support them

### **Actions**

- Head's PA informed.
- Paperwork completed by Pastoral Managers.
- Parents will be contacted to inform them of the suspension by a member of the Pastoral Team (ideally the Assistant Head (Keystage) and, as a minimum, the basic reason for the suspension, especially if the investigation is ongoing - which will be explained to the parent. The parent will also be told how their child can access/complete work during their suspension.
- For one-day Suspensions, students will be expected to complete work in their Knowledge Organiser and to check Google Classroom to complete any work that has been set for them.
- For Suspensions of two or more days, the Head's PA will ask teachers to set work via email or Google Classroom (unless the parent has expressly asked for a printed pack). Students will be expected to complete this work during their suspension.
- A member of SLT and the Pastoral Manager will meet parents for a reintegration meeting following the suspension, during which an appropriate support plan will be put in place. This will include a report to their Pastoral Manager for 1 week and may also include restricted movements in social time.

### **Permanent Exclusions**

A Permanent Exclusion can be issued for, but not limited to, the following behaviours –

- Violence towards staff or student
- Bullying
- Failure of a 6-week Pupil Support Plan
- Continued disruption to lessons
- Continued disruption to the smooth running of the school

Parents will be informed by telephone call or during a meeting of any permanent exclusion but this will then be confirmed in writing by post. The school may also choose to send this written confirmation via email as well as by post.

## 2.4 Unacceptable Behaviour

This includes but is not limited to:

- Bullying, including cyber bullying
- Child on child abuse, including sexual violence and sexual harassment
- Discrimination of any kind
- Rudeness to members of staff
- Physical violence
- Aggressive or threatening behaviour
- Disruption of a whole class
- Vandalism
- Theft
- Refusal to follow instructions from members of staff
- Smoking/Vaping
- Repeated breaches of the school behaviour policy
- Behaviour which contradicts The Smithdon Seven statements
- Bringing illegal substances into school

Unacceptable behaviour is never tolerated in school. All incidents of unacceptable behaviour will be followed up by subject teachers and/or investigated by the pastoral or senior leadership teams to establish what has happened. Any victims of unacceptable behaviour will be supported by our pastoral team, the Lead DSL, if appropriate, and form tutors, where appropriate. Unacceptable behaviour will be dealt with in a fair and consistent way.

## 2.5 Student Support

Additional student support is made available to those who consistently fail to comply with the behaviour expectations of the school.

We differentiate our behaviour policy based on students' additional needs. This may include allowing more take up time for completing tasks, or following instructions, or gaining an understanding of how students have behaved in the way that they have. The SENDCo is responsible for communicating these needs to teaching staff and will monitor effectiveness of the strategies used.

Our school will not assume that because a student has SEND, it must affect their behaviour on a particular occasion. This is a question of judgement. In making any judgement, designated staff with responsibility for behaviour will assess whether the student understood the rule or instruction, and was unable to act differently at the time as a result of their SEND needs.

To support all students, further consideration will be given to the use of one or more of the following:

- Referral to the SENDCo
- Referral for ELSA support
- Use of restorative approaches
- Preventative work with students
- Positive reinforcement of good behaviours
- Referral to internal support groups, *for example but not limited to LGBTQ+, Anger management*
- Placing students on a Report card

- Referral to a Governor Support Panel
- Referral to a Governor Behaviour Panel
- Referral to outside agencies for external support
- Referral to the NCC Inclusion Team for advice and support
- Pastoral Support Plans
- Identification of behaviour triggers
- Use of Managed Moves

The flow diagram below shows the process of reports, Governors and Pupil Support Plans. Depending on the behaviour shown a student may start anywhere in this process. All support given will be recorded and monitored.

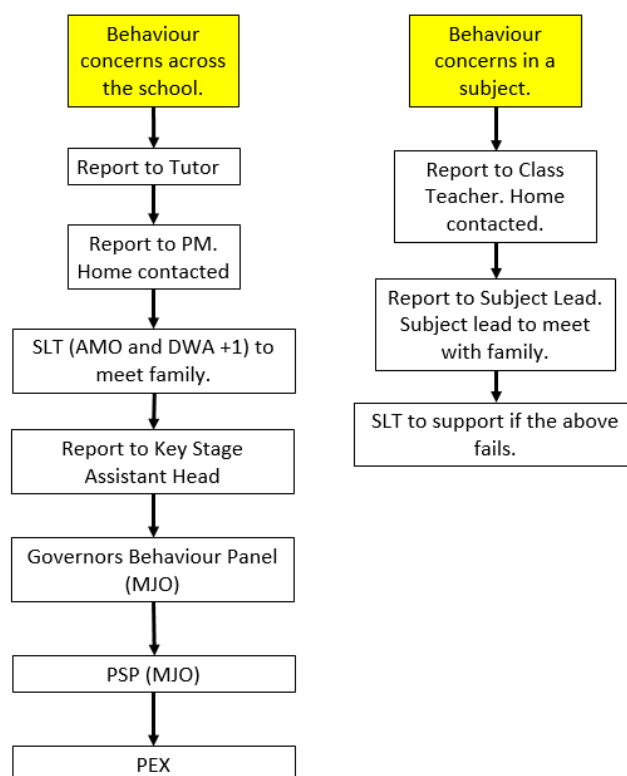
### **2.5.1 Reports**

Reports are an important way to monitor and then discuss a student's behaviour with them. A student will ensure that reports are completed in every lesson. These will be monitored by the member of staff and the student's family. Failure to fill the report out or meet the targets set will result in a sanction determined by the Assistant Head for Key Stage. Reports will run for 1 week and the Assistant Head (Key Stage) will decide what action to take next. Assistant Head (Pastoral) will log on CPOMs and keep updated.

- Report to Subject Lead – increased number of negative behaviour points in a subject. To be monitored by the Subject Lead and Class Teacher.
- Report to Form Tutor – increased number of negative behaviour points. To be monitored by the Form Tutor.
- Report to Pastoral Manager – increased concerns about a student. Call home and the student met to set up a report.
- Report to Assistant Head (Keystage) – Parents invited in to meet a member of SLT. Failure of report could lead to a Governor's Behaviour Panel.

The Assistant Head (Pastoral) will support those students with the most challenging behaviours with a 6 Week Program. During this time students will meet the Assistant Head (Pastoral) daily and home will be contacted at least weekly. During meetings triggers and weaknesses will be discussed and support from the Pastoral and SEND team sort as well as outside agencies. Failure to improve during this time can result in a formal Pupil Support Plan.

The flow diagram below shows the process of reports, Governors and Pupil Support Plans. Depending on the behaviour shown a student may start anywhere in this process. All support given will be recorded and monitored.



## 2.5.2 Pupil Support Plans (PSPs)

If a student has failed an Assistant Head report or their behaviour is sufficiently poor, then they will be placed on a Pupil Support Plan.

A PSP may also be initiated after the recommendation of a Governor Behaviour Panel.

The PSP will run for a maximum of 6 weeks. A review in person will take place with parents at least once during the PSP, but ideally on a fortnightly basis.

## 2.5.3 Governance / Trustees

The Governing Body and Trustees are responsible for monitoring the work of the school leaders in respect of managing the school's behaviour culture. Trustees receive behaviour reports on permanent exclusions, suspensions, classroom removals, off site directions, the use of alternative provision and managed moves. In addition, they receive information on staff behaviour training. Governors and Trustees will challenge leaders on the effectiveness of the school's behaviour policy.

### Governor Behaviour Panel

A Governor Behaviour Panel may be set up when the school is concerned that all actions taken have failed to change a student's behaviour and the only remaining steps are Managed Move or Permanent Exclusion should the student's behaviour not improve. This panel is to ensure that all parties are aware of the seriousness of the student's behaviour, consider if any further alternative support is available and to clearly explain what will happen should a Permanent Exclusion become necessary. Parents are invited to attend along with key staff. A warning letter may be issued to parents following a Governor Behaviour Panel meeting.

#### **2.5.4 Managed Moves**

A Managed Move may be set up following continued failure to meet behaviour expectations or an incident which means a student is unable to return to school but where a Permanent Exclusion is not in the best interests of the child, if it can be avoided. The decision to place a child on a managed move will not be made lightly and will involve discussion between the parent and the Assistant Head (Pastoral).

The school is bound by Norfolk County Council's Fair Access Protocols and liaises with the Fair Access Team when a managed move is put in place - whether it is actioned through a local Fair Access meeting or through a private agreement with another local school.

If a Managed Move is unsuccessful, the student may either return to the school under a final warning regarding their behaviour or may be subject to the Permanent Exclusion process, depending on the circumstances when that Managed Move agreement took place.

#### **2.5.5 Pupil Transition**

Students entering the school are fully prepared for the behaviour expectations. In addition, behaviour expectations are reiterated to all students on return from every school holiday to ensure they have a clear understanding.

##### **Year 6**

On entry at Year 6 from our feeder schools, transition visits to the primary school allow our staff to talk to Year 6 students about our core values and expectations including the behaviour system. A welcome booklet is sent home to parents, including our core values and behaviour system. All Year 6 students are also invited to attend a 20-minute meeting, along with their parents, with a member of staff to discuss their interests, their worries and any questions they may have.

For students with additional needs, extra transition sessions are completed with the SEN team so that there is time to practice and familiarise themselves with how systems work. The school works with any outside agencies supporting the family to develop a transition plan for each student. This plan is then communicated to staff.

##### **Other entry points**

If a student arrives mid-year or at the start of a new school year (other than Year 6), a transition meeting is held with a Senior Leader where expectations, rules and routines are discussed. The new student will be allocated a buddy and will be closely monitored and supported over the first 2 weeks by a Pastoral Manager.

When a student returns from a Suspension, the reintegration meeting will also remind students of the school's behaviour expectations and system.

#### **2.6 Uniform**

We take pride in our school and our students, and we think it is important that pride is reflected in how our students look as they go about their studies.

Our uniform is aimed at giving students a professional and purposeful outlook, reducing bullying by removing expensive branded items, and giving a sense of community and belonging. Full details of our school uniform can be found in our Uniform Policy.

## **Uniform Consequences**

It is understood that there may be circumstances beyond a student's control that may affect uniform, for example a medical need. We expect parents to communicate this to the tutor or pastoral manager for the relevant year and provide appropriate evidence. They will in turn notify staff of the uniform issue.

Uniforms will be checked daily for adherence to our Uniform Policy. Incorrect uniforms will be dealt with before Period 1 by offering correct uniforms where possible, asking for parents to bring the correct uniform in or, in extreme circumstances, students will be sent home to correct their uniform. If staff have concerns about a student not wearing the correct uniform during the school day they will log it as "Uniform Concern Unfixable".

Where a student has deliberately failed to wear our uniform correctly, put jewellery back on or make up back on, staff will issue a "C1 Uniform Consequence Fixable". In the case of a repetition of deliberately not complying with uniform expectations, the behaviour consequences system will be followed.

## **2.7 Detentions**

Detentions can be set by support staff, teachers, Senior Leadership Team and Pastoral Managers.

Detentions for poor behaviour are carried out after school. Detentions are compulsory and non-negotiable. The school will inform parents about any detention in advance of the detention, normally on the following day.

A student refusing to attend a detention will be classed as unacceptable behaviour and the consequence will be escalated.

If there is an exceptional circumstance why a detention cannot be completed and parents have informed school of the reason, consideration will be given to rearrange the detention for another date. It remains the parent's responsibility to arrange transportation for their child regarding detentions.

### **Weekend detentions**

The school can issue a weekend detention if in extreme circumstances the student is either unable to complete an after-school detention, or if a student has received several after-school detentions in a short space of time, as an alternative to a Suspension from school.

Weekend detentions can be given for up to three hours, between 9am and 12pm, as determined by the school. Students will attend in school uniform.

### **INSET Day detentions**

The school can issue an INSET day detention if in extreme circumstances the student is either unable to complete an after-school detention, or if a student has received a number of after-school detentions in a short space of time, or as an alternative to a Suspension from school.

An INSET day detention can require a student to attend the school for part or the whole

of the normal duration of the school day i.e. 8:30am to 3:00pm. Students will attend in school uniform.

## **2.8 Searching, Screening and Confiscation**

The school follows advice from the DfE “Searching, Screening and Confiscation” July 2022.

### **Searching**

The school has the statutory power to search a student or their possessions if there are reasonable grounds to suspect that a student has a prohibited / banned item, or an item that could contravene the behaviour policy (See appendix 1).

Only authorised staff will carry out searches as directed by the Headteacher, Deputy Headteacher or an Assistant Headteacher. A student search, where possible, is carried out by two members of staff of the same gender.

School will explain to a student why there is a need to complete a search. If a student refuses to cooperate with the search, the school may sanction the student in line with the behaviour policy, may contact the police to carry out the search and/or may contact the parent to attend the school to be involved in the search.

Searches are carried out in an appropriate space such as an office, away from public areas of the school. Strip searches will not be carried out by school staff. Strip searches would only be undertaken by the police following parental contact.

All students will be given appropriate support irrespective of whether an item is found. Following a search, parents will be contacted, and the details of the search recorded in CPOMs.

### **Confiscation**

Any authorised member of staff can confiscate any item that they have reasonable grounds to suspect poses a risk to staff or students, is prohibited/banned, or is evidence in relation to an offence.

On finding any illegal items such as controlled drugs or stolen items, the police will be contacted, and the school will follow police guidance. Other substances which are not believed to be controlled but are not allowed in school will be returned to parents.

Staff may examine electronic data held on devices if the school believes that the device contains evidence of a criminal act or a contravention of the behaviour policy. If any item deemed illegal is found, this will be passed on to the police for further investigation. Where content is not illegal the school may ask the student and/or parents to delete.

If the school believes that the device contains evidence of a criminal act in association with holding or sharing images of a sexual nature involving a young person, the police will be contacted regarding the device and staff will not examine the data themselves.

School powers to discipline enables a staff member to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The school is not liable for any loss or damage to any item that it has confiscated.



## 2.9 Child-on-Child Abuse including Bullying

An unkind act is one where a student has been insensitive to someone's feelings. This can come from a lack of empathy or understanding of how their actions have affected another student. When a student has been unkind, they will be sanctioned in line with the severity of the incident – as determined by the Pastoral Team or Senior Leadership Team.

All acts of unkindness are discussed with the students involved and resolved. Unkindness is logged in the Unkindness Log and the consequences on SIMs.

Bullying is defined as the repetitive, intentional harming of one person by another person or group. Where the relationship involves an imbalance of power. Bullying is therefore deliberate, repeated over a period and difficult to defend against. Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory language and actions that target the Protected Characteristics*.	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Students learn about what constitutes bullying (including online, cyber and sexual bullying) and the impact on victims and perpetrators via assemblies, the PSHE (ASPIRE) curriculum and extra standalone lessons.

\*These can be logged in CPOMs under the following categories -

- Biphobic bullying
- Cyber Bullying
- Friendship issues
- Homophobic Incident
- Indecent images or videos

- Online safety
- Physical Bullying
- Psychological bullying
- Racist Incident
- Sexism
- Sexual harassment
- Sexual language
- Sexual violence
- Transphobic bullying
- Verbal Bullying

## **Reporting**

Students are encouraged to report bullying to a member of staff. Students are aware that they should report all bullying incidents to their Pastoral Manager.

Students can also report bullying by email to **bullying@smithdonhigh.org.uk** from their Gmail accounts.

Parents can also report bullying by contacting their child's Form Tutor or Pastoral Manager.

Staff will report incidents of bullying via CPOMs to the Pastoral Team and DSLs.

When school is made aware of a potential bullying incident, it is investigated by the relevant member of the Pastoral Team, who will take statements from the victim and alleged perpetrator, as well as any witnesses. Material evidence, such as screenshots of messages, will also be collected.

A decision will be made as to what consequences are appropriate and may include one or more of the following:

- Parents contacted
- Parental meeting
- Educational work with the perpetrator
- A restorative meeting between those involved
- A C2, C3 or C4 detention
- Removal from class for a period of time
- Removal of free time for a period of time (remaining in school or going home at break and/or lunchtimes)
- Suspension from school
- Exclusion from school

## **2.10 Child on Child Sexual Harassment and Sexual Violence**

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can also occur through a group of children sexually assaulting, or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never

acceptable (KCSIE 2022).

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored or classed as “banter” or “just having a laugh”

Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

School procedures are in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Early Help
- Refer to children’s social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

## **2.11 Off School Premises**

Consequences may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is –

- Taking part in any school-organised or school-related activity (e.g. trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school
- Negatively impacts other students in school

Consequences may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or a member of staff
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

## **2.12 Online Behaviour Incidents**

The school can issue behaviour consequences to students for online misbehaviour when:

- It poses a threat or causes harm to another students
- It poses a threat or causes harm to a member of staff
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

### **3. Staff Induction, Development and Support**

#### **3.1 Staff Development (Training)**

Staff receive regular training throughout the year on the application of this policy and behaviour management best practice. These take place through INSET days and through staff CPD sessions throughout the year.

Staff receive regular information on:

- The needs of students in school
- Triggers and de-escalation strategies
- How SEND and mental health needs impact behaviour
- Specific needs and strategies for SEND students
- Support for how to challenge student behaviour

#### **3.2 Staff Induction**

When new staff join the school, they receive training in how to apply the behaviour policy. This is carried out during their induction period. For trainee teachers and Early Careers Teachers, additional behaviour sessions are made available to support behaviour management strategies.

#### **3.3 Staff Support**

##### **Support Walks**

There is a rota in place to ensure that for every period of everyday a member of the Senior Leadership or Pastoral Teams are available to support teachers with behaviour and medical emergencies. During each walk period the member of SLT or Pastoral Team will walk around the school, drop into lessons to monitor behaviour and offer support to staff with any behaviour issues that may have arisen, as well as being 'on-call' should a teacher directly request support or need a student to be withdrawn from a classroom.

Where teachers or Heads of Department are concerned about student behaviour in a particular class, or have requested regular support with a particular student or class, this is placed onto the WALKS timetable so that the on duty staff member will definitely visit that class during their walk.

This ensures that the SLT are visible to both students and staff and are supporting and monitoring the consistent implementation of this behaviour policy during the school day.

##### **Culture and Behaviour Routines**

Staff and students have been provided clear routines and expectations for the start of each day, the starts and ends of lessons as well as transition between lessons. Lessons should begin in an orderly fashion with students greeted at the door and expected to stand behind their chairs until the teacher begins the lesson. Lessons should end with an orderly dismissal, having had time to pack up effectively and ready to leave quietly.

Staff are expected to have seating plans, recorded on ClassCharts, for every class they teach.

Staff and students have been provided clear routines for break and lunchtimes, with:

- no food permitted to be taken from the Hall by students, unless involved in a Performing Arts rehearsal or lunchtime clubs that allows food.
- clear areas for each year group to line up for the canteen
- library cards issued to enable students to go to the Library at lunchtime
- students expected to remain in the Hall, central field or Year 7 playground areas, unless they have a library card or other express permission to attend a club, activity or meet a member of staff.

## **Appendix 1 – Prohibited and Banned Items**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers/vaping items
- Fireworks
- Pornographic images
- Any article that is likely to commit an offence, or to cause personal injury, or damage to a person or property
- Chains
- Catapults
- Lighters/matches
- Gas canisters
- Dangerous chemicals
- Aerosol cans (including deodorants and antiperspirants)
- Solvents
- Chewing gum
- E-cigarettes
- Smoke bombs/bangers
- Energy drinks
- Nuts
- Rope/cable ties
- Anything that has been fashioned into a dangerous item (Sharpened wooden stick or shard of glass)
- Laser pens
- Water pistols

## Appendix 2 – Uniform

- Navy blazer with school badge embroidered on the breast pocket (from school supply) must be worn at all times around the school site. Blazers may be removed in classrooms with the class teacher's permission. In hot weather, the Headteacher may give permission for no blazers needed.
- School 'clip-on' tie (from school supply).
- Grey full length tailored trousers\*\* – no jeans, chinos, cords, skinny trousers, leggings or jeggings - with plain black socks that come up over the ankle.
- Trousers must be loose at the ankle (trousers can be purchased from school supply but this is not a requirement)
- Compulsory unmodified school skirt (from school supply), with plain tights or black socks.
- Plain white formal shirt (stiff collared, buttoned to collar and tucked in).
- Optional school jumper (to be worn underneath the blazer and over the shirt and tie) - navy PE sweatshirt is permitted for this purpose.
- Plain black school shoes – no other colours or logos, no trainers, no high heels, platforms or backless shoes. Shoes need to be safe to wear in a variety of school environments.
- Students should have an outdoor coat for travel to/from school and transitions around school (but this is not compulsory).
- No other sweatshirts, hooded sweatshirts, denim or leather jackets.
- If a belt needs to be worn (through belt loops), it must be plain black without motifs, embellishments or decoration. Belt buckles must be plain.
- PE Kit consists of a red t-shirt with school badge, navy shorts, navy sweatshirt with a school badge (all from school supply) and white sports socks.

### Jewellery

- Piercings – no visible body/facial piercings including tongue piercings, nose piercings and ear 'tunnels' are to be worn: this includes the wearing of clear (or other) retainers.
- One small pair of plain stud earrings may be worn but must be removed to allow students to participate in PE.
- Please do not allow your child to have a piercing done during term time.
- No rings, necklaces or bracelets are to be worn (medical necklace/bracelets are allowed).
- Students may wear a traditional wristwatch - Smart watches, including Fitbits, etc. are not permitted (unless medical evidence is provided).

### Make-up

- Light make-up may be worn but must be discreet and natural.
- No false, unnatural eyelashes.
- Hair may not be dyed bright or 'unnatural colours', shaved or stylised in a distracting way.
- No nail varnish.
- Acrylic/Gel/Nexgen nails or tips are not allowed in school. This is a Health & Safety risk.

\*\* Trousers deemed appropriate by Smithdon High School are available for purchase via our website. School trousers can be purchased from other suppliers. However, if the trousers worn by a student are considered unsuitable or inappropriate and a suitable alternative cannot be sourced from elsewhere, parents/carers will be directed to buy the trousers we have available through our website.

The school reserves the right to make the final decision on the suitability and/or appropriateness of the school trousers worn by Smithdon students.