



## Behaviour for Learning Policy

**This policy should be read in conjunction with;**

The Safeguarding & Child Protection Policy

Drugs, Tobacco & Alcohol Policy

Uniform Policy

Anti-Bullying Policy

Suspensions and Exclusion Policy

Positive Handling Policy

The school follows the DfE guidance [Searching, screening and confiscation at school - GOV.UK](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)  
([www.gov.uk](https://www.gov.uk))

### Vision Statement

#### **We are Willingdon**

We are a united, vibrant community which demonstrates personal excellence in all that we do. Learning at Willingdon transforms lives by igniting curiosity and expecting the very best from staff and students alike. We value opportunities, aiming for success today to prepare for challenges and opportunities tomorrow. We are respectful, honest, and courteous to empower each other on our unique learning journeys. We look after ourselves and each other, and show empathy, respect and compassion to all people and our environment along the way. We encourage tolerance, resilience, and reflection, which in turn allows everyone to make progress every lesson. We work together as a harmonious community to be the very best versions of ourselves.

#### **This makes us Willingdon**

The governing body and staff at Willingdon are committed to promoting high standards of behaviour. This policy puts into effect Willingdon Community School's principles for promoting positive behaviour for learning with the aim of enabling all students to achieve their potential. We seek to uphold, at all times, Personal Excellence values: ambition, respect, compassion, courtesy and honesty and to be the very best versions of ourselves. We encourage students to lead their own learning to ensure they make 'Progress Every Lesson' and work within a framework of the British Values that underpin our society; Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. We are guided by the six principles of nurture and so place great importance on establishing excellent relationships with students in order to support them in achieving this aim.

Date adopted by the Governing Body: September 2024

To be reviewed: September 2025

Staff Responsible: Nadene Townsend-Smith

Link Governor: Jane Branson, Chair of Governors

The six principles of Nurture:

1. **Children's learning is understood developmentally**
2. **The classroom offers a safe base**
3. **The importance of nurture for the development of wellbeing**
4. **Language is a vital means of communication**
5. **All behaviour is communication**
6. **The importance of transition in children's lives**

### **This policy**

- defines the expectations we have of each member of our community
- provides clarification on what high standards of behaviour are and the consequences of unacceptable behaviour
- provides guidance for teachers to promote good practice and outlines sources of support for dealing with all types of behaviour
- provides a clear, stepped approach when dealing with incidents of unacceptable behaviour that ensures consistency of response by all staff
- provides clear guidance on rewarding students
- promotes equal opportunities for all students in our community
- promotes a culture of praise and encouragement in which all students can achieve

We aim to maintain a caring and purposeful learning environment for all students whilst supporting them in recognising their strengths and developing a positive identity and sense of self. Furthermore, we teach students the social and emotional skills that are necessary to engage in learning: to be self-motivated, to co-operate with others, to appreciate difference and to develop the resilience necessary in order to live productive, happy, and fulfilling lives.

**Our curriculum** is designed to meet the needs of all students and celebrate the diversity of strengths in society which are reflected in our school community.

**Our partnership with parents** aims to bring everyone together to work in the best interests of the child. We recognise that members of the school community may have different parenting experiences and views on behaviour. However, we endeavour to develop shared values. Commitment through our nurturing approach, our policies and procedures reflect this ethos.

**Our work with the community** supports a model of sustainability that enhances opportunities, empowers parents and young people in decision making and facilitates the sharing of skills and resources. Examples of this can be seen in our student leadership team, our pastoral role of tutors in supporting parents and students, as well as Parent Forums.

### ***"It takes a village to raise a child"***

We understand not all behaviour is a choice. Whilst for the majority of students a supportive environment and a clear reward and consequence system is enough, we appreciate a small number need bespoke support.

We will not accept anti-social or violent behaviour (Appendix C), especially in lessons which disrupts a positive teaching and learning environment, or anywhere on the school site.

**Being "fair" is not about everyone getting the same (equality) but about everyone getting what they need (equity), and so staff are expected to seek an understanding of the reasons for behaviours.**

## **Communication of the Policy**

The Behaviour policy will be circulated to all students, parents, and staff annually and feedback requested prior to final approval by the governing body. This is to communicate our agreed aim of achieving exemplary behaviour in school and outline the methods by which we hope to meet this aim.

## **Principles of the policy**

We believe:

- Everyone within the community should be treated with respect, compassion, and courtesy.
- Students should feel safe, free from disruptions, intolerance, violence (\*Please refer to ESCC definition of violence in Appendix C), child on child abuse (bullying, sexual harassment, or discrimination).
- The school should maintain a positive relationship with parents and carers to develop a supportive and shared approach in implementing the school's policy, sanctions, and procedures.
- Teachers and support staff should ensure high standards of behaviour for effective teaching and learning to take place, allowing progress to be made each lesson. Staff should ensure positive behaviour is modelled.
- Effective communication and the development of language, particularly oracy encourages high standards.
- Therapeutic interventions support students to learn from their mistakes to make the necessary improvement in their behaviours to be the best versions of themselves.
- It is our responsibility, alongside a parent or carer, to develop a student's self-esteem, self-discipline, regard for authority and positive relationships based on our Personal Excellence values.

## **Definitions:**

**Prosocial** - Behaviour held in high regard by an individual, the community or the environment.

- Creates helpful feelings in self or others.
- Behaviour characterised by a concern for the rights, feelings, and welfare of others
- Behaviour which benefits other people or society

**Antisocial** - Behaviour that hurts or hinders an individual, the community or the environment.

- Creates unhelpful feelings in self and others.
- Behaviour that is likely to cause injury, harassment, alarm, or distress.
- Behaviour that violates the rights of others.

## **Roles and Responsibilities**

### **The Headteacher and Governors must:**

- Ensure this policy is shared annually with staff and made available to parents and carers via the school website and ensuring that the period of review is adhered to.
- Ensure that exemplary behaviour and a nurturing environment are maintained to encourage pro-social experience and behaviours.
- Ensure that all students have equal opportunities to learn in a calm and orderly environment with due account of the Equalities Act 2010.
- Ensure that students with SEND or Social, Emotional and Mental Health issues, who have behavioural difficulties, are supported appropriately within the resources of the school.
- Ensure that any allegations against staff are fully investigated and actioned, as well as action taken against any students who make a malicious allegation.
- Monitor the data relating to suspensions and permanent suspensions as per the latest government guidance to ensure the school only uses these sanctions as a last resort.

### **Senior Leadership Team must:**

- Update the policy to ensure it reflects working practices at school and that any amendments are ratified by the governing body and shared with staff, students, and parents/carers in a timely fashion.
- Monitor the impact of the policy on a range of different student groups including all those that are disadvantaged, those with SEND needs and those with protective characteristics, identified by the Equalities Act.
- Quality assures reasonable adjustments made by middle level leadership when implementing the policy in light of special educational needs and protected characteristics, including those that are looked after or identified as a child in need.
- Ensure all staff receive regular training and guidance on how to effectively implement this policy and understand how to action and record pro-social and anti-social behaviours.
- Be responsible for the whole school promotion of the Six Principles of Nurture, Personal Excellence and British Values, ensuring all staff embed nurture in their practice.
- Meet regularly with Heads of Year and Heads of Department and keep updated regarding the behaviours of all students.
- Monitor behaviour issues daily and oversee interventions.
- Oversee searches of students. This may be delegated and will always involve two members of staff. Body searches will not be implemented but the detector/wand can be used to scan the students for contraband items.
- Oversee the use of positive handling and ensure staff understand their responsibilities and accountability.
- Communicate with parents and external agencies.
- Implement higher level consequences or interventions including suspensions and an alternative provision. This may include placements at another school for a fixed period of time.
- Make recommendations to the Headteacher regarding the behaviour system and policy.

### **All staff (including teaching and support) must:**

- Challenge and record behaviours and set appropriate consequences for students who are displaying anti-social behaviours and ensure this policy, behavioural procedures and sanctions are followed and consistently applied to at all times (Appendix A.1 and A.2).
- Model and uphold the Personal Excellence values and ethos that underpin this policy.
- Use the restorative conversations framework to open discussions with students regarding any difficulties in maintaining positive behaviours (Appendix G).
- Maintain unconditional positive regard for all students and young people, ensuring students are given pro-social experiences to promote pro-social behaviours.
- Engage in positive reinforcement in the first instance, rewarding pro-social behaviours and students striving towards the pillars of Personal Excellence. Support students to develop a positive self-image, ensuring pro-social behaviours come from within and are not always externally motivated.
- Ensure agreed consequences are organised as necessary or inform relevant staff. Teaching staff on duty should, as far as possible, follow up sanctions themselves. There is a clear hierarchical system to support all staff, teaching/support staff, Head of Department/Year, Senior Leadership Team, Headteacher, Governors.
- Support lesson transition by either meeting or greeting students at the start to each lesson or positively encourage students to move to their next destination efficiently.
- Listen to students' points of view.
- Give responsibility to students.
- Preserve students' dignity and self-esteem, even when correcting them to ensure we do not shame them for mistakes or anti-social behaviours that are the result of anti-social feelings.
- Use positive language, with an emphasis on the positive rather than negative statements. Such as '[Name], I can see something has happened. I am here to help. Talk and I will listen,'

‘When you call out over others it stops them from having the chance to demonstrate their understanding. Raise your hand if you want to answer’ ‘When you say that it can have a negative impact on others. Do you understand how that might be upsetting to others?’

- Teach students the social skills they need to be successful, developing supportive measures and plans for students who may need additional support to develop their social skills.
- Redirect students towards success rather than highlighting their mistakes.
- Help to keep classrooms, clean, tidy, attractive, and stimulating to engage students in positive learning experiences.
- Accept behaviour is everyone’s responsibility and everyone must take responsibility to achieve consistency.

#### **Parents/Carers must:**

- Work in partnership with the school and take responsibility for the behaviour of their child both in and out of school to maintain high standards of behaviour and excellent learning. This includes:
  1. Engaging in communication with the school to support the development of their child’s wellbeing, academic progress, personal excellence, and pro-social behaviours.
  2. Informing, via the tutor or class teacher, any issues that may affect a student’s wellbeing/learning.
  3. Attending meetings at the school’s request.
  4. Supporting the decisions made by the school regarding consequences of challenging behaviour. Work to understand decisions made by the school, communicating any concerns with the school to ensure effective consequences are given to the display of anti-social behaviour in school or within the local community

#### **Students must:**

- Be ambitious, respectful, courteous, compassionate, and honest. Students should focus on their work and remain engaged in their learning. They must complete all schoolwork, including homework, to the best of their ability, seeking support where necessary, being honest about their input and ambitious to make good progress. This is achieved by following the instructions from all members of the school staff regardless of their role.
- Share any experiences of threatening behaviour with an adult in a safe environment to ensure they can receive the required intervention that supports all parties involved. Students will behave in a manner to ensure the school community is safe and free from bullying, harassment, and discrimination of any kind. We must ensure words or actions do not allow others to feel emotionally or physically threatened.
- Take responsibility for their own behaviour and meet the high expectations on and off school site and on their way to and from school and beyond the school premises, ensuring they do not bring the school into disrepute (**Appendix F**).
- Adhere to the same behaviour expectations showing respect towards the school and all those within our community during break and lunch.
- Remain in designated areas within the school, as instructed at break and lunch.
- Eat food in the designated areas and not eat food in the main corridors.
- Arrive on time to school and to each lesson, ensuring they are ready to learn (students sat in silence for the first 3 minutes engaging in the learning) with the expected equipment (stationery, books, homework etc.) Students will be regarded as late if they are arriving well after their peers have arrived without a valid reason. Persistent lateness will result in any missed work being completed at an alternative time. Students must go to the toilet or fill water bottles during breaks to ensure their learning time is not interrupted. Students who may need additional support with this, will have a bespoke therapeutic plan in place.

- Be dressed appropriately in full smart school uniform and meet the expectations of the Uniform Policy.
- Move sensibly around the school site, being courteous to others ensuring everyone feels safe and included. Observe any one-way systems, or walking to the left, where required, in the main corridor and listen to staff when they remind others to observe this safety measure.
- Follow mobile technology expectations as indicated in **Appendix E**.
- Respect the school environment, ensuring all fixtures, fittings and furniture are well looked after, keeping them in a clean and respectful manner. Put all litter in the bins provided. Do not eat or drink in the corridors or in lessons. Chewing gum is not allowed on site.
- Do not bring knives or sharp objects to school. The seriousness of this type of behaviour will result in firm and prompt consequences. Should the Police be required, their assistance will be sought. Consequences for the student/s involved would be dealt with on a case-by-case basis.
- Do not smoke cigarettes, vapes, illegal drugs or consume any alcohol. Students must not bring tobacco, alcohol and illegal drugs or any paraphernalia associated with these substances onto school site, including e-cigarettes/vaporisers.

#### **Tutors must:**

- Take an interest in each tutee as an individual, develop an understanding of their needs and promote this with all staff.
- Check uniform daily, upholding the uniform policy, communicating with parents/carers when students consistently need support to meet the policy. Liaise with the pastoral team should their support be needed to help the student meet the uniform policy.
- Ensure students are equipped for the school day, support the development of organisational skills, rewarding progress in this area. Give support and guidance to students that need additional support in this area and communicate with parents if necessary.
- Respond when students need additional pastoral or academic support, liaise with Head of Year, Pastoral Support Leaders, Department managers and class teachers. For specific SEND needs liaise with the SEN Department.
- Discuss any school detentions that are the consequence of issues that have arisen and monitor behaviour for their tutor group.
- Monitor anti-social behaviour and utilise amber behaviour cards, where necessary. An amber card will be given to a student if they are displaying anti-social behaviour on a regular basis, it is a way for both the student and the tutor to monitor progress towards pro-social behaviours. It increases the contact and support between student and tutor as monitoring happens on a daily basis, at break and lunchtime. The amber card is also sent home to ensure parents can support the student too. This process is discussed with the student, parents, class teachers and the Head of Year. Should additional intervention be needed to support the student's development of pro-social behaviours, this will be offered at this stage.
- Feedback on any positive behaviour such as reward points, being mindful of the anti-social feelings this can generate when discussed in front of others. Feedback should be positive for all students to reinforce pro-social experiences.
- Reward outstanding organisation, attendance and continued positive behaviour using the school reward system.
- Communicate with parents to ensure support is given to students and their families to maintain the development of Personal Excellence, both in school and out of school.

#### **Class teachers must:**

- Apply the systems consistently (**Appendix A.1 and A.2**)

- Plan and prepare for learning that is understood developmentally for their groups, adapting as necessary and ensuring that all students can access the learning and that there is sufficient challenge and support to meet the academic and emotional needs of the child.
- Create a safe learning environment where students feel comfortable to engage in their learning and develop the social skills needed to develop their personal excellence. Offer a safe environment whereby students are given pro-social experiences to develop pro-social behaviours.
- Draw up seating plans to promote learning and avoid antisocial behaviour issues.
- 'Meet and Greet' - Supervise movement on the corridor between lessons and greet students into the class.
- 'Do Now Task' - Have clear and established routines, with a settling task for students on arrival and a positive learning environment to complete their 'Book Basics' and the taking of the register. Follow up and support the implementation of consequences for poor punctuality and truancy from lesson with minimum impact on the learning environment.
- Challenge and record uniform issues.
- Follow the policy outlined above regarding phones/headphones/smart watches if visible in class (Appendix E).
- Record any behaviour issues and use a break call back to discuss issues resulting in a 'Reset.' Liaise with the Head of Department if issues continue or students do not attend or respond to the break call back.
- When using 'Remove' teachers will send the students to the department Buddy System and be explicit about where this person is to be found. **Teachers should not send a child out without telling them clearly where they are to report to. Teachers should provide work for the student to take with them, record this on Arbor.** Restorative conversations should be completed as close to the incident as possible to allow deep reflection by both the student and teacher.
- Issue departmental intervention for poor classwork or lack of homework. This could be an after-school intervention or detention to support the student's engagement in their studies, focus will be on the completion of work and teaching of the importance of school and homework for continued lifelong learning.
- Use the Call Out procedure for serious incidents such as defiance, verbal abuse, physical assault but try to employ de-escalation strategies to avoid such incidents occurring. In the majority of circumstances, the use of 'Warn/Reset/Remove' will be effective in de-escalating incidents; therapeutic plans should also be used to embed effective strategies in delaying with anti-social behaviour. It is accepted that the class teacher uses these behaviour management strategies in the first instance, meaning Call Out is the last option. Record on the school management system and issue appropriate consequences.
- Communicate on behaviour issues with parent and carers and the Head of Department to discuss persistent behavioural issues.
- Use a department behaviour card where students are having difficulty complying. Refrain from issuing repeated consequences without trying to change the behaviour by listening to the child, moving seats, adapting work, speaking with parents and tutor, using a behaviour card, and liaising with the Head of Department. Department Cards are to be used in the same style as the 'amber card' outlined in 'tutors will,' however, rather than being monitored by the Head of Year, department cards are monitored by the class teacher and the Head of Department.
- Participate in behaviour management CPD (Continuing Professional Development/Training) and request specific training when necessary.
- Monitor the daily behaviour log and respond to suggested action points. Work with the Head of Department and where necessary the Head of Year to ensure supportive measures are used in the classroom to develop a safe and nurturing learning environment.

#### **Heads of Year must:**

- Monitor behaviour daily.



- Support subject teachers.
- Issue consequences, such as time in the internal suspension room.
- Communicate with parents where there has been issues that have escalated beyond a class teacher level e.g. persistent interruptions.
- Use red behaviour cards to monitor a student's progress towards positive behaviours across the curriculum and liaise with Senior Leadership Team.
- Make relevant referrals and set up Additional or Pastoral Needs Plans (ANPs/PNPs)/Assess Plan Do Reviews (APDRs) as required. Ensure teachers and support staff are using the PNP/ANPs/APDRs to plan for the needs of the students, in unison with the Head of Department for the subject.
- Liaise with Head of Inclusion relating to Special Education Needs and Disability and ensure the correct provision is place, informing class teachers of the structures to support the most vulnerable learners.
- Ensure students are rewarded for sustained effort using the school rewards policy.
- Track and monitor positive praise to parents.
- Work closely with all parties to effect pro-social experiences, supporting positive change.

#### **Heads of Department must:**

- Support subject teachers and students with anti-social behaviours within their curriculum areas. This should include the promotion of pro-social experiences and recognition of pro-social behaviours within their departments.
- Monitor classroom behaviour across their curriculum area daily. Use data to implement effective change within departments, organising CPD and support where necessary. Work with staff to ensure they are informed of students' anti-social experiences and how to affect a therapeutic plan within their lessons.
- Monitor the correct consequences are being applied to achieve classroom consistency (Appendix A.1 and A.2)
- Use red behaviour cards to monitor a student's progress in their subject area.
- Communicate with parents where there are issues in their own subject area, after attempts by the class teacher to support pro-social behaviours have not been effective.
- Ensure class teachers are contacting parent/carers with ongoing issues in the classroom.
- Support with subject detention for issues within their subject area including homework.

#### **Behaviour Monitoring**

A student can be placed on an amber card for persistent behaviour issues (the card will have up to 3 targets that are discussed with the student to focus on over the course of the week, the card is monitored by the tutor at break and/or lunch and class teachers will tick if targets are met or crossed if they have not been met). If a student has not met the targets, then this will progress to a red or red plus behaviour card monitored by the Head of Year or a member of the Senior Leadership Team.

A student can be placed on a white department card if targets are needed for one particular subject – this allows the teacher and Head of Department to monitor behaviour and provide intervention where necessary.

We also use golden time, attendance, progress, and homework cards to incentivise pro-social behaviour, when a student is making every effort to manage their own behaviour choices and is engaging in the support offered.

#### **Behaviour Sanctions**



- Subtle and low-level intervention from a member of staff e.g. ‘a discussion with student away from peers.
- A maximum of ten minutes break time ‘call back’ supervised by the teacher for a ‘reset’ to allow a restorative conversation to take place. The support of the Head of Department or Pastoral Support Leader/ Head of Year can help facilitate the restorative conversation.
- Intervention with subject teacher for homework sessions. This can be during break or lunch time or after school. The support of the Head of Department or Head of Year can be used for persistent issues. Interventions must be communicated to parents.
- Formal after school intervention of 30/60/120 minutes issued via Arbor for behaviour no homework, after time and support has been given to the student. (Appendix I )
- In and after school detentions to facilitate restorative conversations and develop plans to move forward in the next lesson, for B2 behaviours at classroom level.
- After school detentions of 60/120 minutes issued for non-attendance at other 20-minute detentions or for more serious issues. Restorative conversations should take place to ensure issues are dealt with and students can be successful (Appendix H.1 and H.2).
- Informal and formal investigations/interventions and sanctions which sometimes involve our Police Liaison Officer. This could be because of a malicious allegation, or any matters relating to persistent bullying of any kind, prejudice or discriminatory behaviour and sexualised behaviour. Additionally, where the school’s policy on Alcohol, Drugs and Tobacco has been breached, the school will involve the relevant external support services. The sanction will depend on the level of involvement following the investigation.
- Internal suspension which is a preferred alternative to a suspension. This will be determined by the Senior Leadership Team and Head of Year and may be for a period of one or more days. Meeting/communication is required with parents. Should the issues be associated with a specific department, the student could be placed with a Head of Year/Department or Tutor.
- Next day directed placement. To avoid a suspension on a student’s record, we may place a student in another school’s internal suspension/exclusion facility if the student has failed to meet the expectations in the school’s internal suspension/exclusion facility. This may be used for one off serious incidents too.
- Suspensions (decided by the Headteacher or appointed Senior Leader) followed by a readmission meeting with parents. This sanction is used as a last resort and used to demonstrate that a child’s anti-social; or any form of unacceptable behaviour is putting them at risk of permanent suspension.
- Directed placement. A student is placed at another school for a period of two weeks, which can be extended in certain circumstances. \*Appendix B.
- Extended directed placement. As an alternative to permanent exclusion, the school will seek, as part of its behaviour policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school, College Central or The Workplace. (A student is placed at another school for a long-term period and a successful placement may result in a student permanently moving to this school. \*Appendix B).
- Intervention from College Central. This may include a referral for a part time or full-time place to be educated at the Eastbourne campus. \*Appendix B
- Direction to an alternative educational provision. \*Appendix B
- Permanent Suspension – A student is permanently excluded from the school. This is decided by the Headteacher and governing body in response to a serious one-off breach or persistent breach of the school’s policies relating to behaviour, safeguarding, or substance misuse. A permanent exclusion would be used where allowing a child to remain at the school would seriously harm their own education or the education and welfare of other staff and students at the school.

### **Searching students and confiscation**

This guidance is in line with the latest departmental advice from the Department of Education (Jan 2018). It is intended to explain the powers to search without consent, that staff at Willingdon

Community School have and how we implement those. It will also explain the power to seize and confiscate items found during a search. It takes into account statutory guidance.

### **Willingdon Community School's obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by Willingdon Community School Staff (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. At Willingdon Community School, staff exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist Willingdon Community School's staff in deciding how to exercise the searching powers in a lawful way.

### **Confiscation**

Government policy states that school staff can search students for any item banned under the school rules if the student agrees. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets and look in the student's bag.

Members of Staff authorised by the Headteacher have a statutory power to search a student 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, tobacco and cigarette papers, fireworks, and pornographic images. Or an item that is likely to be used to commit an offence or cause injury.

When it is deemed necessary for a search to be conducted, there will be two members of staff, and at least one member of staff conducting the search will be of the same sex as the student.

School staff can seize any banned or prohibited item found as a result of a search, or which they consider to be harmful or detrimental to school discipline and dispose of these as required.

### **Confiscation of Electronic Devices**

If an electronic device that is prohibited by Willingdon Community School rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably possible. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of Willingdon Community School's discipline.

All Willingdon Community School's staff will be aware that behaviours linked to sexting put a child in danger. The Governing body at school will ensure sharing of nude and semi-nude images, and the school's approach to it, is reflected in the child protection policy.

The UK Council for Child Internet Safety 4 Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images. 14 (UKCCIS) Education Group has recently published the advice regarding sharing of nude and semi-nude images in Academies and colleges - responding to incidents and safeguarding young people.

### **Establishing Grounds for a Search**

Staff will 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. Grounds for suspicion include overhearing other students talking about the item or they may notice that the student is behaving in a way that causes them to be suspicious.

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

The school is not required to inform parents before a search takes place, or to seek their consent to search their child.

### **Location of a Search**

Searches can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

### **During the Search**

The member of staff 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. Outer clothing includes coats, hats, shoes, boots, shoes, gloves, and scarves.

A student's possessions will be searched in the presence of the student and a second member of staff. This includes bags and lockers.

The use of a handheld metal detector may be used to facilitate a search for any metallic items including (but not exclusively) smoking related items and banned mobile phones or prohibited items.

### **After the Search**

If any items are confiscated in the search, the member of staff will use their discretion to confiscate, retain and/or destroy the item. All cigarettes, lighters, cigarette papers, matches, shisha pens, e-cigarettes, vapes and associated paraphernalia will be disposed of regardless of the student's age. Should alcohol or laser pens be found, they will be disposed of. Where the member of staff suspects they have found a controlled drug, a weapon or an item that is suspected to be stolen, it will be stored by the school until it can be handed to the police. Other substances which are not believed to be controlled drugs will be confiscated and disposed of if the item is considered to be harmful or detrimental to good order and discipline.

The school follows the DfE guidance [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

Staff who are designated to undertake a search will have received additional training to undertake this responsibility.

### **Legal Issues and Responsibilities**

An employee may have lawful excuse for the use of positive handling if:

- preventing a student causing harm to them self.
- preventing a student committing a criminal offence, preventing the student causing harm to another person, this may include other staff, adults, volunteers, or members of the public.
- preventing any behaviour which is prejudicial to the maintenance of good order and discipline within the school.

The decision to use positive handling or physical interventions must be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident, and the relative risks of the use of any physical intervention compared with any available alternative.

The use of any physical intervention must also take account of the characteristics of the student including their age, gender, special educational needs, physical needs or disability, developmental level, or cultural issues.

### **Physical Contact with Students**

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples include:

- Comforting a distressed student.
- Congratulating or praising a student.
- Demonstrating how to play a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.
- Administering first aid.
- Using reasonable force or restraint (Appendix D)

### **Reward and Recognition**

The school value reward points to recognise a student's achievement for a wide range of reasons. Staff within the school actively seek to reward and praise the achievements of all our students within our community for all positive actions to:

- help create a positive ethos in the school.
- raise their self-esteem and affirm their achievements.
- motivate and educate students to repeat the pro-social behaviour associated with the praise/reward.

Pro-social behaviour will be rewarded with:

- Verbal praise
- Green Learning Walk – A member of leadership requested to attend the lesson and acknowledge the fantastic effort being made by all students. All students are rewarded with achievement points.
- Achievement/reward points
- Personal Excellence Post cards
- Letters, emails, or phone calls home
- Special responsibilities/privileges
- Commendations made through our yearly prize giving evenings.

Achievement points are gained through:

- modelling personal excellence values
- achieving 'Progress Every Lesson'
- achieving exemplary punctuality and attendance
- demonstrating commitment to extra-curricular activities
- representing the school

Staff are encouraged to reward a minimum of 3 students who are consistently maintaining or exceeding expectations. For sustained good behaviour (no behaviour points for a term) and having excellent attendance, students are given bulk reward points termly.

## **Appendix A.1 - Classroom Consistency**

### **Appendix A.2– Flow Chart Behaviour for Learning – see attached**

We aspire to achieve a rigorous and consistent approach to classroom behaviour with minimum interruptions to learning used in every classroom. In the classroom, teaching staff will use a consequence system to manage behaviour. Codes will be used (B1/ B2/ B3). If there is anti-social behaviour then the following actions will occur: warn, move, relocate, after school detention, internal suspension, directed placement or a suspension from school.

- Students who display low level anti-social behaviour for learning will be issued with a WARN. This does not carry a sanction. A few examples of this are: talking when a teacher is talking, shouting out, incorrect equipment (no pen), disrespectful attitude to staff and peers, late to lesson, phone out in class, eating/drinking. Class teachers will monitor the frequency of the interruptions and inform parents if a student is receiving Warns in a lesson regularly.
- Students who have not been able to display pro-social behaviour for learning after being issued with a WARN will receive a RESET . If possible, students will have to move to a different area of the classroom, or a reset conversation will take place.
- A 10-minute call back for a restorative conversation will be issued and will be completed the same day. This will be added to Arbor as a RESET, it will incur 1 behaviour point and the purpose of the call back is to understand the impact and reasons for the issue from the perspective of both teacher and students.
- If anti-social behaviour continues, students will be given a 'REMOVE.'
- Students will be relocated from their classroom to the department Buddy System. They will receive a 20-minute school behaviour detention – Class teachers will communicate with parents and liaise with Heads of Department/Year and Pastoral Support Leaders to ensure the Restorative Practice is completed before the student returns to the lesson. This may result in the Head of Department supervising the student's independent learning until this has taken place and could be done at the behaviour detention the following evening, so it is resolved within 48 hours.
- A 'REMOVE' could also result from a single instance of high-level disruption.
- Failure to attend a school detention will result in an hour extended sanction. Every attempt will be made by the Pastoral Team to complete this.
- Persistent failure to attend school detentions may result in a student having to attend a day in our Internal suspension room or attend a directed placement. Parents/carers will be contacted and may be asked to attend a meeting.
- Students are expected to make up the time lost to learning for poor punctuality.

## **Appendix B - Powers of Direction**

In some circumstances, these placements may not necessarily have been agreed in advance with parents, or indeed the parents/carers may not be supportive and therefore powers of direction may be needed; DFE 'Alternative Provision – Guidance for Local Authorities' January 2013 provides details on the powers and responsibilities maintained schools have in using off-site provision to improve students' behaviour. These powers come from 'Section 29A of the Education Act 2002', introduced by the 'Education and Skills Act 2008'; as required by this Act, the Secretary of State then made regulations in 'The Education (Educational Provision for Improving Behaviour) Regulations 2010'. Maintained schools should ensure that their Behaviour Policies reflect the different types and purposes of placements, along with the possible use of 'Powers of Direction.'

## **Appendix C – Category of Violence provided by East Sussex Inclusion Partnership**

‘Violence’ is classed as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm. Such violent behaviour is likely to be sanctioned with exclusions from the community (including an alternative provision), suspension or in some circumstances a permanent exclusion.

Violence is a form of anti-social behaviour and will predictably result in imminent injury or harm that may or may not require medical attention. This includes an intent to harm to self or others, damage to property or behaviour that would be considered, this also includes behaviours such as racist and homophobic abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as ‘three children required first aid for minor bruising as a result of X’s kicking.’ It should also look to predict the likelihood of the behaviour recurring and prevention strategies to support this.’

## **Appendix D - Use of Reasonable Force/Restraint**

The term reasonable force involves a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding the student to safety by the arm, through to the more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable in the circumstances means using no more force than is needed.

- School staff may have cause to use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or active physical contact such as leading a student by the arm.
- Restraint means to hold back physically or to bring the student under control. It is typically used in extreme circumstances, for example, when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.

All incidents of restraint must be recorded on the physical intervention form, recorded on MyConcern, and alerted to a member of the Leadership Team.

## **Appendix E - Mobile Technology**

Mobile phones will be turned off and put away, along with air pods, smartwatches, ear/headphones for the duration of the school day (8:30am-3pm). They must not be seen or used anywhere in the school grounds during the school day. This includes break/lunch time in the toilet areas and corridor transitions. Any personal items brought to school are done so at the student’s own risk. It is not compulsory that any student must bring in mobile technology. The use of mobile technology to photograph; update social media; film or record a member of the school community is only permitted with the explicit permission of staff for learning purposes. Students must not attempt to access material that is unsuitable, or attempt to misuse the schools’ network/s or facilities

Anything that is uploaded onto any social media platform showing the school, or a member of the school community in a bad light or bringing the name of the school into disrepute will be sanctioned via this policy. These rules are in place at all times during the school day whether the activity is on or off the school site.

Should a student not meet these expectations then the following actions will be taken:

- a. Students will be asked to hand over their phone, in a discreet manner, (take-up time of no more than 3 minutes may be needed for students with SEND) . Students will be asked for a second

time, should they have not handed over the phone when initially asked. This will result in the phone being taken to reception to be kept safe in a locker until the end of the day whereby the student can collect their phone. This will also be recorded as a behaviour point.

- b. Should the student not hand their phone over to the member of staff when, the member of staff will email for Call Out to collect the phone and discuss the impact of the student having their phone out and the disruption this can cause to theirs and their peers' learning. This will result in the phone being taken to reception. This will also be recorded with 2 behaviour points and the student will have a phone ban the next day.
- c. If students do not hand their phone over to Call Out, they will be relocated to discuss and resolve. This will result in the phone being sent to reception. The Head of Year or a member of the pastoral team will discuss with the student the importance of not having their phone out at school. This will also be recorded with 3 behaviour points (call out) and a school Detention of 20 minutes, in order that the student is taught the implications of taking up staff time/ phone use in schools. A ban will be imposed the next school day.
- d. If the phone is not handed over at this point, the students will be taken to a member of SLT to discuss this, the time taken to deal with the situation and the consequences of their actions. The phone will be given to the member of SLT, and an appropriate sanction applied reflecting the level of disruption.
- e. If a student uses a phone after receiving an initial phone ban or is involved in a high-level antisocial behaviour or safeguarding incident using their phone, within the same academic year, the school will impose a longer-term ban at the discretion to the Senior Deputy Head for behaviour. This could be up to a term ban or a permanent ban. Working with parents, either the phone is left at home or handed into reception daily. The parent will be expected to collect the phone from reception.

Please refer to information regarding Searching and Confiscation relating to mobile devices.

#### **Appendix F - Behaviour outside of the School Premises**

We have high expectations of behaviour both on and off-site and students are expected to uphold and maintain the principles of Personal Excellence. Students may be removed or refused access to certain off-site activities/trips and experiences, if their behaviour is not regulated within school or if they have mis behaved on previous trips and activities. The school has statutory powers to regulate the behaviour of students when they are off the school premises and not supervised by school staff.

The school will apply appropriate sanctions to regulate off-site behaviour if it is felt that the school has been brought into disrepute. We will always consider the context of its involvement and will take into account a number of factors before deciding to apply sanctions. This applies to the following:

- situations where the student(s) in question were wearing school uniform or otherwise readily identifiable as members of the school
- if the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff - this includes cyber bullying)
- when the behaviour in question is in the vicinity of the school i.e. on the way to or from school, outside the school gates or otherwise in proximity of the school
- behaviour whilst the student is on work experience, taking part in a further education course as part of a school programme, or participating in another event organised by the school where safety is at put at risk

#### **Appendix G – Restorative Practice – see attached**

#### **Appendix H – Flow chart for detentions – see attached**

#### **Appendix I – Reflect and Restore – see attached**

#### **Appendix J – Restorative Refresher – see attached**