



Discipline and Student Behaviour Policy

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This Policy should be read in conjunction with the school's Anti-Bullying; Complaints; Digital Acceptable Use; Safeguarding; Suspension/Permanent Exclusion; Substance Misuse and Physical Intervention Policies

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1 Aims Of The Behaviour Policy

This policy makes clear the attitudes and values of Downlands Community School and illustrates the processes involved in ensuring pupils develop a responsible attitude towards their conduct through the experiences and challenges of school life. The school aims to provide a caring environment in which all pupils can develop academically with happiness and security. Good order and discipline are essential to the success of the school, as learning takes place best where pupils understand the need for appropriate behaviour and feel safe. For any policy to be effective it has to be accepted and understood by all those involved in the school.

All members of the school community, i.e. teachers, support staff, technicians, parents/carers, pupils and governors have an important role to play in the implementation of this policy. It sets standards for a variety of situations and needs to be worked on constantly by us all until it is part of our normal practice. Whilst the overall aim is concerned with guidance on expected standards of good order and discipline, the school believes in the importance of individual growth and personal development and appreciates the value of living in a shared community. We value and praise integrity, reliability, tolerance, loyalty, respect for others, compassion, co-operation, self-discipline, initiative, effort and achievement.

All pupils are valued equally, irrespective of gender, race, ethnicity, belief, physical or academic ability. We believe it is the right of every individual to learn within a safe and orderly environment, which is free from disruption, violence, bullying and any form of harassment therefore ensuring the environment promotes equality and fairness for all. We seek politeness between people, attention in the classroom and order about the school. It is the responsibility of everyone in the school to act pleasantly with courtesy and consideration to others in lessons, break times and at all other times.

The Governing Board requires that all school policies should reflect the highest standards, and this policy, in particular, upholds the fact that at Downlands Community School all anti-social behaviour is unacceptable and will not be tolerated. It is acknowledged, however, that problems are likely to have underlying causes of which the school should take account, and do all it can to counter. It is particularly important that those pupils with special educational needs, with physical or mental health needs or disability, looked after children, disadvantaged pupils and those for whom English is an additional language receive behavioural support according to their needs and that reasonable adjustments may be made to sanctions used. If the behaviour under review gives cause to suspect that a child is suffering, or likely to suffer, significant harm then the schools' safeguarding policy will be followed. The Governing Board expects the school to be a place where self-discipline and good behaviour is promoted and where pupil behaviour reflects the school's 'Character Expectations' procedure (see section 4.1).

2 Introduction and Guiding Principles

The DfE document; '[Behaviour and Discipline in Schools](#)' September 2022, provides advice to Headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils.

Key Points are:

- Schools and school leadership should develop a culture and climate 'where pupils and staff flourish in safety and dignity'.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable

instruction (Section 90 and 91 of the [Education and Inspections Act 2006](#))

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school (see paragraph behaviour to and from school)
- Teachers have a power to impose detentions outside school hours
- Teachers can confiscate pupil's property
- Teachers can use reasonable force to prevent pupils harming themselves and others
- Teachers can screen and search pupils
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can sanction students for malicious communication in and outside of school on social media

Expectations can be summarised as follows:

- All pupils show respect and courtesy towards staff and each other
- Parents/carers encourage their children to show that respect and support the school's authority to discipline pupils
- Headteachers help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school

Governing boards and Headteachers deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation. Leadership of the school are expected to provide pastoral care for staff accused of misconduct

The school rules for pupil behaviour should:

- Be fair and clear to everyone
- Help maximise pupil learning by creating an atmosphere of positive encouragement for pupils supported by consistent use of the rewards policy
- Create a safe environment for all members of the school community
- Ensure high standards of pupil behaviour
- Promote self-discipline and proper regard for authority among pupils
- Encourage respect for others, and not tolerate bullying
- Regulate pupil behaviour through constant and consistent enforcement of sanctions by all members of staff

3 Character Rewards

Downlands is committed to celebrating the success of pupils in all aspects of school life. The use of rewards is extremely important in promoting and acknowledging a positive ethos throughout the school. We aim to praise, reward and celebrate pupil success in and out of class, through assemblies, treat events, reward post cards, pupils being seen by the Headteacher and our yearly awards evening. The school operates a reward system in which pupils build up achievement/community points for positive attitude to learning, achievement, contribution to school life and attendance. All members of staff can and are expected to award achievement points. These are logged electronically on BROMCOM and can be viewed via the Parents Portal. Pupils will be issued points for many reasons and can build these points up over the course of the year:

As the new ROCKS (resilient, optimistic, community focussed, kind and self-aware) programme is embedded, there will be ROCKS rewards given out as can be seen in section 5.4.

3.1 Attitude to learning/citizenship:

- 1 or more points awarded by staff on a day-to-day basis for excelling within the ROCKS expectations.
- Points post card awarded for exceptional or sustained good effort and attitude to learning in a subject or community award for special contribution.
- 5 points awarded half-termly & postcard given to pupil for sustained excellent effort, attitude to learning in a subject, community award for special contribution.
- 10 points special achievement awards.

3.2 Attendance:

- Points awarded termly for 95% to 96% attendance.
- 10 points awarded termly for 97% to 98% attendance. Postcard given to pupil
- 15 points awarded termly for 99% to 100% attendance. Postcard given to pupil

3.3 Character Celebrations

<u>ROCKS points year group assembly – Last week of each term</u> • Pupils: Recognised / Acknowledged / Celebrated ○ Top 20 identified of each individual ROCKS ○ Top 20 identified of total highest number ROCKS points
<u>ROCKStars Character Celebration</u> • Assembly • Top 5 of each individual ROCKS points per year group • Top 5 overall rocks = 30 per year • Rewards / prizes given

4 School Routines and Rules

All students sign up to the school expectations having signed the 'Home School Agreement' upon entry to the school.

4.1 Students Expectations:

Students are expected to follow the school 'Character Expectations' as outline below:

<u>Resilience:</u> – • Classwork and homework are completed to the best of our ability • We always try our best • We do our best to be in school and on time
<u>Optimistic:</u> - • We learn and act on our feedback • We follow instructions to keep everyone safe • We believe that we can always improve
<u>Community:</u> - • We eat and drink in our year group zones only • We are always fully focused, polite and respectful in lessons

• We co-operate with all members of our community • We put litter in the bin; treat our environment and other people's property with respect
<u>Kindness:</u> – • We are kind and respectful to all members of our school community • We communicate respectfully and appropriately • We use social media responsibly
<u>Self-aware:</u> – • Our mobile phones, headphones and devices are turned off and out of sight in our bags • We treat others as we wish to be treated ourselves • We have the correct equipment and uniform at all times • We learn from our mistakes

4.2 Lessons

Classrooms (including laboratories, workshops, sporting facilities and other teaching environments) are places of work and there are clear set rules and expectations for their use.

These will enable everyone to work successfully, safely and enjoyably:

- Enter rooms sensibly and go straight to your workplace
- Take out books, pens, and any other equipment needed for the lesson, and put your bags away under your desk/chair or in a designated area
- Follow the 'Character Expectations' procedure
- Eating and chewing gum are not allowed.
- Water bottles are allowed except in Science Labs
- Do not leave the room without the teacher's permission
- The bell is a signal for the teacher – do not pack away until told to do so
- When told to pack away, do so quietly and sensibly
- When told to leave make sure chairs are under, or on desks if directed, the room is tidy and leave in an orderly way
- For lessons completed in the ICT rooms, all workstations must be tidy, with computers logged off, ready for the next class to enter

4.2.1 Lesson Disruption

- Unacceptable behaviour in a classroom will result in most instances with the following:
 - Verbal Warning given (first time)
 - Move – student will be moved and issued with a C1
 - If the disruption persists a Removal is issued where the student will be moved to another classroom within the department and receive a C2 Remove
 - If a student fails to comply with a Removal an 'On Call' is issued and a member of SLT removes the student from the classroom. An 'On call' will always result in a period of time spent in the RLC
 - Failure to follow the SLT instructions could result in a suspension. Parents/Carers will be informed
 - Some behaviours may lead to an immediate removal which is at the discretion of the member of staff

4.3 Homework Sanctions

- Not completing homework or completing it unsatisfactorily will result in the following:
 - Verbal Warning given (first time)
 - C2 homework detention along with a homework extension for it to be completed
 - Further C2 homeworks can be applied for non-completion of the same homework

4.4 Basic Equipment for Lessons

- Basic equipment means:
 - an appropriately sized bag
 - pencil case
 - at least two black ballpoint pens
 - a pencil
 - a ruler
 - a rubber
 - a protractor
 - a scientific calculator
 - mini whiteboard and wipeable pen (initially provided by school - Applied Sept 2023)
 - reading book
- Form tutors do regular checks on basic equipment

4.4.1 Equipment Sanctions

- If a pupil has not got the minimum equipment required for a particular lesson then the following will happen:
 - Verbal warning given (first time)
 - on subsequent occasions C1 detention
 - then a C2 detention for persistent equipment infractions
 - Continued equipment sanctions will be monitored and picked up by the Head of Year
- It is a pupils' responsibility to be correctly equipped, families can request help from the school

4.5 Uniform

- It is expected that pupils will be in uniform at all times according to the rules. Any pupil who wears the incorrect or incomplete uniform, without an explaining note from home or a member of school staff, is liable to receive a sanction
- Unless the school accepts the written reason given by a parent/carer, any pupil arriving at the school in non-school uniform as detailed below in sections 4.5.1 to 4.5.3 will not be allowed to attend lessons until they wear the correct uniform given to them, remove the make-up, or will work in the Restorative Learning Centre, or may be asked to go home to rectify the issue. Parents/Carers will be contacted if a pupil is to be sent home
- It is pupils' responsibility to be correctly uniformed, families can request help from the school
- The school will make adaptations to our uniform policy for religious and cultural reasons so that the school is welcoming and inclusive community.

4.5.1 General

- Black polishable school shoes only
 - Belts should be plain black, no more than 5cm wide
 - Jewellery: only the following are permitted:
 - No more than two plain studs or small sleepers per ear
 - Only one plain unobtrusive ring
 - One plain unobtrusive chain
 - No bracelets
 - No flesh tunnels
 - No nose studs
 - We do not permit any other facial or body piercings (including oral piercings)
 - No badges unless associated with the school
 - Clear but no coloured nail varnish is allowed
 - Nail extensions are not permitted
 - Discreet make-up only is acceptable. False eyelashes or eyelash extensions are not permitted at any time
 - Extremes of hairstyle, e.g. shaved patterns and hair colour not within the student's natural colour range are not suitable. Hair should not be cut shorter than a grade one. Please note, it is the school who decides what is deemed extreme.
 - Hairbands should be plain with no flowers, bows or other embellishments
- All outdoor jackets/coats must be removed inside the building, unless the Headteacher makes a temporary amendment to the policy due to low temperature inside

4.5.2 Trouser Uniform

- Shirt: Plain white school shirt. T-shirts and sports shirts are not allowed. White polo shirts with school logo are allowed for the summer term wear only.
- Tie: School tie
- Trousers: Dark grey or black in a standard uniform style and fabric. Trousers should not be tapered below the knee or in the style of 'skinny' or 'tight' fit'. Corduroy, cotton, denim, drainpipes and jeans are not allowed. Riveted and patch pockets are also not allowed.
- Jumper: Uniform red, V neck, close knit with school logo.
- Socks: Grey, black or white.
- In addition in Y11:
 - Senior Prefect Team and duty prefects only should wear a pale blue shirt/blouse.
 - Tie: Year 11 school tie.
 - Jumper: Uniform navy blue, V neck, close knit with school logo.

4.5.3 Skirt Uniform

- Blouse: Plain white school blouse, or shirt, with collar and reverse. T-shirts and sports shirts are not allowed. White polo shirts with school logo are allowed for the Summer term only.
- Tie: School tie may be worn with a school shirt.
- Skirt: Davenport Knife Pleat in grey. It is sold by our uniform suppliers with the expectation that the skirt is knee length. As a general guideline, this will be 18" length for the smallest waist size and 20" length for most other waist sizes. Where there are

exceptions, the uniform suppliers will help advise accordingly to ensure a good fit and correct length.

- Jumper: Uniform red, V neck, close knit with school logo.
- Socks/tights: White, black or grey socks. Plain black or natural tights. Patterned tights and leggings are not allowed. If socks are worn over black tights they must be plain black (no logo) and ankle length.
- In addition in Y11:
 - Senior Prefect Team and duty prefects only should wear a pale blue shirt/blouse.
 - Tie: Year 11 school tie may be worn with a school shirt.
 - Jumper: Plain navy, V neck, close knit with school logo.

4.5.4 Uniform Sanctions

- If a pupil does not comply with the uniform rules then the following is likely to happen:
 - C1 Uniform sanction applied
 - If it is a persistent issue this will be increased to a C2 Persistent uniform
 - If hoodies/sweatshirts/jackets/headphones are worn in school they will be confiscated and returned at the end of the day
 - Persistent wearing of hoodies/sweatshirts/headphones will be confiscated and returned at the end of the week

4.6 Moving Around the School

- For everyone's safety there should be no running in the school building
- Walk on the LEFT in corridors and follow the directions on staircases
- Carry bags at your side and not on your shoulder
- At lunchtime and break times all pupils must remain in designated areas

4.6.1 Movement Around the School Sanctions

- If a pupil fails to comply correctly with the movement around the school the following will happen:
 - A verbal warning may be given
 - Sanction applied
 - If the same sanction is applied again this may increase to a C2 Persistent

4.7 Dining and Social Areas

Food and drink are only to be consumed in the designated eating areas provided. We use the phrase, 'No eating in transit'. No eating or drinking should take place in the corridors at any time. Bringing items into school to sell, including food and drink, is strictly forbidden. Sanctions will be issued. Litter must not be dropped anywhere and everyone should take care to keep the school looking clean and pleasant. Plenty of litter bins are provided for use.

4.7.1 Dining and Social Area Sanctions

- If a pupil fails to comply with the above then the following will happen:
 - A verbal warning may be given
 - Sanction applied
 - If the same sanction is applied again this increases to a C2 Persistent
 - Head of Year removes break and lunch social time for the students

4.8 Mobile Phones/Headphones/Smart Watches/Electronic Devices

The use of electronic devices is covered in the school policy regarding the use of mobile devices (please refer to the 'Digital Acceptable Use Policy'). Pupils may not use their phones between 08.45 and 15.00 unless instructed to by a member of staff. Mobile phones, earphones or electronic devices on display at any time, either being worn or coming through an item of clothing will be confiscated. Pupils may use their phones in lessons as part of a planned teaching and learning activity where the teacher has given prior permission. Mobiles must be switched off and in their school bag. Please note if your child does bring their mobile phone to school they do so at their own risk and it is their responsibility. The school will not be held liable for loss of the phone or any damage to the phone. Should your child be found using their mobile phone without permission, or inappropriately, it will be confiscated and returned at the end of the day.

4.8.1 E-learning Facilities

The school is equipped with security software, which filters inappropriate wording, imagery or website access made by any individual through the school's network. The school has a duty to discipline any individual, who attempts to access illicit websites or imagery, social media, uses threatening terminology or expletives, be it through any internet search engine, software or form of electronic communication. A judgement will be made by the school as to the severity of the misuse. Electronic misuse may lead to parental contact, restricted access on the school's network and in extreme circumstances to police involvement. The school makes every effort to filter inappropriate sites via the World Wide Web but, due to the nature of the internet, cannot take responsibility for all sites accessible. See the [Digital Acceptable Use Policy](#).

4.8.2 Mobile phones/Headphones/Smart Watches/Electronic Devices Sanctions

- If a pupil is caught using their mobile phone/headphones/smart watch without permission the following will happen:
 - C1 detention issued and the student is asked to take their Mobile Phone/headphones/smart watch/electronic device to reception
 - If a student is continually caught on their mobile phone/headphones then Heads of Year will contact home

4.9 Behaviour to and from School or on School Premises out of Normal Hours

Under section 89 (5) of the [Education and Inspections Act](#) (2006), teachers and all persons acting on behalf of the Headteacher, have a statutory power to discipline pupils when misbehaviour adversely affects the reputation of the school. No pupils are allowed to leave the premises unless they have permission, or go home for lunch. The school may also report the matter to the Police. At breaks and on the journey to and from school pupils must follow our 'Character Expectations' with specific regard to:

- Calm, orderly and considerate behaviour at all times both in school and outside, including in the streets around the school and local shops
- Extending courtesy and politeness to others
- Ensuring actions or comments do not cause others offence
- Placing litter always in the litter bins
- No smoking/vaping in the school, the grounds or on the journey to and from school. Any pupil caught smoking/vaping on the school site or on the way from or to school will be issued with a C3 sanction spending a day in the Restorative Learning Centre
- A C2 after school detention may be issued to any pupil stood with a group of smokers, even though the pupil themselves may not be smoking/vaping

4.9.1 Buses/Coaches/Trains

Pupils are expected to behave calmly and sensibly when waiting for transport and during the journey. Pupils should follow instructions given by any teacher on duty, driver or member of transport staff. Passes should be carried at all times. The school will support any action taken by the transport companies against any pupil, who is deemed to be a danger or nuisance to others placing at risk the safety of others. In the rare event of a pupil not being allowed onto a bus/coach or train, the school will attempt to contact the parent or carer provided the school is made aware of the issue.

4.9.2 Cycles/Non-Electric Scooters

Only cycles and non-electric scooters are allowed as a means of transport onto the school premises. For safety reasons pupils should walk their cycle when on the school premises. Cycles should be locked in the designated area. All other forms of transport such as mopeds, motorbikes, e-scooters, skateboards & roller skates or anything similar are not permitted due to safety reasons. Pupils are required to wear cycle helmets cycling to and from school.

4.9.2.1 Cycles/Non-Electric Scooters Sanctions

- If a pupil does not comply with the above a sanction will be given.

5 Sanctions

Teachers and all persons acting on behalf of the Headteacher, have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction ([Education and Inspections Act 2006](#)). Good order both inside and outside the classroom provides security for teacher and pupils alike. Every member of staff should feel that they are part of a team which is organised in such a way as to provide support and encouragement when needed. In order for this support to be given, it is essential that disruptive behaviour should always be dealt with when it occurs. If unacceptable behaviour is ignored, or tolerated, it is seen by pupils as being condoned and is likely to persist or worsen. All teachers are expected to use the 'Character Expectations' structure and have a right to expect full support from more senior colleagues when challenges arise. Pupils will be made aware of the consequences of their actions and that, while each incident will be investigated and judged on a case-by-case basis, there are certain actions which will normally result in particular sanctions. It is difficult to come up with a definitive list that covers all types of behaviour and contexts, however in most cases the behaviours outlined below will result in the sanction described. Similar to the reward system unacceptable behaviour is also logged as behaviour points on BROMCOM.

Consequence 1 (C1) – 1 point recorded on BROMCOM. The consequence will be an after school 20-minute detention.

Consequence 2 (C2) – 3 points recorded on BROMCOM. The consequence of C2 offences will be a 40 minute after-school detention. Staff will implement these sanctions for the following behaviours: Persistent C1 offences, truancy, late to lesson, and behaviour that staff consider to be more serious than C1, for example, disrupting the learning of classes and disrespectful behaviour.

Non-attendance to detentions will mean that the sanction will be escalated to the next level.

Consequence 3 (C3) – 10 points recorded on BROMCOM. The consequence of C3 offences will be one of the following: withdrawal of breaks for a fixed period, withdrawal from class and placed in the Restorative Learning Centre. Head of Years will implement these

sanctions for the following: three C2 sanctions in a day, six C2 sanctions in a half term, ten C1 sanctions in a half term, smoking, vandalism, fighting, bullying, racism, persistent truancy, harassment, sexual harassment, defiance of staff, behaviour considered to be deserving of a more serious punishment.

Consequence 4 (C4) – 20 points recorded on BROMCOM. C4 offences the consequence will be suspension. Please see appendix 14.2 Behaviour Suspensions (C4) for more detail.

6 School Detentions:

These take place every day between 3.00pm and 4.00pm depending on the behaviour incident/s. Pupils will complete a reflection work sheet in silence. Notification: We will always attempt to contact parents/carers by automated text if their child is issued with a detention. If there are extenuating circumstances this will be served on the next scheduled detention day. This information is on class registers enabling staff to inform pupils. The school is not required to give 24 hours notice for an after-school detention. In extenuating circumstances, we can arrange transport home for pupils after detentions, although there may be a delay until staff and transport become available. The safe return home of the pupil remains the prime responsibility of the parent or carer.

- C1 or C2 after school on the day given
- C1 = 20 minutes, C2 = 40 minutes, multiple sanctions = 60 minutes
- C3 in RLC
- C4 is a suspension

7 Disciplinary Enquiries of Serious Incidents

The school will make, within the time constraints of the school day, every effort to establish events and antecedents to an incident and then take appropriate action. It is not always possible to find absolute proof, consistency in statements/evidence or ascertain motives. This can be complicated further by social media activity, over which the school has no control or jurisdiction.

School discipline enquiries will be conducted within the context of *loco parentis*, not as a legal enquiry. Which means conclusions may be reached upon an assessment of the whole situation and knowledge of events at the time, on the balance of probability and not necessarily upon absolute proof.

The school may seek advice from the police on discipline matters.

Pupils should learn from experience to expect fair and consistently applied punishment for bad behaviour which clearly makes the distinction between serious and minor offences. If within an enquiry, pupils or their parents/carers raise wider issues, which they believe has contributed to the incident/s of bad behaviour, the school will take reasonable steps to investigate.

Each situation is investigated afresh but other information can be important to provide context, for example: previous behaviour record in school, any Special Educational Needs and Disabilities, whether the incident was perpetrated by the pupil on his/her own or as part of a group, if within a group there is clear evidence that an individual was more culpable than other members of the group.

Police Involvement. In the event of the police becoming involved in an enquiry the school may consider it to be appropriate to allow them to complete their enquiries and decide upon the action they propose to take before completing the school enquiry. A likely exception would be if, for the safety of the school community, it was decided to suspend a pupil. There may be circumstances in which the school makes the decision to involve the police as a result of incidents which have occurred within school. The school will always make contact in the incidence of harassment, on-line malicious communication, drugs, weapons or sexual abuse.

8 General Intervention

Tutors monitor their Tutees' achievement and behaviour points and are the first wave of intervention in terms of praise and setting targets for improvement. This is done by discussion with the pupil in Tutor time. If there is a general concern relating to attitude to learning then a pupil will be placed on report. In the first instance to the Tutor, then subsequently to the Head of Year and finally to a member of the Leadership team.

Where there is continuing and/or significant cause for concern the Pastoral Support Officer for the year group under the leadership of the Head of Year will become involved. They will liaise with parents/carers to agree on further interventions using school based and external agency staff.

School based support includes: Tutor, Learning Mentors, Pastoral Support Officers, Behaviour Support Officers, Heads of Year, school nurse, SEND team, school counsellor, Restorative Learning Centre.

External support through referral to West Sussex County Council organisations include – Near to School Behaviour, Substance Misuse Team, Educational Psychology Service, Early Help Plans, Family Link Worker, Pupil Entitlement (attendance), Primary Mental Health Team, Child and Adolescent Mental Health Services (CAMHS), Social Communication and Interaction Team, Learning Behaviour and Assessment Team. The Pastoral Team may take a pupil's case to various support agencies.

Pastoral Support Plans. Pupils who give continued cause for concern for behaviour, will be issued a "Pastoral Support Plan" or PSP. This will normally involve consultation with the parent/carer, pupil and pastoral representatives for the school and if appropriate representatives from outside agencies. The PSP is essentially an action plan which will set individual targets for and by the pupil, and will lay out strategies to support the pupils to overcome behavioural issues. The document will also include parental and school responsibilities as well as those of the pupil. Failure to improve behaviour after a given period of time on a pastoral support plan, may result in a permanent exclusion. (See Exclusions Policy).

Early Help Plans. If the school or parent/carer identifies a 'whole family concern' family support issue that requires multi-agency intervention then an Early Help Plan will be actioned in line with the national strategy to target support as early as possible. The school will liaise with outside agencies to facilitate the intervention work.

The Restorative Learning Centre (RLC). The RLC has two facilities which are used when other school sanctions have not been effective in dealing with a particular issue or for more serious incidents of poor behaviour. Rather than a student receiving an external fixed term suspension the RLC enables the school to remove a pupil from class but maintain their

education included in the RLC. The pupil is withdrawn from lessons for an agreed period and works under the supervision of RLC staff. As well as completing their classwork pupils are given opportunities to reflect on their behaviour and to discuss strategies designed to ensure that their behaviour improves. Pupils struggling to behave appropriately in the school may also work on modified timetables taught in the RLC.

Managed move to another school. This is a process by which a 'fresh start' at another school is arranged. A contract is drawn up by all parties setting out targets for behaviour, attitude to learning and attendance. An agreed period of time is decided upon, usually a minimum of 6 weeks, with built in review meetings. During the managed move period the pupil remains on roll at the original school. If the managed move is successful the pupil is then put on roll at the destination school.

9 Other Processes, Confiscation and Search of Student for Illicit Items

A search is carried out with authorised staff and with a student's consent. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules. All searches should be done if possible, in the presence of another member of staff of the same sex. Where possible, both members of staff should be of the same sex as the pupil being searched. Where possible the search should be away from other pupils, and staff should explain the reasons for the search. Staff are permitted to search lockers, desks, coats, pockets, hats, scarfs, shoes and possessions. The search is to be recorded on My Concern, parents/carers of the pupil are to be informed and any confiscated items will be disposed of by the school, or handed to the police, not returned to the pupil.

The school will follow the advice provided in the document "[Screening, Searching and Confiscation – advice for Headteachers, staff and governing board](#)". Summary: Under Section 90 of the [Education and Inspections Act 2006](#) and Part 2 of the [Education Act 2011](#), DFE updated guidance for school July 2022, the school has the right to confiscate, retain or dispose of a pupil's property and protects the school from liability of damage.

The school reserves the right to search without consent for prohibited items.

These include: -

- tobacco,
- cigarettes,
- e-cigarettes,
- fireworks,
- alcohol,
- illegal drugs,
- stolen items,
- pornographic images,
- knives and weapons
- or any other item which the school deems could be considered harmful or could cause damage to property any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property or any person (including the pupil).

Sanctions will be imposed if a confiscated item is found, depending on the judgement of the teacher. Refusal to comply with a school search will result in a sanction. Weapons, illegal drugs and extreme or child pornography will be handed to the police and will normally result in the school imposing a fixed term suspension of up to 5 days or even a permanent

exclusion, as this is deemed totally contrary to the ethos and safety of all pupils and staff in the school.

10 Looked after Pupils and Pupils with Special Educational Needs and Disabilities

Pupils with an Education Health & Care Plan, or with particular educational needs, or looked after children, are expected to follow the school's Behaviour Policy, and comply with all sanctions. Where behaviour is incurring a risk of suspension, all appropriate support agencies will be contacted and every reasonable step will be made to ensure the needs of the pupil are being supported and that "reasonable adjustments" are set in place to support the pupil's needs better.

11 Loss of Personal Items on School Premises

The school cannot take responsibility for any item lost within the grounds of the school property. This includes bicycles/non-electric scooter, electrical equipment, items of uniform (sporting and non-sporting) and money.

12 False Allegations

False allegations against members of staff under the [Education Act](#) (2011), the school reserves the right to take disciplinary action against any pupil that, in the view of the Headteacher based on the evidence presented has made a serious, malicious allegation against a member of staff, which is unproven. This may result in suspension. (Please refer to the school's [Exclusion Policy](#)).

13 Power to Use Reasonable Force

DfE guidelines state the following: "All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline.". Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools do not require parental consent to use reasonable force. Further reference should be made to the school's policy on physical intervention and full guidelines are in the '[Use of Reasonable Force in Schools](#)' document published by the Department for Education.

An incident in which force was used by a member of staff is to be recorded on My Concern and parents/carers of the pupil are to be informed.

Conduct outside the school premises, including online conduct, schools might sanction pupils:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

14 Appendices

14.1 Behaviour Sanctions

SANCTION	DESCRIPTION	ROCKS TYPE
C1	Unacceptable Behaviour (General)	Community
C1	Overdue library book	Optimistic
C1	Confiscation	Self-aware
C1	Missing Equipment	Self-aware
C1	Unacceptable language (General)	Community
C1	Out of bounds	Self-aware
C1	Eating in transit	Community
C1	Uniform	Self-aware
C1 - MOVE	WARN–MOVE (Lesson Disruption)	Community
C2	Persistent Unacceptable Behaviour	Community
C2	Bullying	Kind
C2	Persistent Confiscation	Self-aware
C2	Persistent Equipment	Self-aware
C2	Inadequate/No Homework	Resilience
C2	Late to Lesson	Resilience
C2	Unacceptable Language (Targeted)	Kind
C2	Persistent Out of bounds	Self-aware
C2	Persistent Uniform Issues	Self-aware
C2 - REMOVE	REMOVE (Lesson Disruption)	Community
C1 - 20	Late to tutor 3/4/5 times	Resilience
C2 – 40	Late to tutor 6/7/8 times	Resilience
C2 - 60	Late to tutor 9/10/11 times	Resilience
RLC	Late to tutor 12 times	Resilience
C2	Missed C1 Detention escalation	Self-aware
C3	Missed C2 Detention escalation	Self-aware

14.2 Behaviour Suspensions (C4)

C4 Abuse against sexual orientation/gender
 C4 Abuse Racist
 C4 Abuse relating to disability
 C4 Abuse/threatening behaviour to Adult
 C4 Abuse/threatening behaviour to Pupil
 C4 Assault of Pupil
 C4 Assault of Adult
 C4 Bullying
 C4 Complete refusal of school discipline
 C4 Damage to property
 C4 Deliberate breach of protective measures for public health
 C4 Drug and alcohol (inc. vapes)
 C4 Inappropriate use of social media/technology
 C4 Offensive weapon
 C4 Other
 C4 Persistent/disruptive behaviour (Fire Alarm)
 C4 Sexual misconduct
 C4 Theft

14.3 Character ROCKS Points Criteria

ROCKS Points	ROCKS POSTCARDS
Character – Resilience RP1 Character – Optimistic RP1 Character – Community RP1 Character – Kindness RP1 Character – Self-aware RP1	Character – Resilience – Postcard - RP5 Character – Optimistic – Postcard -RP5 Character – Community – Postcard -RP5 Character – Kindness – Postcard - RP5 Character – Self-aware –Postcard - RP5
<u>Resilience</u> – Persevering with a task that they found difficult Being prepared to take risks Applying a consistently high level of effort Excellent attendance	
<u>Optimism</u> – Positive can-do attitude Aiming high and challenging yourself Embracing obstacles Not giving up when find a task difficult	
<u>Community</u> - Excellent team work and peer teaching Leader of learning in the classroom Outstanding and consistent participation in extra-curricular events Volunteering for school and community events	
<u>Kindness</u> – Being a supportive learning partner Helping out Acts of kindness around school and the community	
<u>Self-aware</u> – Self-reflection - learning from and acting on feedback, Learning from success of others, Making better decisions Outstanding homework or classwork	

14.4 Character Expectations

ROCKS Character Expectations

Based on our ROCKS Character Development programme, we have the following expectations for students.

To be my best we need to:

- Classwork and homework are completed to the best of our ability
- We always try our best
- We do our best to be in school and on time

Resilient



- We learn and act on our feedback
- We follow instructions to keep everyone safe
- We believe that we can always improve

Optimistic



- We eat and drink in our year group zones only
- We are always fully focused, polite and respectful in lessons
- We co-operate with all members of our community
- We put litter in the bin; treat our environment and other people's property with respect

Community



- We are kind and respectful to all members of our school community
- We communicate respectfully and appropriately
- We use social media responsibly

Kind



- Our mobile phones, headphones and devices are turned off and out of sight in our bags
- We treat others as we wish to be treated ourselves
- We have the correct equipment and uniform at all times
- We learn from our mistakes

Self Aware

