

# ES & 6<sup>TH</sup> FORM

EGGLESCLIFFE SCHOOL  
AND SIXTH FORM

## BEHAVIOUR POLICY

### SEPTEMBER 2026

**Policy Date: September 2026**

**Review Cycle: Annually**

**Responsible Body: Trust Board – ratification Autumn Term 1**

#### Version Control

| Review Date       | Updates                          |
|-------------------|----------------------------------|
| V1 September 2025 | Initial review                   |
| V2 September 2026 | Updated legislation and guidance |

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## Egglescliffe Behaviour Policy

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

This Behaviour Policy applies to incidents inside and outside of school and is written in line with statutory guidance including:

- Behaviour in Schools (Dfe, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (Dfe July 2026)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Restrictive Interventions including Use of Reasonable Force (Dfe, updated April 2026)
- Keeping Children Safe in Education (Dfe, effective 2026)
- Education and Inspections Act (2006)
- The Equality Act (2010).

## Our Aims & Values

At Egglescliffe we follow 3R's: Ready, Respectful and Responsible. These guide and support our students in developing the characteristics that will enable them to be effective learners who are happy, successful and contribute to the school community.

## Key Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- The behaviour policy is understood by students and staff with appropriate training and updates.
- Staff: teachers, support staff and volunteers always set an excellent example to students.

- Rewards and sanctions are used consistently by staff, in line with the behaviour policy. Trained staff use reasonable force, as required in line with use of reasonable force policy.
- Students are supported in taking responsibility for their actions.
- Parents/carers are informed of behaviour incidents where required with a primary restorative approach adopted and to foster positive working relationships between school and home.

## Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. The school promotes resilience and perseverance as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff are aware that potentially traumatic adverse childhood experiences, including abuse and neglect, can potentially impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be considered and made where appropriate to support and promote their positive mental health.

## Behaviour Definitions

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Poor Behaviour</b></p> <p>This is defined as any behaviour that does not meet basic expectations around being ready, respectful or safe. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>- Disruption to learning within or outside of lessons.</li> <li>- Disruption between lessons and social times across the site.</li> <li>- Non-completion of work or independent learning.</li> <li>- Poor attitude to learning.</li> <li>- Incorrect uniform in line with our school uniform policy including jewellery, shoes, hair etc.</li> <li>- Unpreparedness for learning, including no/wrong equipment or iPad issues.</li> <li>- Not following safety systems including one way systems.</li> <li>- Inappropriate behaviour in social time</li> <li>- Misuse of school facilities.</li> <li>- Single truancy.</li> <li>- Disrespect.</li> </ul> | <p><b>Serious misbehaviour</b> includes but is not limited to:</p> <ul style="list-style-type: none"> <li>- Repeated breaches of the school's expectations</li> <li>- Refusing to follow instructions</li> <li>- Swearing</li> <li>- Raising your voice</li> <li>- Arguing back to a member of staff</li> <li>- Any form of bullying</li> <li>- Sexual assault</li> <li>- Vandalism</li> <li>- Theft</li> <li>- Fighting</li> <li>- Smoking</li> <li>- Racist, sexist, homophobic or discriminatory behaviour</li> <li>- Non-attendance to sanctions</li> <li>- Toilet misuse</li> <li>- Repeated truancy</li> <li>- Possession of prohibited items. These are: <ul style="list-style-type: none"> <li>o Knives and weapons</li> <li>o Mobile phones</li> <li>o Alcohol</li> <li>o Illegal drugs</li> <li>o Substances identified as 'legal highs'</li> <li>o Stolen items</li> <li>o Tobacco and cigarette papers</li> <li>o Vapes and vaping items (e.g. vape liquid)</li> <li>o Fireworks</li> <li>o Pornographic images</li> <li>o Other potentially harmful materials which cannot immediately be identified</li> <li>o Any article that the member of staff reasonably suspects has been, or is likely to be,</li> <li>o used to commit an offence, or</li> <li>o To cause personal injury to, or damage to the property of, any person (including the student)</li> </ul> </li> </ul> |
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The Head of School and other authorised senior staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Egglecliffe, authorised senior staff include a member of the senior and extended leadership team. Staff members may

use common law to search students for “legally prohibited items.” Searches will be conducted in line with the statutory Searching, Screening and Confiscation in Schools guidance.

They may:

- Ask any student to turn out their pockets
- Search a student's bag/ belongings.

A student's possessions will only be searched in the presence of the student, another member of staff and a member of the Senior or Extended Leadership Team, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff. At least one member of staff will be the same sex/gender as the student.

## Screening and Use of Metal Detector Wands

School may use metal detector wands or other screening equipment to ensure the safety and security of all pupils and staff. Screening may be conducted with or without suspicion of prohibited items, in line with the DfE guidance on Searching, Screening and Confiscation (July 2023). Staff will carry out screenings fairly, consistently, and respectfully, and pupils will be informed that screening may occur. Any screening events will be documented, and parents/carers may be notified by school.

## Uniform Expectations

All pupils are expected to wear school uniform until they enter the Sixth Form. Our aim is to set a standard of dress and appearance which we feel is appropriate and acceptable for the school environment. The uniform is sensible, helps pupils feel that they belong to the school and it is not difficult for parents to obtain the correct garments.

We expect that all parents will send their children to school in the appropriate uniform and support us in maintaining high standards of appearance throughout their child's time at Eggescliffe.

## School Uniform

- Eggescliffe school blazer\*
- Eggescliffe school tie\*
- Plain black straight legged trousers or school kilt\* (trousers should not be skin tight, denim or leggings, the school kilt should be unrolled)
- Plain white shirt with top buttoning collar
- Black, sensible, polishable school shoes (no trainers, boots or shoes with fashion/sports logos)
- Black socks/plain black tights
- No extreme/unconventional hair colour/styles

- No jewellery (a watch is permitted. Any piercings should only be done at the start of the summer holiday so they have time to heal before students return as they will need to be removed on school site)
- No make-up, fake tan or painted/false nails (only discreet foundation is permitted)
- Optional-Egglescliffe school jumper
- Optional coat (no bodywarmers, hoodies, denim or leather)

Any student who is not wearing correct footwear, without a medical note, will be loaned a pair of school shoes to wear during the day and any student wearing skin-tight trousers or leggings, will be loaned a pair of school trousers or school kilt. We also have a supply of school blazers and school ties for those who come to school without full school uniform.

Any jewellery (except a wrist watch) will be confiscated for students to collect at the end of the school day.

## P.E. Uniform

- Unbranded plain white polo shirt OR Egglescliffe school white polo shirt\*. Please note, sport branded tops are not permitted.
- Students then have a choice of PE bottoms (they only require one of the following)
  - Unbranded plain red PE shorts. Please note sport branded red shorts are not permitted.
  - Egglescliffe school red PE shorts\*
  - Egglescliffe school red PE skort\*
  - Egglescliffe School Navy blue PE leggings\*
  - Egglescliffe School Navy blue tracksuit bottoms\*
- Training shoes for indoor/outdoor use. Due to the type of flooring in the Sports Hall students must wear clean, light-soled, non-marking training shoes. If the same training shoes are used for both indoor and outdoor use they must be clean and have non-marking soles.
- Optional Navy Egglescliffe PE ¾ zip top \*
- Optional Egglescliffe reversible rugby shirt \*
- Optional Plain red, white, navy or black skins (to be worn under the polo shirt/shorts/skort)
- Optional Plain red or white socks (no logos)
- Optional Football boots
- Shin pads and gum shields may be worn, if needed.

All items marked with an asterisk (\*) are items that can be purchased from one of our uniform suppliers from online or in store.

Students are required to change into appropriate school PE uniform for every PE lesson, including if they are excused from lessons due to illness or injury; with the exception being if a medical condition provides a barrier to getting changed, e.g. a lower-limb cast preventing a student from changing into PE uniform. Excused students will partake in lessons in a coaching or officiating role. If students fail to comply with the uniform policy and reasonable requests from staff who have provided the correct uniform then this may lead to consequences.

## Pre-Loved Uniform

Throughout the year, we hold pre-loved uniform events which will be advertised through Class Charts. A small cost will be charged to cover laundering etc and this money will help to purchase any shortage of items that are needed. To keep this stocked up we will regularly ask parents for pre-loved uniform donations.

Parents/carers can also contact the school to enquire about any available uniform items during the term.

## Bullying

Bullying is not tolerated at Egglescliffe School. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is different from isolated incidents. All incidents will be investigated, but not all unkindness is bullying.

Bullying can take many forms, including:

- Direct/ indirect verbal (e.g. name-calling, threats, discriminatory language)
- Physical (e.g. hitting, pushing, damaging belongings)
- Social/Relational (e.g. exclusion, spreading rumours)
- Online (e.g. abusive messages, sharing inappropriate images)
- Financial
- Emotional
- Sexualised bullying
- Racial
- Ability based
- Transphobic

The anti-bullying coordinators in school are Miss Granycome and Mrs Wright.

Students and parents can report bullying in school and reports will be dealt with accordingly. Students have the ability to access safe space reporting.

## Preventing Bullying

The school will:

- Create and promote an inclusive environment where there is mutual respect, consideration, and care for others.

- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related differences, and children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating students and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to help prevent and tackle concerns including all forms of prejudice-driven bullying.
- Create “safe spaces” where required for vulnerable children and young people.

The school is continually reviewing its anti-bullying strategies to monitor effectiveness.

## Roles and Responsibilities

All members of our school have certain responsibilities to support, develop and create a positive culture and climate that supports effective learning, respect for all and a safe environment. Staff training will be provided which is appropriate to the role of each staff member.

|                                        |                                                                                                                                                                                                                                                                              |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Trust Board</b>                 | <ul style="list-style-type: none"> <li>• The Trust Board is responsible for reviewing the behaviour policy and its impact to achieving the Trust aims and objectives</li> </ul>                                                                                              |
| <b>The CEO</b>                         | <ul style="list-style-type: none"> <li>• The CEO is responsible for consulting with the Executive team and Headteachers and keeping the policy under review, that expectations and systems are in place and understood by all stakeholders</li> </ul>                        |
| <b>The Local Governance Committee</b>  | <ul style="list-style-type: none"> <li>• The Local Governance Committee is responsible for monitoring and approving this behaviour policy, its effectiveness and holding the Head of School to account for its implementation</li> </ul>                                     |
| <b>The Head of School &amp; Senior</b> | <ul style="list-style-type: none"> <li>• Senior leaders are highly visible and engage with students, staff and parents The policy is communicated with all staff, fully embedded and adhered to</li> <li>• The school's environment encourages positive behaviour</li> </ul> |
| <b>Leadership Team</b>                 | <ul style="list-style-type: none"> <li>• Staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.</li> <li>• Keep behaviour records.</li> </ul>                                      |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | <ul style="list-style-type: none"> <li>Establishing high expectations of conduct and behaviour and implementing measures to achieve this.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Staff</b>    | <ul style="list-style-type: none"> <li>Be responsible for consistently applying the policy process and procedures</li> <li>Have high expectations of students and praise students doing the right thing</li> <li>Lead by example and model enthusiasm for learning</li> <li>Model the positive behaviour expected by students</li> <li>Model consistent and respectful behaviour, knowing the children and their needs</li> <li>Establish class routines, welcome, starter, engaging lessons, feedback and praise</li> <li>Meet the educational, social and behavioural needs of the students</li> <li>Give feedback to parents about their child's success and behaviour</li> <li>Be responsible and accountable for the progress and development of the students in their classes.</li> <li>Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour</li> </ul> |
| <b>Students</b> | <ul style="list-style-type: none"> <li>Be ready to learn</li> <li>Respect themselves and others</li> <li>Conduct themselves so that they and others are safe. Work hard all the time and take responsibility for their actions</li> <li>Support and care for each other and to treat others fairly and with respect</li> <li>Respect each other's property and work</li> <li>Follow the school rules</li> <li>Report concerns which could negatively impact themselves or other students</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Parents</b>  | <ul style="list-style-type: none"> <li>To support the school by ensuring that their child is ready to learn.</li> <li>Be aware of, support and promote the school's values and expectations</li> <li>Ensure students arrive on time each day, in full school uniform and with the correct equipment</li> <li>Communicate with the school any necessary information that will help to support the education of your child</li> <li>Build good relationships with the school, working together to improve behaviour difficulties</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |

- Support the school in having high expectations for behaviour, engagement and conduct
- Support the school's approach to independent study (homework)

## Management of Poor Behaviour

The Education and Inspections Act 2006 introduced a statutory power for teachers and other school staff to discipline students. Subject to the school's Behaviour Policy, a teacher may discipline a student for any misbehaviour when the student is:

### Taking part in a school-organised or school-based activity

- Breaching Eggescliffe School expectations both during the school day and the journey to and from school. For example: lesson transitions.

### School bus

- Whilst wearing Eggescliffe School uniform, including the school PE uniform.
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another student or member of the public and in doing so diversely affecting the reputation of the school.

All staff have the right to impose a range of sanctions in accordance with the policy. The Head of School is the only person who can permanently exclude a student. Fixed term suspensions can only be authorised by the Head of School, or the Deputies in their absence.

The Department of Education (GOV.UK) states that the rules for detention are: 'Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given.' We will update ClassCharts with the detention to record the sanction.

## Rewards, Sanctions and Consequences

The behaviour management system and procedures are designed to offer any student failing to meet the required expectations opportunities to rectify their behaviour and maximise learning. Teachers will use a range of strategies to ensure positive behaviour such as reminding students of expectations, using eye contact or standing next to students to keep them focused.

### Rewards

At Eggescliffe, we pride ourselves on a highly effective reward system that acknowledges and celebrates good behaviour, achievements and successes of all our students. Students will be recognised for their:

- academic achievements,
- good and improved progress,

- contribution to the school community,
- good and improved behaviour
- good and improved attendance

To acknowledge and celebrate students' work, contributions and positive behaviour we will use ClassCharts to log these, as well as:

- Positive attendance certificates
- Verbal praise/encouragement during lessons, registration or whenever appropriate.
- Display work - in class and around school.
- Phone calls home.
- Positive postcards sent to parents / carers.
- Golden Tickets.
- Weekly tutor rewards.
- Star of the Cycle.
- Superstar Showcase.
- Headteacher and Head of Year Commendations.
- Achievement assemblies at the end of each half-term by your Head of Year/ Behaviour Lead.
- End of Term KS3 and KS4 Rewards.
- End of Year Celebrations.

Examples of work / contributions that will be acknowledged:

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ready</b>       | <ul style="list-style-type: none"> <li>• Student arriving to school and lessons on time.</li> <li>• Student arriving to school in the correct uniform.</li> <li>• Student arriving to lessons fully equipped.</li> </ul>                                                                                                                                                                                                                                            |
| <b>Respectful</b>  | <ul style="list-style-type: none"> <li>• Student displaying good manners.</li> <li>• Student helping others.</li> <li>• Student engaging well within lessons.</li> </ul>                                                                                                                                                                                                                                                                                            |
| <b>Responsible</b> | <ul style="list-style-type: none"> <li>• Student to engage in wider curricular activities.</li> <li>• Student supporting the school community.</li> <li>• Students displaying acts of kindness.</li> </ul>                                                                                                                                                                                                                                                          |
| <b>Resilience</b>  | <ul style="list-style-type: none"> <li>• Persisting in order to overcome a problem</li> <li>• Revisiting / revising a previous piece of work</li> <li>• Seeking help when struggling</li> <li>• Half termly most improved in attitude to learning</li> <li>• Excellent sustained effort.</li> </ul>                                                                                                                                                                 |
| <b>Scholarship</b> | <ul style="list-style-type: none"> <li>• Achievement in a competition</li> <li>• All expected targets achieved for a term</li> <li>• Extra-curricular extension work</li> <li>• Outstanding /excellent home work</li> <li>• Outstanding class contribution</li> <li>• Knowledge from outside of the curriculum</li> <li>• Bringing in a book, article on a topic to add to the lesson</li> <li>• Completing work independently to plug gaps in knowledge</li> </ul> |

If students fail to follow the code of conduct or expectations, the school has a 4-stage sanction process.

The school 4 stage sanction process is outlined below:

| Stage     | Detail when to apply                                                                                | Sanction                                                                                                                                                                                         | Record                                                                                  |
|-----------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>S1</b> | Student breaks code of conduct or expectations                                                      | <ul style="list-style-type: none"> <li>Verbal Warning</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Class Whiteboard</li> </ul>                      |
| <b>S2</b> | Student further breaks code of conduct or expectations despite warning.                             | <ul style="list-style-type: none"> <li>Student given opportunity to rectify behaviour</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Class Whiteboard</li> <li>ClassCharts</li> </ul> |
| <b>S3</b> | Student further breaks code of conduct or expectations                                              | <ul style="list-style-type: none"> <li>A) Reflection time outside of classroom</li> <li>B) Removal to Reflection for the remainder of the lesson and an after-school detention issued</li> </ul> | <ul style="list-style-type: none"> <li>Class Whiteboard</li> <li>ClassCharts</li> </ul> |
| <b>S4</b> | Persistent disruption / Health & Safety Risk / Verbal or Physical Abuse of staff/students / Truancy | <ul style="list-style-type: none"> <li>Removal from lesson and isolated for remainder of day / following day if required and an after-school detention issued</li> </ul>                         | <ul style="list-style-type: none"> <li>ClassCharts</li> <li>Parental contact</li> </ul> |

If student fails to comply with S1-4 Sanctions:

|                                               |                                   |
|-----------------------------------------------|-----------------------------------|
| S3a: Student fails to leave classroom         | Student isolated for the full day |
| S3b: Student fails to attend Reflection       | Student isolated for the full day |
| Fails to comply with internal isolation rules | SLT Supervision / Suspension      |

Students who are required to work in Reflection must complete work in silence. Students are supervised at all times in Reflection and will be taken for allocated toilet breaks. Reasonable adjustments are in place for students, when needed.

Students must follow the behaviour policy in Reflection:

| Stage | Detail when to apply                                                                    | Sanction                                                                                                                               | Record                                                                                  |
|-------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| S1    | Student breaks code of conduct or expectations                                          | <ul style="list-style-type: none"> <li>Verbal Warning</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Class Whiteboard</li> </ul>                      |
| S2    | Student further breaks code of conduct or expectations despite warning.                 | <ul style="list-style-type: none"> <li>Student given opportunity to rectify behaviour</li> </ul>                                       | <ul style="list-style-type: none"> <li>Class Whiteboard</li> <li>ClassCharts</li> </ul> |
| S3    | Student further breaks code of conduct or expectations                                  | <ul style="list-style-type: none"> <li>Student has a movement break with on call to discuss their behaviour</li> </ul>                 | <ul style="list-style-type: none"> <li>Class Whiteboard</li> <li>ClassCharts</li> </ul> |
| S4    | Persistent Disruptive Behaviour / Health & Safety Risk / Verbal Abuse of staff/students | <ul style="list-style-type: none"> <li>Removal from lesson and isolated for remainder of day / following day if required ()</li> </ul> | <ul style="list-style-type: none"> <li>ClassCharts</li> <li>Parental contact</li> </ul> |

## Behaviour Codes on Class Charts

| Behaviour Codes | Possible Causes                                                                                                                                                                                                                                                                |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S1              | <ul style="list-style-type: none"> <li>The initial instance in which a student has not demonstrated a:</li> <li>readiness to learn; a respect for staff/student/lesson;</li> <li>a responsibility to behave appropriately</li> </ul>                                           |
| S2              | <ul style="list-style-type: none"> <li>Continued negative attitude to learning; disrespect; irresponsible behaviour; inadequate classwork; lesson disruption</li> </ul>                                                                                                        |
| S3              | <ul style="list-style-type: none"> <li>Continued negative attitude to learning; continued/3rd instance of disrespect; continued irresponsible behaviour; continued inadequate classwork; continued lesson disruption</li> </ul>                                                |
| S4              | <ul style="list-style-type: none"> <li>Any behaviour deemed to be extreme in nature and under one or more of the following categories:</li> <li>Health &amp; Safety Risk</li> <li>Verbal or Physical Abuse of staff/students</li> <li>Persistent defiance / Truancy</li> </ul> |

## Managing behaviour at break and lunch times

At Egglecliffe School, we expect that all students feel safe throughout the school day. In order to maintain consistency, students failing to behave appropriately may receive: a warning, detention, removal from social area to designated area for the remainder of the social time or the remainder of the day depending on the behaviour.

## Use of Toilets

Students are expected to use school toilet facilities responsibly, respectfully, and only for their intended purpose. Toilets should be kept clean and free from damage, with all students taking responsibility for maintaining a safe and pleasant environment for others. Any form of sharing toilet cubicles, vandalism, including graffiti, deliberate damage to fixtures or fittings, or tampering with school property, will be treated as a serious breach of the Behaviour Policy and may result in significant sanctions, including the expectation that costs for repairs or replacement are recovered where appropriate. The use, possession, or distribution of prohibited items, including vapes, is not permitted in toilet areas or anywhere on the school site. Some toilet facilities are fitted with vape detection technology and other monitoring measures to help maintain a safe environment. Where activations or concerns arise, staff may investigate and take appropriate action in line with the school's Behaviour, Safeguarding, and Searching, Screening and Confiscation policies.

Where concerns arise in toilet areas relating to student safety, safeguarding, wellbeing, behaviour, vandalism, smoking, vaping, or other breaches of the school's behaviour policy, appropriate action may be taken to address the situation. Any response should be reasonable, proportionate, and respectful of students' privacy and dignity, taking account of the nature of the concern and the need to maintain a safe environment for all. Any significant incidents or safeguarding concerns should be recorded and reported in accordance with the school's safeguarding and behaviour procedures.

## Removal from classrooms

Removal from class (S3b / S4) is a serious sanction and will only be used when necessary. Removal will occur, when for disciplinary reasons, the member of staff has followed the staged process but there is a need to:

- Restore order and calm following any unreasonable high-level disruption
- Enable disruptive students to be taken to reflection where education can be continued in a managed environment

The reflection room is supervised by staff and is a suitable place to work. It contains the necessary equipment and learning resources to ensure learning continues. Students will not be removed from

classrooms for prolonged periods of time without the explicit agreement from the Head of School / Executive Head Teacher.

Students are expected to continue with their studies in silence. As the removal continues over lunchtime a packed lunch will be provided unless dietary requirements are such where this is not possible. At the end of the removal time, students will engage with the member of staff to determine how they can change their behaviour and engage positively in lessons so re-integration is successful.

Students who are removed that have SEN, the Head of Year will inform the SENCo to determine next steps. Students who have a Child in Need plan, a Child Protection plan or are looked after will have social workers informed by the school within their review meetings

The school will maintain removal from lesson records to monitor and analyse who is being removed, frequency and any characteristic patterns. This will support any further interventions, support or training.

Students who accumulate more than 10 negative points within a single academic week, or who fail to attend multiple scheduled detentions, will be required to spend time in Reflection. Reflection provides a structured environment where students can complete their classwork, reflect on their choices and develop strategies to improve their behaviour and engagement.

## Temporary Separation from School Premises for Safeguarding Reasons

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where it is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

Parents/carers will be informed of the reasons for the decision and the governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

## Sanctions

Sanctions will occur if students fail to meet the school expectations, rules and code of conduct. The school will use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to complete work in another class
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Contact with parents/carers
- Putting a pupil 'on daily / weekly report'
- Agreeing a behaviour contract
- Student sent to the reflection room (ref stages) and / or if they are disruptive, and expected to complete set curriculum work
- Individual Behaviour Plan

At Eggescliffe school, we work hard to ensure that discipline is consistent and behaviour expectations and sanctions are clear to all, applied consistently, fairly and without discrimination, considering SEN needs and disabilities as well as the additional challenges some vulnerable students may face. We encourage parents/carers to communicate with the school any concerns so that we can offer reasonable adjustments necessary for the child.

We promote our code of conduct, school rules and expected standards through staff training, the school website, school assemblies, around the school building and in every classroom. Staff are a constant presence around the to monitor . Student behaviour.

## Mobile Phones and Digital Devices

Digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) is not permitted to be used by pupils anywhere on site during the school day (with the exception of any devices required for medical purposes, or issued by school for educational purposes). Devices will be confiscated if seen / heard in school and stored safely for students to collect at the end of the school day. If this behaviour becomes a pattern, students will be expected to hand in mobile phones to staff at the start of the school and parents/carers may be required to collect the mobile phone.

Through our PSHE curriculum, pupils will be reminded of the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increased risk of cyber bullying. Pupils will be encouraged to see a mobile phone free environment as desirable and valuable.

This policy applies to all students with the exception of Sixth Form students who are permitted to use mobile devices in the Common Room only.

The school takes seriously instances where a mobile phone has been used to film, photograph or record staff or students without their permission. In such cases the mobile phone will be confiscated, and the student's parent/carer contacted. Next steps will be determined given the severity of the incident: a suspension or permanent exclusion may be considered.

There may be exceptional circumstances where phones may need to be confiscated pending a further investigation. In the result of sexualised misconduct, the mobile phone cannot be returned until police authorise us to do so. Further information can be found in the Safeguarding Policy. In such cases, parents/carers will be contacted.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. DFE guidance also states that there is no need to have parental consent to search through a young person's mobile phone. These data or files may be erased before returning the item if they believe there is good reason to do this.

## Mobile Phones and Medical Needs

Eggescliffe School and Sixth Form College recognises that, for some pupils, the use of a mobile phone is an essential and reasonable adjustment to support a diagnosed medical condition.

This includes, but is not limited to, students with conditions such as diabetes who may require access to medical monitoring applications (e.g. continuous glucose monitoring) or communication with parents/carers and healthcare professionals.

In such cases, pupils are permitted to have and use their mobile device during the school day in accordance with their individual healthcare plan or agreed adjustments. Use of the device must be limited strictly to medical purposes unless otherwise authorised, and staff will be informed where appropriate to ensure the pupil's safety, dignity, and inclusion.

The school will work in partnership with families and healthcare professionals to ensure that arrangements are proportionate, necessary, and regularly reviewed.

### **Use of Mobile Phones In Examinations:**

For students with such medical conditions who are undertaking examinations under JCQ regulations, a student may be granted access to a mobile phone in an exam room for medical reasons (e.g. monitoring diabetes via a continuous glucose monitoring app).

The JCQ sets strict conditions for this arrangement:

- **Supervision:** The candidate must be individually and directly supervised by an invigilator whenever they are in possession of their phone.
- **Evidence:** Formal documentation (e.g. a medical letter/care plan) must be submitted and kept on file.
- **Normal Working Practice:** The school must confirm that using the phone app to monitor the condition is the student's normal way of working during classroom tests and mock exams.

### **Use of Mobile Phones in Sixth Form**

Mobile phones and electronic devices must be switched off and in bags whilst the Sixth Form students are moving around the school site.

Sixth Form students can use their phones in the common room.

- Staff can direct their use during lessons where appropriate for T&L activities.
  - However, phones should not be out on desks as a default in lessons.
- Students should not be seen using phones around the wider school site.

## **Management of behaviour on school buses or other school transport**

Teachers have the power to discipline students for misbehaving outside of the school gates. (Education and Inspections Act 2006). Non-criminal behaviour that is witnessed by a member of staff or reported to the school will be dealt with as if the event had happened in school. This includes travel to and from school on the school buses. Egglecliffe expects the same standard of behaviour on the school bus as we would in a classroom. If students do not meet these basic expectations, then sanctions will be imposed in school.

and their right to travel on the school bus could be withdrawn for either a fixed time or permanently by Eggescliffe or the bus operator.

### **Use of Reasonable Force and Restrictive Interventions**

Eggescliffe School recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

Eggescliffe School has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. Eggescliffe School does not use force as a punishment. It is unlawful to use force for this purpose.

Staff may also have appropriate physical contact with pupils in other circumstances, for example to:

- administer first aid
- guide or escort pupils
- comfort a distressed pupil.

Where restrictive interventions are used, staff will:-

- act in accordance with the principles of necessity, proportionality and the pupil's welfare
- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

Eggescliffe School will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support.

All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.

## Suspensions and Permanent Exclusion

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports head teachers in using suspension as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and Student Referral Units in England 2017') Suspensions will only be used as a last resort and issued by the Head of School or Deputy Head in their absence. Only the Head of School can permanently exclude.

A student can be suspended for failing to meet the school's behaviour expectations. This can include (but is not limited to):

- Persistent refusal
- Non compliance
- Verbal/physical violence and/or aggression towards a member of staff/student
- Racial / sexualised / transphobic / homophobic behaviours
- Dangerous behaviour that puts student/other students/staff at risk of harm or injury
- Bullying of staff/student
- Possession of materials as described about or prohibited by school policy
- Child on Child Abuse
- Deliberate Vandalism of school property
- Bringing the good name of the school and/or staff into disrepute

The school may bypass sanction steps should a student's behaviour warrant such action. It may be appropriate to move a student to a higher step if behaviour is escalating or of such a serious nature. This may mean recommending a student is permanently excluded from School in response to a single, serious breach of the school rules. For example, supplying drugs or carrying a weapon on the school premises would result in an immediate recommendation of permanent exclusion.

Before deciding to suspend or permanently exclude a student, the Head of School will consider the student's views, taking into account their age and understanding. Where appropriate, the school will provide support to help the student express their views. These views will be recorded and considered as part of the decision-making process.

## Suspensions (Fixed Term)

- A student can be suspended for up to 45 days within an academic year.
- Following a suspension, the parent/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further suspensions will be discussed, alongside wider support strategies.
- If a student is excluded for 15 days or more in a term, a Local Governing Body Discipline Committee Panel Meeting will take place to discuss the student's behaviour.
- Egglecliffe School may decide to hold a governing body discipline committee panel at any time, where behaviours warrant particular concern.

- Parents cannot appeal a suspension equal to or below 15 days, but can make written representation to the governing body to consider.

## Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying), persistent and serious disruption of teaching and learning across the school or repeated possession and/or use of an illegal drug/weapon on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug (on or off the premises)
- Possession or use of an illegal drug (see Drug Related Exclusions).
- Carrying an offensive weapon.
- Arson.

Egglescliffe will consider police involvement for any of the above offences.

Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him." Please note: any person found in possession of an illegal weapon (e.g. knife) must be reported to the Police.

The Head of School and authorised staff have the statutory power to search students without consent when they have reasonable grounds for suspecting that serious harm will be caused to a person if the search is not conducted immediately. This extends to instances where a member of staff has lawful control or charge of a student. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

If the Head of School is satisfied that, on the balance of probabilities, the student did what he or she is alleged to have done, exclusion will be the outcome.

## Exercise of discretion

In reaching a decision, the Head of School will always look at each case on its own merits. While it is important to ensure that decisions are both fair and consistent it is also true that the circumstances of each case will be different and therefore it will inevitably be the case that students will receive different sanctions and differing exclusions for what may seem to be similar offences.

In considering whether permanent exclusion is the most appropriate sanction, the Head of School will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- b) The effect that the student remaining in the school would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Behaviour Committee, when it meets to consider the Head of School's decision to exclude. This Committee will require the Head of School to explain the reasons for the decision and will look at appropriate evidence, such as the student's record, witness statements and the strategies used by the school to support the student prior to exclusion.

### Alternatives to Exclusion

The school will work closely with third parties such as the Local Authority, other Secondary Schools and other schools within Spark Education Trust, to undertake offsite direction or respite provision where such a course of action could be of benefit to the student.

## Direction off-site

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

## Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed
- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move.

Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

## Looked-After and Previously Looked-After Children

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children.

Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

## Lunchtime Suspension

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as 0.5 day fixed term exclusion and parents will have the same right to gain information and to appeal.

## CCTV

Egglescliffe may use CCTV for the purpose of maintaining discipline and managing behaviour and safety across the site.

## Governance Committee Oversight

The Local Governance Committee will –

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.

## Student Code of Conduct

At Eggescliffe School we recognise that each member of our school community has a right to be treated with respect and to work in a calm and safe environment. To achieve this aim, we expect our students to:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Show respect for others</p> <ul style="list-style-type: none"> <li>Working sensibly in lessons and not disrupting the learning of others</li> <li>Do not shout out during lessons, or shout to one another in the school building</li> <li>Be polite and respectful at all times to staff, students, school visitors</li> <li>Disobeying staff is not tolerated</li> <li>Be considerate of your peers, the extended community and members of the public</li> <li>Rude, derogatory, racist or defamatory language will not be tolerated.</li> </ul> | <p>Show consideration for others by moving around the school quietly and safely</p> <ul style="list-style-type: none"> <li>Walk around the building quietly, calmly and do not run</li> <li>Follow the one-way system in the school</li> <li>Open doors for others</li> <li>Enter and leaving school by the correct doors.</li> </ul> | <p>Come prepared each day wearing the correct uniform and bringing the necessary equipment</p> <ul style="list-style-type: none"> <li>Bringing the correct equipment (pens, pencil, ruler, scientific calculator, student planner and a bag large enough to carry an A4 file) Tutors will carry out an equipment check each morning.</li> <li>Following the school uniform code.</li> <li>Not bringing valuable items to school. Not bringing to school anything which could injure/harm another student. This includes knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any article that could be used to commit an offence, cause</li> </ul> | <p>Attend school regularly and arrive in plenty of time for the start of lessons Being punctual for registration and lessons. If you arrive late this will be recorded in the register.</p> <ul style="list-style-type: none"> <li>Bringing a parental note to school following an absence to be handed to the office.</li> <li>Seeking permission from school if you are taking a holiday during term time.</li> <li>Making certain you sign out at the office if you are leaving the school premises for a medical appointment.</li> </ul> |
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|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>personal injury or damage to property.</p> <ul style="list-style-type: none"> <li>• If you bring a mobile phone to school, it MUST be switched off and in your bag.</li> <li>• You must not use it at all whilst on site. If you need to make a call for any reason, please see your Learning Manager, HOY or a staff member at Student Services.</li> </ul> |  |
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## Classroom expectations

| Students ready to learn at the start of each lesson (5 to Start):                                                                                                                                                                                                                                                                                                                                                      | During the lesson:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | At the end of the lesson students (4 to Finish):                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Arrive on time to all lessons</li> <li>• Wear school uniform correctly</li> <li>• Enter the classroom quickly and quietly, stand behind chair in silence</li> <li>• Students have books and equipment out</li> <li>• Complete the recall /review/recap task immediately.</li> <li>• Remain silent during the register</li> <li>• (except when your name is called)</li> </ul> | <ul style="list-style-type: none"> <li>• Work hard on the assigned tasks and start them immediately.</li> <li>• Remain silent when the teacher is talking.</li> <li>• Remain seated in the seat assigned to you by the teacher.</li> <li>• Do not shout out, raise your hand to ask a question.</li> <li>• Do not interrupt or disrupt others' learning.</li> <li>• Ask permission to leave the room to visit the toilet.</li> <li>• Keep mobile phones switched off and in your bag.</li> <li>• Eating and chewing are not allowed. If you want to drink water from your own bottle, you may do this at the start or end of the lesson, but bottles need to be put away during the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>• Tidy their workspace. Only pack away your books and equipment when instructed by the teacher. Return all loaned equipment and ensure the classroom is tidy.</li> <li>• Stand behind your desks before the teacher dismisses small groups in a calm and purposeful way.</li> <li>• Check their uniform is smart</li> </ul> |

|  |  |                                                                                                                              |
|--|--|------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>Exit calmly and silently to your next lesson following the one-way system.</li> </ul> |
|--|--|------------------------------------------------------------------------------------------------------------------------------|

### Behaviour Contract and Behaviour Support Plan

Behaviour contracts (BCs) and Individual Behaviour Plans (IBPs) may be used to identify precise and realistic behaviour outcomes and usually operate for a period of approximately twelve weeks but this may be longer where appropriate. They are usually reviewed every 4 weeks.

Behaviour contracts and Individual Behaviour Plans may be used for students who have had several exclusions, internal or fixed term, or who have been identified as being 'at risk' of failure at school through disaffection.

School staff will interact with Parents/carers to discuss and share the Behaviour Contracts and Individual Behaviour Plans and aim to provide updates every 4 weeks and discuss their child's progress.

### Detentions

Detentions are supervised by assigned staff in an assigned room. All students will work in silence during the detention. Students must bring their own work to complete during the detention. If students are absent on the day of the detention, they will complete it on the first day of their return to school.

Students will be placed in detention at social times (break time and/or lunchtime) if staff deem students have poor behaviour, if they are out of bounds at social times, or to de-escalate a situation.

Detentions after school are given the following day or completed once the student returns to school. Uncooperative behaviour during detentions will result in a further sanction being issued.

Students who fail to attend multiple scheduled detentions will be required to spend time in Reflection.

Further failure to meet expectations could result in Internal or External Suspensions.

If appropriate, restorative activities can be arranged in school. This may involve 3 lunch times picking up litter or helping in the dining hall cleaning tables/trays. Restorative activities can be used as an alternative to school detention.

### Other Sanctions

In addition to the four-point plan for managing behaviour, where a student behaviour is a serious concern, this may result in:

- Withdrawal from lessons

- Break, lunch and/or after school detention
- Internal exclusion
- Behaviour contract
- Individual Behaviour Plan
- SLT Behaviour Review meeting with the student and student's parents / carer
- Convene a Governors' Behaviour Review Panel to which the student and student's parents will be invited *(NB. If behaviour escalates and a formal Behaviour committee is called, different Governors will form the committee)*
- Fixed-term suspension
- Permanent exclusion (in specific circumstances)

### Supporting students following a sanction

The school will consider a range of initial interventions to support students to manage their behaviour and help them understand the school's expectations, code of conduct and norms. These may include:

- Engagement with parents / carers to agree strategies and actions
- Mentoring and coaching
- Emotional resilience coaching
- Behaviour Contracts or Individual Behaviour Plans
- Limited time in the inclusion base
- Engagement with external agencies for support

### Appendix 1 – Specific Incidents

|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Deliberate Vandalism of School Property</b>                          | Any student found to have deliberately vandalised school property will receive an appropriate sanction ranging from a detention through to exclusion depending on the severity of the incident. In all cases parents/carers will be billed for the cost of making good the damage                                                                                                                                                                                                                         |
| <b>Alcohol</b>                                                          | Any student who brings alcohol on to Egglescliffe premises will likely receive a suspension or a permanent exclusion. If the student brings alcohol on to Egglescliffe premises a second time, a recommendation of permanent exclusion will be made. Any student who 'spikes' the drink of another student with alcohol or an illicit substance, will likely receive a suspension or considered for a permanent exclusion.                                                                                |
| <b>Weapons</b>                                                          | A student who brings a weapon on to Egglescliffe premises is likely to be permanently excluded. The Head of School will make a judgement of the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives (including objects fashioned together to resemble a knife), darts, guns of any description, including air pistols and BB guns. In all cases of a weapon being brought on to Egglescliffe premises, the school will inform the police. |
| <b>Illicit Substances</b>                                               | Any student using illicit substances in Egglescliffe will likely result in a permanent exclusion. The school will also notify the police.                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Physical Assault</b>                                                 | Students involved in fighting with other students will be dealt with in line with the school behaviour policy with all sanctions considered, depending upon the nature of the incident. This can include (but not exclusively) detentions, internal suspension, suspension or permanent exclusion.                                                                                                                                                                                                        |
| <b>Smoking / Vaping</b>                                                 | This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking/vaping rule. Sanctions include internal suspension, suspension or permanent exclusion; depending upon the nature of the product. Students caught in the company of smokers/vapers, will be sanctioned appropriately.                                                                                                                |
| <b>Bringing the good name of the school and/or staff into disrepute</b> | Any student who brings the good name of the school and/or staff into disrepute in the public domain may be suspended or excluded. This will be a fixed term or permanent exclusion depending on the circumstances.                                                                                                                                                                                                                                                                                        |

## Appendix 2 – Drugs Education

This policy has obvious links with the following school policies; Health and Safety; The Administration of Medicines. This policy reflects local and national aims and priorities expressed within the Government White Paper 'Tackling Drugs to Build a Better Britain' (1998), 'Every Child Matters' (2003) and The Healthy School Programme it also incorporates the key messages contained in Drugs: Guidance for schools. This policy sets out the schools approach to drug education and how the school will respond to drug related incidents within the responsibilities of the school.

### To whom does the policy apply?

This policy applies to all of the following people when they are on the school premises: Students, staff, parents/carers and visitors. This policy also applies to students and staff when off-site when the staff are acting in loco parentis. So, this includes all educational visits, including those abroad (see education visits policy).

Although the school is not responsible for students traveling to and from school we will work with parents and /or other agencies should any problems be identified. The school is responsible for students during break and lunchtimes (except when it has been agreed between parents/carers and the safeguarding lead that students will travel home for lunch) and this policy applies during these times. It also affects the use of school premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

### Definition of a drug

For the purpose of this policy the following definition of a drug will apply:

"a substance people take to change the way they feel, think or behave."

This broad definition allows for the inclusion of all medication (see the school's Administration of medicines policy), legal/illegal drugs (including alcohol and tobacco – see Smoking Policy) volatile substances (see also the school's Health and Safety Policy and COSHH Policy) and all over the counter and prescription medicines. Alcohol is not permitted at any time on the school site or during school visits except on special occasions at the discretion of the Headteacher and when staff are not acting in loco-parentis. Overall Aims of the Policy

- To provide a framework for effective drug education
- To provide systems for dealing with drug related incidents within the school environment.

To ensure that the school's drug education programme reflects the aims and values of the school and its governing body.

### Roles and Responsibilities, Governors

As part of their general responsibilities for the management of the school, the governors have agreed this policy. They will continue their involvement through regular evaluation of it. The named lead Governor with responsibility for this policy is Mrs H Perkins.

### Head of School

The Head of School takes overall responsibility for providing a safe place of work for all staff and students and as such takes responsibility for this policy, its implementation, and for liaison with the Governing Body,

parents, the Local Authority and appropriate outside agencies in the event of a drug-related incident. Students who are suspected of being at risk from drugs, and in particular truanting students will be supported and monitored with assistance from relevant agencies such as The CGL Project, Preventions, VEMT Preventions Group, MIND/ Alliance Service, Attendance Officers Child Protection Officers, and police.

### Deputy Head (Quality of Education)

The Deputy Head is responsible for ensuring that all students receive appropriate drug education and provide guidance on what should be taught and when. The PD Coordinators are also responsible for the PSHE provision for students and appropriate staff training.

### Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Leads (DDSL)

The safeguarding team is the first point of contact for a drug related incident. The appropriate pastoral staff will be responsible for investigating the incident.

Drug prevention is a whole school issue. All staff should be aware of the policy and how it relates to them should they be called upon to deal with a drug related issue. The school premises are regularly checked. Any substances or drug paraphernalia found will be reported to the DSL/DDSLs.

### Parents & Carers

Parents and carers are encouraged to support the school's drug education programme. They are responsible for ensuring that guidelines relating to medication in school are followed in line with policy. As a general rule parents will be informed of an incident that could result in potential harm to their child.

### Confidentiality

If a child discloses information relating to misuse of drugs then absolute confidentiality cannot be guaranteed. However, health care professionals (such as the school nurse) are able, under certain circumstances, to maintain confidentiality except in circumstances where they have Child Protection concerns. If rumours of drug misuse are disclosed the DSL should be informed who should assess the information and decide whether further action is to be taken.

### Monitoring and Evaluating the Policy

This policy will next be reviewed every two years by the DSL and will involve staff, students and other relevant outside agencies e.g. the Police. This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitor.

### Appendix 3 – Search and Confiscation

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Egglecliffe School will inform parents, where necessary, if a search has been done. Complaints about searching should be dealt through the normal school complaints procedure.

Prior to a search the Head of School will be informed of the facts and told of the reasonable grounds for suspecting that the student may have a prohibited item on them. The staff member carrying out the search will be the same sex as the student being searched; and there will be a staff witness. There is a limited exception to this rule. Senior staff will consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

Following guidelines from DFE: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (dfe, updated July 2023), school staff can search a student for any item 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 staff member to ask the student to turn out their pockets or if the staff member can look in the student's bag and for the student to agree. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply appropriate sanctions as set out in the school's behaviour policy.

Head teachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items that Egglecliffe school will do searches for include:

- knives or weapons
- alcohol
- mobile phones
- illegal drugs
- stolen items
- tobacco, cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- 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 the property of, any person (including the student personally).

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

### Confiscation

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

## Appendix 4 – Indecent Images of Children (IIOC)

### Dealing with Incidents of Sexting

#### STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated. Support will be offered during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving or sharing an image, sending an image
- What sort of image is it and how widely has the image been shared?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- Does the child need immediate support and/or protection?
- Are other children and/or young people involved?
- The situation will need to ensure school Safeguarding and On-line Safety policies are followed.

#### STEP 2: Searching a device

It is important to establish if the image has been created and shared on a mobile device and the location of the image. As this may be distressing for the young person involved, support will be offered.

The revised Education Act 2011 gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

The decision to view the imagery would be based on the advice of police. If the decision is made to view the imagery, the Designated Safeguarding Lead would need to be satisfied of the following:

- is the only way to decide about involving other agencies
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report is unavoidable because a student has presented an image directly to a staff member or the imagery has been found on a school device or network.