ES & 6TH FORM

EGGLESCLIFFE SCHOOL AND SIXTH FORM

BEHAVIOUR POLICY

Date of Next Review: September 2024
Responsible Officer(s): Miss R Granycome

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 2 of 40

Inspiring Excellence – in learning and life

Table of Contents

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 3 of 40

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 4 of 40

Section 1

Introduction

Egglescliffe School is part of Vision Academy Learning Trust and is dedicated to ensuring that our school environment supports the learning and the wellbeing of students and staff. Ensuring effective routines, respect and relationships are the foundations of our community and we work hard to provide a safe environment where students feel included in every aspect of School life.

This policy supports the Department for Educations 'Behaviour in schools' publication 2022 by "ensuring that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values" and that "pupils learn in a calm, orderly, safe and supportive environment and protect them from disruption"

Egglescliffe School believes that all students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

We will work with parents/carers to build effective relationships to understand their children, understanding of barriers, offering support, praise and rewards. We encourage parents / carers to communicate with the school any concerns so that we can offer any reasonable support necessary for the child.

Egglescliffe School promotes good behaviour and self-discipline to ensure that our students grow into respectful, resilient and reflective citizens with the key skills to continue to progress to the best of their ability in all areas of life. We know that the strong links between effective learning and high expectations enable all students to thrive.

There will be a constant staff presence around the school, in-between classes, during breaks and at lunch times, to check that students are using the school grounds respectfully and behaving appropriately.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We do not tolerate any form of bullying and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

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

EGGLESCLIFFE SCHOOL
SIXTH FORM COLLEGE A MEMBER OF VISION ACADEMY LEARNING TRUST

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 5 of 40

Aims

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

Values

At Egglescliffe School we follow 3R's: Readiness, Respect and Responsibility. 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.

Behaviour Policy: Key Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by pupils and staff with appropriate training and updates
- Staff: teachers and support staff and volunteers always set an excellent example to pupils
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience 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

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 6 of 40

School Behaviour Policy
PUBLIC

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legislation, Statutory Guidance and Advice

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- [Updated] DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Definitions

Poor behaviour / misbehaviour is defined as anything that does not meet the expectations that students are Ready, Respectful, Resilient and Reflective in school:
- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:
- Repeated breaches of the school's expectations
- Refusing to follow instructions
- Swearing
- Raising your voice

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 7 of 40

- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. There are:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Substances identified as 'legal highs'
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Other potentially harmful materials which cannot immediately be identified
  - 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)

Headteachers 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 Egglescliffe School other authorised senior staff include the Head of School, Deputy Headteacher and Assistant Headteachers.

Staff members may use common law to search students with their consent for any item. They may:
- Ask any student to turn out their pockets
- Search a student's bag or locker
- Require a student to remove outer clothing including hats, scarves, boots and coats
- A student's possessions will only be searched in the presence of the student, another member of staff and a member of the Senior 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

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, therefore:
- Deliberately hurtful

**EGGLESCLIFFE SCHOOL
AND SIXTH FORM COLLEGE** A MEMBER OF VISION ACADEMY LEARNING TRUST

School Behaviour Policy
PUBLIC

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definitions
Emotional	Being unfriendly, excluding, tormenting, ridiculing, humiliating
Physical	Hitting, kicking, pushing, punching, taking another's belongings, any use of violence
Direct or indirect verbal	name-calling, insulting, sarcasm, indirect bullying through spreading stories or rumours or teasing someone, threats, making fun of someone's size, shape, appearance.
Racial	Racial taunts, graffiti, gestures, making fun of someone's religion
Sexual	Explicit sexual remarks, sexually abusive or sexist comments, display of sexual material, sexual gestures, unwanted physical attention or contact, comments about sexual reputation or performance, or inappropriate touching. This includes homophobic bullying.
Ability based	because of learning ability or physical ability
Cyber-bullying	Cyber bullying though the use of communication technology devices, text, email, , social media, emails or websites. This can take many forms, for example: • Sending abusive, intimidating or threatening text messages or emails, personally or anonymously. • Making insulting comments about someone on a website, social networking site • Making or sharing derogatory or embarrassing images of someone
Transphobic bullying	This bullying stems from a hatred or fear of people who are transgender, Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

Preventing Bullying

The School will:
- Create and promote an inclusive environment where 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 difference. Also, 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.
- Prevent 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 prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 9 of 40

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying Policy

Sexting and Searching

Definition of 'sexting'
There are several definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: by or of children under the age of 18, that are of a sexual nature or are indecent.

There are many different types of sexting and these images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

It is important to apply a consistent approach when dealing with an incident to help protect the child, school and staff. The range of contributory factors in each case will be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

Refer to Appendix 3 for details

Child on Child sexual violence and sexual harassment

Sexual violence and sexual harassment is not tolerated at Egglescliffe School including any form of 'banter' and will challenge all inappropriate behaviour between students.

We advocate high standards of conduct between students and staff, demonstrating and modelling manners, courtesy and dignified and respectful relationships.

[New] Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

All students will follow a curriculum that addresses sexual harassment and sexual violence including sexually abusive language or behaviour, as well as having a clear reporting channel, external advice and support.

Further details are available in the Child on Child abuse policy.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 10 of 40

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.

The Trust Board	• The Trust Board is responsible for reviewing the behaviour policy and its impact to achieving the Trust aims and objectives
The CEO	• 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
Local Governing Committee	• The Local Governing Committee is responsible for monitoring and approving this behaviour policy, its effectiveness and holding the headteacher / Head of School to account for its implementation.
The Headteacher / Head of School / SLT	The headteacher / Head of School / SLT will ensure: • The Head and senior leaders are highly visible and engage with students, staff and parents • The policy is communicated with all staff, fully embedded and adhered to • Staff are trained to ensure consistent implementation of conduct, sanctions and rewards • Staff are trained to support students requiring reasonable adjustments • The school's environment encourages positive behaviour • Staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. • Keep accurate records: behaviour, bullying, racism, sexual harassment, homophobic etc. • Ensuring this policy is published on the school website. • Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this. • Publicising this policy to staff, parents and pupils at least once a year.
Staff including teachers, support staff and volunteers	• Be responsible for consistently applying the policy process and procedures • Actively engage in all training relating to behaviour, SEN needs, adjustments, rewards etc • Have high expectations of students and praise students doing the right thing • Lead by example and model enthusiasm for learning and your subject • Model the positive behaviour expected by students • Model consistent and respectful behaviour, knowing the children and their needs • Establish class routines, welcome, starter, engaging lessons, feedback and praise • Meet the educational, social and behavioural needs of the students • Give feedback to parents about their child's success and behaviour • Being responsible and accountable for the progress and development of the pupils in their class. • Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
Students	• Be ready to learn

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 11 of 40

	• Respect themselves and others • Conduct themselves so that they and others are safe. Work hard all the time and take responsibility for their actions • Support and care for each other and to treat others fairly and with respect • Respect each other's property and work • Listen to others, respect their opinions • Behave in a way that allows other students to learn. Follow all staff instructions • Follow the school rules
Parents	• To support the school by ensuring that their child is ready to learn. • Be aware of, support and promote the school's values and expectations • Ensure students arrive on time each day, in full school uniform and with the correct equipment • Communicate with the school any necessary information that will help to support the education of your child • Build good relationships with the school, working together to improve behaviour difficulties • Support the school in having high expectations for behaviour, engagement and conduct • Support the home learning policy

Staff Induction, Training and Updates

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

All staff will receive training and professional development during each academic year that will include:

- Behaviour Policy, student code of conduct, expectations, procedures, detail of sanctions and rewards
- Teachers leading expectations of classroom management and how they model this
- SEN Needs and how this is applied within the classroom to support learning and engagement
- SEN and vulnerable student reasonable adjustments to support learners

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 12 of 40

Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and Governors annually.

Links with other policies

This Behaviour Policy is linked to the following policies:
- Exclusions Policy
- Safeguarding Policy
- Equality Policy
- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Attendance Policy
- Online Safety Policy
- Use of Reasonable Force Policy
- Inclusion Policy

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 13 of 40

Section 2

Code of Conduct, Expectations and Rewards

At Egglescliffe school, we work hard to ensure that disciple 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 any reasonable support necessary for the child.

The school recognises that if individual student's disruptive behaviour is due to complex needs, we will ensure the student receives a personalised approach to support them.

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 school, in-between classes, break times and lunch times to check that students are respectful and behaving appropriately.

Student Code of Conduct

At Egglescliffe 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:

Show respect for others
    This means:
    o   Working sensibly in lessons and not disrupting the learning of others.
    o   Do not shout out during lessons, or shout to one another in the school building
    o   Be polite and respectful at all times to staff, students, school visitors
    o   Disobeying staff is not tolerated.
    o   Be considerate of your peers, the extended community and members of the public
    o   Rude, derogatory, racist or defamatory language will not be tolerated.

Show consideration for others by moving around the school quietly and safely.
    This means:
    o   Walk around the building quietly, calmly and not run
    o   Following the one-way system in the school
    o   Open doors for others.
    o   Entering and leaving school by the correct doors.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 14 of 40

Come prepared each day wearing the correct uniform and bringing the necessary equipment.

> This means:
> o 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*.
> o Following the school uniform code.
> o Not bringing valuable items to school.
> o 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 personal injury or damage to property.

- **If you bring a mobile phone to school, it MUST be switched off and in your bag**. You must not use it at all whilst on site. If you need to make a call for any reason, students can see their Pastoral Lead or member of the Admin Team.

- **Attend school regularly and arrive in plenty of time for the start of lessons.**
> This means:
> o Being punctual for registration and lessons. *If you arrive late this will be recorded in the register.*
> o Bringing a parental note to school following an absence to be handed to the office.
> o Seeking permission from school if you are taking a holiday during term time.
> o Making certain you sign out at the office if you are leaving the school premises for a medical appointment.

Mobile Phones

Mobile phones must be switched off and in bags. Any phones found switched on will be confiscated, placed in the school safe for parents/carers to collect

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 for a meeting.

There may be exceptional circumstances where phones may need to be confiscated pending a further investigation. In such cases, parents/carers will be contacted prior to this happening.

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.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 15 of 40

Classroom Expectations

Classroom expectations are important so that staff and students can work successfully, safely, and enjoy their learning. Our classroom expectations are underpinned by strong classroom routines:

1. Students ready to learn at the start of each lesson:
1) Teachers should meet and greet students welcoming them to their lesson.
2) Enter the classroom quickly and quietly, stand behind chair in silence.
3) Students have books and equipment out.
4) Complete the recall / review / recap task immediately.
5) Remain silent during the register (except when your name is called)

2. During the lesson:
1) Work hard on the assigned tasks and start them immediately.
2) Remain silent when the teacher is talking.
3) Remain seated in the seat assigned to you by the teacher.
4) Do not shout out, raise hand to ask a question.
5) Ask permission to leave the room to visit the toilet.
6) Keep mobile phones switched off and in your bag.
7) 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.

3. At the end of the lesson students should:
1) Only pack away your books and equipment when instructed by the teacher.
2) Return all loaned equipment and ensure the classroom is tidy.
3) Stand behind your desks before the teacher dismisses small groups in a calm and purposeful way.
4) Move quickly, calmly and quietly to your next lesson following the one-way system.

Rewards

At Egglescliffe, 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:
o   academic achievements,
o   good and improved progress,
o   contribution to the school community,
o   good and improved behaviour
o   good and improved attendance

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 16 of 40

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

o Positive attendance certificates (termly and annually).
o Verbal praise/encouragement during lessons, registration or whenever appropriate.
o Display work - in class and around school.
o Phone calls home.
o Positive postcards sent to parents / carers.
o Start Student Nomination each half term by your subject teachers.
o Achievement assemblies at the end of each term by your subject teacher/form tutor.
o Commendations which can be logged electronically.
o Star of the Week nomination by your form tutor.

Examples of work / contributions that will be acknowledged:

Resilience	• Persisting in order to overcome a problem • Revisiting / revising a previous piece of work • Seeking help when struggling • Half termly most improved in attitude to learning • Excellent sustained effort.
Scholarship	• Achievement in a competition • All expected targets achieved for a term • Extra-curricular extension work • Outstanding /excellent home work • Outstanding class contribution • Knowledge from outside of the curriculum • Bringing in a book, article on a topic to add to the lesson • Completing work independently to plug gaps in knowledge
Progress	• Wider Reading • Improving relative to a previous assessment • Progress on a specific subject skill • Opting to redo and improve on last assessment • Opting to complete additional exam questions • Making More than Expected Progress in an assessment • Making significant improvements on the last assessment
Compassion	• Helping others • Act of kindness • Opting to complete community service • Showing respect for a different view point • Assisting with a charity event
Teamwork	• Contributing to paired / group work • Contributing to the whole class • Helped others with a difficulty

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 17 of 40

Section 3

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.
- Travelling to or from school.
- Wearing a school uniform.
- In some other way, identifiable as a student from the school
- 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 adversely affecting the reputation of the school

All staff have the right to impose a range of sanctions in accordance with the policy although only the Executive Headteacher and/or Head of School can suspend or expel a student.

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. At Egglescliffe, we will always contact parents via Parent Mail at the point of issuing an after-school detention.

Sanctions and Consequences

The establishment and maintenance of good order allows effective learning to take place and promotes a positive and safe ethos in school. Sanctions help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of the Behaviour Policy which seeks to reward and encourage high standards of conduct and achievement.

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.

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

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 18 of 40

The school 4 stage sanction process is outlined below:

Stage	Detail when to apply	Sanction	Record
S1	Student breaks code of conduct or expectations	• Verbal Warning	• Class Whiteboard
S2	Student further breaks code of conduct or expectations despite warning.	• Student given opportunity to rectify behaviour	• Abor
S3	Student further breaks code of conduct or expectations	• A) Reflection time outside of classroom • B) Removed to another teaching room to complete lesson	• Arbor • Parental contact via phone call for S3b
S4	Persistent disruption Health & Safety Risk Verbal Abuse of staff/students	• SLT removal and isolated for remainder of day (if period of isolation does not cover break and/or lunch, the student will serve a detention during these the following day)	• Abor • Parental contact via phone call

If student fails to comply with S1-4 Sanctions:

S3 - Student fails to move classrooms	Student isolated for the full day
Student late or fails to attend detention	Student isolated for the full day
Fails to comply with internal isolation rules	Suspension

Behaviour Codes on Arbor

Behaviour Codes	Possible Causes
S1	• The initial instance in which a student has not demonstrated a: readiness to learn; a respect for staff/student/lesson; a responsibility to behave appropriately
S2	• Negative attitude to learning; disrespect; irresponsible behaviour; inadequate classwork; lesson disruption
S3	• Continued negative attitude to learning; continued/2nd instance of disrespect; continued irresponsible behaviour; continued inadequate classwork; continued lesson disruption
S4	• Any behaviour deemed to be extreme in nature and under one or more of the following categories: • Health & Safety Risk • Verbal Abuse of staff/students • Persistent defiance

School Behaviour Policy
PUBLIC

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
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on daily / weekly report'
- Student sent to the reflection room (ref stages) and / or if they are disruptive, and expected to complete set curriculum work

Detentions

Detentions will be given in line with the sanction process. Detentions will be held during school days at break, lunch (with time to eat) or after school or if necessary, non-teaching days (INSET days) and supervised by staff assigned by the Head.

Detentions after school will be given on the day an incident occurs or in the case in which a student has accumulated a number of behaviour incidents and parents / carers notified that the detention will be undertaken on Friday after school. In circumstances where the student has known caring arrangements or unable to make travel arrangements an alternative arrangement will be made. For students with agreed reasonable sanction adjustments or student safety is a concern, other sanctions will be put in place.

- Detentions will be in an assigned supervised room from 3pm for 90 minutes. Students will work in silence and complete a reflection document and curriculum work.
- If students are absent on the day of the detention, they will complete it on the following Friday of their return to school.
- Un-cooperative behaviour during the detention will result in a further sanction being issued
- Students will be placed in detention at social times (break time and or lunchtime) if staff deem students have poor behaviour, or out of bounds at social times or to de-escalate a situation.
- If appropriate, restorative activities will be arranged in school. This will involve 3 lunch times picking up litter or helping in the dining hall cleaning tables/trays.
- Students not wearing full school uniform correctly without a valid reason from a parent/carer will receive a break and lunch time detention each day. The school operates a uniform shop whereby students can loan the correct uniform for the day.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 20 of 40

Managing behaviour at break and lunch times

At Egglescliffe School, we expect that all students feel safe and happy during periods when they are not being taught. 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.

Removal from classrooms

Removal from class (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 learn. 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 will complete a reflection exercise when they arrive and then 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 reflection room leader 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

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

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
- 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)

School Behaviour Policy

PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 21 of 40

- Fixed-term suspension
- Permanent exclusion (in specific circumstances)

Management of behaviour outside of school including on school buses

Teachers may discipline students for:
- Misbehaviour on any school organised or school related activities
- Misbehaviour while travelling to and from school
- Misbehaviour in any other way whilst identifiable as a member/student of the school (i.e. wearing uniform)

Or misbehaviour
- That could have repercussions for the orderly running of the school
- That poses a threat to another student or a member of the public
- That could adversely affect the reputation of the school

In all cases, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of a staff member.

Behaviour on school buses

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. Egglescliffe School expects the same standard of behaviour on the school bus as we would in a classroom. Please refer to the Home School Transport policy for further details. 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 Egglescliffe School or Stockton Borough Council. Please refer to the Bus Transport Policy for further information about expected behaviour on school buses

Physical restraint
In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 22 of 40

Searching and Confiscation

The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The Executive Head Teacher / Head of School will use their discretion to confiscate, retain and/or destroy any item found as a result of disciplinary action. The Executive Head Teacher / Head of School can delegate the power of search to any member of the Senior Leadership Team. In the need of a bag search, there will be two members of staff present, alongside the presence of the pupil. Parents/carers will be notified. If the pupil refuses, the behaviour policy will be implemented and parents/carers informed. If there is a serious risk, the police will also be informed. Please refer to the DfE guidance, Searching, screening and confiscation. Advice for headteachers, school staff and governing bodies for further information.

Any prohibited items (appendix 2) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

CCTV
Vision Academy Learning Schools and academies may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. Please refer to CCTV Policy.

Pupil support and Reasonable Adjustments

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

A reasonable adjustment is not the same as lowering expectations. Reasonable adjustments will be made for some students who need additional support to ensure they can meet the expectations and fully participate in learning and wider school life.

To support making reasonable adjustments for students with SEN or a disability that at times affects their behaviour, the school will pay regard to:
- Quality Act 2010 to make reasonable adjustments with this policy and practice
- Children and Families Act 2014 to meet the needs of those with SEN and
- Children with an Education Health Care plan and the identified provision

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support, and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs and if necessary make reasonable adjustments. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 23 of 40

These may include making reasonable adjustments focused on preventative measures such as additional support, strategies to support learning, sanction adjustments

Staff will be informed of any reasonable adjustments necessary for identified students and given any appropriate training.

Behaviour Contract and Behaviour Support Plan

Behaviour contracts (BC's) and Behaviour Support Plans (BSPs) may be used to identify precise and realistic behaviour outcomes and will operate for a period of approximately twelve weeks but this may be longer where appropriate. These will be reviewed every 4 weeks. These will be drawn up by the school Behaviour Lead

Behaviour contracts and Behaviour Support Plans will be used for a student who has had several suspensions, internal or fixed term, or who has been identified as being 'at risk' of failure at school through disaffection.

Parents/carers will be invited to a meeting to discuss and share the Behaviour Contacts and Support Plans and informed every 4 weeks about their child's progress.

Behaviour contracts and Behaviour Support Plans do not replace the Special Educational Needs and Disabilities assessment process. IEP's for students at serious risk of exclusion or disaffection should reflect appropriate strategies to meet their additional needs.

In drawing up a student's Behaviour contract and BSP's, the school will review and consider:
- Any learning difficulties, including literacy and, if necessary, put in place a support programme.
- The curriculum offer and dis-applying the National Curriculum.
- Changing the student's set or class.
- A managed move to another school with the agreement of the student's parents/carers,
- Whether specialist support is appropriate.

Supporting students following a sanction

The school will consider a range of initial interventions to support students 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
- Behaviour Contracts or Behaviour Support Plans
- Limited time in the inclusion base
- Engagement with local agencies to address specific behavioural issues

Malicious allegations

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 24 of 40

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive headteacher or Head of School will discipline the pupil in accordance with this policy. The safeguarding policy has further information on responding to allegations of abuse.

The executive head teacher or Head of School will also consider the pastoral needs of staff accused of misconduct

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

- Persistent refusal
- Non compliance
- Verbal/physical aggression towards a member of staff/student
- Physical violence towards a member of staff/student
- 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

The school may bypass the 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's is permanently excluded from Egglescliffe School in response to a single, serious breach of the school rules. For example, supplying drugs on the school premises would result in an immediate recommendation of permanent exclusion.

Suspensions (Fixed Term)

- The decision to suspend a student must be lawful, reasonable and fair. The School will give particular consideration to vulnerable students before a fixed term exclusion is given
- Only the Executive Head Teacher or Head of School can exclude and it must be on the grounds of discipline. A student can be suspended for up to 45 days within an academic year.
- All children have the right to an education and the School will take reasonable steps to set work and mark work for the first 5 days of an exclusion period.
- Alternative provision for education must be made by the sixth day (known as sixth day provision). This will be provided in consultation with parents/carers, SLT, and provider

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 25 of 40

- Following a suspension the parent/carer will be required to attend a reintegration meeting where a plan for reducing the likelihood of further FT suspensions will be discussed.
- Guidance can be found at www.gov.uk/government/publications/school-exclusion

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 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 school 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 Executive Head Teacher, 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.

General factors the school considers before making a decision to exclude:

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 26 of 40

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Executive Head Teacher or Head of School will:
  o Ensure appropriate investigations have been carried out.
  o Consider all evidence available to support the allegations taking into any appropriate school policies.
  o Allow student to give their version of events. NB. These views may be taken retrospectively.
  o Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- If the Executive Head Teacher or 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 Executive Head Teacher or 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 Executive Head Teacher or 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 Executive Head Teacher/ Head of School's decision to exclude. This Committee will require the Executive Head Teacher/ 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 its regional LAs and other secondary schools to undertake offsite direction or respite provision where such a course of action would be of benefit to the student.

Lunchtime Exclusion

EGGLESCLIFFE SCHOOL
SIXTH FORM COLLEGE A MEMBER OF VISION ACADEMY LEARNING TRUST

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 27 of 40

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 fixed term exclusion and parents will have the same right to gain information and to appeal.

Please refer to the school's Suspension and Exclusion Policy.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 28 of 40

Appendix 1   Specific Incidents

Deliberate Vandalism of School Property

- 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.

Alcohol

- Any student who brings alcohol on to Egglescliffe premises will receive a fixed term suspension.
- If the student brings alcohol on to Egglescliffe premises a second time, a recommendation of expulsion will be made.
- Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.

Weapons

- A student who brings a weapon on to Egglescliffe premises is likely to be expelled. The Executive Head Teacher/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

Illicit Substances

- Any student that uses illicit substances in Egglescliffe School will result in an expulsion. The school will also notify the police and the student's parents/carers

Fighting

- Students involved in fighting with other students will be excluded. This will be a suspension or expulsion, depending upon the circumstances.

Smoking/Vaping
- 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.
- Students breaching the smoking / vaping rule will be given a detention or if repeated given internal exclusion. If this escalates, a meeting with parents will discuss further sanctions
- Students caught in the company of smokers/vapers, will be given a detention

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 29 of 40

Bringing the good name of the school and/or staff into disrepute

- Any student who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a fixed term or permanent exclusion depending on the circumstances

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 30 of 40

Appendix 2   Searching and confiscation

Following guidelines from DFE: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)', 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 teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker 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 an appropriate sanctions as set out in the school's behaviour policy.

Head teachers and staff authorised by them (SLT) 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 Egglescliffe school will do searches for include:

• knives or weapons • alcohol • 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).

Prior to a search the Executive Head Teacher/ 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 must be the same sex as the student being searched; and there must 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

Confiscation

What the law allows:
- 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.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 31 of 40

Informing parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Egglescliffe School will inform parents whenever a search has been done
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt through the normal school complaints procedure.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 32 of 40

Appendix 3   Sexting and Searching

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 imagery should be based on the professional judgement of the designated safeguarding lead and always comply with the child protection policy and procedures of the school. If a decision is made to view imagery the designated safeguarding lead will need to be satisfied that viewing:
- 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.

In line with Searching, Screening and Confiscation advice: https://www.gov.uk/government/publications/searching-screening-and-confiscation, if it is necessary to view the imagery then the DSL should:
- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.

EGGLESCLIFFE SCHOOL
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School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 33 of 40

- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions
- Ensure this is signed and dated.

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:
- Search a mobile device in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere

Always:
- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/SLT about the alleged incident before searching a device
- Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 34 of 40

Appendix 4   **Use of Reasonable Force Policy**

Introduction:

Guidance issued by the DfE in 2013 states: 'Schools can use reasonable force to:
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.'

Deciding if use of force would be appropriate:

Decisions on the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Staff need to make the clearest possible judgements about:
- seriousness of the incident, assessed by effect of the injury, damage or disorder
- potential for injury, damage or disorder
- the relative risks associated with physical intervention compared with using other strategies.

School Guidance:
1. Only to be used as a last resort where all other courses of action have failed.
2. In such situations only reasonable minimum force must be used and only if:
   - The member of staff is acting to prevent serious injury to the student or others.
   - The member of staff is acting to prevent serious damage to property.
   - The member of staff is acting in self-defence.
3. Staff should be absolutely clear in their minds that the situation is an emergency, with potential consequences of serious injury to one or more participants, or serious damage to property if immediate action is not taken.
4. Physical force should never be used to deal with disruptive children or as part of behaviour management, except in the extreme and particular circumstances outlined above.
5. Particular attention must be given to the age, understanding, difficulties or emotional state of the child involved.
6. The child should be warned quietly but clearly and firmly, of the likelihood of reasonable minimum force being used

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 35 of 40

Recording and reporting incidents:

It is essential that where any degree of force has been used a proper record is kept. This will prevent misunderstanding or misinterpretation of an incident and provide a record for any future enquiry. All written records should consider the following points:

- Did the incident cause injury or distress to a child or member of staff?
- Even though there was no apparent injury or distress was the incident sufficiently serious in its own right to require a written record? Any use of a restrictive hold would fall into this category.
- Is a written record needed to be able to justify the use of force?
- Is a record needed to help identify patterns in the child's behaviour?
- Were other agencies involved such as the police?

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 36 of 40

Appendix 5 – Technology acceptable use agreement for pupils

Vision Academy Learning Trust understands the benefits technology can have on enhancing the curriculum and pupils' learning; however, we must ensure that pupils respect school property and use technology appropriately. To achieve this, we have created this acceptable use agreement which outlines our expectations of pupils when using technology, whether this is on personal or school devices and on or off the school premises.

Please read this document carefully and sign below to accept that you agree to the terms outlined.

User Accounts
- Pupil accounts are to be used by the assigned user / group for school related and educational purposes, personal professional development and careers purposes only.
- Accessing or attempting to access another user's account is strictly prohibited.
- Pupils are required to take all necessary precautions to keep their account secure and must not share their personal account or password with others.

Use of Technology
- Pupils will only use Trust systems and devices that they have been given permission to access.
- Pupils must adhere to the online safety guidelines they have been taught.
- Pupils must not store or use personal data relating to a pupil or staff member for non-school related activities on Trust systems and devices.
- At school, during school hours pupils must only use the internet for school related activities.
- Pupils must not attempt to download and run or install additional software on school owned devices.
- Pupils must delete emails from unknown senders without opening them and must not open any email attachments or links they contain.
- Pupils must behave responsibly and not interfere with teaching and learning whilst using Trust systems and devices.
- Trust systems and devices are subject to UK law. Pupils must not use the systems to upload, download, use, retain, distribute, create or access any electronic materials which:
    o May constitute a threat, bullying or harassment,
    o May be slanderous, abusive, indecent, obscene, racist, illegal or offensive.
    o May be a breach of copyright and/or licence provisions
    o Might gain access to restricted or unauthorised areas of the system and/or network, website or other hacking activities
- Pupils must not use the Trust systems for mass unsolicited mailings, commercial activity or the dissemination of junk mail, viruses or malware.
- Pupils must not attempt to "hack" or gain access to permissions, resources or systems that they are not permitted to access.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 37 of 40

Personal Devices

- Direct connection to Trust networks of devices not supplied by the Trust is not permitted.
  - o Pupils with permission to use a personal device, such as a laptop must connect to the guest Wi-Fi network at the school. Please speak to an ICT Technician for assistance.
- Personal mobile devices, such as mobile phones, tablets and media players must not be used on the school site and pupils must adhere to the school's mobile phone rules.
- Personal devices must not be used to record images/audio of other students or staff.

Social Media

- Pupils will not use Trust devices to access personal social networking platforms
- Pupils must not communicate or attempt to communicate with staff members over personal social networking platforms or email.
- Pupils must not accept or send 'friend' or 'follow' requests from or to any staff member over personal social networking platforms
- Pupils must not publish any comments or posts about the school on any social networking platforms or websites which may affect the school's reputation.
- Pupils must not post or upload any defamatory, objectionable, copyright-infringing or private material, including images and videos of pupils, staff or parents, on any online website or platform.

Reporting Misuse

- Pupils will ensure that they report misuse or breaches of this agreement by pupils or staff members by means of the school's reporting procedure
- Violations will be dealt with in line with the relevant policy e.g. Behavioural Policy or Child Protection and Safeguarding Policy

Agreement

I understand that my use of Trust systems and devices including the internet will be monitored. I acknowledge that I have read and understood these terms and ensure that I will abide by each principle.

Name of pupil:	
Class:	
Signed:	
Date:	

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 38 of 40

Appendix 6– Technology acceptable use agreement for staff, governors, volunteers and guests

Vision Academy Learning Trust understands the benefits technology can have on enhancing the curriculum and pupils' learning; however, we must ensure that staff, governors, volunteers and guests use technology appropriately.

To achieve this, we have created this acceptable use agreement which outlines our expectations for staff when using technology, whether this is on personal or school devices and on or off the school premises.

Please read this document carefully and sign below to accept that you agree to the terms outlined below.

Definitions
- Staff – Used to refer to all staff, governors, volunteers and guests
- Technology – Used to refer to all technological devices and systems

User Accounts
- User accounts are to be used by the assigned user / group for school related and educational purposes, personal professional development and careers purposes only.
- Accessing or attempting to access another user's account is strictly prohibited.
- Staff are required to take all necessary precautions to keep their account secure and must not share their account or password with others.

Use of Technology
- Staff will only use Trust systems and devices that they have been given permission to access.
- Staff will only use their assigned email accounts for official purposes.
- Staff will not use personal email accounts to send and receive personal data or information
- Staff will not share sensitive personal data with any other staff, pupils or third parties unless explicit consent has been received.
- Staff will ensure that any personal data is stored in line with the UK GDPR.
- Staff must delete emails from unknown senders without opening them and must not open any email attachments or links they contain.
- During school hours staff must only use the internet for school related activities.
- Staff must not attempt to download and run or install additional software on school owned devices.
- Staff will only store data on removable media or other technological devices that have been encrypted or suitably pseudonymised.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 39 of 40

- Trust systems and devices are subject to UK law. Staff must not use the systems to upload, download, use, retain, distribute, create or access any electronic materials which:
  - May constitute a threat, bullying or harassment,
  - May be slanderous, abusive, indecent, obscene, racist, illegal or offensive.
  - May be a breach of copyright and/or licence provisions
  - Might gain access to restricted or unauthorised areas of the system and/or network, website or other hacking activities
- Staff must not use the Trust systems for mass unsolicited mailings, commercial activity or the dissemination of junk mail, viruses or malware.
- Staff must not attempt to gain access to permissions, resources or systems that they are not permitted to access.

Personal Devices
- Staff will ensure that personal mobile devices are either switched off or set to silent/discrete mode during school hours, and will only make or receive calls in locations appropriate to do so.
- Staff will not use personal mobile devices to take photographs or videos of pupils or staff
- Direct connection to Trust networks of devices not supplied by the Trust is not permitted.
  - Personal devices, such as a laptop must connect to the guest Wi-Fi network at the school. Please speak to an ICT Technician for assistance.
- Staff will ensure that any school data stored on personal mobile devices is encrypted and/or pseudonymised.
- By adding school accounts to a personal device, staff consent to Mobile Device Management, giving permission for the school to erase and wipe data off the device if it is reported lost or as part of exit procedures.

Web and Social Media
- Staff representing the school online on websites or via school social media accounts will express neutral opinions and will not disclose any confidential information regarding the school, or any information that may affect its reputability.
- Staff will not communicate with pupils or parents over personal social networking sites or email. Contact with pupils or parents will be done through authorised channels.
- Staff must not accept or send 'friend' or 'follow' requests from or to any pupils or parents over personal social networking platforms
- Staff will ensure that they apply appropriate privacy settings to any social networking sites.
- Staff must not publish any comments or posts about the school on any social networking platforms or websites which may affect the school's reputation.

School Behaviour Policy
PUBLIC

Document Control
Reference: EGG-023
Issue No: 2
Issue Date: Sept 23
Page: 40 of 40

- Staff must not post or upload any defamatory, objectionable, copyright-infringing or private material, including images and videos of pupils, staff or parents, on any online website or platform.
- In line with the above, staff will only post images or videos of pupils, staff or parents for the activities for which consent has been sought.

Training
- Staff will ensure they participate in any online safety training offered to me, and will remain up-to-date with current developments in social media and the internet as practical.
- Staff will ensure they employ methods of good practice and act as a role model for pupils when using technology.

Reporting Misuse
- Staff will ensure that they adhere to any responsibility they have for monitoring pupils use of technology.
- Staff will ensure that they report misuse or breaches of this agreement by pupils or staff members by means of the school's reporting procedure
- Staff understand that violations to this agreement will be dealt with in line with the relevant policy and that disciplinary action may be taken in accordance with the Disciplinary Policy and Procedures.

Agreement
I understand that my use of Trust systems and devices including the internet will be monitored. I acknowledge that I have read and understood these terms and ensure that I will abide by each principle.

Name	
Signed:	
Date:	