THE HESSLE ACADEMY
Hessle High School & Sixth Form College
Behaviour Policy

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Owner: Deputy Headteacher –Pastoral

1. Statement of intent

Positive attitudes to learning, supported by high standards of behaviour, are fundamental expectations of all members of Hessle High School and Sixth Form College (hereafter 'Hessle'). **Two of our core Academy values - Respect and Kindness - are at the heart of this ethos** and all members of our community (staff, parents/carers and students) are expected to model and demonstrate these values.

Central to securing this culture is a clear behaviour and discipline system that **rewards positive behaviours**. At Hessle, positive behaviours are consistently promoted, recognised and celebrated. Behind this is the shared belief that all individuals respond positively to recognition and reward and through this are motivated to replicate and further develop these qualities.

2. Aims and Key Principles

2.1. This policy aims to:

- Ensure all **students feel valued and safe in the school,** enabling them to learn and to succeed to the best of their ability.
- Build and **reinforce a set of expectations and positive behaviours**, in the form of Positive Discipline.
- Outline how young people are expected to behave.
- Define what we consider to be unacceptable behaviour.
- Ensure each **student's efforts are recognised and rewarded** consistently.
- Encourage a **consistent approach to behaviour management** that is understood by all members of the Hessle community and further develops partnerships with home.
- To help reduce the likelihood of behavioral issues related to social, emotional, or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient.

2.2. Clear and simple key principles underpin The Positive Discipline Behaviour Policy. These key principles are:

- Staff and students will have a **mutual respect and tolerance for each other** with good manners and respect being at the heart of our relationships.
- **Staff will give instructions clearly, calmly and consistently** and will ensure that these have been understood by students.
- **Students will respond to instructions, first time, every time.**
- Use of praise and rewards is recognised as an important motivating factor. Work, effort, participation and responsibilities deemed to meet or exceed expectations will be recognised.
- All students will be recognised for their positive behaviours regardless of need or ability.
- A proactive rather than reactive approach to behaviour management will be used to anticipate and prevent future problems.

- Inappropriate behaviour will be dealt with firmly, fairly, consistently and transparently by all staff and at all levels.
- Early intervention is key to preventing behaviour impacting on the learning of the young person and that of others.
- Sanctions will be used to address behaviours that don't meet expectations.
- Parents/carers will be involved at an early stage regarding any concerns.

3. Legislation and statutory requirements

3.1. This policy has due regard to relevant legislation and guidance, including, but not limited to the following:
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- Searching, screening and confiscation at school
- Supporting pupils with medical conditions at school
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- The Special Educational Needs and Disability (SEND) Code of Practice

3.2. This policy will be implemented in conjunction with Academy and Trust policies including, but not limited to, the following:
- Anti - Bullying Policy
- Academy Uniform Policy
- Blended Learning Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure Policy
- Drugs and Alcohol Policy (Learners, Staff and Visitors)
- Exclusion Policy
- Positive Handling Policy
- Quality of Education Policy
- Searching and Confiscations Policy
- SEND Policy
- Smoke Free Policy

4. Roles and Responsibilities

4.1. The Local Governing Body

The Local Governing Body is responsible for monitoring the effectiveness of the academy's Positive Discipline Behaviour Policy and for holding the Headteacher to account for its implementation.

4.2. The Senior Leadership Team

- The Headteacher is responsible for approving the Positive Discipline Behaviour Policy and for designating a member of the Senior Leadership Team (SLT) to lead behaviour and pastoral care in the school.
- The member of the SLT leading behaviour and pastoral care will;
  - o Lead Positive Discipline and promote a positive, respectful climate in the academy.
  - o Lead staff to recognise and reward positives and to deal effectively with poor behaviour.
  - o Review and provide Continued Professional Development and Learning (CPDL) on positive behaviour management and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
  - o Lead the Mental Health support and promote an inclusive approach for young people with mental health difficulties.
  - o Review and provide information and support for staff in the management of young people with mental health difficulties.
- SLT will support staff in encouraging positive behaviour and support fully the implementation of Positive Discipline.

4.3. Heads of Year and Assistant Heads of Year

The Head of Year (HOY) will:

- Visibly promote and model the Academy Values, ensuring that all methods of communication promote respect and kindness towards others.
- Create a culture in line with the Academy's published mission, values and goals.
- Recognise and reward success, effort, resilience and the qualities encapsulated within the Academy Values.
- Take a proactive approach to managing behaviour, making full use of available data to plan and implement early intervention strategies
- Lead and support the AHOY to secure the highest standards of behaviour, reinforcing Academy policies including the Positive Discipline and anti-bullying policies.

The Assistant Head of Year (AHOY) will:

- Secure the highest standards in behaviour and safety for all students in the year group, consistently implementing and upholding Positive Discipline.
- Act as the primary point of contact for parents / carers and external agencies.
- Liaise closely with the SENDCO and wider pastoral team.
- Make full use of Positive Discipline behaviour data to enable needs to be met.
- Work collaboratively and liaise with members of SLT to uphold the highest standards of behaviour.
- Work collaboratively with class teachers and Heads of Department / Faculty to secure the best classroom behaviour.

4.4. Heads of Department (HODs) will:

- Promote Positive Discipline and monitor data to ensure consistency within their teams.
- Implement a Department Isolation timetable and ensure that staff provide appropriate work for students when in Department Isolation, Internal Exclusion and the Reflection Room.
- Utilise and monitor Department Reports as required.

4.5. All TLR post-holders will:

- Support HODs and other leaders to ensure Positive Discipline operates effectively.

4.6. Teaching Staff

Good quality teaching and learning is essential to engage all young people and reduce opportunities for disruption, including low-level disruption. Teachers and other adults will follow the classroom routines set out below:

- Model positive behaviour and consistently apply the Positive Discipline Behaviour Policy to reward and sanction
- Welcome students at the door of the classrooms
- Ensure that students are correctly dressed in school uniform
- Establish and maintain clear routines and whole Academy expectations
- Establish a purposeful learning environment at the outset through the first activity
- Communicate behaviour expectations with non-verbal cues in the first instances (e.g. gestures, body language and movement)
- Highlight, promote and reward good behaviour
- Use positive reinforcement to address negative behaviour
- Establish a seating plan and ensure this is followed
- Conclude the lesson positively and ensure that students are ready to go to their next lesson, including that they are wearing the correct uniform
- Plan effectively for the individual needs of each young person
- Start and end the lesson promptly
- Record rewards and sanctions in the Planner and on Class Charts and CPOMS where appropriate.
- Hold restorative sessions to repair broken relationships with young people.

Teaching Assistants and Support Staff are expected to:
- Model positive behaviour.
- Support Positive Discipline consistently.

4.7. Parents/Carers

Parents/Carers are expected to:
- Support their child in adhering to the Code of Conduct for Positive Discipline.
- Inform the academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioral concerns with the Head of Year, Assistant Head of Year or class teacher.

5. **Academy Values and the Code of Conduct**

Young people are expected to follow the Academy Values in all that they do. These can be demonstrated through the school Code of Conduct below.

Hessle learners are proud to be recognised for following our values:		
Respect	**Resilience**	**Aspiration**
We respect ourselves; each other, our diverse community and our environment	**We are determined**, do not give up when things get tough. We persevere and know that learning is often hard, but we know that it will be worth it.	**We aim high;** we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.
We are **respectful and safe** – we respect our school environment, equipment and all people **We follow instructions when given the first time** We **listen, respond politely** and ensure **mobile phones and headphones are never seen**	We act with courage – we give **100% effort**, **do our best** and **never give up** We are determined – we value and **respond positively to feedback** and act **to improve further**	We hold each other to account for our actions. We **learn** about and consider the **best career options** for me We **aspire** to continually learn and aspire to equip ourselves with the skills to achieve.
Hessle learners are proud to be recognised for following our values:		
Responsibility	**Integrity**	**Kindness**

We take responsibility for our own actions; equally we are not blamed when we make mistakes. We see mistakes as an opportunity to do better next time.	We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.	We treat each other with kindness, courtesy and have good manners.
We aim to be the best we can be, always focusing on learning and responding first time every time We wear our uniform correctly and with pride at all times We take responsibility for our actions	We are always punctual, equipped and prepared to learn We do the right thing and make the right choices even when no one is watching.	We value friendship, equality and kindness – we don't tolerate bullying or discrimination We use good manners when speaking to others

6. Recording and Monitoring

6.1. Class Charts Protocols

Class Charts is central to the success of the Positive Discipline Behaviour Policy. The online system is:

- Where all House Points are collected and recorded
- Where all comments (which trigger sanctions) are recorded

6.2. Monitoring Positive Discipline

- **Tutor Monitoring** - In tutor time the Tutor will review behaviour and rewards and discuss any issues with tutees. Tutors are expected to monitor behaviour and rewards each week. Tutors will typically award up to five House Points per week for the following: Punctuality, Attendance, Uniform, Equipment, No warnings
- **Head of Year Monitoring** – HOY will monitor the recording of behaviour rewards and sanctions and intervene accordingly in line with the school's Monitoring and Evaluation protocols.

6.3. The Student Planner

- Central to the success of the behaviour policy is the Student Planner, which forms the centre of communication between school and parents/carers and provides immediate feedback on a student's attitude to learning.
- At the beginning of each lesson, students take out their planner and place it on the desk. Students who have not brought their planner should collect a replacement 'pink sheet' from the student services office. This will act as a replacement for the day and should be returned at the end of the day. Students who forget their planner on several occasions will be placed in detention.
- Tutor Monitoring of Planner - Within school, student planners will be monitored each week by the student's tutor. Tutors are expected to;
- Check that students have their planners or a pink replacement sheet each day
- Check that the planner is free from graffiti and is being kept in a tidy manner
- Check that homework details are being recorded in sufficient detail
- Ensure that, whenever they occur, comments made in the student planner by other members of staff are responded to in the appropriate way
- Ensure that, whenever they occur, comments made in the Student Planner by parents are responded to in the appropriate way
- Monitor the awarding of positive stamps or written warnings

7. Positive Discipline – Rewards

7.1. The positive acknowledgement of good behaviour lies at the heart of The Positive Discipline Behaviour Policy. Staff will routinely recognise, praise and reward young people in lessons and around the academy for demonstrating Respect, Resilience, Aspiration, Responsibility,

Integrity & Kindness.

7.2. Rewards build progressively and include:
- House Points awarded by subject teachers, tutors and all staff
- Centrally generated incremental Awards for reaching specified numbers of House Points
- Senior Leadership Team recognition
- Awards assemblies and events

7.3. House Points
- House Points are the foundation of the formal rewards system
- All staff have access to Class Charts to award House Points.
- House Points can be awarded to all young people regardless of age, ability or gender when they demonstrate the attributes associated with the school values.
- House Points can be awarded both within and beyond the classroom, offering flexibility to reward young people whenever positive behaviour is witnessed
- A maximum of 3 House Points can be awarded in one lesson
- Students have many opportunities to demonstrate positive behaviours around the school that are linked to the Academy Values (see Appendix 1)
- The rewards hierarchy ensures that all students have the motivation and incentive to achieve recognition for your behaviour. This can be found in Appendix 2.

7.4. Postcards
- Postcards can be awarded by staff in a Department in recognition of a student who has gone above and beyond in their effort.
- Postcards are sent home through the House System to celebrate success and demonstration of school values.

8. Positive Discipline - Behaviour Management

8.1. Managing Behaviour
- It is expected that most students will follow our school values and expectations.
- Members of staff should always check SEND information including Learner Support Plan (LSP), as well as any Individual Behaviour Plan (IBP) or Pastoral Support Plans (PSP). These will indicate additional strategies that have been identified for working with an individual student.
- Where a student has a recognised need that requires reasonable adjustments to be made this will be considered. It is essential that a consistent approach is applied.
- Unfortunately, there are times when inappropriate behaviour is exhibited. When a student falls short of expectations the identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

8.2. Behaviour Stages
- If a student fails to respond to direction from the teacher, the teacher should implement a series of consequences.
- When applying a consequence, teachers should focus on the behaviour and not the individual. For example, *'your behaviour is preventing you from learning'*. Staff will also state a clear reason why a consequence has been given. There should be no need for confrontation. Students who challenge staff inappropriately will automatically move to the next consequence up.
- A student will always start a lesson with a 'clean slate'. Restoring the working relationship and placing the emphasis back onto rewarding their positive behaviour is important. However, this does not mean that any strategy that has been put in place to support behaviour is ignored. For example, if a member of staff has moved a student within the room then they remain in that seat for as many lessons as the member of staff deems necessary.
- Maintaining a calm and consistent approach is vital and in certain cases returning to deal with a student at a later stage will be beneficial to both parties. This will provide

an opportunity for staff to examine their approach and perhaps seek advice from their Head of Department or Head of Year. It is very important that matters are brought to an agreed outcome and students sense the 'certainty' that staff are determined to achieve high standards of work and behaviour.

- Examples of consequences and the type of behaviour that may warrant each sanction can be found in Appendix 3.

9. The Consequence System

9.1. In each lesson, there is a hierarchy of consequences (see Appendix 7) intended to address negative behaviours and restore a purposeful learning environment. The central element of this is a sequence of written warnings. At all times the intention of the written warning is to minimise low-level disruption and unacceptable behaviour and to encourage each student to have a positive attitude to learning and to respect the needs of everyone in the classroom.

9.2. Positive reminder: on entering the classroom, the teacher should remind students of positive actions that will serve to make a swift start to the lesson. E.g. settle down, sit down, take planners out etc.

9.3. The teacher should seek to promote positive behaviours using positive statements, gestures, movement and gentle reminders. These may include;

9.4. Praise for students that are making the correct choice e.g. *"well done to those that have already got their planners on their desks"*

9.5. Indicating to a student or group of students that they need to make a behavioural choice e.g. *"I am just waiting for the middle row to put their pens down"*

9.6. Issuing a reminder to an individual student that their actions now need to be changed e.g. *"Ashley, the rest of the class are now waiting for you to turn around"*

9.7. Avoiding negative language: The consistent and positive use of these techniques will be highly effective in securing positive classroom behaviour. The teacher should maintain a calm manner and never make reference to any previously poor behaviour. Examples that should be avoided are comments such as:

- *"I have to tell you every week to sit down and get on with your work"*
- *"You're not going to misbehave again like you did last week"*

The Consequence Hierarchy

- **Consequence 1 (C1) Verbal Warning:**
  - o It is anticipated that some students will receive occasional verbal warnings.
  - o At any stage in the lesson, if a student has displayed behaviours that the teacher deems to be inappropriate, the teacher will clearly state that the student has been given a C1.
  - o The teacher will take the student's planner and place it on the teacher's desk. There will be no written warning given at this stage.
  - o A C1 may be given for incidents such as; failure to complete work, distracting others, speaking while the teacher is speaking, misuse of equipment or any other incident deemed appropriate by the teacher.
  - o A C1 is likely to be given after whole-class reminders and instructions have already been given and not followed by the student to whom the C1 is being given
- **Consequence 2 (C2) Written Warning:**
  - o A C2 may be given as a follow up to a C1, if the same student continues to display negative behaviour. This could be for continuing the same behaviour that resulted in a C1 or another behaviour type.
  - o In addition, the teacher may decide that a single instance of negative behaviour warrants a C2. In this instance, the teacher writes a written warning in the student's planner, stating the date, a brief description of the incident and the

teacher's initials.
- o The teacher will then also log this incident on SIMS for future reference.
- **Consequence 3 (C3) Detention, Second Written Warning:**
  - o A C3 may be given as a follow up to a C2, if the same student continues to display negative behaviour. This could be for continuing the same behaviour that resulted in a C2 or another behaviour type.
  - o In addition, the teacher may decide that a single instance of negative behaviour warrants a C3. In this instance, the teacher writes a further written warning in the student's planner, stating the date, a brief description of the incident and the teacher's initials.
  - o The teacher will then also log this incident on Classcharts for future reference and will set a 30-minute detention which will take place with the teacher after school at the first available opportunity.

The first three stages are very much seen as classroom-based strategies, and it may well be desirable to relocate the student within the classroom to prevent further escalation.

- **Consequence 4 (C4) Departmental Isolation:**
  - o At this stage, the behaviour is deemed to be persistent and, despite three clear warnings, the student has chosen not to respond to these warnings. The teacher will now need to take further action to maintain classroom behaviour standards.
  - o A C4 may be given as a follow up to a C3, if the same student continues to display negative behaviour. This could be for continuing the same behaviour that resulted in a C3 or another behaviour type.
  - o In addition, the teacher may decide that a single instance of negative behaviour warrants a C4. In this instance, the teacher writes a further written warning in the student's planner, stating the date, a brief description of the incident and the teacher's initials.
  - o The teacher will then log this incident on Classcharts for future reference and will also request the student to go to another classroom within the department for the remainder of the lesson.
  - o A 60-minute detention will be set which will take place within the central detention room after school at the first available opportunity.
  - o Each Department (or group of Departments if appropriate) will produce an **isolation timetable** which provides an appropriate room to accommodate students who are given a C4. The student will bring work with them and will work in silence. The incentive is for the student not to escalate his or her defiance and the removal can be seen as a management tool to give both parties time to calm down.
  - o Should any student refuse to go to the departmental isolation, this will be seen as defiance, resulting in the student being sent to the Internal Exclusion Room (IE). A C4 one-hour detention will take place after the incident and a restorative discussion will take place during the detention as part of the reintegration process. **C4 Department Isolation is not a "fire and forget" solution.** The process is concluded only when the student is reintegrated into the class.

- **Consequence 5 (C5) SLT Isolation:**
  - o A C5 may be given as a follow up to a C4, if the same student continues to display negative behaviour. This could be for continuing the same behaviour that resulted in a C4 or another behaviour type.
  - o In addition, the teacher may decide that a single instance of negative behaviour warrants a C5. This is likely to be for an act of violence and/or threatening behaviour or defiance towards the teacher. In this instance, the teacher may use the 'red card' for immediate SLT Intervention.
  - o The teacher alerts student services through Class Charts. The student will then

be removed to the Internal Exclusion Room (IE) until further investigation of the incident can take place. Parents/Carers will be contacted, and the student will then spend the next day in IE, which will include a 30-minute detention after school on the same day.
  - o The consequence of a C5 will depend upon the incident but may involve a further period in IE or a period of Fixed Term Suspension. This will also result in a 1hr C5 detention

10. **Internal Exclusion Room (IE)**
  - Following incidents of inappropriate behaviour in lessons or during unstructured time, students may be removed from normal lessons for a set period and placed in the Internal Exclusion Room (IE).
  - IE allows students a period of reflection time to consider their choices in terms of behaviour and the implication of their behaviour both to themselves and other members of the school community. Students will be given appropriate work to do during the period spent in the IE Room and supported by the IE Manager.
  - In normal circumstances, students will spend break and lunch in the IE room and will not be allowed to socialise with other students. Isolated students must not be sent to collect work. Students placed in IE arriving late without good reason will make up time the following day. Students working in isolation will have placed their planner on the desk and will follow, as closely as possible, their normal timetable with work being provided for each lesson.
  - Normal behaviour and rewards policies will apply whilst students are in IE. Students will receive stamps for positive work and written warnings for poor behaviours. Warnings include talking, refusal to engage in work, distracting other students etc. After several warnings in IE a member of SLT may be called to speak to the student and, if available, parents will be contacted to provide the student with every support to choose more positive behaviours. It must be stressed that the sanction of IE, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction. The period in IE will end when the key staff involved agree that matters have been resolved

10.1. **Alternatives to IE Room:**
  - It is important that the sanction of being in Internal Exclusion (IE) provides all students with the opportunity to reflect on their behaviours and to demonstrate that they can work effectively and appropriately whilst isolated from their peers. This policy recognises that the ability of students to do this may be affected by a range of other emotional needs. Therefore, the application of the IE sanction may be adjusted to meet the needs of the student whilst still being an appropriate sanction. This might include:
    - o The student being isolated to other areas of the school (E.g. LEAP area, Students Services office, Headteacher's office)
    - o The student may be provided with a 'break' in IE enabling them to leave the room, whilst supervised, for a limited period.
  - The choice of whether to make the above adjustments is at the discretion of staff and will not be required, nor permitted for all students.

11. **Written Warnings**
  11.1. It is important that students have an incentive to improve their behaviour. Therefore, there must be a sanction for students who accrue several written warnings during a week but do not reach the threshold for further sanction (C3 etc). Therefore, sanctions are issued when students reach 6 or 8 Written Warnings in a week:
    - Six Written Warnings (6WW) Detention - When a student reaches his/her sixth written warning, they will be given a 60-minute detention which will take place in the central detention room after school at the first available opportunity. The teacher giving the 6th written warning will log this on Classcharts and a detention will be allocated.

- Eight Written Warnings (8WW) Isolation - When a student reaches his/her eighth written warning, they will spend the next day in the Internal Exclusion Area, which will include a 60-minute detention after school on the same day.

12. Detentions

12.1. A formal detention must be approached as an opportunity to support the student in making better choices in terms of their behaviour and attitude. If viewed as simply a punishment it is unlikely to result in a positive outcome. All detentions must also include a restorative discussion and staff may need to seek advice from their HOD or HOY before meeting with the student.

- Detentions will run on Mondays to Fridays between 3.00-4.15pm depending on the length of time of the detention.
- Students who fail to attend an allocated detention will receive a further consequence - a detention of additional time up to a 75-minute SLT detention. Failure to attend an SLT detention or a re-arranged C4 will result in a day in IE the next day.
- Teaching staff from Period 5 will accompany students to any centralised detentions in the LEAP area.
  - Short interviews of up to ten minutes can be arranged at the end of any school session without notice (unless students catch the school bus) but, for longer than that, staff must inform parents 24 hours in advance.
  - Students who are bussed into school are not exempt from after school detentions when parents have had 24 hours' notice.
  - Parents will also receive a phone call or message from the class teacher, Head of Department or student services team in all cases to notify them of their child's detention.
  - If a student receives two C4 consequences, they will be required to complete an additional 1 hour after school detention. If a student fails to attend a C4 detention without good reason and/or prior notification they will receive a re-arranged C4 detention. Should they miss this, they will receive one day in internal exclusion and will still be required to sit the missed detention.

13. Behaviour Management Outside of the Classroom

13.1. High standards of behaviour are also expected outside the classroom; for example, on corridors and in the school canteen. All students are expected to be polite, courteous, and respectful to everyone on the site and to comply with reasonable requests or instructions made by staff on the first time of asking.

13.2. Students are expected to have regard for their own safety and that of others. We operate a Positive stamp system in the student planner to encourage positive behaviour around the site. Students accrue negatives (written warnings) for not meeting expectations and positives for going above and beyond normal expectations.

13.3. In most cases, verbal reminders and/or written warnings may be sufficient to correct student behaviour. However, it may sometimes be necessary for a more formal sanction to be given. These may include:

- A student may be given lunchtime isolation for poor behaviour during unstructured time. This will result in a fifteen-minute period of 'detention' at lunchtimes. The student can use this time reflect on his/her behaviour choice. The students will always be released from lunchtime isolation in sufficient time to purchase and eat lunch.
- Due to poor behaviour in the canteen such as littering, queue jumping or other behaviour that may disturb the lunch break of other students, a sanction such as a canteen ban may be given for a period of time. The student will then not be allowed to use the canteen for social purposes during the ban but will still be given sufficient time to purchase and eat lunch during the lunch break.

14. Behaviour Management in the Community and on the School Bus

14.1. A student's behaviour outside the school but whilst representing the school, is still subject to this Positive Discipline Behaviour Policy. For example, when taking part in a school trip, visit, sporting event or other performance or any other activity where students may be deemed to be under the care and supervision of staff. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in the school.

14.2. For behaviour outside the school but not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body, or where it could:

- have repercussions for the orderly running of the academy
- pose a threat to other young people or members of the public
- could adversely affect the reputation of the academy.

14.3. If a student's behaviour in the immediate vicinity of the school or on a journey to and from the academy is poor and meets the criteria for suspension, then the Headteacher may decide to do so. This is also included in the criteria for permanent exclusion. Incidents of cyber-bullying or other online behaviours that clearly impact on the welfare and safety of young people and staff do come under the remit of 'Off-site Behaviour'.

14.4. Students that use the school buses are also subject to the Positive Discipline Behaviour Policy whilst making their journeys. In addition, all students must sign the School Bus Code of Conduct and abide by its terms. Where it is deemed appropriate, staff may decide to ban students from using the school bus for a fixed period or permanently and it will be the responsibility of the student and parents/carers to ensure that the student has alternative modes of transports to school.

15. Escalating Behaviour Management - Support Strategies

15.1. There will be times when the routine and daily operation of the positive discipline policy fails to correct the behaviours of a student. At that point, school leaders will formulate a bespoke plan to support the student. The application of this will be determined by staff who know the student well, including Head of Year, SENDCo (where appropriate) and senior leaders.

15.2. Support Strategies – these may include:

- production of a Student Support Plan
- Head of Year, Department or SLT Report
- case conference of subject teachers
- advice for staff from senior leaders/HOY/SENDco
- work placements
- flexible timetable
- Pastoral support Plan

15.3. Parents will be informed of the strategies employed and be an integral part of the process.

15.4. Where a student has an EHCP or is subject to additional learning support the strategies discussed will be found on the EHCP.

15.5. Involvement of outside agencies - Where success at the above stage is below expectations or extreme behaviours are evident, the involvement of outside agencies may be requested. These may include (this is not an exhaustive list):

- Educational Psychologist
- Emotional Welfare Support Staff
- Social Services
- CAMHS
- Prevention Education Team (PET)
- Child Psychological WellBeing Practitioners
- SMASH Programme
- TCAT Mental Health Worker
- School Nurse

16. Escalating Behaviour Management - Further Sanctions

16.1. There will be times when the routine and daily operation of the positive discipline policy fails to correct the behaviours of a student and strategies to support students are either not appropriate or have not been effective. In these instances, further sanctions may be applied to change the behaviour choices of the student concerned. These may include:

16.2. Extended periods of Internal exclusion - this would involve an extended period of isolation from other students. This may take place in school or at one of the Trust academies.

16.3. Fixed Term Suspension (FTS) - Suspensions are used in the case of severe one-off incident or for persistently poor behaviour. The response allows the school to:

- highlight to all concerned the unacceptable nature of the behaviour
- create time to work with the student and parents/carers and relevant outside agencies, where necessary, to improve future behaviour and attitudes to learning.

16.4. Following a suspension, a **Return to School meeting** will take place between the student, parent/carer and a senior member of staff. This meeting will enable a discussion of the support that the school is able to provide to ensure that behaviour improves. This will be recorded on the Return to School Agreement. The student will also make a commitment to improve behaviour and this will also be recorded on the Return to School Agreement. A student cannot return to school following an exclusion without the satisfactory completion of the Return to School Meeting

16.5. Repeated Suspensions (Refer to exclusion policy) - Where a student has been issued with repeated suspensions, subsequent return to school meetings may also include the Headteacher and/or a member of the Governing Body. This serves to make clear that continued poor behaviour will not be tolerated and that, ultimately, a Permanent Exclusion may be applied. The presence of the Headteacher and Governor also provides a parent/carer or the student with the opportunity to seek any further additional support that has so far not been requested or available.

16.6. Permanent Exclusion - Permanent exclusion is seen as a last resort when all other strategies have been used without a successful outcome (cumulative exclusion). In addition, occasionally one-off serious incidents may warrant a recommendation to the Board of Governors for Permanent Exclusion.

16.7. The Consortium Trust Exclusion Policy should be referred to for further information.

17. Use of Off-Site Direction (OSD), Managed Moves (MM) and Alternative Provision (AP)

17.1. There will be times when internal strategies have failed to be effective and a period away from the school might be appropriate to enable the student to reflect on her/his choices. This might be delivered through a period of OSD, MM or Alternative Provision.

17.2. Off-Site Direction

- Level 1 – a student spends one to two weeks in another educational setting, after which they return to their 'home' school. Students will not be placed in mainstream lessons.
- Level 2 – a student spends up to twelve weeks in another school, with a six-week review. IF successful, this could become a permanent managed move.
- In the case of L1 and L2 OSD, it is the school's decision to place a student on this. Although parental support will be encouraged, it is not necessary for parents and student to agree to these options.

17.3. Level 3 Managed Move – under exceptional circumstances, it may be appropriate to support a student with a permanent move to another school. Parents will be fully involved in the decision to do this.

17.4. Alternative Provision – In some cases, it may be necessary for a student to be provided with an alternative place of education to provide a period of reflection and/or support. These may take the form of a Commissioned Placement (Year 10 & 11 only); home tuition; Short Stay provision. Any decision made in this regard will be done with the cooperation of parents/carers.

18. Behaviour Management – Other

18.1. Malicious allegations

- Where a young person makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the young person in accordance with this policy.
- The Headteacher will also consider the pastoral needs of staff accused of misconduct.

18.2. Physical restraint

- In some circumstances, staff may use reasonable force to restrain a young person 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
  - The school's physical restraints policy should also be referred

18.3. The Power to Search and Confiscate

- The Headteacher and staff authorised by them have a statutory power to search students and their possessions without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item. (see Appendix 6 for list of prohibited items)
- All searches are conducted in line with the school policy, which follows DfE's guidance.
- Where possible the same gender staff will conduct the search along with a member of student services or senior leadership team.
- Any prohibited items (Appendix 6) found in a young person's possession will be confiscated. These items will not be returned to students.
- We will also confiscate:
- Any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with a member of the SLT and parents, if appropriate.
- Mobile phones that are used in contravention of this policy (see below)

18.4. Mobile Devices

- If a student is using a mobile phone or other electronic device (i.e. headphones) in the main school building (and sports centre) between the hours of 8.15am to 3.30pm it will be confiscated.
- Should a student have their mobile phone visible, or this was to 'go off' in a lesson, the phone will be immediately confiscated and passed to student services team to contact parents.
- The mobile phone will be held in a safe location until the parent/carer can collect it from reception. The incident will be logged on SIMS.
- Our policy states that all phones should be "OFF AND AWAY"
- Should a student refuse to hand their mobile device to a member of staff this will be classed as inappropriate conduct to staff and defiance and a 75-minute detention will be set with a member of SLT. If the defiance is towards a member of SLT, the student will be placed in Internal Exclusion.
- The definition of what constitutes a mobile device is at the discretion of the school
- The use of earphones/headphones are also not permitted in lessons and movement between lessons. If staff choose to allow students to use mobile devices or applications on them to support learning, it is the teacher's responsibility to manage

this entitlement within the confines of this policy in their classroom environment.

- The use of mobile devices and social media is banned in the main building throughout the school day from 8.15-3.30pm. Equally if there is sufficient evidence to suggest that mobile devices or social media are being used for 'poor behaviour' we reserve the right to monitor the social media account via a student's own device. An unwillingness to assist the investigator in their work will result in an assumed guilty judgement by the Senior Staff involved.

18.5. Statements & Harassment and victimisation of student

- The school recognises that the decision to report a concern can be a difficult one to take, not least because of the fear of reprisal from those responsible for the malpractice or from the school as a whole; however, the school will not tolerate any such harassment or victimisation and will take appropriate action to protect students who raise a concern in good faith.
- Any student who victimises or harasses a student as a result of their having raised a concern in accordance with this policy will be dealt with under the school's Behaviour Policy and Procedure.

18.6. Good practice principles

- The school will implement the core whistleblowing principles, as outlined in the 'Freedom to speak up report', to ensure that whistleblowing procedures are fair, clear and consistent.
- The school will implement a **culture of change** by ensuring the following principles are reflected in our ethos and values – there will be a culture:
  - Of safety in the school.
  - Where people feel confident with raising concerns.
  - Free from bullying.
  - Of visible leadership.
  - Of reflective practice.
- By providing a clear procedure for mediating and resolving cases, as outlined in the Procedure section of this policy, the school will ensure that all cases are efficiently handled. This procedure includes:
  - How to raise and report concerns.
  - How investigations will be conducted.
  - How the school will mediate and resolve disputes.
- The school will implement **measures to support good practice** by ensuring adherence to the following principles:
  - Offering relevant training to staff
  - Providing the necessary support to students
  - Being transparent
  - Being accountable
  - Conducting an external review of any concerns raised, where necessary

18.7 Procedure

- When individuals raise their concern, they will include the following information using the statement form below as far as possible:
  - The background and history of the concern
  - Any relevant names, dates and places
  - The reasons for the concern
  - The school encourages individuals to let their identity be known when they raise concerns, as anonymous concerns can be challenging to investigate.
- Once an individual has raised a concern, the school will be responsible for investigating it.
- Statements are taken from students who have been directly involved in, or are witness to, incidents which may occur in or outside of school. Students are expected to give a full and truthful account of any incidents and will be asked to sign and date any statement given. Statements are used to build a clearer context of incidents and allow for staff to make judgments based on the balance of probability. (see Appendix 5 for a

copy of the statement form).

18.8 Harassment

- All our students and staff are entitled to protection from any form of harassment. That means that we do not tolerate any action, comment or written remark which causes distress or offence, this includes using technology to pass messages.
- The sort of comments which might be involved are those which refer to race, colour, gender, sexual orientation, disability or special need, although anything which causes distress or offence is unacceptable.
- In the first instance, issues of alleged harassment between students should be referred to the Head of Year. At this stage the nature of the problem will be fully investigated and discussed with the Assistant Headteacher – Student Welfare.
- In the event of a complaint that is clearly a case of harassment and not, for example, a problem in handling a relationship, the matter will be examined in terms of appropriate action to support the victim and help the individual responsible make better choices in terms of behaviour. This action ranges from counselling the offender about their behaviour to, if the harassment is repeated, the suspension of the offender from the school premises until such time as parents have been consulted and the student undertakes not to continue such behaviour. Such an undertaking, which will be written, signed and filed (on a Behaviour Contract), will entitle the offender to be re-admitted to all the facilities offered by the school. Repeated, willful infringements of the policy will result in intervention by the Board of Governors.
- In cases of alleged harassment, that on further investigation are found to be essentially a peer dispute, the Head of Year will seek to carry out a restorative conference with the students to re-establish good relationships between the individuals concerned.
- A log will be kept of any referrals of alleged harassment. All cases of racial harassment or other forms of discriminatory incident will be recorded, and the outcome of action taken made clear and records overseen by the Assistant Head - Student Welfare. In incidences where the alleged harassment is against the Assistant Headteacher – Student Welfare, this should be directed to the Headteacher. The data will be analysed to enable the Senior Leadership Team and Board of Governors to monitor patterns and trends and intervene with positive impact.

19. Training and Support

- Training and Support will be provided by the Deputy Head - Pastoral and the Assistant Head - Student Welfare
- All new staff, including ECTs and ITTs, will receive training in the Positive Discipline Behaviour Policy; support staff will also be introduced to the policy in a way required by their role. Supply staff will be provided with an overview sheet to enable them to follow school policy. All staff will be briefed on updates to the policy and training opportunities available.
- CPD support is available for all staff. CPD can be provided for individuals or teams as need and request demands. Any member of staff can request additional support through their Line Manager.

20. Monitoring and Evaluation

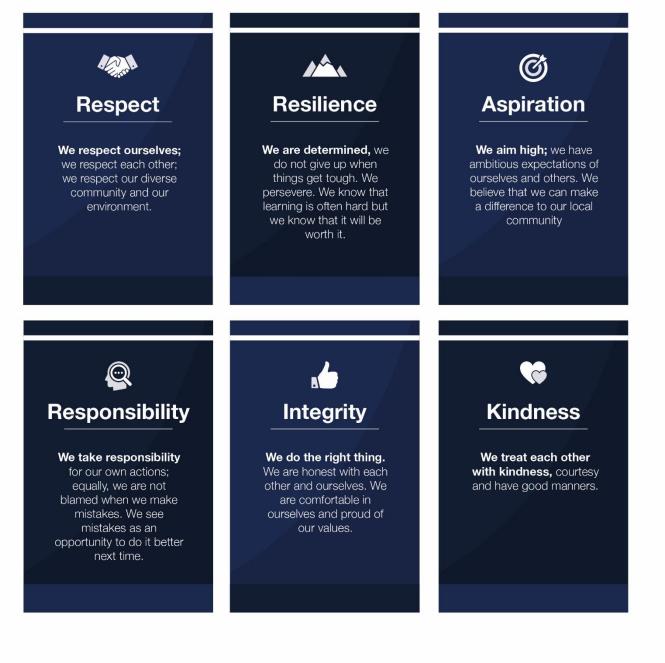- The Assistant Headteacher – Student Welfare will produce data throughout the academic year for the following areas:
  - Fixed Term Suspensions
  - C4 Department Isolations and C5 SLT Interventions
  - Discriminatory incidents (reported)
  - Recorded peer disputes
  - Restorative sessions (recorded)
  - In class behaviour C2/C3 - Low Level Disruption
  - Internal exclusion sessions
  - Recorded bullying incidents

- The above data will be shared with members of the School Leadership Team and given to the Board of Governors on at least three occasions each academic year
- Heads of Year will track the awarding of rewards and sanctions in order to identify trends and where additional support may be required. All intervention provided as a result of such tracking will be supportive. Responses / support for identified staff needs will be bespoke but are likely to include:
- Behaviour management support through further training on Positive Discipline
- Lesson reviews to identify areas for support and coaching
- Tailored support provided or sourced by the academy or the Trust.
- With enthusiasm, commitment and teamwork in its truest sense, consistency is achievable. Should a member of the academy community choose to 'opt out' of the agreed framework, it should be accepted that this would be addressed by a member of the SLT.

Appendix 1:
Opportunities for Student to Demonstrate Academy Values

Start of the Day and Tutor time	**Respect**	• Showing good manners to others at the start of the day, "Good morning" etc. • Treat everyone with respect
	Resilience	• Being determined to have good attendance and punctuality • Showing determination and courage in tutor time
	Aspiration	• Being in school in good time and with good attendance • Arriving in correct uniform and fully equipped for learning
	Responsibility	• No written warnings • Uniform and equipment
	Integrity	• Contributions to tutor time
	Kindness	• Show kindness and friendship to others
Lessons	**Respect**	• Demonstrate good manners to all others • Treat everyone with respect
	Resilience	• Showing determination in learning • Demonstrating courage when trying something new
	Aspiration	• A piece high quality of work • Make regular contributions in class
	Responsibility	• To tidy up at the end of lessons in preparation for those using the room next
	Integrity	• Contributions to the lesson • To be the best we can be
	Kindness	• Show kindness and friendship to others
Around the academy and in the wider community	**Respect**	• Demonstrate good manners to others, including those you may not know well e.g. lunchtime supervisors • Respecting the environment, putting litter in the bin
	Resilience	• Demonstrating courage when trying something new • Determination to make a difference to our community • To be the best we can be
	Aspiration	• Achievement in the wider community
	Responsibility	• Excellent contribution to academy activities and events • Respecting the environment, putting litter in the bin • Admitting mistakes and learning from them
	Integrity	• Honestly admitting when you may have made a mistake and being prepared to learn from it
	Kindness	• Show kindness and friendship to others
This is not an exhaustive list and there may be other situations where a member of staff identifies young people for recognition of exemplifying the Hessle High Values.		

HESSLEVALUES

Respect

We respect ourselves; we respect each other; we respect our diverse community and our environment.

Resilience

We are determined, we do not give up when things get tough. We persevere. We know that learning is often hard but we know that it will be worth it.

Aspiration

We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community

Responsibility

We take responsibility for our own actions; equally, we are not blamed when we make mistakes. We see mistakes as an opportunity to do it better next time.

Integrity

We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.

Kindness

We treat each other with kindness, courtesy and have good manners.

Appendix 2:
Rewards Hierarchy

Tutor 1	100 points
Tutor 2	200 points
Tutor 3	300 points
Tutor 4	400 points

Bronze 1	500 points
Bronze 2	600 points
Bronze 3	700 points
Bronze 4	800 points

Silver 1	1000 points
Silver 2	1200 points
Silver 3	1400 points
Silver 4	1600 points

Gold 1	1700 points
Gold 2	1800 points
Gold 3	1900 points
Gold 4	2000 points

Platinum 1 (Y11 Only)	Prom ticket discount
Platinum 2 (Y11 Only)	Yearbook ticket discount

Each year, rewards are agreed at each threshold. These may include:

- Queue Jump passes
- Vouchers
- Discounted Prom ticket
- Discounted Yearbook
- Canteen food/snacks

Tutor Award
100 – 400 Points

- 100 Points – Piece of fruit
- 200 Points – Piece of flapjack
- 300 Points – Radnor Fizz
- 400 Points – One Waffle

Bronze Award
500 - 800 Points

- 500 Points – Queue jump pass for 1 break
- 600 Points – Queue jump pass for 1 lunch
- 700 Points – Queue jump pass for 1 week (break
- 800 Points – Queue jump pass for 1 week (lunch)

House Point Awards 2022 - 2023

Silver Award
1000 – 1600 Points

- 1000 Points – Slice of Pizza
- 1200 Points – Pasta sauce + 1 topping
- 1400 Points – Pasta sauce + 2 toppings
- 1600 Points – Meal Deal

Gold Award
1700 – 2000 Points

- 1700 Points - £5 Voucher
- 1800 Points – Lunch at the end of the summer term
- 1900 Points - £10 Voucher
- 2000 Points – Headteacher Lunch + £5 Voucher

Appendix 3:
Typical Behaviour Tariff

Typical behaviours that might result in a consequence	• Wearing coat / hat / scarf / hoodie / non-uniform jumper in the school building after 8:35 am • Incorrect uniform • Not meeting the 'smart-business-like' standards including heavy make-up • Failure to bring essential equipment to the lessons • Missing or incorrect PE Kit • Lateness • Time wasting on way to lessons • Lack of effort in a lesson • Poor behaviour in lessons and around the school • Failure to bring homework • Inappropriate language • Moving inappropriately around the academy; not keeping to the left in corridors and on stairs • Being out of bounds • Littering • Chewing gum • Eating/drinking on the move or in out of bounds areas • Mobile phones out (followed by confiscation until the end of the day) • Caffeinated energy drinks
Typical behaviours that might result in fast-tracking straight to detention	• Bringing the school into disrepute • Bullying behaviour / abuse of other young people • Graffiti • Truancy • Being removed from a lesson • Poor behaviour / defiance in lessons and around the school • Fighting • In the presence of smokers including E-cigarettes • Inappropriate use of technology, including phones/social media
Typical behaviours which result in fast-tracking straight to isolation	• Inability / refusal to remove nail colour / inappropriate hair colour or cut • Persistent truancy • Fighting (if aggressor) • Vandalism of property (young person or academy) • Smoking / E-cigarettes • Possessing / circulation of inappropriate images of others • Verbal abuse of staff • Persistent bullying behaviour / abuse of other young people • Sexual harassment
Typical behaviours which result in fast-tracking straight to suspension (note this could be internal or external or permanent)	• Unacceptable persistent poor behaviour • Persistent refusal to accept school sanctions • Malicious allegation against staff • Indecent behaviour • Actions which put the learner or others in danger • Physical abuse of/attack on young people and staff • Possession / supply / misuse of drugs, alcohol or new psychoactive substances (NPS) • Verbal abuse of young people and staff • Racial, homophobic, sexist, sexual or other discriminatory abuse or aggression • Serious actual or threatened violence against learner or staff • Theft • Carrying an offensive weapon • Arson • Vandalism / damage to property
This is not an exhaustive list and there may be other situations where the Assistant Headteacher - Pastoral, or another member of the Senior Leadership Team identifies or escalates a sanction, and where Headteacher makes a judgement that suspension or exclusion is an appropriate sanction.

Appendix 4:
Behaviour Principles - Written statement

This document is not policy or practice, rather it is a statement to set out broad principles and values with regard to behaviour that is both expected and promoted within Hessle High School and Sixth Form College.

The Local Governing Body believes this statement accurately reflects the Academy's ethos and that effective learning and development relies on good standards of behaviour. Actual, practical applications of these principles are led by the Headteacher, Deputy Headteacher – Pastoral and Assistant Headteacher –Student Welfare, who will review cases in light of these principles and any relevant policies.

At Hessle High, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Principles
Positive attitudes to learning, supported by high standards of behaviour, are fundamental expectations of all members of Hessle High School and Sixth Form College.

- At Hessle High, our primary concern is that **all young people feel valued and safe in the academy enabling them to learn and to succeed** to the best of their ability; when behaviour does not meet expectations, actions are taken with the intention of upholding wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- **Respect, Resilience, Aspiration, Responsibility, Integrity, Kindness are at the heart of our ethos** and we are clear about how **we communicate expectations of behaviour and respect** to all members of our academy.
- Expected behaviours and unacceptable behaviours are clearly defined through the Code of Conduct.
- The academy's **Positive Discipline Behaviour Policy supports clarity and consistency.** Where sanctions and punishments are required and applied, they will be in line with The Positive Discipline Behaviour Policy and proportionate to the misdemeanour.
- The academy works to promote high levels of engagement in all aspects of learning and academy life; **young peoples' efforts are recognised and rewarded** in and around the academy at the discretion of staff, who will judge appropriately.
- All young people, staff and visitors should feel safe in the academy environment at all times as a result of **high quality of care, support and guidance.**
- In cases of problematic behaviour of young people, the young person's out-of-school circumstances and possible **special educational needs and disabilities will be taken into account**. Support is given along with any required sanctions.
- All members of the academy community must be **treated inclusively** and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age- based.
- **Any kind of violence, threatening behaviour or abuse will not be tolerated**, either between young people, or by young people/parents/carers towards the academy's staff. If a parent/carer does not conduct himself/herself properly, the academy reserves the right to ban them from the academy premises.
- **Guidance on the use of reasonable force** will be agreed upon by the Headteacher and Local Governing Body, and clearly set out within the academy policy.
- Staff and young people will have a **mutual respect and tolerance of each other** with good manners and respect being at the heart of our relationships.

General expectations

- All members of the academy community should be aware of the Positive Discipline Behaviour Policy and other related policies that share expectations of behaviour, and all should agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the academy.
- Polite and respectful behaviour is to be maintained by all around the academy, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each young person receives behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and a young person should report any case of bullying they experience or observe to academy staff.
- All forms of sexual discrimination including sexual harassment, gender based bullying and sexual violence is not tolerated and should be reported.
- Young people should support staff by showing good behaviour in the classroom and around the academy, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the academy's standards.
- To keep the young people and staff safe, designated members of the academy's Senior Leadership Team and Pastoral Team will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others, or damaging school property.
- Everyone in the Hessle High community should understand that the academy's emphasis is on encouraging and praising good behaviour and on supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all young people and staff inside and outside of the academy, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Hessle High School and Sixth Form College.

Appendix 5:
Statements document

IMPORTANT:
This form MUST be completed using **black ink**
(this form will be scanned and pen colours other than black do not scan)

Your name	<u>this must be clear and legible</u>				
Name of student/s involved in the incident		Tutor group/s			
Date of incident		Time of incident			
Location of incident		Your role in the incident			
Account of the incident. *If possible, do not discuss your account of the incident with any other person(s) until this form has been completed*					
	Continue overleaf and/or on separate piece of paper if necessary				
Your signature		Date			
Outcome/agreed action					
Tick to confirm recorded on the MIS		Staff Member		Date	
Tick if resolved		Tick if unresolved/ further action required	RP review one week	RP review two weeks	Review Date	

Appendix 6:
Prohibited Items

(Extract from Behaviour and Discipline in schools: Advice for Headteachers, January 2016)

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2. Power to search without consent for "prohibited items" including:
    *   knives and weapons
    *   alcohol
    *   illegal drugs and new psychoactive substances
    *   stolen items
    *   tobacco and cigarette papers, E cigarettes
    *   fireworks
    *   offensive materials including pornographic, homophobic, racist and anything inciting hatred, material
    *   any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
    *   any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'. See Associated Resources section below for a link to this document.

Appendix 7
Sanctions Hierarchy

Classroom Consequences

Low level and not causing disruption to learning

Teacher uses professional judgement.

Examples:
- chewing gum on entry
- eating or drinking on entry
- incorrect uniform on entry
- shouting out
- lack of manners

Low level but causing disruption to learning

Teacher uses professional judgement.

Examples:
- not following a direct instruction.
- distinct lack of work or slow to complete work.
- distracting others.
- talking over teacher.
- repeat C1 behaviour
- inappropriate language

Higher level and causing disruption to learning

Teacher uses professional judgement or seek advice.

Examples:
- open refusal to instruction ' No, I'm not doing that'
- swearing in frustration but not directly at teacher
- continued C3 behaviour

High Level Incidents causing serious Disruption

Teacher uses professional judgement or seek advice

Examples:
- swearing directly at teacher
- physical altercation in class

C1
Opportunity to Correct

a positive and assertive reminder of expectations

C2
Warning

Behaviour
> C2 list above or student has not responded to C1.

Consequence
> name noted and logged on SIMS.

C3
Class Teacher Detention

Behaviour
> Repeated C1/C2 behaviour or continued forms of C1/C2 behaviour

Consequence
>student informed of 30mins detention. Logged on SIMS correctly to inform home.
> Follow escalated consequences guidance for failure to attend detention.
> Persistent issues—SLT deployed into lesson and further consequences

C4
Department Isolation

Behaviour
> repeat of C3 behaviour or continued forms of C1/2 or,
> C4 list above

Consequence
> student informed of C4 and sent to department isolation room.
> student given work to complete
> 1hr detention given and logged on SIMS correctly to inform home.
> Follow escalated consequences guidance for failure to attend detention.
> Persistent issues—SLT deployed into lesson and further consequences

C5 SLT INTERVENTION

Behaviour
> C5 list
> serious failure in C4 department isolation

Consequence
> Fixed Term Exclusion or Internal Exclusion
> SLT decision on time span.
> SLT detention
> Class teacher log on SIMS. SLT/House Leader to contact home.

Possible further consequences
> Inform East Riding Exclusion officer
> Investigate school transfer
> Permanent Exclusion

Subject Leaders to monitor persistent issues within department and intervene. House Leaders monitor persistent C3/C4 across departments and support. SLT monitor persistent C3/C4 and C5 and intervene where appropriate.