



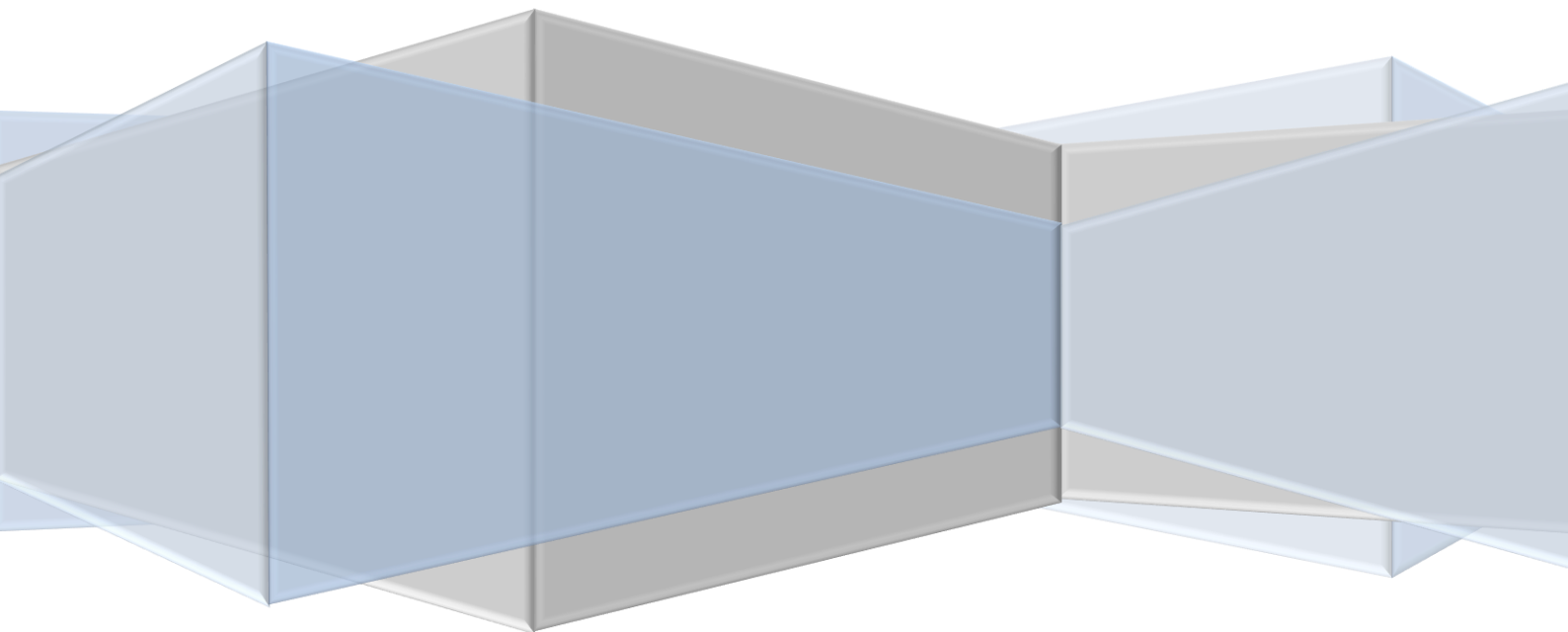
MOULTON SCHOOL AND SCIENCE COLLEGE



Positive Behaviour Policy

Developing a learning ethos and
positive relationships across the
school

Date: January 2018



KEY PRINCIPLES

Our Positive Behaviour Policy reflects the following key principles.

VALUES AND AIMS

Our five key values are

- Respect
- Safety
- Positivity
- Cooperation
- Kindness

We also summarise our ethos as follows:

ASPIRE – Strive for Great Things

- Achievement for learning
- Service to the community
- Pride and determination
- Individual responsibility
- Respect, courtesy and consideration
- Excellence and high expectations

PARENTS/CARERS

We believe that only through students, parents and staff working in close partnership will we create together a safe, calm and ordered environment in which strong relationships are built, students are engaged fully with school life, and in which all students can learn effectively, and be successful.

Students + Parents + Staff = Success

In choosing to send their child to Moulton School, we expect parents/carers to commit to supporting the policies of the school and their implementation. Parents are encouraged to become more fully involved in the school, either through becoming a school governor, or through attending the Parent Forum.

EXPECTATIONS

Our various school policies set out the expectations of students, parents and staff in more detail. In particular, students are expected to meet the standards set out in the student code of conduct, the anti-bullying policy, the uniform policy, the drugs policy, and the acceptable use policy.

BUILDING RELATIONSHIPS

We believe that a successful school environment is one in which there are strong interpersonal relationships between all the members of the school community. We aim to create an emotionally mature community with high quality relationships at its core. In order to support the development of this, all students have a weekly opportunity to work in circles, usually with their form tutor, exploring key issues, and developing listening skills and emotional intelligence. We also encourage the use of circles in the wider work of the school; including, in staff meetings, student council meetings, and when discussing issues of conflict.

RESTORATIVE APPROACHES

When expectations are not met, or conflict develops, we will endeavour to try and address this through a restorative approach, which aims to put right whatever harm has been caused, enabling relationships to be mended, and possibly improved, and all those involved to be able to move forward successfully. This is not a 'soft' option. It requires all those involved to be honest about what has taken place, and also to take responsibility for their actions and for the impact of their actions.

This approach may be used in conjunction with appropriate sanctions, in order to meet the school's need to assure the safety of everyone within the school community, to ensure an effective learning environment, or to address on-going issues, in which a previous restorative approach has not been fully successful. Detentions, or out of circulation, may also be used, in addition to where identified elsewhere in this policy, either as a time out, prior to a restorative approach being used, or in order to create the opportunity for a restorative conversation to happen.

BEHAVIOUR OUT OF SCHOOL

Students are expected to uphold the reputation of the school whenever they are out of school.

In the following circumstances, the Positive Behaviour Policy also applies to behaviour beyond the school gates.

School staff may discipline a student for misbehaviour, in accordance with the other sections of this policy, in any of the following circumstances:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing the school uniform
- In some way identifiable as a student at the school

In addition, the Headteacher or other senior members of staff may discipline a student, whether or not the above conditions apply, for misbehaviour that

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Moulton School cannot be responsible for student behaviour when students are out of school, but will endeavour to investigate any incident which is reported to the school, where feasible, and to provide appropriate support. The school will always co-operate with the police in any investigation of incidents which are thought to involve Moulton School students.

ASPIRE

Strive for Great Things

Student Relationships and Learning Code of Conduct

We always treat all members of our school community, our visitors and our environment with **respect**.

We **all** contribute to maintaining a positive working environment.

Courtesy:

- We are **polite** when we talk to each other, our teachers and to all adults.
- We **warmly welcome** visitors and treat them as guests in our school.
- We are **respectful** of our school environment, and always put litter in the bin.
- We **respect** the authority of our teachers and of other staff.
- We are **positive representatives** in and around the school and act as **role models** for younger students.
- We wear our uniform correctly and **with pride**.
- We maintain a **high attendance** to reach our potential
- We **arrive on time**, and with the correct books and equipment.

Consideration:

- We **listen carefully** to each other, our teachers and other adults.
- We value everyone's opinion **equally**.
- We treat each other and speak to each other **with kindness**.
- We **help each other learn**, and never disrupt each other's learning.
- We **complete our homework** to a high standard and on time.
- We are **mindful** of each other around the school site and **respect each other's space**.
- We **respect** each other's property.
- We use school technology and equipment in a **positive and productive** manner.
- We keep phones, MP3 players, etc. **turned off** and **in our bags**.

And most of all....

We are in this together!

RESTORATIVE CONVERSATIONS

We use restorative conversations in order to address conflict situations, to encourage students to take responsibility for their actions, and to build empathy and emotional resilience. As indicated above, it may be necessary to use these in conjunction with appropriate sanctions.

'Restorative Approaches to Transform Conflict' are based on the following 5 core beliefs:

- Theme 1 – Unique and equally valued perspectives
Everyone has their own unique perspective on a situation or an event, and needs an opportunity to express this in order to feel respected, valued and listened to.
- Theme 2 – Thoughts influence emotions, and emotions influence subsequent actions
What people think at any given moment influences how they feel at that moment, and these feelings inform how they behave. The thoughts and feelings are 'beneath the surface' and yet are very important to understand.
- Theme 3 - Empathy and consideration for others
When there are conflicts or disagreements harm can result – in terms of negative emotions such as anger, hurt, fear, frustration and confusion and in terms of damaged relationships and connections between people. To live in harmony together people need empathy and consideration so they understand who is affected by their choice of action in any given situation and how.
- Theme 4 – Identifying needs comes before identifying strategies to meet these needs
Whether someone has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can remain damaged. Unmet needs can be the underlying cause for harmful behaviour in the first place and these need exploring as well to help people break the cycle of inappropriate behaviour. Identifying what people need precedes identifying strategies to meet these needs. Understanding what we all need to give of our best is also the first step to identifying agreed codes of conduct for everyone in a school community.
- Theme 5 – Collective responsibility for the choices made and for their outcomes
It is the people affected by a situation or event who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired. This 'ownership' of decision-making and problem-solving demonstrates respect and trust, develops pro-social skills and confidence and strengthens connections.

Full restorative conversations reflect these five themes, addressing each in turn. These will be necessary where significant conflict has developed or harm has been caused, or where expectations have persistently not been met. In such situations, a formal contract agreement will be signed by those involved, detailing the actions agreed to, following the process.

Sometimes, restorative conversations can be less formal, but will always include opportunities for all parties to describe what has happened from their perspective, to understand, appreciate and take responsibility for any harm caused, and to agree how this harm is to be put right, and further harm avoided in the future.

On occasions; for example, when a group of students have been involved in causing harm, they will be encouraged to work in a circle to identify what the issues are, how this harm can be put right, and further harm avoided in the future.

REWARDS SYSTEMS

Good behaviour is best achieved through:

- Positive relationships
- Emotional intelligence
- High expectations
- A focus on learning
- Praise and rewards

Students are encouraged to set themselves the highest of standards in all aspects of learning and behaviour. Praise, and recognition of effort and achievement, increase students' self-confidence and motivation, and result in improved learning and behaviour. A wide variety of rewards is used, such as:

- Praise from subject teacher, form tutor or senior staff
- Positive comments in exercise books
- A telephone call or a postcard / letter home
- Stickers in exercise books
- Merits and certificates
- Form mufti days
- Certificates for good attendance
- An invitation to the Achievement Evenings
- The opportunity to become a student leader / prefect
- Fast track ticket for the lunch queue
- Rewards trips / leisure activities

SUPPORT STRATEGIES

A wide range of support strategies is available to all students, to build, maintain and repair relationships; and also to individual students, who may be at risk of disaffection or exclusion, including:

- Mentoring
- Access to the Study Support Unit (C block)
- Referral to external agencies (e.g. Child and Young People's Services including Education Psychology Service and Educational Welfare, Health and Social Care, Health Services)
- A reduced timetable as part of a re-integration plan
- Alternative curriculum provision where appropriate
- A Student Support Plan
- TA support
- Restorative conversations
- Meet and Greet sessions

Support is also available from the following staff:

- Year Leader / Assistant Year Leader
- Form tutor
- Teacher
- Subject Leader
- Engagement Coach
- Achievement Coach
- School counsellor
- Careers advisor
- Family Liaison Worker
- Peer mentors and peer mediators

CLASSROOM SYSTEMS

In order to ensure clarity for staff and students, we have adopted some common routines for the classroom.

- Students should enter the room, only when directed to do so by a member of staff
- Students should be sat according to a seating plan

Getting quiet

- We use a 3-2-1 countdown to silent listening (5-4-3-2-1 for practical activities)

Consequences for disrupting the lesson

- The warning system detailed below is in place to ensure that students who are persistently disruptive are removed so that the learning can progress effectively, and so that students can self-manage to avoid this, helping students to take responsibility for their actions.
- If a student is disrupting or holding up the learning, then the following process is followed:
 1. First warning
 2. Final warning
 3. Removed from class
- If a student displays aggressive, abusive or dangerous behaviour that puts the health and safety of students or staff at risk, then he/she may be removed with immediate effect.
- It may be appropriate for a student to spend a short amount of time (about a minute) outside the class at the final warning stage.
- If a student wishes to discuss a warning with the teacher, then this should be done at a time convenient to the teacher: students must not argue with a warning when in class. If they do so, then the warning will progress to a final warning, etc.
- It may be judged appropriate for a student to be removed from their usual class for one or more subsequent lessons, prior to an appropriate reintegration.

Follow up to a removal

- If a student is removed from a lesson, then he/she must attend a detention, which will be used as a reintegration meeting in order to discuss what happened in the lesson, to repair the learning relationship between student and teacher, and to agree how future lessons can be successful.
- This conversation must take place before a student attends future lessons in that subject. This may involve the student working elsewhere within the subject area until this has happened.
- Subsequent removals from the same lesson will result in more in depth interventions.

Lesson ends

- Lessons finish with the class standing silently behind their chairs
- Uniform should be worn correctly as students leave the room
- The class will be dismissed a row/group at a time

Homework

- Homework is set on Show my Homework
- Support is available to help students with their homework, within subject areas, in the school library, or in student support
- Homework is an essential part of the learning process. Thus, incomplete, late or inadequate homework must be addressed
- Students can expect to be brought back at break, lunch or after school, to complete homework to an acceptable level

SANCTIONS

As indicated above, whilst the school is committed to using restorative approaches when expectations are not met, or when conflict develops, these may be used in conjunction with appropriate sanctions, in order to meet the school's need to assure the safety of everyone within the school community, to ensure an effective learning environment, or to address on-going issues, in which a previous restorative approach has not been fully successful.

A range of sanctions may be used:

- Talking with the student
- Verbal reprimand
- A short time out of the classroom
- Withdrawal from a lesson to the subject area remove room
- 'Getting it Right' monitoring card
- Withdrawal of privileges
- Detention
- Out of circulation, for one or more lunchtimes or days
- Internal exclusion
- Fixed-term exclusion
- Being placed on alternative provision
- Permanent exclusion

When using one of the above sanctions, the aim will always be to help students understand and take responsibility for any harm caused, and agree how this harm can be put right. It may be that agreed strategies to put the harm right could involve actions other than those described above. Any time spent out of circulation with the main student body will include an opportunity to discuss these issues.

All staff at Moulton School have the legal power to discipline students whose behaviour does not meet the school's expectations, in line with this policy.

EXPECTATIONS CARDS

Each half-term, students are issued with an expectations card, in order to help them self-manage, and to take responsibility for themselves and their actions. These cards will be signed for failure to meet various core expectations. When a card is complete, the following sanctions apply. The cards are replaced each half-term.

- | | | |
|--------------------|---|--------------------------|
| 1st completed card | ⇒ | Year detention |
| 2nd completed card | ⇒ | After school detention |
| 3rd completed card | ⇒ | 1 day internal exclusion |

In addition, and in order for parents to be aware of developing issues, a standard letter is sent home each time an expectations card is filled, explaining the consequences for further completed cards. Detentions or internal exclusion will be used to discuss the identified issues, and how they might be avoided in the future.

DETENTIONS

Detentions have the following purposes:

To reflect on, discuss, and put right situations where expectations have not been met, or where harm has been caused; to address lateness to school or to lessons; to respond to unacceptable behaviour at lunch or break

These situations will mostly be dealt with through lunchtime or breaktime detentions. These will be issued predominantly by the class teacher, form tutor or year team. However, senior staff or year teams may also set detentions after school to address such situations.

Failure to attend a lunchtime detention will result in the student being given two lunchtime detentions. Failure to attend these will result in a day in internal exclusion.

To complete missing, incomplete, or inadequate homework or coursework

These situations will be addressed through after school detentions of one hour duration, from 3.10pm – 4.10pm. These will be issued predominantly by the class teacher or subject team.

Failure to attend a subject based after school detention will result in a one hour senior staff detention on a Friday, from 3.10pm – 4.10pm. Failure to attend the senior staff detention will result in a day in Internal Exclusion.

'GETTING IT RIGHT' CARDS

The 'Getting it Right' cards are an important part of the staged intervention strategies. They are primarily a means of support (helping students to learn and develop good study habits) but also provide an important means of monitoring whether or not a student is detracting from the learning of other students. Students on a 'Getting it Right' card will be monitored against specific targets, which are agreed with the student. Failure to successfully complete a 'Getting it Right' card would lead to a move up through the staged intervention process. In line with our commitment to working in partnership with them, parents will be kept informed of this process, and will be invited in to meet with school staff when students move up to stage 2 or stage 3.

Stage 1: Form tutor

Stage 2: Year Leader

Stage 3: Senior member of staff

OUT OF CIRCULATION

Students may be placed out of circulation for one or more lunchtimes or days, at the discretion of year leaders, assistant year leaders acting in their place, or senior staff. This will usually, although not exclusively, be completed in the internal exclusion room.

Being placed out of circulation with immediate effect is usually a response to a situation in which there is immediate risk to the safety of members of the school community, or to its good order and effective running.

Students will also automatically spend a day out of circulation for persistent or significant disruption to lessons, as identified by their behaviour points. This is an opportunity for them to reflect on the impact of what has happened in their lessons, and how this might be put right.

INTERNAL EXCLUSION

Students may be placed in internal exclusion at the discretion of the Year Leader, a member of the Senior Leadership Team, or the Headteacher. This is a serious sanction, and would follow serious incidents, but provides a valuable tier below fixed term exclusion. Students in internal exclusion will complete work provided by the staff supervising the room.

Internal exclusion will last from 8.45am until 4.15pm, with parents and students being notified in advance.

Failure to attend on time or to behave correctly in the internal exclusion room will result in the internal exclusion period being re-done. Persistent failure to attend on time or to behave correctly in the internal exclusion room will result in an exclusion, prior to the internal exclusion period being re-done.

Following a one day period of internal exclusion, a restorative meeting will be arranged with the student. Parents/carers may be invited at the discretion of the Year Leader.

In the case of a period of two or more days' internal exclusion, the parent/carer will be invited to attend a re-integration meeting. The purpose of the re-integration meeting is as set out below in the section on exclusions.

Internal exclusion is an opportunity for the student to reflect on, and to discuss, what has happened, who has been affected or harmed, and how that might be put right.

EXCLUSIONS

Under the law, the Headteacher, governing body and independent appeals panel must have regard to the relevant Government guidance when deciding:

- whether to exclude a student or (where applicable) to uphold an exclusion
- the period of exclusion
- (where applicable) whether to direct the Headteacher to reinstate an excluded student.

The governing body and Headteacher of the school are responsible for promoting good behaviour and discipline on the part of the school's students and for securing an orderly and safe environment for students and staff.

The school's response to challenging and disruptive behaviour will be made in the context of the Positive Behaviour Policy, and will encompass a range of strategies, with exclusion as one option. The school will ensure that the interests of the whole school are considered within any action taken.

Exclusions will be closely considered for

- bringing any sort of dangerous object into school (e.g. a knife or gun including a replica and fireworks)
- bringing into school, or being in possession of, any legal or illegal drug, including alcohol or other intoxicating substance
- any indecent, sexually, or racially abusive act
- repeated instances, or particularly serious incidents of verbal abuse, violent behaviour or bullying
- persistent misbehaviour

All illegal drug incidents will be routinely reported to the police. Other kinds of misbehaviour, such as theft, may also be reported to the police.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a one-off offence.

Making the decision to exclude

Only the Headteacher or, in his or her absence, the Deputy Headteacher acting with his or her authority, can exclude a student from school. A decision to exclude a student will be taken only:

- in response to serious breaches of the school's Positive Behaviour Policy, and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The decision to exclude a student is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:

- consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies
- allow the student to give his or her version of events
- check whether the incident may have been provoked, for example by racial or sexual harassment
- if necessary, consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example, members of the governing body's Discipline Committee.

Under the provisions of the Education and Inspections Act 2006, the school is required to provide suitable full time education from the 6th day onwards for students who have been given a fixed period exclusion of six days or more.

Informing parents/carers, and re-integration to the school

The Headteacher will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

The school must inform parents or carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion. The school will set work for the student to complete during their exclusion, but the responsibility for supervision rests with the parent or carer.

Where a parent/carer refuses to comply with the terms of exclusion, the school may notify the Social Services Department and the police if, in the Headteacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Prior to a student returning from a period of exclusion, a reintegration meeting with parents/carers will be arranged. The meeting may be used as follows:

- to repair relationships, and to put right the harm caused, in accordance with the school's commitment to restorative approaches
- to re-set expectations
- to establish a risk assessment of the student returning onto site
- to identify any resources needed to provide the necessary support for the student

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a one-off offence.

If the exclusion is a permanent one, the responsibility for providing education from Day 6 following the Headteacher's decision falls to the Local Authority who will provide the education through the Complementary Education Service. Placement with that Service in no way affects the parents' or carers' rights to make representations about the exclusion to the Governing Body or the Independent Appeal Panel within prescribed time scales.

ALTERNATIVE PROVISION

Moulton School has a range of alternative provision available to support students whose behaviour is giving cause for concern. This may be on-site or off-site. All alternative provision is robustly monitored to ensure it is having the desired impact on students' academic, social and behavioural progress. The Headteacher may direct a student's educational provision to one of these off-site providers, as an alternative to permanent exclusion.

SERIOUS INCIDENTS

The following list of serious incidents, and the sanctions that may be used, is set out as guidance for school staff, year teams, and senior staff. Sanctions may vary from this guidance, depending on the severity of the incidents and whether they represent repeated or cumulative failure to meet the expectations of the school community, as set out in its various policies. This is a guide rather than an exhaustive list. School staff will use their professional discretion to deal with incidents not listed below, in line with the nature of the incident.

As indicated at the outset of this policy, when expectations are not met, or when harm is caused, we will endeavour to try and address this through a restorative approach, which aims to put right whatever harm has been caused, enabling relationships to be mended, and possibly improved, and all those involved to be able to move forward successfully. This is not a 'soft' option. It requires all those involved to be honest about what has taken place, and also to take responsibility for their actions and for the impact of their actions.

This approach may be used in conjunction with appropriate sanctions, in order to meet the school's need to assure the safety of everyone within the school community, to ensure an effective learning environment, or to address on-going issues. Detentions, or out of circulation, may also be used, in addition to where identified elsewhere in this policy, either as a time out, prior to a restorative approach being used, or in order to create the opportunity for a restorative conversation to happen.

In addition to a restorative approach, it is likely that the following serious incidents will also involve a period in internal exclusion, or fixed term exclusion in more serious cases:

- Damage to property
- Setting off a fire bell screamer
- Truancing
- Theft
- Wilful disruption of any formal assessment (In public examinations, the exam board will have to be notified)
- Selling items at school
- Mobile phones: filming / uploading of students in school
- Kegging
- Homophobic /racist comments / inappropriate comments of a sexual nature
- Repeated occurrences, or more serious incidents, of lower level unacceptable behaviours

In addition to a restorative approach, it is likely that the following very serious incidents will also involve a period of fixed term exclusion:

- Fire bell activated
- Possession of a weapon
- Inappropriate sexual behaviour
- Deliberate filming of a member of staff
- Repeated occurrences, or more serious incidents, of lower level unacceptable behaviours
- Persistent failure to meet school expectations

For rudeness to, and defiance of, staff, or for behaviour in relation to physical safety, please see below. Other incidents; for example, those involving smoking, alcohol, the use or possession of drugs, or bullying, are dealt with separately in the relevant policy.

RUDENESS TO, AND DEFIANCE OF, STAFF

School staff work extremely hard to support the highest quality of provision and outcomes for our students. It is important that they are protected from rudeness or aggressive behaviour from students. Fortunately, this is rare, with the very large majority of students behaving with great courtesy and appreciation of the efforts of school staff on their behalf. However, on the rare occasions when this does happen, the school will take such behaviour very seriously.

Where possible, such behaviour will be dealt with restoratively. This is likely to include a full restorative meeting with the student and the member of staff involved, led by a Year Leader or senior member of staff. However, it is also likely to include some element of sanction. Depending on the nature of the incident, and whether it represents repeated behaviour, the following sanctions may be used:

- Detentions
- Out of circulation at lunchtime
- Internal exclusion
- Exclusion

It is likely that a student who is directly verbally aggressive to, or who swears directly at, a member of staff will be subject to a period of fixed term exclusion. Repeated such behaviour may result in a permanent exclusion.

Physical aggression to a member of staff may result in a permanent exclusion

Similarly, defiance of school staff puts the safety of other members of the school community, and the good order and running of the school, at risk. Defiance, and the refusal to follow staff instructions, will be dealt with as above. It may also involve an immediate removal to out of circulation for the remainder of that day, at the discretion of a senior member of staff.

PHYSICAL SAFETY

The physical safety of all in the school community is of paramount concern, with safety being one of our core values. The school does not tolerate aggression, threatening behaviour, fighting, aggressive confrontation, or similar behaviours. Similarly, the school does not accept physical contact that can lead to this, or which can lead to students feeling unsafe; for example, pushing, tripping, grabbing, play fighting, etc.

Students who are involved in aggressive or threatening behaviour, or who are involved in fighting, will receive a minimum sanction of two days in internal exclusion, rising to formal exclusion for more serious incidents.

Students who are involved in physical contact, as described above, will have their expectations card signed for unsafe behaviour, or may lose their free time at break and/or lunch.

Students involved in dangerous behaviour in a practical subject will be removed from that lesson, and may have to spend a period of time out of practical lessons until the incident is fully resolved, and/or to provide an opportunity for appropriate education or risk assessments to be put in place.

In line with our commitment to restorative approaches, students involved in the above behaviour will also be expected to engage in restorative conversations, which can explore the harm caused, and how that harm can be put right, so that everyone can move forward safely.

SCREENING, SEARCHING AND CONFISCATION

SCREENING

The law allows that schools require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

Schools' statutory power to make rules on student behaviour (Section 89 Education and Inspections Act 2006 and Education Regulations 2010 for Academy schools) and their duty as an employer to manage the safety of staff, students and visitors (Section 3 Health and Safety at Work Act 1974) enables them to impose a requirement that students undergo screening by any member of the school staff.

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and Safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers of search without consent.

SEARCHES

School staff have the power to search, with consent, for any prohibited item. Such a search is limited to asking a student to turn out their pockets, empty their bag or open their locker. If the student fails to comply with this request, then the concern as to possession of a prohibited item should be passed to a senior member of staff. The list of prohibited items includes:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco cigarette paper, lighters and matches
- Fireworks
- Pornographic image
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Headteacher and other authorised staff can also search for any items banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Should a student continue to fail to comply with a senior member of staff making such a request, then this will be treated as defiance, and a 'search without consent' conducted.

SCHOOLS' OBLIGATIONS UNDER THE EUROPEAN CONVENTION OF HUMAN RIGHTS (ECHR)

- Under Article 8 of the European Convention of Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice is to assist schools in deciding how to exercise the searching powers in a lawful way.

DURING THE SEARCH

Senior Staff have the power to search, without consent, for any prohibited item. This enables Senior Staff to perform a personal search involving the removal of outer clothing and searching of pockets, but not an intimate search going further than that which only a person with more extensive powers (e.g. a police officer) can do. The search must be by a member of the same sex as the student to be searched and there must be a staff witness, also of the same sex as the student to be searched, and the student must be a witness to the search. The only exception is where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Such a search includes emptying a student's bag, turning out their pockets or opening their locker. The search also includes requiring a student to remove any item of outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. It includes hats, shoes, boots, gloves and scarves.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where there it is not reasonably practicable to summon another member of staff. Possessions means any goods over which the student has or appears to have control including desks, lockers and bags.

Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present. If the student does not consent to a search, then it is possible to conduct a search without consent but only for 'prohibited items' previously listed.

Members of staff can use such force as is reasonable given the circumstances can be used when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items banned under the school rules.

AFTER THE SEARCH

Schools' 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.

School staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

- Knives, weapons and other illegal items will be passed to the police.

- Stolen items will be returned to their correct owner.
- Other items identified above (alcohol, tobacco, etc.) will be disposed of. This means that schools can dispose of tobacco and alcohol as they think appropriate, but this should not include returning it to the student.
- Where controlled drugs are found, these must be delivered to the police as soon as possible, but may be disposed of if the school thinks there is a good reason to do so.
- Other substances which are not believed to be controlled drugs (e.g. 'legal highs') can be confiscated where the school believes them to be harmful or detrimental to good order and discipline.
- Fireworks found as a result of a search may be retained or disposed of, but they should not be returned to the student.
- Where a pornographic image is discovered, the school may dispose of the image unless its possession constitutes a specific offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Other items banned under the school rules will be either returned to the student or kept for parental collection, at the discretion of the school.

A senior member of staff may examine any data or files on any electronic device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device the senior member of staff should then use their discretion as to whether or not they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. It is important that there is a detailed written record of any occasion when a student is searched, items confiscated listed, what happens to the items and when the parents were notified.

CONFISCATED ITEMS

School staff may confiscate any item prohibited within school; including, mobile phones, MP3 players, iPods and similar devices, as well as fizzy and high energy drinks. Confiscated items should be taken to Student Services for safe keeping and collection. If a prohibited item is repeatedly confiscated, then parents may be asked to collect the item.

- Jewellery will be kept until the following Monday at 3.15pm
- Clothing will be kept until the end of that day
- Electronic devices will be kept until the end of that day
- Fizzy and high energy drinks will be disposed of

COMPLAINTS

Schools are not required to inform parents before a search takes place or to seek their consent to search their child or to make or keep a record of a search. Schools should inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school complaints procedure.

USE OF REASONABLE FORCE

All members of school staff have a legal power to use reasonable force (Section 93 Education and Inspections Act 2006). This power applies to any authorised person temporarily put in charge of students on the school premises or when he or she has lawful control or charge of the student concerned elsewhere such as unpaid volunteers or parents accompanying students on a school organised visit. The Governing Body should notify the Headteacher that it expects the school relationships policy to include the power to use reasonable force and to make reasonable adjustments for disabled children and children with special educational needs (SEN).

In the school, reasonable force is used to control and restrain students in order to prevent them from hurting themselves or others, damage property or cause disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

The school can use reasonable force to:

- remove disruptive children from classrooms 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/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;
- restrain a student at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force as described above, the Headteacher and other authorised members of staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco cigarette paper, lighters and matches
- Fireworks
- Pornographic image
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for items banned under the school rules.

The school should not have a 'no contact' policy.

The school does not require parental consent to use force on a student.

REASONABLE FORCE

There is no legal definition of "reasonable force"; it will always depend on all the circumstances of the case. Any sort of force/restraint **MUST always be as a final measure**: it is to be avoided if at all possible. Any force used should always be the **minimum** needed to achieve the desired result.

APPLICATION OF FORCE

Physical intervention can take several forms. It might involve staff:

- physically interposing between students
- blocking a student's path
- holding
- pushing
- pulling
- leading a student by the hand or arm
- shepherding a student away by placing a hand in the centre of the back

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force": for example to prevent a young student running off a pavement onto a busy road, or to prevent a student hitting someone; or throwing something.

RECORDING INCIDENTS

It is important that there is a detailed, written report of any occasion where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

COMPLAINTS

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

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

- When comforting a distressed student
- When a student is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques; for example, during PE lessons or sports coaching
- To give first aid.

Complaints about the use of reasonable force should be dealt with through the normal school complaints procedure.

DATA

Moulton School collects a range of behaviour data including:

- Exclusions, both external and internal
- After school detentions
- Attendance
- Behaviour, attendance and progress data of those students attending alternative provision

Data is analysed at individual student level by Form Tutors, Year Leaders and the SENCO and is used to inform referrals to school based interventions and referrals to outside agencies.

Data is analysed on a whole school basis by the members of the Senior Leadership Team (SLT) with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regards to the Equality Policy.

Data is presented to middle leader meetings, to SLT, and to the Governors' Quality Assurance committee and subsequently to the full Governing Body in order to support the evaluation of the impact of the policy.

PROFESSIONAL DEVELOPMENT

There is a need to keep developing staff skills in strategies for building, maintaining and repairing relationships, developing and promoting positive behaviours, and effectively managing learning.

To this end, the school provides relevant information and training on various behaviour management matters to all groups of staff, including:

- Support staff
- Newly qualified teachers during their formal induction period
- Students undertaking programmes of initial teacher training
- Class teachers
- Middle/senior leaders

CPD is given over to behaviour management matters on a regular basis and there is also specific tailored training where this is appropriate. Annual reviews are undertaken of the continuous professional development needs of staff, and individuals can opt for a development activity to enhance and develop their classroom management skills if this is felt to be an area for development. There are a number of resources that support individuals or groups in developing effective behaviour for learning strategies.

ALLEGATIONS

Any allegations against a member of staff will be taken seriously and referred to the Designated Officer and dealt with using the Local Authority procedure. Support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious, the matter will be referred to the Governors' Discipline Committee for action. Staff are required to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

ASPIRE

Strive for Great Things

Relationships and Learning Sixth Form Code of Conduct

We always treat all members of our school community, our visitors and our environment with **respect**.

We **all** contribute to maintaining a positive working environment.

We consistently strive for **excellence**.

Courtesy:

- We are **polite** when we talk to each other, our teachers and to all adults.
- We **warmly welcome** visitors and treat them as guests in our school.
- We are **respectful** of our school environment and of all the rooms we use; and we put litter in the bin.
- We **respect** the authority of our teachers and of other staff.
- We are **positive representatives** in and around the school and act as **role models** for main school students.
- We correctly follow the **dress code**.
- We maintain a **high attendance** to reach our potential
- We **arrive on time**, and with the correct books and equipment.

Consideration:

- We **listen carefully** to each other, our teachers and other adults.
- We value everyone's opinion **equally**.
- We treat each other and speak to each other **with kindness**.
- We **help each other learn**, and never disrupt each other's learning.
- We use the **library** and **study room** correctly and do not disturb others.
- We make **effective** use of study periods.
- We **complete our homework** to a high standard and on time.
- We are **mindful** of each other around the school site and **respect each other's space**.
- We **respect** each other's property.
- We use school technology and equipment in a **positive and productive** manner.
- We keep phones, MP3 players, etc. **out of sight** when in the main school.

DISCIPLINARY PROCEDURES FOR THE SIXTH FORM

An ethos of hard work, commitment to high achievement, and self-discipline is essential to enabling the students within the Moulton Sixth Form to fulfil their potential. This creates an environment that supports both individual and collective success. The values and aims outlined by the school apply equally to the Sixth Form as to the main school, and the school commits itself to support, as fully as possible, all Sixth Form students. In return, all students are expected to commit to the highest of personal standards in both work and conduct. This document sets out some details of these expectations, and the disciplinary procedures that may be invoked should these fail to be met.

EXPECTATIONS

Students at Moulton Sixth Form are expected to meet the same high standards of behaviour and conduct expected of students in the main school. In particular, students are required to demonstrate:

- Full and punctual attendance at registration and lessons.
- Completion and handing in of work by any deadlines set.
- Purposeful use of non-contact time.
- Performance of an acceptable academic standard, commensurate with the ability of the student, and at least of a pass level.
- Engagement with strategies used by staff to help rectify any of the above, including catch up sessions and report cards.

MINIMUM ACADEMIC STANDARDS

- Each student must pursue at least 3 subjects to A2 level, at least to pass standard, and must demonstrate commitment to at least achieve standards commensurate with his or her target grades.
- To progress on a course from Y12 to Y13 students must achieve at least an E grade. Students who fail to attain an E grade in more than one subject will not be allowed to progress to Y13. Students who fail to attain an E grade in more than two subjects may not be allowed to progress to Y13. This will be dependent upon their level of effort and commitment throughout Y12, and their commitment to an appropriate programme of study in Y13, as determined by the Head of Sixth Form.
- Students may only withdraw from a subject with the permission of the Head of Sixth Form. A de facto withdrawal (e.g. through non-attendance or non-completion of work) will be considered a disciplinary issue.

DISCIPLINARY PROCEDURES

Failure to meet the above expectations will, at first, be dealt with by subject teachers, tutors, or the Head or Deputy Head of Sixth Form. Strategies may include the involvement of parents; catch up sessions and/or report cards. For more serious incidents, the school may use internal exclusion or fixed term exclusion, as in the main school.

Students who continue to fail to meet the above expectations will be referred to the Headteacher. A first formal written warning may be issued by the Headteacher. This will contain the phrase "This is a formal written warning. Continued failure to meet school expectations may result in permanent exclusion from the school." This will be accompanied by a period of monitoring by the Headteacher, or Head of Sixth Form.

Students, who continue to fail to meet the above expectations, following a formal written warning, will again be referred to the Headteacher. A final formal written warning may be issued by the Headteacher. This will contain the phrase "This is a final formal written warning. Continued failure to

meet school expectations will result in permanent exclusion from the school.” This will be accompanied by a period of monitoring by the Headteacher.

Students, who continue to fail to meet school expectations, following a final formal written warning, may be permanently excluded from the school by the Headteacher. The Headteacher must inform the Chair of Governors of the decision and of the reasons for it. The student has a right of appeal in such circumstances to a panel of 3 governors (not to include the Headteacher or staff governors). A student who wishes to appeal must inform the Headteacher within 5 working days of being informed of the permanent exclusion. The appeal must be held within 10 working days of notification of the appeal.