

# Behaviour for Learning Policy

Camborne Science and International Academy



<b>Approved by:</b>	Governors' Policy Committee	<b>Date:</b> 9 July 2021
<b>Last reviewed on:</b>	23 April 2021	
<b>Next review due by:</b>	December 2021	

All CSIA policies are reviewed by the Governors' Policy Committee (which meets termly), according to a fixed schedule. On extremely rare occasions, there may be circumstances where an event (for example, a change in legislation/national guidance), necessitates a policy being amended immediately, outside of this schedule. Where this is necessary, the Principal will seek permission from the Chair of the Governors' Policy Committee, to amend the policy immediately. The Principal will then confirm details of any amendments with all members of the committee by email and the policy will be reviewed at the next scheduled meeting of the committee.

### ***Meeting your communication needs:***

*We want to ensure that your needs are met. If you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: [enquiries@CamborneScience.co.uk](mailto:enquiries@CamborneScience.co.uk)*

## Behaviour Policy

### 1. Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our students. In order to ensure success for all, we have in place a range of interventions to support students, develop positive relationships and refocus on learning. At CSIA, we resist endless discussions around behaviour and spend our energy in returning students to learning. Poor conduct has consequences for learning and achievement. High expectations of staff and students make a positive contribution in our aim of every learner being 'extraordinary'.

Good behaviour is expected from all students and is not just the absence of poor behaviour; it is behaviour that enables our students to flourish as learners and as human beings. The school in insisting on student compliance is not unreasonable, it is the first rung on the ladder and once obtained students can be supported into true autonomy and independence, where they make wise and civil decisions.

Behaviour is everyone's responsibility; all adults in the school model the behaviours we expect of students in our school and will follow up where behaviour does not meet this standard.

Our policy supports our Character Values: Ambition; Respect Resilience; Altruism; and Integrity.

**In applying this policy, the school takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of students with special educational needs. The school will also have regard to its safeguarding policy where appropriate.**

### 2. Policy Implementation

**All staff** are to implement the policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

**The senior leadership team** of the school are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

In order to create an atmosphere of mutual respect and tolerance in which all members of our school community can flourish and achieve their potential, **all students** are responsible for certain expectations in classrooms and in corridors. This includes the time spent journeying to and from CSIA.

- Respect adults and students alike – treat others as you would wish them to treat you.
- Follow all Instructions at the first time of asking.
- Arrive on time to school and lessons.

- Be truthful at all times and apologise when in the wrong.
- Show determination by always trying your hardest (100% effort).
- Listen carefully giving people your full attention so that you hear what they are telling you. Do not talk or make noise whilst the teacher is talking.
- Dress smartly in full school uniform and be proud to represent the school.
- Look after your possessions and use other people's possessions respectfully.
- Respect the environment. Make sure all litter goes into the bin.
- Show ambition by having high expectations of yourself.

### Around CSIA

Students walk on corridors calmly and talk quietly; safe and polite behaviour is expected from all. Students walk on the left of all corridors and do not walk more than two abreast, to allow movement in both directions. Students are to walk the route that enables them to reach their destination most directly and steer clear of avoidable congestion.

No running in the building or on the paved/tarmacked outside areas.

At lunchtime students are not on the corridors 10 minutes after lunch commences: students are queueing, outside or in a designated/supervised indoor space.

### Dining Rooms (Einsteiners and Planets)

- Students who bring packed lunches eat in their designated area; Einsteiners and Planets are for students that purchase food, plus packed lunches when space is available.
- Students are expected to queue for their meals in an orderly fashion and no 'queue jumping'.
- Students will say "please" and "thank you" to canteen and duty staff.
- Students are expected to eat in a sensible manner and clear their space at the end of their meal, depositing rubbish in bins and cleaning their area.

### Toilets

- Students can use the toilets during lesson time with the consent of the teacher, although we request that they do this only in an emergency or unless they have a note confirming a medical condition. Students proceed to their year group designated toilet.
- Students will remain at the end of the lesson for periods 2, 3 and 4 to make up the time spent visiting the toilet, unless a student has a note confirming they have a medical condition. For period 1 lessons, the teacher will carry forward the additional time to a period 2, 3 or 4 lesson, or seek the support of a colleague to make up the time.
- Students will only use designated ground floor toilets at break and lunch.
- Students who have been found to have treated our toilets with disrespect will be charged and will be sanctioned in accordance with the school behaviour policy.

### Lifts

- Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use.

### 3. Rewards

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation in and around the school. This policy is designed to promote good behaviour and encourages students to support the school's values.

The reward system aims to create a clear, simple and recognisable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values. Our reward system revolves around showing 'good character' around the school.

At the end of the lesson the teacher may award reward points on Class Charts for those students who have met or exceeded learning expectations and/or have shown clear evidence of our character values. Similarly, students can also receive Class Charts points for showing these values around the school i.e. picking up litter.

Staff also praise and reward students for good behaviour in a variety of ways:

- Teachers congratulate students.
- Teachers call home to inform the parents.
- Nominated for an award in termly awards assemblies
- Nominated for an award for the Celebration of Achievement/Presentation Evening
- Learning Journey Awards, including Extraordinary Me Awards.
- Letters of praise from the Assistant Principal or Director of Year
- Reward trips/events
- House system recognition
- Rank Order Assessment

Letters will be emailed to parents as students achieve different milestones to recognise their hard work and effort.

CSIA students will complete our Learning Journey and will be provided with the opportunity to achieve the following awards: Extraordinary Me Awards (Bronze, Silver Gold and Diamond); The Skills and Qualities Award; The CSIA Volunteering Award; and to be a CSIA Character Champion.

Students will also achieve Class Charts positive points, which can be redeemed for personal prizes, for example, an experience gained through a winning bid at a House Auction event.

### 4. Behaviour expectations

All lessons operate with 4 non-negotiable rules:

1. Follow instructions at the first time of asking.
2. No talking or making noise whilst the teacher is talking.
3. Students are to put in 100% effort at all times.
4. Students address members of staff politely: "Sir/Mam" and always say "Please" and "Thank you".

**We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons.**

We operate a 2 warning system ('Move, Remove') within all lessons if expectations are not being met (please note the same system applies in a 'parking room' apart from it is not logged as a remove but as a failure of the parking room):

## Move (Warning)

Students who receive a warning (Move) in class may be moved seat/group (this is at the teacher's discretion). This is logged onto Class Charts.

## Remove

Students who receive another warning (Remove) in class will be sent immediately to a 'parking room' within the subject and will receive a 45 minute detention in the next available slot (normally the next day). This is logged onto Class Charts.

**If a student walks out of a lesson without the permission of a member of staff, or does not go immediately to the 'parking room' or fails the 'parking room' then they will be internally excluded in Internal Exclusion (IE) for the remainder of the day.**

**Refusal to go to IE will result in a Fixed Term Exclusion with 2 days in IE after a reinstatement meeting with the parent/carer (this is to include the day in IE that was refused initially).**

**If a student is removed from 2 lessons in a day then they will have a 1 day Fixed Term Exclusion and 1 day internally excluded in IE.**

**If a student is removed from 2 lessons in a week then they will have a 1 day internal exclusion in IE. If a student receives 4 'Moves' in a week then they will have a 1 day internal exclusion in IE.**

See Appendix 1 for adjustment to Policy for students with ADHD and ASD.

## Late Detentions

### Morning

All students enter school through the gate/driveway that leads to the canopy area. The gate to the canopy area is closed at 8.25am. After this time students will enter through the main gate that leads to reception. Any students entering the school after 8.30am are classed as being late. Students will be placed in a 45 minute detention for the next day.

### Lesson and Tutorial Lates

If a student is late to tutorial or a lesson, and a genuine and supported reason is not provided, then the teacher will place the student in a 45 minute detention for the next day.

Teachers will record students as late at the following times: Tutorial 8.30am; Period 1 9.00am; Period 2 10.20am (Years 7, 9 and 11) and 10.40am (Years 8 and 10); Period 3 11.55am (Years 7, 9 and 11) and 12.25pm (Years 8 and 10); and Period 4 1.40pm.

## Expectations in detentions

Students will:

- Arrive on time - if students arrive after 2.50pm then additional time will be added onto 3.30pm

- Put bags under their chairs and coats on the back of chairs or on their bag
- Face towards the computer screen
- Not communicate with other students or make any noise
- Complete work on the computer (Homework, Educake, Hegarty Maths, BBC Bitesize).
- Have a book to read, as an alternative to working on the computer.

**Failure of a 45 minute detention for making noise/talking or refusing to attend will result in Internal Exclusion the next day**

Staff:

- Arrive on time
- Supervise in a high profile/low key manner
- Only the lead member of staff should speak to the whole detention – any student talking will fail the detention
- Lead member of staff decides on further consequence after conversation with the Assistant Principal or Director of Year

**Consequences of Poor Behaviour**

We have high expectations of our students both in lesson and outside of lesson. Consequently, we will sanction the students accordingly if they break our rules.

45 min detentions will be logged onto Class Charts.

**Please note that this is not an exhaustive list and we may sanction students for other reasons not listed.**

***DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'***

**Examples of reasons for 45 min detention include:**

- Dropping litter – not respecting the environment
- Failing to follow instructions
- Removal from lesson
- Eating in class
- Late to school (after 8.30am). Late to lesson/tutorial
- Bringing Chewing gum on site
- Bringing Fizzy drinks/Energy drinks on site
- Uniform issues, for example, skirt rolled/shirt untucked/blazer sleeves rolled up
- Talking during a fire drill
- Inappropriate body language/gestures
- Consistent equipment issues
- Putting hands on another student without permission (with the exception of playing contact sports i.e. football/rugby)
- Cycling and not meeting the expectations of the cycle permit\*

Any student truanting a 45 min sanction will be placed in IE the following day.

\*please note that we take road safety extremely seriously. Any student not cycling safely or meeting the expectations of the cycling permit will be sanctioned. A letter will be sent to the parents to inform of the behaviour. If a student receives 3 letters where they have failed to meet the expectations of the cycle permit, then they will be banned for the rest of the academic year to bring their bike onto school site.

Students are not permitted to have a 'push' scooter or skateboard on school site.

### **Internal Exclusion (formerly referred to as CSR)**

This is an alternative to avoid a Fixed Term Exclusion (FTE) and is used as an area in which students are isolated from the rest of the school for serious or persistent breaches of behaviour expectations. We always try to minimise the time that students spend in Internal Exclusion (IE) in terms of the number of days.

It is used:

- For students who have been internally excluded and referred via the appropriate channels
- When a situation can be resolved by placing pupils in IE
- In line with sanctions specified in this policy document
- Where uniform is not correct as per CSIA uniform policy
- In instances where it is appropriate to remove a student from lessons whilst an investigation is conducted into an incident.

This room operates from 8:30am until 3.45pm every day. Students have break and lunch at a different time from the rest of the school. They are expected to work in silence throughout the day.

The Internal Exclusion Room is a well-lit, open room with windows. Students will have the opportunity to eat their lunch and have access to water throughout the day. A toilet is always available for students to use.

Upon entering IE students will: sign in with the IE supervisor; place their bag, phone and coat in the rear kitchen area; sit in their designated seat; work in silence; engage in their work and complete to the best of their ability; complete a reflection activity; and apologise sincerely to staff prior to a return to lessons.

A text or phone call is made if a student is placed in IE during a day. Where it is known that a student will be placed in IE for the following day, a telephone call will be made to the parent/carer to inform. Where Year Teams believe support is needed, parents and carers will be requested to attend the following morning with their child to support IE placement. The parent will remain on school site until it has been confirmed that their child is settled in IE. If their child refuses to go to IE or does not meet behaviour expectations on entry, this will result in a FTE with 2 days in IE after a reinstatement meeting.

Poor behaviour in IE and the issue of 2 warnings will result in the student being spoken to by a member of the Year Team and then returned to IE. The room operates a 3-warning protocol. If a student receives a further warning (3 in total), then they fail the day and repeat the following day in IE. The student will be removed from IE and parked with a member of the Year Team or a member of SLT. If when parked and a further warning is issued, so more than 3 warnings have been given in a day, this will result in the issue of a FTE. If students fail to meet behaviour expectations for a repeated day, which is if they receive 3 warnings, they will be issued with a FTE. Parents and carers will be contacted to inform when a FTE is issued.

## 5. Graduated approach to behaviour intervention

	Duration	Trigger	Support	Success criteria
<b>Wave 1 support</b>	2 weeks	<ul style="list-style-type: none"> <li>3 removals from lessons (within a rolling fortnight)</li> <li>1 day FTE or IE</li> </ul>	<ul style="list-style-type: none"> <li>Green report (Form Tutor)</li> <li>At least 2 support strategies used</li> </ul>	3 targets agreed with student and parent in a telephone call (with measurable outcome)
<b>Wave 2 support</b>	3 weeks	<ul style="list-style-type: none"> <li>Failure of Wave 1 targets</li> <li>5 days FTE or IE</li> </ul>	<ul style="list-style-type: none"> <li>Amber report (Pastoral Leader/Care Officer)</li> <li>At least 2 support strategies used</li> <li>Initial and Review meetings with parent/carer (after 1 and 3 weeks)</li> </ul>	3 targets agreed with student in a parental meeting (with measurable outcome)
<b>Wave 3 support</b>	4 weeks	<ul style="list-style-type: none"> <li>Failure of Wave 2 targets</li> <li>8 days FTE or IE</li> </ul>	<ul style="list-style-type: none"> <li>Red report (DD of Year)</li> <li>At least 2 support strategies used</li> <li>Initial and Review meetings with parent/carer (after 2 and 4 weeks)</li> </ul>	3 targets agreed with student/parent in a meeting (with measurable outcome)
<b>Wave 4 support</b>	4 weeks	<ul style="list-style-type: none"> <li>Failure of Wave 3 targets</li> <li>12 days FTE or IE</li> </ul>	<ul style="list-style-type: none"> <li>Red report (Assistant Principal)</li> <li>At least 2 support strategies used</li> <li>Initial and Review meetings with parent/carer (after 2 and 4 weeks)</li> </ul>	3 targets agreed with student/parent in a meeting (with measurable outcome)
<b>Wave 5 support</b>	4 weeks	<ul style="list-style-type: none"> <li>Failure of Wave 4 targets</li> <li>15 days FTE or IE</li> </ul>	<ul style="list-style-type: none"> <li>Red report (Vice Principal)</li> <li>At least 2 support strategies used</li> <li>Initial and Review meeting with parent/carer (after 2 and 4 weeks)</li> </ul>	3 targets agreed with student/parent in a meeting (with measurable outcome)
<b>Wave 6 support - Alternative provision/Managed Move may be considered at this stage to help support the student*</b>				
<b>Possible Permanent exclusion**</b>				

Students do not need to complete the full time duration for each stage of Wave support to progress through the graduated Wave support provision; escalation can result in response to student behaviour.

Where students successfully complete a level of Wave support their parents will be informed; they will not move down the Wave support schedule and will not continue to be monitored on report. However, for Waves 2-5 a review meeting will be convened two weeks later with the member of staff to whom they were on report. Parents/carers will be in attendance at this meeting. A decision will be made as to whether Wave support needs to be reinstated, and at what stage. Form tutors will conduct Wave 1 reviews over the telephone two weeks after the student was removed from Wave 1 support.

Students will not always commence support at Wave 1, if they have previously received Wave support.

In response to student behaviour, review meetings might be convened earlier than two weeks.

**\*Please note that an Alternative provision/Managed move may be considered immediately for a serious incident and may also form part of a previous wave strategy if this is the best support for the student and all parties are in agreement with this.**

**\*\*Permanent Exclusion can be the result of a severe breach of our school's rules or Behaviour Policy. Each incident is investigated on an individual basis. Permanent exclusion can also be the result of persistent breaches of the school Behaviour Policy. The Principal will make the final decision regarding permanent exclusion.**

Support is put in place on a case by case basis, considering any specific needs. These may include:

- Time out card – very clear guidance will be provided and students will be supervised.
- Adjustment to behaviour policy in lessons
- Counselling
- Protective behaviours
- Pixl Level Best
- Peer mentoring
- Staff mentoring/coaching
- Alternative internal provision
- Referral to the school nurse
- Referral to external agencies, including: Early Help Hub; CAMHs, Headstart, Educational Psychologist (EP).

**Please note this is not an exhaustive list**

### **Additional Support**

The KS3 and KS4 Hub and the Intervention and Inclusion Meetings (I&I).

Some of our students are vulnerable and require additional support and the implementation of sanctions alone is not appropriate. The Hub is an area where there is an opportunity for extra help for these students, both academic and in terms of their 'well-being', to ensure that we are meeting their individual needs. This may involve a timetable in normal lessons as well as time spent within The Hub according to need. Following successful intervention, the students are reintegrated into a mainstream timetable again with support.

I&I meetings determine whether it is appropriate for a student to access any of our additional support measures. This meeting is a multi-agency style meeting involving the following staff:

- Assistant Principal
- Director of Year
- SENCO and/or AP: Director of Alternative Provision
- Designated Safeguarding Lead
- Pastoral Leader/Pastoral Care Officer

These meetings are held every fortnight to determine additional interventions for students based on:

- Risk of Permanent Exclusion (PX)
- Persistent poor behaviour
- Poor academic progression and underachieving in subjects
- Identified as vulnerable e.g. CIC/SEN
- Specific SEN that prevents engagement in mainstream lessons
- Attendance issues/Truancing
- Reintegration from an Alternative Provision Academy (APA), excluded from another school, managed move or returning from extended absence

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons. The Assistant Principal or the Director of Year sets the agenda and will chair these meetings. Minutes are taken at every meeting and actions are reviewed, including in link meetings with Vice Principals.

### Report Cards

The academy has a system of report cards that are used to monitor student behaviour in lessons where there are concerns. The report card has identified targets that the student needs to focus on for a fixed period in order to be successful. It is important that when a parent is informed that a child is on report that they look at the report card each day and sign it. The report card is part of our support strategy and will always involve at least 2 support strategies with each level.

### Alternative provision

To re-focus students and meet their educational needs they may be assigned an alternative provision e.g. Nine Maidens, Alternative Provision Academy. In this case they will be educated off-site for a period that will be reviewed at regular intervals – this is done every half term. The provider that the school uses will always be Ofsted registered, if they are there for a greater time than 16 hours/week.

### Exclusion

Exclusion is a very serious sanction and not taken lightly. The decision to exclude a student from the school is made only by the Principal (or 'Acting' Principal if the Principal is not available. The Vice Principal is designated as 'Acting' in this instance). The parent/carer will be informed by telephone and by letter if their child is excluded. Parents/carers are legally responsible for their child for the first 5 days of any exclusion and they must be at home during this period. Parents/carers are expected to attend a reinstatement meeting with a member of the Senior Leadership Team and sometimes a governor, on return from any exclusion. See Exclusion Policy for more detail.

## 6. Prohibited items and searches

### Mobile Phones and Electronic Equipment

Any student who uses a mobile phone or electronic device (including Smartwatches and earphones) without permission or whose mobile phone goes off in school will have it confiscated by the member of staff. The item will be held securely within the Year Team Office. In the first instance the item will be returned at the end of the school day. If during a term an item is confiscated on 3 occasions, on the third occasion and for subsequent incidences in a term, the item will be held securely until the parent collects the item.

#### Procedure:

- We will operate a 'See it, Hear it, Take it' policy. This will simply mean that the phone/electronic device will be confiscated if it is seen or heard in school grounds\*.
- Parents will be informed that their child has had an item removed via Class Charts.
- For the third and subsequent occasions, communication will be made to the parent/carer to notify them. The item will be stored in a secure place until it is collected.
- The restriction is in place at all times while students are in the grounds of the school. Phones and electronic items should be put away before students enter the school gates and not accessed until they have exited the school building at 2.45pm.
- Students will be able to contact home by approaching a member of the Year Team or reception staff if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to students through the day if parents/carers leave a message at reception.
- Students who refuse to hand the item over to a member of staff will be placed in IE for the rest of the day until 3.45pm and the item will be confiscated until their parent/carer collects. Refusal to go into IE will result in a Fixed Term Exclusion followed by 2 days in IE after a reinstatement meeting.
- Students are not permitted to use their phone or electronic device to film or record any aspect of school life. Students that are non-compliant with this expectation will be placed in IE and a fixed term exclusion will be considered.

**\*Please note that if a member of staff does not physically see the phone then this can still be confiscated if they are sure the student has been using it.**

#### Banned Items

All our students must be safe and have high standards of dress at all times. For these reasons, the following items are not permitted and should not be worn or bought to the school. All staff will confiscate such items consistently.

- Jewellery may not be worn to school, including facial piercings of any kind (e.g. lip/nose/tongue). Students are permitted to wear a watch and one plain stud in each ear lobe only.
- Excessive make-up – all make-up should be minimal.
- Any hair accessories be simple and plainly coloured
- Denim jackets
- Coats with inappropriate logos
- Laser pens
- Bandanas and headbands
- Nail varnish and/or nail extensions – natural nails only
- Fake eye lashes
- Drawn on eyebrows – eyebrows should be natural, a natural colour and not dyed
- Tattoos including henna tattoos; no drawing/writing on any part of the body.
- Chewing gum
- Energy/fizzy drinks/caffeine drinks
- Bags of sweets
- Drinks in glass bottles
- Tippex
- Aerosols



Students are encouraged to have a coat for school and any other clothing worn over the blazer for warmth must be removed prior to entering the building. Hoodies should not be worn underneath the blazer.

### Other Confiscated Items

Items taken from students during the school day are usually returned at the end of the day (with the exception of phones, earphones or Smartwatches for persistent offenders). **However, where a student persistently brings/uses banned items during school hours, parents may be requested to come to collect from school.** Unclaimed items are sent to lost property in the reception area. These items are then periodically given away to charity shops if left unclaimed.

### The law relating to searches

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (‘Specific Banned Items’).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

It may also be necessary to undertake a search of a student’s possessions to check for property not covered by the statutory power but identified in the school’s behaviour policy as an item which may be searched for. Any banned item in this section listed above can be searched for.

Only a member of the Senior Leadership Team or a member of school staff authorised by the Principal can undertake the search of a student and there must be a witness (also a staff member). **At CSIA the Principal gives authorisation to any members of the Year or DSL Team to carry out searches.** The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the member of the Senior Leadership Team or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student’s own person or of their possessions must be carried out with due consideration for the student’s personal dignity, health and safety, the school’s Safeguarding policy, and the school’s own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a

student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or any item deemed to be a weapon
- alcohol
- drugs
- stolen items
- tobacco and cigarette papers, and any smoking paraphernalia
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the student).
  - iii) to threaten an individual

### Please note this is not an exhaustive list

Members of staff can use such force as is reasonable given the circumstances 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 that a school has decided to ban under its behaviour policy. However, physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent. Any member of the Year or DSL Team is authorised by the Principal at CSIA to conduct a search.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects 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. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Please note - The school will notify parents when a search has taken place regardless if items are found or not.

## Searches with consent

The school may search students with their consent for any item. 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 the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

## Extent of the search

The person conducting the search may not require the student to remove any clothing other than 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 but 'outer clothing' includes blazers, coats, hats, shoes, gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags and lockers.

It is a condition of having a locker in school that the student gives their consent to it being searched.

## Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

## Disposal or retention of articles confiscated from students

The school will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

## 7. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the school. We have a 'Telling School' ethos where every allegation of bullying will be fully investigated. We do not accept name calling or inappropriate language as 'banter'. Comments made of a diversity nature will result in student placement in the IE whilst the matter is investigated; a consequence will be issued, including the consideration of exclusion, and each case will be considered on a case by case basis.

Please see our Anti-bullying policy for full details.

## 8. Sanctions

24 hours' notice of a detention is no longer required. Parental permission is also not required provided that staff have considered:

- the welfare of the student
- whether the student has caring responsibilities

- whether parents should be informed of the detention due to travel arrangements. Inconvenience to the parent/carer does not matter if the student has a means to get home safely.
- whether the student is on the record of need and reasonable adjustments need to be considered.

The permitted times for detentions are:

- any school day when the student does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days.

Any staff member may give detentions. Members of staff can have a brief conversation with a student, prior to break or lunch, or at the end of the school day, where there is a need for the student to be reminded of learning expectations and to reflect on their behaviour. We will ensure a reasonable time is provided for the child to eat, drink and use the toilet.

### **Malicious accusations against staff**

These can be very damaging for a member of staff's welfare and any such allegation made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student (s) will be sanctioned with an exclusion. The length of exclusion and whether this is internal or external will be treated on a case by case basis.

### **The power to discipline beyond the school gate**

Please be aware that the behaviour policy can extend to activities outside the school day and off the school premises when the student is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school. This will include any instances of cyber-bullying or mis-use of social media.

## **9. Use of social media**

The policy applies to all forms of social media and to the use of social media for both school purposes and personal use that may affect the school, students or staff in any way.

Mis-use of social media includes (this is not an exhaustive list):

- damaging the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the school's behalf

- using school logos or trademarks.

Students can report mis-use of social media to any member of staff in the school. This should be logged via Class Charts and a member of staff (varies according to seriousness) will investigate and sanction. Any incident relating to safeguarding will be followed up by a member of the safeguarding team with the On-Line Safety Co-ordinator.

In line with government guidance relating to the Prevent Duty, students must be kept safe from terrorist and extremist material and suitable filtering within the school is in place. Key words are picked up by our software and usage is tracked and sanctions applied where needed.

Social media usage can be incredibly positive when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in sanctions.

## 10. Use of reasonable force

The school follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force and the policy provides that they may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Use of reasonable force may also relate to searches as outlined in Section 6.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular student it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. The school will write a positive handling plan and share this with the parents.

Any time a member of staff uses any form of restraint a written record of the incident is maintained. Parents are always notified alongside a Vice Principal and the Principal.

## 11. Exclusions

**Please see Exclusion Policy for full details and also DfE guidelines -**  
<https://www.gov.uk/government/publications/school-exclusion>

**Reasons for fixed term exclusions and IE are listed below:**

- Persistent failure to comply with the CSIA behaviour expectations
- Fighting/Physical assaults
- Swearing at a member of staff
- Swearing in response to a member of staff
- Damage to school property including graffiti
- Bullying
- Diversity comments
- Intimidation or aggressive behaviour towards other students
- Intimidation or aggressive behaviour towards a member of staff
- Repeated non-cooperation with a member of staff
- Possession of/using lighters matches or cigarettes/ smoking paraphernalia

- Sexist, racist or homophobic behaviour
- Sexual misconduct
- Breaching school ICT security
- Bringing fireworks into school
- Bringing alcohol into school or being under the influence of alcohol or other substances
- Malicious allegations against staff
- Truancing lessons
- Theft
- Harassment or intimidation of a member of staff or student at school or off site
- Bringing the school into disrepute (including travelling to and from the school)
- 2 removals in a day (1 day FTE followed by 1 day IE)
- 2 removals in a week (1 day IE)
- 4 'moves' in a week (1 day IE)
- Truanted 45 min sanction (1 day IE)
- Refusal to go to IE (1 day FTE followed by 2 days in IE)
- Failed IE behaviour for learning expectations
- Refusal to hand phone over after using in school (See it, hear it, take it)
- Removal from a 45 min sanction for poor behaviour (1 day IE)
- Assistant Principal/Vice Principal concerns
- 2 incidents of talking during fire drill in an academic year (IE)
- 3 incidents of talking during fire drill in an academic year (FTE)

### Permanent Exclusions

- Carrying, supplying or using drugs
- Carrying, supplying or using an offensive weapon
- Persistent serious bullying
- Serious actual or threatened violence against another student or individual
- Serious damage to school property
- Threatening behaviour or violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Where an offence is repeated after a fixed-term exclusion
- Where the health and safety of others is at risk
- Serious intimidating behaviour towards a member of staff
- Setting off fire alarm/extinguishers
- Serious breach of the behaviour policy
- Continued breach of the behaviour policy

**Please note this is not an exhaustive list for reasons for exclusions.**

### Serious Incidents that require investigation

If there is an incident that requires an investigation, then this should be overseen by the Vice Principal, Assistant Principal or Director of Year; the Pastoral Leader or Pastoral Care Officer will support the undertaking of the investigation.

- Student (s) involved should be isolated immediately in IE (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individual/s were there and full details of what occurred. They are not to discuss the situation with anybody before completing their statement.

- Phones will be taken from the students (s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The student may need support in the writing or typing up of the statement).
- The student (s) will remain in IE or isolation until the investigation is complete.
- Any member of staff who were witness to the incident should email the member of staff overseeing the investigation with their full statement as soon as possible.
- Any student (s) who were witness to the incident should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing their statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with the Director of Year, Assistant Principal or a Vice Principal on the sanction to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this will be decided by the Principal or 'Acting Principal', if the Principal is not available.
- Parent(s) will be contacted to inform them of the incident, and outcome if decided, on the day of the incident. This should include any victim involved in the incident.

If a search of a student or belongings (i.e. mobile phone/bag/jacket) is required then there must be at least two members of staff present. There should always be at least one member of the same sex as the student/s, but should always try to involve two members of the same sex.

### Linked documents

Exclusion Policy  
 Anti-bullying policy  
 Attendance Policy  
 Safeguarding Policy  
 Uniform Policy  
 On-line Safety Policy  
 SEN Code of Practice

### Appendix 1

#### **Adjustment to Behaviour Policy for students with diagnosis of ADHD and ASD** **DfE guidelines: 'reasonable adjustments to policies and practices'**

#### **Rationale**

CSIA is a fully inclusive school and recognises both ADHD and ASD as a neurological disorder and disability. It is vital to adjust policies and practice to ensure that students with a diagnosis of (or are on the diagnostic pathway for) ASD and/or ADHD are not discriminated against and have the best possible chance to succeed in school. We recognise that there is not one singular approach for every student, so we will regularly review strategies and adjustments that are in place. We use the 'Assess, Plan, Do, Review' model from

SEND descriptors to structure our approach. This will apply for students that have a professional diagnosis of ADHD or ASD. NB: please see the SEN/D School Offer and SEN/D policy for further information.

**Stage 1**

Meeting with parent/carer and student to agree on the appropriate adjustment to the Behaviour Policy and the strategies to be used in lessons. SENCo and Vice Principal or Assistant Principal: Director of Year to attend.

**Stage 2**

Strategies and adjustments forwarded to all the teachers and support staff. SENCo convenes a meeting with teachers of the student to inform of strategies and to schedule review meetings.

**Stage 3**

\*Educational Psychologist assessment to take place on a needs-led basis.

**Stage 4**

\*\*Regular review of strategies and adjustment to policy with parents every 6 – 12 weeks. SENCo and Vice Principal or Assistant Principal: Director of Year to attend. Adapt the strategies and adjustments if necessary and share details with teachers and support staff.

Further recommended changes from Jo G:

Examples of Strategies** *	Examples of adjustment to Behaviour Policy***
Increased use of clearly labelled praise within the lesson.	Praise point given to student for engaging positively in learning and remain in lessons all day.
Fidget toy to support with sensory seeking behaviours.	Praise point given to student if they engage positively in learning across a week and are ‘parked’ from less than 3 lessons a week.
Short tasks, with visual reinforcement	The Hub used instead of IE room for isolations.
Short, clear instructions using unambiguous language	Verbal reminders used to ‘Pre-warn’, before using ‘Move, remove’ .
Post it notes on desk to identify warnings	2 removals in a day will result in a day in The Hub (Isolation) instead of a FTE.
Time out card and/or the support of a trusted adult to aid communication	3 removals in week will result in a day in The Hub (Isolation) instead of 2 removals.
Seating plan adjustment – sat at front of classroom	2 x 10 minute breaks if completing a day in Isolation.
Behaviour mapping (or similar strategies) to support understanding of exhibited behaviours	

\*This is if a recent Educational Psychologist report is not already in place.

\*\*Strategies will also be put in place to support any learning needs that the student has.

\*\*\*Please note this is not an exhaustive list and other strategies/adjustment will be considered on a case by case basis and also dependent on the advice and guidance of professionals’ involved with supporting the young person (e.g. an Educational Psychologist, the ASD Team, the Cognition and Learning team). of Educational Psychologist report.