

Behaviour For Learning

Please also see Suspension and Exclusion Policy

This policy is applicable to: South Hunsley School

Intended audience: Parents, Pupils, Staff

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Mitch Trainor, Deputy Headteacher</p>
<p>Name of Responsible Committee/Individual:</p>	<p>South Hunsley School and Sixth Form Local Governing Body</p>
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Behaviour Policy

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1. Introduction

The Department for Education states that schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law. This policy, along with the associated policies and the school's monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the '**Suspension and Permanent Exclusion 2022** guidance. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

2. Aims of the Policy

The aims of the policy are:

- to promote high levels of pupil engagement with all aspects of their learning and to minimise incidents of low-level disruption
- to embed clear routines with high expectations for all (explicitly teach learning behaviours)
- to ensure that the efforts of all our pupils are regularly and consistently recognised through praise and rewards
- to allow pupils to take responsibility for their behaviour, both in lessons and around the schools site, so that the pupils, staff and visitors enjoy a purposeful, calm and welcoming environment.
- to promote positive, purposeful learning environments

3. Principles

We explicitly teach good behaviours therefore creating positive social norms in school. We consistently communicate high expectations in all areas of our school. We understand that pupils cannot be simply told to "behave" – they need to be taught what this looks like through clear explanations, modelling examples, and consistent messages from all staff. We are consistent in our use of agreed behaviour systems, we recognise and reward the behaviour we expect and this helps to create and maintain our social norms. We want to promote a safe culture in our classrooms where pupils are encouraged to work hard, confidently share their thoughts, and take risks in their learning

Six routines will be delivered by departments across the year, with Form Time also being used to establish social norms and provide clarity as to what we want to see from our pupils.

- Entrance to Classrooms.
- Attracting whole class attention – signal, pause, insist.
- During questioning.
- Presentation of work.
- Exiting the classroom.
- Departments specific routine.
- Pupils are made aware that **they** make a clear **choice** when deciding how to behave and understand how this impacts on their own and other pupils learning and safety and well-being.
- Rewards will be attained by the majority of pupils and be shown to be given throughout year 7 to year 11.
- The balance should be largely in the favour of celebrating and rewarding positive behaviours. It should bring about a positive ethos where the emphasis is on rewards, but where pupils, staff and parents/carers are clear of consequences of any behaviour that hinders learning.
- Expectations regarding behaviour will be displayed in all teaching areas. Most expectations will be common across the school. However, flexibility is important and therefore some will be specific to cater for a

department's specialist needs (e.g. in technology, science, PE etc.). Where a pupil has a recognised educational need or disability that requires reasonable adjustments to be made, this will be taken into account.

- Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for failing to meet expectations.
- Sanctions are clear and escalated fairly and consistently by all staff where a pupil chooses a behaviour that is inappropriate.
- Each individual issue is different and therefore so is the response taken. Each circumstance will be dealt with on its own merit and the response will be proportionate to the incident and pupil involved.

The use of the pupil planner

Central to the success of the Behaviour for Learning Policy is the pupil planner. The pupil planner is key to ensuring effective and swift communication between home and school and will provide immediate feedback on a pupil's attitude to learning in terms of both reward and sanction.

On entry to the classroom, each pupil will place their planner on their desk open on today's date

4. Expectations

It is expected that all pupils follow 'The Hunsley Way'. This is a list of expectations for pupils to adhere to whilst also creating a culture and ethos of positive behaviour within the school. Pupils following 'The Hunsley Way' will be credited and rewarded for their positive approach to life at South Hunsley. Any pupil not following the clear expectations would receive an appropriate consequence for their actions.

Clear expectations are vital in making sure that pupils know the boundaries in which they should behave. All pupils are expected to follow 'The Hunsley Way'. The following expectations apply to all pupils.

- Journeys to and from school should be conducted appropriately and in the best representation of the school and the community. (see details in appendix)
- Come to lessons ready to learn, stay focussed and work to the best of your ability in school and at home.
- Arrive to lesson on time, in correct uniform and with the right equipment
- Follow instructions and from all staff - first time, every time
- Take full responsibility for actions
- Show respect for pupils, staff and other members of the community
- Engage fully with learning without disturbing others
- Listen carefully when the teacher or another person is talking
- Show good manners, (please and thank you), and hold doors open for one another
- Walk around the school sensibly and quietly
- Follow the designated one-way system and keep to the left-hand side when walking through school buildings
- Respect our environment, the school site and treat resources with respect
- Eat and drink in the right place at the right time
- Bring completed homework on time, every time
- Wait to be dismissed at the end of the lesson

5. Rewards

All members of staff within the school are expected to recognise, praise and reward all pupils as a matter of agreed policy. This is the first key area of consistency.

Pupils' achievement, effort and behaviour will be recognised and celebrated in the following ways:

Praise and Encouragement

Adults will always look to give praise and encouragement where pupils demonstrate the Hunsley Way expectations.

Stamps

Pupils will regularly receive stamps, which they can save up and spend in the school rewards shop. The basic rule of thumb is a penny a stamp.

The awarding of stamps will be based around the Pupil Planner. The awarding of stamps by staff gives immediate positive feedback to pupils and is also intended to be both simple and time efficient. Stamps can of course be awarded both within and outside the classroom and awarded by all staff.

The stamp will, of course, lead to recognition through our system of certificates and praise phone calls.

Praise Phone Calls Home

At key times throughout the year, senior leaders, pastoral staff and tutors will phone the parents and/or carers of the pupils who have the most stamps.

Postcards Home

Postcards are sent home for sustained hard work over a number of lessons or for a significant contribution to our community.

Golden Ticket Award

Students who display courteous and respectful behaviour in corridors or at break and lunch times will have their names written down on a golden ticket. They will then be entered in the draw to receive vouchers and prizes.

Star of the Week

Students with the most House points each week will be presented with a break time snack or a front of lunch queue pass. They will also be entered in the draw to win a £10 Amazon voucher.

Certificates

There are four levels of certificates which will be awarded in assemblies or on other appropriate occasions.

- Form Tutor Certificate: 500 stamps
- Head of Year Certificate: 1000 stamps
- Senior Leader Certificate: 1500 stamps
- Headteacher Certificate: 2000 stamps

Attendance Draws

Pupils who achieve 100% attendance for a particular week will be entered into a raffle draw in assembly the following week with the chance of winning a prize. There will also be attendance draws at the end of each term for all pupils with 100% attendance for that term.

Celebration Assemblies

Subject Leaders will come into assemblies to celebrate the efforts, improvements and achievements of pupils. All nominees will receive letters home.

Award Ceremonies

Award ceremonies give the school a chance to celebrate the exam results or achievements of pupils over the year.

End of Year Rewards Activity

Pupils who show a consistently good attitude to learning throughout the year will be eligible for our end of year rewards events.

6. Sanctions

For the BfL Policy to be successful, it is crucial that when any pupil makes a poor choice and demonstrates unwanted behaviour, an identified sanction or range of sanctions must follow both in and outside the classroom. The identified sanction is not open to negotiation or debate. This is another key area of consistency. Where a pupil has a recognised special educational need or disability that requires reasonable adjustments to be made, this will be taken into account.

The following staged warnings and consequences will be applied if a pupil fails to meet The Hunsley Way. The Hunsley Way is clearly displayed around school, in classrooms and in pupil planners. Written warnings will be given for poor behaviour in, or outside of, lessons or for poor punctuality, missing equipment, lack of homework, wrong uniform, or for not following our mobile device guidelines

The below lists are not exhaustive and each situation is dealt with on an individual basis.

Where a pupil chooses not to follow an agreed expectation, sanctions should be used in a hierarchical way to support learning as shown below:

Behaviour codes in a lesson		Action	Outcome
Stage 1	Verbal Warning	Pupil asked to place planner on the teacher desk	No further action
Stage 2	First Written Warning	Member of staff writes in planner	
Stage 3	Second Written Warning (in that lesson)	Member of staff writes in planner	Lunchtime detention
Stage 4	Third Written Warning (in that lesson)	Pupil displaced to another classroom for the remainder of the lesson	60 minutes after school detention

*The vast majority of pupils never reach stage 4. It is used to ensure that learning is not disturbed by unacceptable disruption.

What behaviour could lead to a verbal, and then written warning in lessons?

- Talking when the teacher is speaking to the class or when the teacher has asked for silence
- Shouting out during questioning
- Disturbing the learning of others
- Not following instructions
- Moving around the class or being out of seat when not asked
- Chewing gum or eating

What behaviours could lead to a written warning outside of a lesson? Examples include:

- Dropping of litter
- Lateness and/or time wasting on way to lessons
- Moving inappropriately around the site
- Mobile device/earphones not in bag and/or switched off, followed by confiscation until the end of the day

- Not in school uniform or not wearing it correctly (no jumper between lessons, shirt not tucked in, no tie etc.)
- Being in an out of bounds area
- Failure to follow instructions
- Out of lesson without a teacher pass
- Chewing gum

What behaviours could lead to a lunchtime detention? Examples include:

- 5 written warnings in a week
- Removing another pupil's tie
- Lateness to lesson by over 10 mins
- Failing to have a school planner on two occasions in a half term
- Vandalised planner e.g. crossing out a written warning, tearing a page out or trying to run two planners
- Deliberate unwanted physical contact
- Inappropriate behaviour in the toilet areas

What behaviours could lead to an afterschool detention? Examples include:

- Failing to have a school planner on three occasions in a half term
- Failing to attend a lunchtime detention
- In a toilet cubicle with another pupil
- A repeat of having phone or headphones out
- Significant Lateness
- Truancy

What behaviours could lead to a one-day isolation? Examples include:

- Defiance
- Failure to comply with a request to hand pupil planner or mobile phone to a member of staff
- Persistent disruption leading to 8 written warnings for behaviour in a week
- Failing to have a school planner on four occasions in a half term
- Failing to attend an after-school detention
- Forgetting pupil planner for fourth time in a half term
- Persistent Truancy
- Walking out of a lesson without permission
- Banned item brought into school (dependent upon banned item)
- Intimidation
- Vandalism of pupil/school property
- Possession of smoking or vaping materials
- Smoking/vaping
- First offence of bullying/abuse of other pupils

What behaviours could lead to suspension (internal or external) or permanent exclusion? Examples include:

- Deliberate unsafe behaviour which potentially causes risks to others
- Fighting
- Walking out of the isolation area
- Persistent bullying/abuse/intimidation of other pupils
- Unauthorised filming, photographing or recording in school
- Actions which put the pupil, or others, in danger
- Verbal abuse or threatening behaviour against pupils or staff
- Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression

- Sexual assault or misconduct
- Physical abuse of/assault against staff or pupils
- Malicious allegations against staff
- Indecent behaviour
- Damage to property
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Theft
- Serious actual or threatened violence against pupil or staff
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Defiance and /or persistent refusal to accept school sanctions.

Suspension from lessons should not be viewed as a 'soft' option and easy alternative to external exclusion. Suspension from lessons ensures that pupils have to tackle work, do not fall behind and have to meet targets.

In addition, where a pupil has assaulted or persistently bullied another pupil, the school will also consider restorative approaches and/or class moves, including moves of year half where appropriate, alongside other sanctions.

If a pupil accumulates three sanctions in any half-term they will be placed on whole school report

A pupil will always start a lesson with a 'clean slate'. Restoring the working relationship and placing the emphasis back onto rewarding their positive behaviour is important. Any unacceptable behaviour from the last lesson should have been dealt with at that time. However, this does not mean that any strategy that has been put in place to support behaviour is ignored. For example, if a member of staff has moved a pupil within the room then they remain in that seat for as many lessons as the member of staff deems necessary. There may also be a need for a restorative meeting between staff and pupils if deemed necessary to assist in building positive relationships.

Reintegration following a fixed term suspension

A reintegration meeting with parents or carers will be held during or following the expiry of all fixed term suspension. The pupils should normally attend all or part of the meeting.

The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. A contract will be drawn up which will outline expectations regarding pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

A fixed term suspension will not be extended because a meeting with parents/carers cannot be arranged. In the event that a meeting with parents cannot be arranged, the meeting will still be held with the pupil and an appropriate adult. The school will keep a record if parents or carers fail to attend and any reason given.

Procedures for review and appeal of Suspension

The Governors of South Hunsley School will make provision for arrangements to review promptly all permanent suspensions and all fixed-term suspensions totalling over 15 days in a school term. Where a suspension is more than 5, but not more than 15 school days in one term, the Governors will review the suspension, within the statutory time frame, but only if the parent or carer requests such a meeting.

Sanctions for out of lesson behaviour

If a pupil chooses to behave in an inappropriate way around school they will, as a minimum, be given a written warning in their pupil planner. For more serious behaviours the member of staff will liaise with the Pupil Support Leadership team and a more severe sanction will be applied.

Behaviour Outside School

Pupils' behaviour outside of the school, for example school trips and journeys travelling to and from school, away school sports fixtures, residential or during Work Experience is subject to the Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if the incident had taken place in school.

For behaviour outside of school, that is not school business related, the policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole or where the behaviour may bring the school into disrepute. If the pupils' behaviour is in the immediate vicinity of the school or on a journey to or from school and breaches this policy then sanctions will be issued in line with the policy. This is also included in the criteria for suspension and permanent exclusion. It should be stressed that incidents of cyber bullying or other online behaviours that clearly impact on the welfare and safety of pupils and staff do come under the remit of 'behaviour outside school'.

7. Support

It is essential that the school works with parents, Governors and outside agencies to support pupils who are persistently failing to meet our expectations. In our experience, when parents and the school work together in partnership, we are most effective in being able to improve pupil behaviour.

Pastoral teams will quickly identify pupils who need support. Pastoral teams may use One page profiles Behaviour reports, Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and intervention from other agencies, such as:

- Education Inclusion Service (EIS)
- Youth and Family Support (YFS)
- Emotional Wellbeing Service
- Child and Adolescent mental Health Service (CAMHS)
- Social Mediation and Self Help (SMASH)
- Mind
- The Hub
- School Nurse
- Safeguarding and Partnership Hub (SaPH)
- Early Help Locality Hub (EHLA)
- Children's Social Care
- Local Policing Team
- Youth Offending Support Service (YOSS)
- For pupils in imminent danger of permanent exclusion the school may work with parents/carers and pupils to provide an Alternative Learning Package or Off site Direction to another school. In these circumstances, where off site direction is turned down or unsuccessful, the school may deem that it has tried every strategy possible and that it has no alternative but to impose a permanent exclusion.

Training

The Governing Body will ensure that appropriate training is in place to support the implementation of the school's BFL policy.

Monitoring

For the BFL policy to be successful there needs to be a consistent commitment from all staff to operate within the agreed framework. The organised and widespread use of praise and rewards will impact positively on the working practices of all pupils.

Members of staff who are not consistent in their use of the agreed policy should be prepared to be challenged by a senior member of staff. Senior members of staff must ensure they set the standard by operating within the framework at all times.

To ensure that the implementation of the BFL policy is subject to effective review, systematic monitoring is undertaken through analysis of the data held.

Review

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct a regular review of the BFL policy. The purpose of this action is to ensure that the operation of the policy and associated strategies are effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, pupils and parents. The outcome of the review will be communicated to all those involved, as appropriate.

8. Suspensions

South Hunsley schools follows The Education Alliance School Suspensions and Exclusion Policy which can be found on the school website

9. Child on Child sexual abuse and harassment

Definitions:

Sexual Abuse/Violence:

In line with DfE guidance, when referring to sexual violence and abuse, we refer to the following sexual offences, under the Sexual Offences Act 2003:

- Rape
- Assault by Penetration
- Sexual Assault
- Causing someone to engage in sexual activity without consent

Sexual Harassment:

Sexual harassment is defined in DfE guidance as 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school.

Core Principles

Our approach to dealing with incidents of child-on-child sexual abuse or harassment are as follows:

1. We take a zero-tolerance approach to peer-on-peer sexual abuse or harassment and when identified within school, this will be dealt with seriously.
2. The needs of the pupils involved come first.
3. We engage in a learning-based approach where we clearly communicate with all pupils that such behaviour is unacceptable and why. Prevention is better than reaction.
4. As no two instances are the same, each circumstance will be reviewed on an individual basis.

Proportionate Response

Each individual issue is different and therefore so is the response taken. Each circumstance will be dealt with on its own merit and the response will be proportionate to the incident and pupil involved. Each case will be reviewed in line with relevant guidance¹ and a range of sanctions may be employed up to Permanent Exclusion, where appropriate.

Taking a robust but proportionate approach to sanctioning will ensure that victims feel confident to come forward and report concerns.

Dealing with incidents

All incidents will be dealt with sensitively to safeguard the victim and also to safeguard the perpetrator, in line with published guidance¹. All incidents will be dealt with in such a way as to minimise the risk to those involved.

Multi-Agency Working

Where appropriate, other agencies such as Children's Social Services and the Police will be involved, where incidents meet threshold for external agency involvement.

In all instances, parents / carers will be informed and involved in the process, unless otherwise advised by multi-agency partners.

10. Reasonable Use of Force

The use of force by staff to restrain or control pupils to maintain safety for all pupils will be an extremely rare event.

What the law says

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school or among pupils receiving an education at the school, whether during a teaching session or otherwise. Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

There is no legal definition of when it is reasonable to use force. However, for the purpose of this policy reasonable force and positive handling should be defined as:

- the use of reasonable force necessary for the shortest period of time to prevent a pupil harming himself, herself or others

The scale and nature of physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause.

Using reasonable force

Before using reasonable force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident, use de-escalation techniques to limit the need for reasonable force wherever possible. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of reasonable force used could be:

- passive physical contact resulting from standing between pupils or blocking a pupil's path.

It could be active physical contact such as:

- leading a pupil by the hand or arm, one elbow hold
- escorting pupil, using one or two staff in nearby proximity
- shepherding a pupil away by placing a hand in the centre of the back
- double elbow escort

In more extreme circumstances, using appropriate restrictive holds may be necessary, but in these cases only staff trained and authorised to use such holds should do so. Whenever a colleague has had to make physical contact with a pupil, they must immediately record the details of this and report this to either the Headteacher or Deputy Headteacher

Annex A – Bus Behaviour Guidelines

Safe travel and good behaviour on busses are essential for the school's reputation in the community and with the bus companies. The school maintains close links with the bus companies and will investigate all incidences of misbehaviour or damage on busses using current school policy and procedures. These are centrally logged and are available to tutors and Heads of Year.

The school manages behaviour on the busses by knowing which pupils travel on which bus. By accepting a school pass, pupils and parents agree to abide by the school 'Bus Behaviour Code' and pass conditions. Any misbehaviour can then be followed up against pupils who breach this code. Bus drivers will check bus passes as pupils get on a bus

If a pupil misses the bus in the morning they should make every effort to attend school, but they should not walk to school. If busses are late at the end of the day, pupils are asked to wait, following the staff guidance, until they arrive. They must not walk off site and a member of staff will supervise pupils whilst they wait.

Staff on duty have no responsibility for collecting fares. That is the responsibility of the bus company. Pupil departing school without the correct fare and boarding a bus will be refused access by the driver. Provided that they do not do this on a regular basis and that a member of the duty staff will confirm this to the driver, a single journey should be agreed. However persistent infringements of fare avoidance will not be allowed and offending pupils referred to HOH for further action to be taken.

Reporting of incidents

To ensure that a consistent and informed method of reporting incidents is available to all, the Buswise programme has a single point reporting system that can be accessed via the ERYC Buswise website or telephone. This also ensures timely actions are taken. This may consist of warning letters, short or medium term bans, permanent ban, payment of damages or prosecution where justified and appropriate following a police investigation.

Bus Behaviour Code

All pupils who travel on buses must follow the bus code to ensure safe travel.

1. Show your pass to the staff on duty/the driver. Please note you may only travel at reduced fare if you show the concessionary pass to the driver. You will be asked to pay full fare if you do not have your pass.
2. Keep your ticket for inspection.
3. Remain in your seat until near your stop
4. Standing is only allowed downstairs when the bus is full. You must not stand on the platform near the driver.
5. Do not sit on the ledge of the front window on the top deck of the bus.
6. Do not open the emergency exits.
7. Do not lean out or throw objects out of windows.
8. Do not distract the driver.

SMOKING IS NOT ALLOWED ON ANY OF THE BUSES

THE HEADTEACHER, EAST RIDING OF YORKSHIRE COUNCIL AND THE BUS COMPANY RESERVE THE RIGHT TO CONFISCATE YOUR PASS FOR ANY MISBEHAVIOUR OR MISUSE OF THE PASS

Annex B - PE Code of Conduct

Code of Conduct

To represent South Hunsley School is an honour and a privilege and all pupils doing so should act in a manner befitting the school and its values. Pupils are encouraged to demonstrate the school's culture of respect for ourselves and others, honesty and high aspiration at all times. Pupils should show sportsmanship before, during and after fixtures, combining passion and a drive to succeed with adherence to rules and regulations, codes of practice and guidance on health and safety, for the benefit of all participants.

When representing the school pupils should:

- Alert subject staff to any absences and catch up on any missed work.
- Work with a level of effort in line with teacher expectations in all PE, games and examined PE lessons.
- Wear the correct kit to and from lessons and fixtures (in some circumstances this may be at the discretion of the team coach or leader) and adhere to the school's kit policy.

Pupils who regularly represent the school in fixtures and who consistently demonstrate school values will be eligible for consideration for an award at the Sports Awards evening. Awards are made to pupils who have made an impact on school life and sports teams, and are decided by the PE teaching team. Pupils will also be eligible for sports captains roles and those of sports ambassador.

If pupils are causing serious concern in their day to day school lives, their right to represent the school may be removed. This would be discussed by the PE department, Heads of Year and Senior Leadership Team Links. Any pupil repeatedly receiving sanctions will be put on a "notice to improve" and any further sanctions will result in parental involvement, with any selection being at the discretion of the PE department. Any pupils removed from PE, GCSE, BTEC or A-Level lessons on grounds of behaviour, repeated poor attitude, non-completion of work, rudeness to members of the PE department or failure to follow instructions is liable to removal from the next competitive fixture, in addition to any usual school sanctions.

Any action that brings the school into disrepute is likely to result in a pupil becoming ineligible for selection for school sports with immediate effect. This includes:

- Violence (this does not remove the right for pupils to defend themselves or others from aggression).
- Swearing, rudeness or a lack of respect towards officials, supporters or members of academic establishments, including South Hunsley School.
- Deliberately endangering other participants, staff or officials.
- Any form of discrimination including, but not limited to racism, sexism, homophobia.

Changing room Protocol for Pupils

- Pupils should not enter the changing rooms without staff permission. They should line up/ wait for their member of staff in the designated spaces.
- As pupils leave and return to the changing rooms they should be escorted to the relevant sports facility by the staff member, and should not move around the site unattended.
- Staff will provide a collection point for valuables, including phones, jewellery, cash personal effects, and these should be locked away during the lesson. If pupils choose not to hand valuables this is at their own risk. Once all pupils are changed the changing rooms will be locked.
- Pupils will not be allowed back into the changing rooms during lessons. This includes pupils returning or going to music lessons or requiring equipment that they have forgotten.

Annex C – Acceptable use of ICT

South Hunsley School and Sixth Form College expects all users to use ICT facilities and the Internet responsibly and strictly according to the following condition set out in the acceptable use of ICT policy a summary of which is below

1. Users must not use the school's ICT systems for the creation or transmission of obscene, abusive, offensive or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material.
2. Users must not use the school's ICT systems to harass or bully any other person. Any such activity will be treated the same as physical bullying and will be subject to the same anti-bullying policy.
3. Users must not breach the copyright of any materials whilst using the school's ICT systems. This includes, but is not exclusive to:
 - Not copying, or attempting to copy, any of the school's software
 - Not copying the work of another user or engaging in plagiarism
 - Not storing any files in their personal storage area which require copyright permission, and where that permission is not held. Any breach of copyright whilst using the school's ICT systems is the individual user's responsibility and the school cannot accept any liability or litigation for such a breach.
 - a. Users must not download copy or attempt to install any software onto school computers.
 - b. Any attempt by a user to compromise the security or functionality of the school network and its ICT systems, from either internally or externally, will be considered as "hacking". It should be noted that "hacking" is illegal under the Computer Misuse Act 1990 and is prosecutable under law.
 - c. Users must not deliberately attempt to gain unauthorised access to networked facilities or services, including any attempt to probe, scan or test the vulnerability of the system or network.
 - d. Users must not connect any network-enabled personal device to the school's network without the express permission of the IT Manager or the Network Manager.

Social media

Please take care not to make defamatory statements. In law this means a statement that lowers the reputation of a person or organisation in the eyes of a reasonable person.

- Be civil, tasteful and relevant
- Do not post messages that are unlawful, libellous, harassing, defamatory, abusive, threatening, harmful, obscene, profane, sexually oriented or racially offensive
- Do not swear
- Do not post content copied from elsewhere, for which you do not own the copyright
- Do not post the same message, or very similar messages, more than once (also called "spamming")
- Do not publicise your or anyone else's personal information, such as contact details
- Do not advertise products or services
- Do not impersonate someone else

Annex D – Searching & Confiscation

Prohibited Items

Searching, Screening and Confiscation (DFE July 2022) guidance identifies the key points and advice relating to searching and confiscation as follows:

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them **have a statutory power to search pupils or their possessions, without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items as identified in the Searching, screening and confiscation (DFE July 2022) are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence.
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- An article specified in regulations (The Schools -Specification and disposal of articles - Regulations 2012
 - Tobacco and cigarette papers.
 - Fireworks.
 - Pornographic images.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as a banned. For the purposes of this policy, all items identified as banned are above but in addition include vapes, vaping accessories and energy drinks.

Authorised Staff

For the purpose of this policy the following staff have been authorised by the Headteacher to request a search

- Deputy Headteacher
- Assistant Headteacher for pupil support
- Director of Pupil Support
- Deputy Designated Safeguarding lead

The Pupil Support and safeguarding group have been given authorisation to search pupils in line with this policy and have been trained in how to lawfully and safely search a pupil.

Searching with consent

Schools' common law powers to search

School staff can search pupils with their consent for any item. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them opportunities to ask any questions.

The member of staff may use a metal detector to assist with the search.

In line with current legislation and guidance, the staff member conducting the search will be of the same sex as the pupil and this will be witnessed by another staff member (if possible, the witnessing staff member will also be of the same sex).

There are exceptions to this rule. Authorised school staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where they reasonably believe that there is a risk that serious

harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Details of searches will be recorded by the school using the school's online Child Protection Management System (CPOMS). The member of staff conducting the search must record the following information:

- Who authorised the search
- The date, time and location of the search
- Who conducted the search and who else was present
- What was being searched for and the reason for searching
- What items were found, if any, and what follow up action was taken.

Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parent of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

For the purposes of this policy unsuccessful attempts to seek consent will in most cases lead to contact with parents and or police. However, the school acknowledges that it has rights to search with or without consent as outlined in the DFE guidance on *Screening, searching and confiscation (July 2022)*.

Searching without consent

The Headteacher or other member of school staff authorised by the Headteacher is able to search a pupil without consent. For the purpose of this policy only the Headteacher and the Deputy Headteacher have authority to search a pupil who is not co-operating.

Searches without consent may take place where an authorised staff member has reasonable grounds for suspecting that a pupil is in possession of a prohibited item, as outlined above.

Extent of the search

What the law says:

- The person conducting the search may **not** require the pupil 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, outer clothing includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions should only be searched in the presence of the pupil 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.

Also note:

- The power to search without consent enables a personal search, not an intimate search as described in *Searching, Screening and Confiscation* (DFE July 2022)

Where there is concern that a pupil is in possession of an **illegal** item and that this is concealed in a way that could not be searched for in the above, police advice will be sought.

Use of Force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for those items listed as prohibited above. Such force cannot be used to search for item banned under school rules.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Where an item is confiscated this will be stored in a locked cupboard with a clear inventory, until it can be collected by a parent, in the case of a legal item, or police officer in the case of an illegal item. Where there is uncertainty regarding the legality of the item, police advice will be sought.

The school retains the right to retain, destroy, return to a victim or hand to police any prohibited item found as part of a search with or without consent, where it is deemed appropriate, following detailed guidance provided in *Searching, Screening and Confiscation* (DFE July 2022).

Electronic Devices

Under statutory powers, the school has the right to examine an electronic device found as part of a legal search where there is good reason to suspect it has been or is likely to be, used to commit an offence or cause personal injury or damage to property. In this instance authorised school staff may examine any data files on the device and also delete data files, unless the device is to be handed to police.

Detailed guidance on 'good reason' and circumstances where a device would be handed to police can be found in *Searching, Screening and Confiscation* (DFE July 2022).