



The Stanway School
Humanities and Maths & Computing College

Expectations, Relationship and Behaviour Policy

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Ownership & Control

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v1	CWA	Sept 2022	Approved	<ul style="list-style-type: none"> • Confirmation of staff signing student uniform cards • Replaced the word regulate with reset • Reference made to one way system • Reference made to expectations re air pods • Inclusion of vapes with banned items • Range of rewards updated • Ways of reporting bullying updated • Possible consequences updated • Behaviour matrix updated • On report system updated • Explanation of reintegrations meeting purpose added
v2	CWA	Sept 2023	Approved	Changes made in line with KCSIE changes.

This policy refers to statutory guidance from the Department for Education. It also draws on the following legislation and guidelines:

- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Behaviour in Schools: advice for headteachers and school staff : advice for headteachers and school staff' (2022)
- School Standards Framework Act 1998
- Schools (Specification and Disposal of Articles/Regulations) 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Searching, screening and confiscation at schools (2022)
- Keeping Children Safe in Education (2023)

1.0 Key Principles

Providing safe and happy places in which to learn and teach is essential to achieving school improvement, promoting equality and diversity, and ensuring the safety and well-being of all members of our schools' communities.

Under Section 88 (1) of the Education and Inspections Act 2006 (EIA), Local Governance Committees (LGCs) must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued. To this end, the LGC has agreed the following general principles to guide the headteachers in determining measures to promote good behaviour and discipline amongst students. It is the expectation that high standards of behaviour will be promoted through rules and processes that make sense and are fairly applied. This applies to all students and members of the school community.

The key principles underpinning behaviour in our school are summarised in the following questions:

- Is my behaviour affecting my own learning?
- Is my behaviour affecting the learning of other students?
- Is my behaviour affecting the safety of myself, others or the school site?

It is expected that:

- good behaviour will be recognised and encouraged
- when necessary challenging behaviour will be understood and will be managed effectively;
- violence, verbal abuse, bullying and discriminatory behaviour will not be tolerated.

There will be an ongoing commitment that the LGC, students, staff and parents will support each other to achieve the high standards and expectations and to reduce inappropriate and unacceptable behaviour.

This policy provides clear advice and guidance as to how good behaviour and discipline are not only promoted by staff but also outlines their powers to search, to use reasonable force and to discipline students for misbehaviour outside school. The decision to apply consequences of displayed behaviour by a student is only made by a paid member of staff who has been authorised by the Executive Headteacher / Head of School.

1.1 The Stanway Standard is for every member of the school:

Every member of the school community should follow the Stanway Standard, detailed below:

- To be Considerate
- To be Responsible
- To be Proud
- To be Respectful
- To be Determined

2.0 Promoting good behaviour, self-discipline and respect

All members of staff should model and implement the systems within this policy to ensure consistency. This approach will give all students a fair opportunity to be successful within a positive environment with no misunderstanding of what is expected of them with respect to their behaviour for learning. This applies to both inside and outside of the classroom.

2.1 Students' Rights and Responsibilities:

RIGHTS	RESPONSIBILITIES
I have the right to:	It is my responsibility to see that I:
<ol style="list-style-type: none">1. learn without disruption;2. be respected by all members of the school community;3. feel confident, safe and secure in school.	<ol style="list-style-type: none">1. Do not disrupt my learning or the learning of others;2. Show respect to all adults,, children and the school environment;3. contribute positively to a safe and secure atmosphere in school.

2.2 In the classroom and around the school site:

School Uniform:

- Our students should take pride in their appearance and we expect all our students to wear full uniform throughout the school day, including on the way to and from school. (Please see Appendix A for the Uniform Code.)
- Student Standards Cards will be signed by staff members if the Uniform Policy is not followed. Standards Cards are used to give students a number of opportunities to follow the Uniform Policy before a consequence is set.
- Consequences will be applied if there are regular, repeated and unexplained incidents where the Uniform code is not complied with.

Classroom Rules:

Within the classroom, students will observe the Classroom Rules and will follow the agreed code of conduct. Expectations are clearly displayed in all classrooms and are regularly referred to by teaching staff. Students will be challenged under the following circumstances:

- Is my behaviour affecting my own learning?
- Is my behaviour affecting the learning of other students?
- Is my behaviour affecting the safety of others and the school site?

Staged Approach:

- If a student displays behaviour that is not in line with the expectations above, a teacher will use a staged approach to managing behaviour. The staged approach will consist of the following three actions:
- **Formal reminder (C1)**, where students are reminded of the expectations
- **Intervention Stage (C2)** where a student continues to follow expectations the teacher will implement a strategy of their choice to try to prevent the student from continuing to make negative choices.

The table below shows some possible strategies that could be used, this is not an exhaustive list.

C2: Intervention suggestions		
Move seats	Quiet conversation 1:1	Break detention
Highlight previous good behaviour	Use active learning techniques	Find a positive/redirect from the negative
Provide choices	Remind the student about a good piece of work that they have done previously	Break down tasks so that they can have early success
Extension work	Simplify task in writing	Employ positive prompts

- **Removed from the classroom (C3)** , where students continue to not meet expectations, they will be directed to the Reflection Room. Here they will be supervised to complete their work and be given the opportunity to reflect upon what happened in the lesson and prepare for the rest of the day
- Reflective language will be used by the teacher in each stage of the above process

Where a student has been abusive or engaged in dangerous behaviour it is not necessary to go through the staged approach of warnings.

Around the site (and in the immediate vicinity outside the school):

- Students should walk quietly and calmly in the corridors and on the stairs, keep to the left and follow the one way systems in place
- Students are expected to respect the school environment and keep it free of litter and graffiti.
- School rules apply to the area immediately outside the school and also cover the journey to and from school.

The school community will challenge:

- Displayed behaviour in lessons which prevents learning
- Defiance, aggression, rudeness and lack of respect
- Violent behaviour and fighting
- Bullying, intimidation and racism

Mobile Devices:

- Students are allowed to bring mobile phones into school, but they must not be seen or heard around the school at any time, including social times from 8.40 until 3.15pm.
- Students can use their mobile phones in the playground before am registration but these must be put away when they enter the school building.

- If mobile phones and other mobile devices' including airpods are seen they will be confiscated by the class teacher and handed into the agreed person e.g. student services/ Year Office office.
- Mobile phones will only be allowed to be used in lessons at the direction of the teacher.
- If a student refuses to hand over their mobile phone or other device then the school will follow a staged approach, which could include an hour detention, working from an intervention hub for a period of time or suspension.
- Airpods should not be used in and around the school building unless under the supervised direction of the teacher.

Please also note:

- The following items are banned: tobacco products, matches and lighters, e-cigarettes/ Vapes, illegal drugs, other banned substances, chewing gum, offensive material, aerosols, weapons, pornographic images/material and fireworks.
- Students are not permitted to take photographs, make videos or record conversations at school without permission from staff.
- Serious acts of misbehaviour on school buses may lead to a withdrawal of bus passes for a period.

2.3 Home School Agreement:

The aim of the Home School Agreement is to encourage shared responsibility and a close partnership between home and school, so that each student achieves their personal best and, in so doing, contributes to the school community. The Agreement outlines the responsibilities of the school, the parent/carers and the student. (See Appendix B). It must be signed by the school, the student and their parent/carer at the point of admission to the school. This agreement is to last throughout the students' time at The Stanway School.

2.4 Rewards recognising progress, effort, consistency:

It is important to recognise students' achievement in lessons, with homework and when representing the school in drama, music, sport and community events through the fair and consistent implementation of the rewards system. All staff should look for the positive and encourage students to recognise and embrace their individual successes. By placing emphasis on the use of rewards as a means of raising levels of achievement, appropriate behaviour will manifest across the school as well as increase students' self-esteem and create a positive learning environment.

A range of rewards are used to encourage positive behaviour and achievement. These include:

- Attendance prizes for individual students and tutor groups.
- Standards Points
- Positive phone calls home
- Personalised letters or postcards sent to parents/carers.
- Subject certificates
- Invitation to celebration breakfasts/assemblies/prize evening
- Special privileges e.g. celebration lunches, vouchers.
- Rewards trip fJack Petchey awards for achievement and community endeavour
- Prefect Awards

2.5 Mentoring:

In order to support students with their behaviour for learning the school offers a number of mentoring programmes, including Peer Mentoring, Business Mentors and Academic Mentoring by members of staff and students.

2.6 Anti-Bullying:

We define bullying as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, eg. because of race, religion, gender or sexual orientation but not restricted to.
- Unwanted behaviour that involves a real or perceived power imbalance

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Online bullying – bullying via mobile phone or online (email, social networks and instant messenger)

Bullying can occur during or after school hours. Whilst some reported bullying happens during the school day, it can also happen travelling to or from school, in the neighbourhood or increasingly on the internet/social media.

The school will investigate all reports of bullying when they affect the well-being of people within the school community.

Bullying can be reported to any member of staff or through our online 'Report' button on the school website or via the students google drive homepage.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and each member of staff has a role in creating a culture where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on educational experiences and wider development. Bullying has no place anywhere in our school's community and this applies both to the bullying of students and teachers.

The aims of our School anti-bullying strategies and interventions are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- To apply suitable consequences to the student causing the bullying, to educate them and ensure they learn through the experience. The consequences given will be bespoke to the situation and may at times involve multi-agency support.

3.0 Supporting the conduct of students – the consequences if a student displays challenging behaviour

Teachers have statutory authority to apply consequences to students whose displayed behaviour does not match the expected standards, who break the school rules or who fail to follow a reasonable instruction

Any consequences will be proportionate and reasonable and will take into consideration the student's age, mental health, known personal circumstances and special educational needs or disability.

Following a removal from the classroom (C3), the student will have an hour's detention the following day. During this time, their teacher will have a restorative conversation with them to discuss what caused their removal from the classroom and to ensure a fresh start for the following lesson. Where it is not possible for the staff member to meet with them, they will at the earliest opportunity before the next lesson.

Possible consequences for general behaviour (not exhaustive) are;

- Supervised break or lunchtime detentions.
- Reports e.g. positive report, tutor report, HoY report.
- Rebuild Restorative Intervention in an the hub
- Off site direction (education at another school for a set period of time)
- Removal from circulation (off site and may include an alternative school)
- Suspension
- Discretionary timetable changes, including alternate provision.
- Extra work or instructed to repeat unsatisfactory work.
- Year Support Plans or Pastoral Support Plans
- Alternative Education Plan

Corporal punishment is not allowed under any circumstances.

Consequence Matrix:

Where necessary, fair consequences to displayed behaviour will be applied to individual students. Consequences given by staff, take into consideration the principles set out in our Equality Policy. The existing mechanisms for dealing with discrimination including racism and racial harassment within the aforementioned policy will also be incorporated here. Staff will consider each individual case carefully, particularly the antecedent conditions before applying a consequences; this may involve consulting the SENCO if the student has special educational needs or the Designated Teacher, if they are a child who is Looked After by the Local Authority. Consideration will also be made as to whether the misbehaviour is due to the student's level of stress or is the result of the student suffering from adverse child experience.

The consequence matrix includes the following, **but not exclusively**:

Behaviour Consequence System		
The behaviour consequence system will be used for behaviours that;		
Stop others or themselves from learning	Fall below the expected Stanway Standard	Are or could lead to a safety concern
C0 Information/Informal Warning		
A C0 will be given for: <ul style="list-style-type: none"> • Initial general low level behaviours as per a C1, however no negative points will be recorded at this stage • When students leave the classroom to go to medical or use the toilet 		
C1 Formal Warning/Reminder/Minor Behaviours		

C1 will be issued to a student for continued general low level behaviours; examples of these behaviours are, but not limited to:	
Not completing minimum work expectations Talking over teachers Off work chatter Graffiti/Property damage Shouting Arguing Getting out of the seat without permission	Throwing things across the classroom Not following instructions Inappropriate comments/language/noises Failure to bring in the correct equipment for learning Repeated putting head on the desk or in arms Eating/Chewing in class
Consequences: Log on Arbor, 1 negative behaviour point	

C2 Continued Minor, or Low Level Behaviour	
Example of behaviour	Consequences
Continued low level behaviours Incomplete homework Low level derogatory behaviour/ comments towards another student, including online. Low level disorderly/ Inappropriate behaviour during break / lunch.	In class intervention eg move seat 1:1 conversation with staff member Supervised break/lunch Afterschool department detention Contact home

C3 Removal from lesson, Defiance, High Level Behaviours	
Example of behaviour	Consequences
<ul style="list-style-type: none"> • Persistent low level behaviours to lesson • Verbal abuse against another student • Failure to attend a detention • High level derogatory behaviour/ comments towards another student, including online. • High level disorderly/ Inappropriate behaviour during break / lunch. • Smoking on site/near school (including vaping) • Possession of contraband (including e-cigarettes/vapes) • Incorrect uniform, including make-up and haircuts. • Truanting from a single lesson. • Refusal to follow the reasonable instructions of staff (defiance) or being rude • Refusal to hand over confiscated items • Use of mobile/electronic devices without 	<ul style="list-style-type: none"> • 1hr HOY/SLT detention • After school Rebuild detention (1hr) • Intervention session in an intervention hub • Optional placement in ISR • Confiscation of item to be collected by parent/carer • Persistent C3's will require use of school reporting system and One Planning for behaviour

<ul style="list-style-type: none"> • permission from staff • Misuse of the internet • Targets on report are not met • Damage to school or others' property 	
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C4 Serious/Persistent behaviours in or out of the classroom	
Example of behaviour	Consequences
<ul style="list-style-type: none"> • Serious verbal abuse, aggression towards a student • Verbal abuse or aggression toward a member of staff • Physical assault on a student • Bullying of another student including online bullying • Serious damage to school or others' property • Serious misuse of the internet • Refusing to accept school consequences • Discriminatory language which causes offence; especially towards one of the protected characteristics eg Sexist, Racist and Homophobic, etc • Persistent smoking on site/ near school including vaping. • Going into a toilet cubicle with another student • Persistent failure to wear the correct uniform, including make-up, jewellery and haircuts/styles. • Failure to follow the instructions of senior staff. • Persistent refusal to follow the reasonable instructions of staff (defiance) or being rude • Persistent refusal to hand over confiscated items • Disruptive behaviour in reflection or detention sessions • Targets on DHT reports are not met. • Repeated occurrences of Reflection Room and intervention hubs. • Repeated use of mobile/electronic devices without permission from staff • Attending school under the influence of alcohol or illegal drugs • Willful refusal to follow public health guidelines as designated by the school 	<ul style="list-style-type: none"> • Loss of privileges • Instant removal from the lesson • Fixed time in an intervention hub • Removed from circulation for a fixed period of time (in Hub or ISR) • Off site removal from circulation • Off site direction • 1-10 day Suspension • Ongoing One Planning for behaviour • Pastoral Support Plan (PSP)

C5 Extremely Serious/ Repeated serious behaviours in or out of the classroom	
Example of behaviour	Consequences

<ul style="list-style-type: none"> ● Possession of controlled substances and/or dealing on site ● Serious verbal abuse and/or aggression toward a member of staff ● Possession of a weapon ● Serious physical assault ● Physical assault on a member of staff ● Serious breach of school database (e.g. hacking) ● Premeditated serious assault ● Persistent and/ or willful failure to follow the instructions of the headteacher ● Repeated misbehaviour in RFC/ISR ● Indecent exposure ● Attending school under the influence of alcohol or illegal drugs ● Persistent and/or serious refusal to follow public health guidelines as designated by the school 	<ul style="list-style-type: none"> ● 10- 45 day Suspension ● Meeting with governors. ● Level 1 Managed Move, PR1 referral to NEECA ● Permanent exclusion.
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3.1 Detentions

In some circumstances it may be necessary to issue a detention (including detention outside of school hours). The times outside normal school hours when detention can be given include:

- any school day where the student does not have permission to be absent
- non-teaching days – usually referred to as INSET days.
- any weekend, other than that which precedes or follows a half-term break.

Parents will usually be given 24 hours' notice, either by email or telephone if their child is required to attend an after school detention. Parental consent is not required for detentions.

Detentions will run every afternoon in the school week and will be supervised by Department Heads, members of the Senior Leadership Team or Head of Year team.

Students may be placed in detention at lunchtimes – supervised lunch. Students will have the opportunity to eat their lunch and use the toilet. The school does not have to inform parents/carers if students are given detention at lunch or break time.

A detention can be issued by teachers, AHOY, Pastoral Admin staff and, when issuing detentions, staff will consider whether:

- the detention will put the student at risk;
- the student has caring responsibilities;
- the parents/carers have been informed;
- suitable travel arrangements (inconvenience for parents/carers is not a factor).

3.2 Reports and other measures used to support behaviour

Students may be placed on report following three negative incidents in a week. There are four levels within our reporting structure; Tutor, Year Team, Senior Leader and Deputy Headteacher. We have a

positive approach to monitoring students on report. Each report stage is for a 3 week period. Week one will be used to 'set up for success', the staff member will meet with the student, discuss what caused them to go on report, how they can improve and set SMART targets. Following this, they will have a formal report card for 2 weeks. Students will progress up and down the stages as their behaviour improves or deteriorates.

Year Support Plans (YSP) will be used to support students' behaviour if the above process has not succeeded in changing displayed behaviour.

For serious behaviour concerns or for students that have failed a YSP a Pastoral Support Plan (PSP) will be instigated for a fixed time and may result in a Managed Move, Direction Off Site or Permanent Exclusion if displayed behaviour does not improve over time.

3.3 Reflection Room

The Reflection Room is supervised and available to receive students who are unable to follow the Remind and Reset opportunities. In this case, the student will be directed to the Reflection Room until the end of that lesson and an after school detention will be applied. The member of staff whose lesson the student was removed from must fill in a form about what reasonable adjustments were made to give the student an opportunity to respond and the student will also complete a reflection form with support from the adult in the Reflection Room.

Failure to attend the reflection room will be treated as truancy and a suitable consequence issued.

3.4 The Intervention Hub and Internal Suspension Room

In some circumstances, it may be necessary for students to be directed to an intervention hub to come out of circulation and engage in a Rebuild and Restorative process for a limited period of time. This is not isolation.

The length of time will be decided by a member of the senior leadership team in consultation with the student's HoY. Students are not in an intervention hub for more time than is necessary. Students will be supervised and supported with their work and may receive mentoring to help them reflect on their behaviour so that they reintegrate successfully into normal lessons. The intervention hub may also act as a holding area whilst serious incidents are being investigated. This is arranged in consultation with the HOY/AHOY/SLT. Parent consent is not required at this stage; however, parents may be informed.

Students can be placed in an intervention hub as a precursor or an alternative to a suspension. Failure to comply with the school expectations may lead directly to a suspension. In an intervention hub, students are expected to do the work set in silence showing the necessary respect for staff and their environment.

A student may also be placed in the equivalent of an intervention hub in other schools as an alternative to suspension or the internal suspension room.

The internal suspension room is an alternative option to the school's formal suspension; students will be supervised by SLT and be expected to complete work silently.

Student wellbeing is always considered; this includes safeguarding, student welfare and H&S considerations. Students will be allowed to have breaks to eat, drink and use the toilet.

When placed in either the intervention hub or internal suspension room, students will meet their year team at reception, hand their phones in and be escorted to the room.

3.5 Suspensions and Permanent Exclusions

The Executive Headteacher / Head of School may decide to suspend a student for a fixed term, or exclude permanently following consultation with the CEO, in line with the legal requirements on the use of suspensions/exclusion and having regard to statutory guidance. When establishing the facts in relation to a suspension or permanent exclusion decision, the Executive Headteacher / Head of School must apply the civil standards of proof i.e: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

If an incident requires a student to be considered for suspension, a member of the SLT will remove the student from circulation for a period of time while an investigation takes place. If it is necessary to consider suspending a student for a fixed term, information will be summarised for a decision from the Executive Headteacher / Head of School. Parents will be contacted to explain why this step has been taken.

If a student is suspended for more than 15 days in any one term it will be necessary for the student and their parents/carers to attend a meeting with representatives of the School Governors.

Parents have the right to make representations to the LGC (Independent Review Panel) about a suspension or make a claim of discrimination in respect of a suspension either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.

The LGC must consider the reinstatement of a suspended student within 15 school days of receiving notice of the suspension if:

- the exclusion is permanent
- it is a suspension which would bring the student's total number of school days of suspension to more than 15 in a term
- it would result in a student missing a public examination or national curriculum test.

(Please see Suspension & Exclusion Policy for additional information.)

The school may have identified students at risk of permanent exclusion and it is likely that a package of support will have been offered and in place. The aim is to make the student aware of their behaviour and provide them with the necessary support to help them to modify their behaviour within the school environment. A senior member of staff with regular contact with parents/carers will closely monitor their progress. Whilst this supports the principles of 'inclusion', persistent disruptive behaviour or a serious breach of discipline will be considered against the wider interests of the school community and may result in a permanent exclusion or Managed Move.

Reasons for any suspension/exclusion – fixed term or permanent – will be given in line with the Department for Education guidelines. See Appendix C

Following a suspension, a reintegration meeting with the student, parents or carers and the school will take place to ensure a positive return to school and put in place a support plan if necessary to prevent further negative behaviour. The student may be placed in the intervention hub for a short period of time to complete some restorative work, or be given bespoke intervention related to the behaviour displayed. Their behaviour will be monitored following a suspension and reviewed regularly.

3.6 Year and Pastoral Support Plans

The SLT responsible for behaviour, and the SENCO where appropriate, in conjunction with the HOY, become involved in managing students exhibiting behaviour problems when the behaviour management techniques usually employed by the school are not effective. The appropriate course of

action for the individual will be discussed at the Internal Panel Meetings. A range of strategies involving internal measures and external agencies will be considered, actioned and reviewed as necessary. A Year Support Plan (YSP) or Pastoral Support Plan (PSP) may be set up. This process applies to students exhibiting substantial and regular difficulties which interfere with their own learning or that of others, despite having an individual behaviour or education programme.

A Year Support Plan (YSP) or Pastoral Support Plan (PSP) will be set up for students where risk of exclusion is high. These might include students:

- with several suspensions;
- in danger of permanent exclusion;
- at risk of failure through disaffection/alienation.
- demonstrating severe and damaging behaviour towards staff or other students

Students who are already identified on the SEN register should have targets that reflect this. YSPs and PSPs usually last for 8-16 weeks and should be reviewed fortnightly. The maximum number of weeks spent on a PSP is 16 weeks. At the final review, consideration could be given to further interventions, possibly accessing additional outside agencies, or consideration of a managed move to another school, a positive referral to NEECA or permanent exclusion where appropriate.

3.7 Managed Moves

A managed move to another school may be made for a variety of reasons including if a student is at risk of being excluded. The school works with the Behaviour and Attendance Partnership (BAP) and NEECA to organise a fresh start at another local school. All communication for Managed Moves goes through the Sigma Trust central team. This approach will result in a permanent placement dependent on behaviour during the trial period of 6-8 weeks. The process will be discussed and agreed by all parties.

3.8 Positive Referrals

If there is a positive referral process in place, the following will apply. In the case of a student at risk of permanent exclusion it may be possible to work in partnership with the NEECA to place a student in an alternative educational venue for a period of time to allow for significant improvement in behaviour. This form of support is highly individualised and based around a student's individual needs. A student on a Positive Referral is monitored throughout the time away from school and reintegration is only considered when significant improvements have been demonstrated.

Positive referrals are tiered in 4 levels:

- Level 1 not return to the original school
- Level 2 return to the original school after an agreed period of time
- Level 3 part-time or outreach support provided by NEECA
- Level 4 advisory support provided by NEECA

4.0 Searching students with and without consent

Searching students with consent:

School staff can search a student for any item if the student agrees ¹. The member of staff is not required to have written consent from the student; it is enough for the teacher to ask the student to

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The ability to give consent may be influenced by the child's age or other factors.

turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The school is not required to inform parents before a search takes place or to seek their consent to search their child.

The school will inform the individual's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Searching students without consent:

The Executive Headteacher / Head of School and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

Prohibited items are (N.B. list not exhaustive):

- Level knives or weapons)
- alcohol)
- illegal drugs) Reasonable force can be used
- stolen items) when searching for these items.
- Vapes, tobacco, cigarette papers)
- fireworks)
- pornographic images)
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or
- cause personal injury to, or damage to the property of, any person (including the student).

If any of the above items are found, as a result of a search, they will be confiscated. The school may retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

- Where an article is thought to be a weapon it will be passed to the police.
- Controlled drugs will also be passed to the police unless there is a good reason not to (The member of staff dealing with the incident should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.)
- Stolen items will be passed to the police as soon as reasonably practicable, but may be returned to the owner if the person thinks that there is a good reason to do so.
- Tobacco, cigarette papers, alcohol, fireworks may be retained or disposed of and will not be returned to the student.
- Offensive or inappropriate comments/images will be removed either by the school or the student. Copies will be made and kept on file. The school may report the incident to the police.
- Pornographic images will be deleted unless its possession constitutes a specified offence (i.e. it is extreme or child pornography). If this occurs, school staff must inform the school's Child Protection Officer who will follow the school's Safeguarding Policy and Procedures. Child Pornography will always be handed to the police.
- Other items banned under the school rules will be returned, retained or disposed of.

School staff will also seize any item, however found, which they consider harmful or detrimental to school discipline.

The school is protected from liability for damage to, or the loss of, any confiscated item.

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

(See Appendix D for 'If a search is necessary')

5.0 The power to use reasonable force or make other physical contact

There may be occasions when members of staff have to use 'reasonable force'² in order to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Examples include to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In the above examples staff will make reasonable adjustments for disabled children and children with special educational needs.

The school will inform parents about serious incidents involving the use of force based on the student's behaviour and level of risk presented at the time of the incident, degree of force used, effect on the student or member of staff, and the child's age.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. (Please refer to the School's Complaints Policy.)

6.0 The power to discipline beyond the school gate

The school believes passionately about the importance of developing strong links with the community; therefore, disciplining beyond the school gate covers the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. This includes any misbehaviour when a student is:

- taking part in any school-organised or school related activity or
- travelling to or from school or

² The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

- Force is usually used to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means using no more force than is necessary.
- Control means either passive physical contact, such as standing between students or blocking a student's path.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

- wearing school uniform or
- in some other way identifiable as a student at the school.

Or, misbehaviour, at any time, whether or not the conditions above apply, that:

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

In all the above cases the Executive Headteacher / Head of School should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against the student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should be informed. If the school believes that the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm we will follow our Safeguarding policy.

7.0 Students with Special Educational Needs

Students with long term, identified needs will receive support in order to help them to manage their behaviour. This can include support in lessons by a Learning Support Assistant. It can also involve support from outside agencies. If the school feels that it needs additional support and advice the SENCO will ask an Educational Psychologist to work with the student so that they can provide professional advice on how a student's behaviour can best be supported within an educational setting. (Please refer to the School's SEN Policy for further explanation of how students' SEN needs are supported.) This will be recorded and monitored through the Student One Plan and assessed on a 'plan, do and review' process.

8.0 Malicious Accusations:

Malicious accusations made against school staff will be dealt with appropriately using the school's disciplinary process. This may lead to temporary or suspension.

9.0 Impact of the Policy and Evaluation of Students' Behaviour:

The senior leadership team will evaluate the impact of this policy through a review of systems and key outcomes on a regular basis. They will seek the views of stakeholders, including students, parents and staff. The success criteria will include the following:

- Lesson observations show that learning continues without interruption and that students' behaviour for learning is strong.
- Students show a mature attitude and display responsible behaviour at all times; in lessons, before and after school, break times, lunch-times, and in their journey to and from the school, particularly on school buses.
- Student outcome data shows that there are improvements in behaviour over time for any individuals or groups with particular behavioural difficulties.
- Referrals, Internal and suspensions show a decreasing trend.
- Incidents of bullying and racism are extremely rare.
- Student achievement and participation in the rewards process is high.

Appendix A: Uniform Code – Stanway – Year 7-11

Uniform	PE Kit
<ul style="list-style-type: none"> • Stanway School Navy Blazer * • Mid Grey, formal style trousers, or • Stanway School navy blue tartan skirt, knee length * • Stanway School clip on tie * • Stanway School navy V-neck jumper (optional) * • White shirt, traditional short or long sleeved • Plain black ankle socks or • Plain black tights • Plain flat formal black shoes 	<ul style="list-style-type: none"> • Stanway School navy shirt* • Stanway School navy shorts * • Stanway School sports socks * • Stanway School long sleeves sports jersey * • Training shoes • Football boots (optional) • Footwear for 3G pitch – moulded studs, plastic studs or astro turf trainers

* These items of uniform are embroidered with the school logo and can only be purchased on-line from www.yourschoolwear.co.uk. Other items of school uniform, i.e. trousers/shirts, can be purchased from any uniform supplier.

School uniforms must be worn correctly at all times. All clothing should be clean, smart and marked with the student's name.

Important notices - Please see the School Uniform Guidance Sheet for full information.

- **TROUSERS** - must be mid-grey and formal style with a standard waistband that includes belt-loops and a standard hook and eye or button closure. Fashion trousers such as denim jeans, jean style trousers, narrow fitted trousers, corduroy, moleskin or other heavy-duty materials (as used in utility clothing) are not acceptable. Additional pockets or zips are not permitted.
- **SKIRTS** - must be worn at or below the knee. (approximately 5cm from the kneecap as a reference).
- **SHIRTS** - must have a standard collar and white buttons and must be buttoned to the neck and tucked into trousers or skirts at all times. Epaulettes (or other non-formal attachments), blouse style shirts, t-shirts or sports shirts are not acceptable.
- **JUMPER** - Only the optional school jumper is permitted to be worn. Other garments, e.g. cardigans, sweatshirts, hooded tops, coloured jumpers are not acceptable.
- **SOCKS** - (when wearing a skirt) knee high socks are not permitted.
- **SHOES** - must be entirely leather, faux leather or patent leather. Brogues, Oxfords, Loafers and Monk Straps are recommended. Trainer-style shoes, high heels or boots are not acceptable, nor are shoes which display logos or other adornments.
- **HAIR** - extreme hair-cuts and colours are not allowed, including extreme highlighting. Hair should be a natural colour with no extremes in style such as shaved heads (no less than 'grade 2') or shaved patterns. All hair adornments must be discreet. Caps or beanie hats may not be worn in school.
- **JEWELLERY** - for health and safety reasons, jewellery is limited to a wristwatch, a medical bracelet or medical necklace (if needed) and one spherical gold or silver small stud in each ear, and a wristwatch. No chains, tongue studs or visible body piercings/tattoos are permitted including any type of retainer. All jewellery, including earrings, must be removed for PE.
- **MAKE UP** - make-up should be very discreet. Nail varnish, acrylic nails and false eye lashes are not acceptable.

Reasonable adjustments to uniform may be made for religious or (upon presentation of medical evidence) medical reasons and only then, following discussion with the Executive Headteacher / Head of School.

Appendix B: Home-School Agreement - Stanway

AIMS OF THE SCHOOL

Our vision:

The Stanway School aims to provide education of the highest quality for the young people of Stanway and the surrounding villages.

Our mission:

The Stanway School exists to educate its students to achieve their maximum potential and to enable them to meet the opportunities and challenges of the future within a caring, stimulating and enjoyable environment.

Objectives:

Our objectives are:

To encourage students to take pride in themselves and their school through reaching high standards of work, behaviour and appearance.

To provide a clear framework for monitoring and evaluating the school development plan.

To positively promote the school to the wider community through public celebration of our achievements.

To develop and support staff within a performance management framework to enable them to deliver high quality teaching and learning.

To continue to improve and upgrade the premises and facilities of the school to enhance the learning environment

To maintain financial stability

endeavour to provide:

- a warm welcome when parents/guardians/carers visit the school and the opportunity to contact staff when the need arises.
- a broad and balanced curriculum, supported by regular homework tasks, where appropriate work is set and marked regularly.
- an education based on high expectation, equality of opportunity, high standards of teaching, academic support and individual guidance.
- a wide choice of opportunities and activities within and beyond the classroom.
- a safe, secure, well-disciplined working environment through school rules and sanctions which set out our standards and expectations. The school operates a restraint and reasonable force policy.
- an emphasis of the importance of students attending school every day, being punctual, wearing full school uniform and being prepared with the necessary books and equipment;
- support for the individual student through the school's pastoral system.
- regular information on school events and news.
- opportunities during each school year for parents/guardians/carers to:

☐ be involved in important decision-making procedures which affect their child's progress throughout school;

☐ be issued with an interim report to show their child's progress each term;

☐ be able to discuss their child's progress with school staff;

☐ be provided with regular updates about your child's progress.

As parents/guardians/carers we will endeavour to:

- inform the school immediately of any changes to personal contact details.
- ensure that our child attends school every day on time, with the necessary equipment and wearing full school uniform;
- encourage our child to work to his/her full potential at all times and to participate in the school's extra – curricular activities;

As a
school
we will

- actively support the school's homework policy by making sure homework set is completed and handed in on time;
- check and sign the homework diary every weekend;
- support the school's codes of behaviour, school rules and sanctions;
- attend parents' evenings and meetings relevant to our child's work, progress and relationships in school and support school functions;
- advise the Form Tutor about anything which might affect our child's work or well-being in school;
- inform the school of absence on the first day, followed by a letter on the day of return if absence is for more than one day;
- support the school's approach to on-line safety and not deliberately upload or add any images, sounds or text that could upset or offend any member of the school community;
- not take family holidays during term time.

As a student I agree to:

- attend school regularly;
- be punctual at all times;
- wear full school uniform;
- come to school with the right books and equipment;
- work hard and meet all course requirements;
- ensure all homework details are clearly written down and that all homework is completed on time;
- be responsible for my own behaviour and follow school rules;
- follow the rules relating to the school computer network;
- behave in a responsible way on school visits and when travelling to and from school;
- share responsibility for the school environment;
- support the school's approach to on-line safety and not deliberately upload or add any images, sounds or text that could upset or offend any member of the school community;
- treat all members of the school community and any visitors with respect and understanding.

Signature of School _____	Date _____
Name of Parent/Guardian (Block letters) _____	
Signature of Parent/Guardian _____	Date _____
Name of Student (Block letters) _____	Form _____
Signature of Student _____	Date _____

Appendix C: DfE suspension and exclusion categories:

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse / threatening behaviour against a pupil
VA	Verbal abuse / threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon
BU	Bullying
RA	Racist abuse
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

Appendix D: If a search is necessary:

If a search is necessary, we will act in accordance with the Searching, Screening and Confiscation advice for schools 2022.

The member of staff must be the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. However, there is a limited exception to this rule when a member of staff of the opposite sex to the student and without a witness present can carry out a search, 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.

The extent of the search includes clothes, possessions, desks and lockers.

The person conducting the search may not require the student to remove any clothing other than outer clothing (e.g. hats, shoes, boots, gloves and scarves.) It does not include an intimate strip search, which only a person with more extensive powers (e.g. a police officer) can do.

Strip searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Before calling the police in school, staff should decide if this is absolutely necessary and assess and balance the risk on a pupils mental health and physical wellbeing and the risk of not recovering the suspected item. Once onsite, the decision to conduct a strip search lies with the police and the role of the school is to advocate for the safety and wellbeing of the pupil/s involved. Parents should be informed once a strip search has taken place and pupils should be given appropriate support irrespective of whether the suspected item is found. Safeguarding should be at the centre of support following a strip search, especially those that have been searched more than once.

Unless there is a risk of serious harm to the pupil or others, a strip search there must be two people present other than the pupil, one of which must be the appropriate adult, this can be the pupils parents and the school should facilitate this where possible. Unless the student requests otherwise, no one of a different sex should be present.

The Executive Headteacher / Head of School and staff authorised by them 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 items banned under the school rules.

When the person conducting a search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. A member of staff should never intentionally view, copy, print, share, store or save indecent images of a child. Members of staff can erase data or files on the device if it has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Where a student refuses to allow a search to occur the student will be kept in isolation until the schools police liaison officer or police are able to assist with the search.

Appendix E: Monitoring and Report Procedure

- 3+ C2 and above behaviour incidents in a week will start the cycle
- At the start of each report there must be a 'Planning for success' conversation with students about behaviour & expectations.
- Parents must be contacted at the start and end of each stage (monitoring staff to pass to Pastoral Admin so they can send the relevant email home)
- Focus must be on setting SMART targets and praising the positive

Report Stage	Details
Department Report	This runs alongside the pastoral Level reports and is to be used in instances where the concerns of the student are primarily involving one department.
Level 1 Tutor Report	Week 1 <ul style="list-style-type: none"> • Planning for success meeting • Review prior behaviour • Discuss barriers • Set SMART targets • Contact home to inform parents of targets. • Meet with student again on Friday
Level 2 HOY Report	
Level 3 SLT Report	
Level 4 DHT Report	
	Week 2 & 3 <ul style="list-style-type: none"> • Two Daily report checks (morning and afternoon session) • Each session a 4 is given a break/lunch supervision. • Review end of the week praise/consequences given

The Stanway Standard – One Page Summary

At The Stanway School, we are a community of people who endeavour to learn how to work alongside each other in order to enjoy a safe, calm and purposeful environment in which all learners can be successful.

Together, we are:

- **Considerate**
- **Responsible**
- **Proud**
- **Respectful**
- **Determined**

These values run through everything we do within lessons, around the school site and in its immediate surroundings.

During lessons, behaviour shown by each student should be challenged using the following three questions:

- Is my behaviour affecting **my own learning**?
- Is my behaviour affecting **the learning of other students**?
- Is my behaviour affecting **the safety of others and the school site**?

Where challenging behaviour is seen, it will firstly be recognised as a sign of miscommunication and will then be managed effectively within the Behaviour Consequence Process:

- **Formal Warning**: students will be reminded of the expectations of their behaviour
- **Intervention Stage** : teachers will give students an additional intervention to allow them to reset their behaviour **Reflect**: students will be instructed to leave the room and go to the Reflection Room

If students are instructed to go to the Reflection Room, they are expected to attend an **After School Repair** session with a member of SLT or the HOY team to consider ways to manage future incidents and responses in a better way.

An intervention hub will also be accessed when students require extended time to restore working relationships with other students or members of staff. It may also be used as a place for students while an investigation is ongoing following reports of incidents.