



# **Revised Positive Behaviour Policy**

**Addendum for Covid-19**  
**Spring Term 2020**

# Positive Behaviour Policy

## I Introduction

For the Spring Term, as a temporary measure the school is now operating a revised Positive Behaviour Policy. This is intended to give clear direction about our expectations and what we deem as safe, reasonable and proportionate standards of behaviour. The addendum to this policy takes into account relevant guidance from the DfE, but maybe subject to change and review as and when the policies for schools around Covid -19 evolve.

Through our revised Positive Behaviour system we seek to provide a positive, safe and orderly learning environment for all members of the school community upon their return to school. The policy supports the use safe use of Bubbles and positive behaviour within and out of the Bubbles. The policy is aimed at preventing and reducing the risks associated with poor behaviours, thereby supporting both students and staff.

To support students, staff and parents the revised Positive Behaviour System (PB system) will be in keeping with the original system for consistency, ease of application and of understanding. To support the reintegration into school, all students will be given refresher sessions on the revised policy and systems, including basic routines, rules and expectations. We communicate this policy to parents/carers in advance of our return.

We are privileged; and we know the vast majority of students who return to Horsforth School will bring their personal best and comply with the revised school codes. The PB system emphasises the positive in this and we will continue to reward all students with automatic electronic daily credits for 'getting things right.' We want students to be motivated and encouraged upon their return.

We will continue to recognise and reward those students who exemplify excellence or go 'above and beyond' either in or out of the classroom through the use of 'bonus credits.' These will be awarded by all staff and will be given electronically.

To support a safe, positive and well-ordered learning environment, we have revised our class and corridor codes. These are clear and unambiguous. All stakeholders will have a chance to view these prior to September.

We will continue to operate the phased 1 - 4 consequence and sanction approach within the classroom for low level misdemeanours. This begins with a verbal warning and ends with a removal from the classroom for that lesson plus an after school detention. By keeping this same system we maintain consistency of application and approach. This will enable staff to deal with and safely manage all aspects of low level disruption. By keeping this same system students and staff know what is expected of them. There will however, be changes to times and days of detentions and how parents/carers are notified.

The revised codes are non-negotiable. They are necessary to the health and safety of all. This policy sets out the consequences and sanctions for those students who do not adhere to these.

We will not tolerate blatant rule breaking, dangerous or unacceptable behaviour that could undermine the safety or wellbeing of the school community.

The Addendum to the Unacceptable Behaviours is designed specifically to forewarn and prevent this kind of behaviour, but it also lays out clear consequences with school action for such students. As a result Phase 6 and above sanctions including the use of Inclusion and Fixed Term Exclusions will still be applied.

This Revised Positive Behaviour Policy has been drawn up by the Deputy Headteacher, Director of Behaviour and in consultation with Headteacher and Trustees. It should be read in conjunction with our Mobile Phone Procedures, Anti Bullying and Safeguarding Policy.

This policy is in keeping with the following legislation: DfE “Behaviour and Discipline in Schools” Jan 2016 guidance, Education and Inspections Act 2006, Education Act 2002, Searching and Confiscation at School, Jan 2018 and has taken into account the ‘Checklist for School Leaders for Behaviour’ from the DfE July 2020.

## **2 Evaluation**

This policy was evaluated at the end of Term 1 2020 and will now continue into 2021 for the Spring Term. Circumstances and updates during Covid -19 may require more frequent modifications.

## **3 Authors**

This policy has been revised by Sarah Nowell, August 2020.

## **4 Procedures**

Procedures to support this policy are appended as follows:

- Appendix 1 Revised Class Codes
- Appendix 2 Revised Corridor Codes
- Appendix 3 Credits: Rewards and Recognition
- Appendix 4 The Sanction System
- Appendix 5 Addendum: Misdemeanours and Unacceptable behaviour
- Appendix 6 Addendum; Sanction Guide
- Appendix 7 Addendum: The Student Planner
- Appendix 8 Taking into Account Individual Need
- Appendix 9 Mobile Phones and electronic devices
- Appendix 10 Items banned from Horsforth School
- Appendix 11 Searching, Screening and Confiscation
- Appendix 12 Discipline Beyond the School Gate
- Appendix 13 Support for our Students

**ENTER THE CLASSROOM IMMEDIATELY**

**SIT IN YOUR ALLOCATED SEAT, DO NOT LEAVE IT**

**KEEP A 2M DISTANCE FROM YOUR TEACHER**

**BE FULLY EQUIPPED. DON'T BORROW OR SHARE**

**DO NOT TOUCH OTHERS WORK OR DESKSPACE**

# **CLASS CODES**

**PUT YOUR HAND UP. DO NOT CALL OUT**

**TAKE PRIDE IN YOUR CLASS WORK**

**BRING A POSITIVE ATTITUDE TO LEARNING**

**ACT KINDLY, RESPECTFULLY AND SAFELY**

**FOLLOW INSTRUCTIONS, FIRST TIME, EVERY TIME**

**SINGLE FILE ON CORRIDORS**

**KEEP YOUR DISTANCE FROM OTHER STUDENTS**

**DO NOT WANDER OR WAIT ON CORRIDORS**

**GO DIRECT TO YOUR CLASS OR BREAK AREA**

**ACT SAFELY. REPORT ISSUES**

# **CORRIDOR CODES**

**DO NOT LEAVE YOUR BUBBLE**

**FOLLOW DUTY STAFF INSTRUCTIONS AT ALL TIMES**

**BE POLITE, KIND AND RESPECTFUL TO ALL**

**ONLY USE YOUR BUBBLE FACILITIES**

**WASH OR SANITISE YOUR HANDS REGULARLY**

## Appendix 3: Credits Rewards and Recognition

### The Revised Credit System

First and foremost, the Positive Behaviour Policy aims to recognise the importance of praise and reward to reengage and motivate students. The policy seeks to recognise and reward those students who meet our expectations and uphold their school responsibilities. The aim of the Credits System is to encourage the active and direct involvement of as many staff and for as many students as possible. Students will be awarded banked 'getting it right' credits for each lesson and registration time, as well as additional 'bonus' electronic credits. Both credit scores are combined at the end of each half term, which lead to whole school rewards:

<b>"Getting it Right" Credits</b> Students are awarded 1 credit per lesson for <u>Getting it right</u> : No negative comment and following the class code	These are automatically banked electronic credits on SIMS: Students earn up to 6 per day: 1 per lesson, 1 for registration
<b>Bonus Credits</b> Students are awarded a bonus credit. Max 1 per lesson.	Bonus credits will be given electronically on SIMs and are awarded by <b>all</b> staff for excellence, participation, consistency, going above and beyond, improvement, effort, character and manners.
<b>200 credits</b>	<b>Commendation letter from the Pastoral Team</b> Entry into a prize draw if this score is reached by end of Half Term 1.
<b>450 credits</b>	<b>Commendation letter from the Deputy Headteacher.</b> Entry into a prize draw if this score is reached by end of Half Term 2.
<b>600 credits</b>	<b>'Cinema Experience' and Non Uniform Day</b> If the 700 total credit score is reached by the end of half term 3.
<b>900 credits</b>	<b>Commendation letter from the Headteacher</b> Qualification for whole school Rewards Day in summer term.
<b>1000 credits</b>	<b>Commendation letter from the schools Trustees</b> Celebratory free school breakfast, extended break time if the score is reached by the end of half term 4.
<b>1400 credits</b>	<b>Exceptional performance letter</b> Week of school privileges by if the score is reached by the end of half term 5. <b>+ Whole School Rewards Day Qualification!</b>
<b>2000 credits</b>	<b>"HORSFORTH LEGEND"</b> Celebratory lunch, badge and certificate. Major Award ceremony if the score is reached by July.

**\*Some rewards are subject to change and will be reviewed each half term.**

## Appendix 4: Sanction System

### CLASSROOM: MANAGEMENT OF LOW LEVEL BEHAVIOUR ISSUES

<b>Phase 1</b>	<b>Verbal warning</b>	This is an informal warning for the classroom. Not recorded. The words “ <b>verbal warning</b> ” will be used by staff and to one student at a time. Staff will <b>NOT</b> remove the planner AT ANY TIME.
<b>Phase 2</b>	<b>SIMs Comment</b>	Given for continuation of low level unacceptable behaviour. Recorded electronically on SIMs ONLY. <b>Not in planner</b> Automatic SIMs comments (no verbal warning) will be given for no homework, insufficient work, wrong/no equipment, chewing, eating and drinking in a classroom, litter, uniform issues.
<b>Phase 3</b>	<b>Second SIMs Comment</b>	Given for persistence of unacceptable low level behaviour in a class despite verbal warning and first SIMs comment.
<b>Phase 4</b>	<b>Removal from Classroom to work in the Inclusion room</b>	If a student is persistent in low level behaviours despite the two electronic comments, the student is removed from the lesson. The withdrawal is phase 4. Staff will call support staff to have a student removed from the class and escorted to phase 4. The student will stay there for the duration of the lesson. The student is sent with work and works in silence.  The teacher will then set an after school detention (phase 5). This will be for 1 hour after the Bubble finishes. These are held Wednesday and Friday. These are non-negotiable. Parents/Carers are notified of this by text.  * If a student breaks a class or corridor code and/or their behaviour is deemed dangerous, abusive, unsafe or highly disruptive, phases 1-3 may not be used. The student may be removed to Phase 6: Inclusion.  If necessary and upon further investigation, phase 6- 9 sanctions will be issued for dangerous behaviours. Parents/Carers will be notified. *Any student refusing to work in the inclusion room may repeat phase 6 on subsequent days or move to phase 7-9.
<b>Phase 5</b>	<b>After School Detention</b>  <b>60 minutes end of Bubble day</b>	After School Detentions will be set for 5 negative SIMs comments in a week or will be set by staff for Phase 4 removal from a classroom. Or given as a sanction for other low level misdemeanours. Parents/carers will be notified by text on or before the day of detention. *The DfE, gives teachers the power to impose detentions outside of school hours and parental consent is not required for detentions.
<b>Phase 5</b>	<b>Headteacher’s Detention</b>	Headteacher’s Detentions will be set as a sanction for a visible phone, noncompliance of Phase 5 and other misdemeanours as

	<b>Friday 90 minutes end of Bubble day</b>	outlined in Appendix 6. Parents/carers will be notified by text on or before the day of detention. *The DfE, gives teachers the power to impose detentions outside of school hours and parental consent is not required for detentions.
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## MANAGEMENT OF AROUND SCHOOL BEHAVIOUR

<b>Phase 6</b>	<b>Inclusion Room</b>  <b>Behaviour on:</b>  <b>School Site Corridors Break time Lunch</b>  <b>Journey to and from School whilst in Uniform</b>	<p><b>Students will be escorted straight to Phase 6: Inclusion for:</b></p> <ul style="list-style-type: none"> <li>• A <b>serious</b> breach of a corridor code</li> <li>• Any behaviour that deliberately undermines the health, safety or wellbeing of the school community. This includes spitting, malice coughing/sneezing (or pretending to) touching, pushing, invasion of space, high level disruption or defiance, failure to follow instructions, misuse of gloves or face mask and offensive language, comments or jokes on Covid-19 including swearing.</li> </ul> <p>Staff will inform duty LT or Pastoral team in person, or call for nearby assistance of staff to alert LT and Pastoral staff or use the 'Behaviour Call Out' email to have a student safely withdrawn.</p> <p>Staff will investigate. Phase 6 - 9 sanctions will be issued accordingly. Parents/Carers will be notified.</p>
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## CLASSROOM MANAGEMENT OF HIGH LEVEL BEHAVIOURS

<b>Phase 6</b>	<b>Inclusion Room</b>  <b>Classroom</b>	<p><b>Staff will alert duty staff to have a student removed from the class and escorted to Phase :6 Inclusion for:</b></p> <ul style="list-style-type: none"> <li>• A <b>serious</b> breach of a class code</li> <li>• Any behaviour that deliberately undermines the health, safety or wellbeing of the school community. This includes spitting, malice coughing/sneezing (or pretending to) touching, pushing, invasion of space, high level disruption or defiance, failure to follow instructions, misuse of gloves or face mask and offensive language, comments or jokes on Covid-19 including swearing.</li> </ul> <p>Staff will investigate. Phase 6- 9 sanctions will be issued accordingly. Parents/Carers will be notified.          *Any student refusing to work in the inclusion room will move to phase 6 in subsequent days. Or, phase 6-9 if appropriate.</p>
<b>Phase 6</b>	<b>Inclusion</b>	<p>Parents/ Carers will be notified by phone in the first instance. If this is not successful, we will email or text. There may be a need for a remote or site meeting with parents/carers to discuss the incident.</p> <p>*Students who receive 3 or more sessions in inclusion in the first half term will be issued a behaviour watch report. Parents will be notified and a meeting will be held (remote or site). *Students</p>

		<p>who fail to comply with phase 6 will move to a phase 7-9.</p>
<p><b>Phase 7</b></p>	<p><b>Base Exclusion</b></p>	<p><b>Students will be escorted straight to Phase 7: Base Exclusion for:</b></p> <ul style="list-style-type: none"> <li>• A highly serious breach or a deliberate/repeat breach of a corridor or class code where immediate, temporary intervention is needed</li> <li>• To keep the student separate from the main school</li> <li>• To safeguard</li> <li>• As an immediate sanction for serious breach of this policy</li> <li>• As a planned sanction for a serious breach of this policy</li> </ul> <p>Staff will endeavour to notify parents/carers as early as they possibly can about this sanction via phone. If this is not successful, we will email or text.</p> <p>Base Exclusion is a serious sanction. It is an internal exclusion from Horsforth School. It is one step away from a formal Fixed Term Exclusion which is reported to the local authority.</p> <p>*Students who receive a base exclusion will not be allowed to return to school until a parent meeting is held (remote or site). The student will be put on 'behaviour watch'.</p> <p>*Students who fail to comply with phase 7 may move to a phase 8-9.</p>
<p><b>Phase 8</b></p>	<p><b>Fixed Term Exclusion</b></p>	<p><b>The decision to issue a Fixed Term Exclusion is that of the Headteacher. It will be given for:</b></p> <ul style="list-style-type: none"> <li>• A highly serious one-off incident</li> <li>• Persistence of serious offences</li> <li>• An escalation of sanctions that have previous failed</li> <li>• A serious breach or a repeat breach of a corridor or class code where a person has been harmed or assaulted</li> <li>• Any drug and alcohol related incident</li> <li>• As an immediate sanction for serious breach of this policy</li> <li>• As a planned sanction for a serious breach of this policy</li> </ul> <p>Parents/carers will be informed by a senior member of staff by phone and a formal letter is emailed.</p> <p>Parents/carers need to make arrangements to monitor their child whilst they are at home and provide adequate supervision, ensuring the work set is complete and returned to school.</p> <p>The student and parents/carers will attend a formal reintegration meeting at school on site before the student can attend lessons again. The student will have a behaviour contract which outline future support and intervention.</p>

Phase 9	Permanent Exclusion	<p><b>The control of permanent exclusion is entirely in the hands of the Headteacher and the Trustees.</b></p> <p>A decision to exclude a student permanently is serious and should only be taken where the basic facts have been clearly established on the balance of probabilities.</p> <p>Usually it will be a final step after the failure of other strategies. But, permanent exclusion may be used for a single extremely serious instance, such as:</p> <ul style="list-style-type: none"> <li>• A serious actual or threatened violence against another student/member of staff.</li> <li>• Sexual abuse/assault.</li> <li>• Supplying an illegal drug.</li> <li>• Carrying an offensive weapon.</li> </ul> <p>The Police and other outside agencies will be informed as appropriate.</p> <p>*Refer to the schools separate Exclusion Policy.</p>

## Appendix 5: Misdemeanours and Unacceptable Behaviour

Horsforth School defines “unacceptable behaviour” as not adhering to the Class or Corridor Codes **and** the following misdemeanours: **(Those in bold are additional and/or specific for Covid-19)**

- **Behaviour that causes physical or emotional harm to oneself or others.**
- **Dangerous behaviour (where the safety of student or others is put at risk).**
- **Deliberate physical contact with an adult / peer, touching or pushing of others. Pretending to do so, touching another’s property with or without permission.**
- **Deliberately invading of another person’s space. Students must keep to a sufficient distance rule on corridors.**
- **Assault on peer /adult: which includes deliberate or malice coughing or sneezing, spitting, or pretending to do any of these.**
- **Misuse of gloves or face masks.**
- **Misuse of hand gel, sanitizer, tissues, and wipes.**
- **Any behaviour which interrupts the calm orderly learning of others or disrupts effective teaching.**
- **Any behaviour that causes offence to a member of school or wider community, including jokes, comments and offensive language on the topic of Covid -19 or bereavement.**
- **Behaviour that challenges or defies staff authority and instruction specifically relating to protocols and codes for Covid-19.**
- **Any behaviour that is unkind, derogatory, deceitful, and disrespectful.**
- **Lateness to the Bubble and lateness to class.**
- Behaviour out of school that damages the reputation of others and of the school.
- Any illegal behaviour.
- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully or humiliate a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Arriving at the school under the influence of drugs or alcohol.
- Possession of banned items.
- Truancy and absconding from class or school site.
- Smoking or vaping, or bringing in such paraphilia into school.
- Refusing to comply with school codes and/or a disciplinary sanction.
- Failure to hand over the planner to staff on first request.
- Theft, handling of stolen goods.
- Swearing, derogatory language, foul or abusive language, discriminatory language.
- Low level disruption and talking in class.
- Failure to complete classwork or activity.
- Rudeness, defiance, answering back and arguing with staff.
- Refusing to complete homework or incomplete homework.
- Misuse of mobile phones/electronic devices, visible phones (in use or not).

- Graffiti, vandalism, damage to school property or student property.
- Breaching the IT acceptable use policy.
- Bringing the schools name into disrepute.

**\* This list covers most misdemeanours, but it is not exhaustive**

## Appendix 6: Addendum: Sanctions Guide

Whilst this is not an exhaustive list of misdemeanours, to ensure consistency and fair treatment of students, this guide is intended to explain to all stakeholders, the sanction for each misdemeanour. For those misdemeanours in **bold type**, appointed staff will use their judgement to determine the surrounding circumstances of the incident; and will issue the appropriate sanction level.

<p><b>Phase 2 – 3:</b> <b>SIMS comments</b></p>	<p>↕</p> <p>Lateness, low level disruption in classroom, no homework, no/wrong equipment, chewing, eating and drinking in wrong place, shouting, uniform-minor infringement, insufficient work, failure to meet coursework deadline, <b>disrespectful behaviour</b></p>
<p><b>Phase 4-5:</b> <b>Class removal</b> <b>After School</b> <b>Detention</b> <b>Headteacher</b> <b>Detention</b></p>	<p>↕</p> <p><b>Breaking of any of the minor revised covid-19 class or corridor codes</b> low level disruption in classroom, repeated disruption, foul language, graffiti, <b>deceit, damage to school property</b>, uniform- repeated infringement, crossing out comments, repeat of insufficient work, answering back to staff, minor defiance, <b>unkind / disrespectful behaviour/language</b>, talking in fire drill, 5 negative SIMs comments in a week, 1<sup>st</sup> confiscation of mobile phone/device. <b>Late to school 3<sup>rd</sup> and 4<sup>th</sup> time.</b></p>
<p><b>Phase 6</b> <b>Inclusion</b></p>	<p>↕</p> <p><b>Breaking of any of the revised covid-19 class or corridor codes that could jeopardise health and safety</b> Or any behaviour that deliberately undermines the health, safety or wellbeing of the school community. This includes <b>spitting, deliberate or malice coughing/sneezing, touching, pushing, invasion of space, high level disruption or defiance, failure to follow instructions, misuse of gloves or face mask and offensive language, comments or jokes on Covid-19, or bereavement. Late to school 5<sup>th</sup> and subsequent times per half term.</b> Repeated disruption, uniform- repeated infringement, <b>unkind / disrespectful behaviour/language, unsafe behaviour, anti-social behaviour on site or to and from school, 2<sup>nd</sup> and</b> repeated confiscation of phones, <b>mobile phone misuse, smoking /vaping on site/seen in uniform off site, possession of smoking/vaping paraphernalia, fighting, bullying, racism, homophobia, swearing at peers or being overheard, gesticulating, deceit ,damage to property, truancy, dangerous or inappropriate behaviour, rudeness to/arguing with staff, refusal to follow instructions, defiance, uniform- major infringement, absconding from class or school site, plagiarism, prejudice and/or derogatory language, theft, bringing the school’s name into disrepute, cyber bullying, in possession of banned item.</b> Phase 6 issued for 2 lessons if students reach phase 4 in the classroom.</p>
<p><b>Phase 7-9</b> <b>Base Exclusion</b> <b>Fixed Term</b> <b>Exclusion</b></p>	<p>↕</p> <p><b>Deliberate, serious breaking of any of the revised covid-19 class or corridor codes</b> or any behaviour that seriously undermines the health, safety or wellbeing of the school community. This includes <b>spitting, deliberate or malice coughing/sneezing, touching, pushing, invasion of space, high level disruption or defiance, failure to follow instructions, misuse of gloves or face mask and offensive language, comments or jokes on Covid-19, or bereavement.</b> A repeat breach of a corridor or class code.</p>

	<p>Repeated Smoking /vaping incidents, possession of legal/illegal substances, <b>serious fight, assault, (coughing and spitting) bullying</b>, swearing at staff, serious damage to school property, vandalism, <b>theft</b>, anti-social behaviour in /off site, <b>extreme or persistent rudeness to staff, persistent refusal to follow instructions, extreme defiance</b>, repeat absconding, hate crime, discriminatory acts, harassment, harmfully sexual behaviour, failure of phase 6, <b>bringing the schools name into disrepute in the community</b>, persistent bullying, <b>cyber bullying</b>, illegal acts in the community, continued misuse of phone, filming or taking photos of anybody on school site, using social media to cause offence or humiliate any member of the school community, uploading photos of school members onto social media, <b>in possession of banned item, physical contact with an adult /peers</b></p>
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## Appendix 7: The Student Planner

Students must continue to bring their planner each day. This is vital for their organisation and it is used as a learning aid. Students are expected to have it open on the table at the start of each lesson.

Students who fail to bring their planner are not fully equipped for school.

The first strike system which allows them to forget it once, still applies.

For all other times, students need to work in inclusion if they have no planner.

### **Staff will not write or record in the Student Planner**

- For health and safety reasons staff will not be recording written comments, detentions or notes in planners.
- Form Tutors will not sign the planner.
- Staff will record comments for behaviour electronically on SIMs.
- Parents will receive text notification for detentions.
- Parents will receive phone calls where appropriate in line with policy.
- Students will not be asked to hand over their planners for written communication.
- Parents must contact the school by phone if they have something they wish to discuss with a staff member.
- **Parents must still check the planner and sign it each week.**

### **Parent role for the Student Planner**

Tutors will no longer sign the planner on a weekly basis.

But we do still require a signature from parents/carers to show that this has been seen and checked at home.

It is vital that parents/carers continue to check the planner to ensure their child has recorded their home learning so there is awareness of what students should be completing at home with relevant support if needed.

## Appendix 8: Taking into Account Individual Need

### **SEND, EAL, CLA, MEDICAL NEEDS, YOUNG CARERS**

Where a child is covered by SEN and disability legislation, reasonable adjustments and targeted support will be considered by the school as required under the Equality Act 2010.

Teachers will use Learning Passport strategies to engage students, to meet learning need and in doing so, will first and foremost aim to prevent students from exhibiting poor behaviour.

Teachers will make use of other relevant information stored centrally, SIMs student profiles, linked documents and pastoral briefings to support vulnerable and complex needs students as required in the classroom.

If behaviour leading to repeated sanctions is directly related to a diagnosed learning need, the school will implement strategies and make reasonable adjustments with the aim of allowing the student to meet expectations. Additional training and information is given to staff when necessary. We act on the guidance of appropriate outside agencies when making reasonable adjustments for students with additional needs.

If a sanction is imposed, consideration will be given to the need for reasonable adjustments and/or targeted support to assist the student during the sanction.

Examples of reasonable adjustments for sanctions might be: differentiated work for detention, different seating plan for detention, differentiated work for inclusion and/or exclusion, flexi seating in inclusion, shorter and varied tasks in inclusion, time out in LINK for inclusion, timely 1:1 assistance in inclusion, allowing fidget toy, shorter day in inclusion or for exclusion, time out with mentor.

If after, these reasonable adjustments have been made, a student's behaviour still fails to improve then they can be subject to a serious sanction including permanent exclusion.

## Appendix 9: Mobile Phone Confiscation and Sanction procedures

	<b>School will:</b>	<b>Student:</b>	<b>Parent /carer:</b>
<b>1st confiscation</b>	<ul style="list-style-type: none"> <li>-Confiscate the phone</li> <li>-Store in HUB safe</li> <li>-Log the offence</li> </ul>	<ul style="list-style-type: none"> <li>-Collect phone themselves at end of the day on call staff</li> <li>-Friday 90 minute Headteacher Detention</li> </ul>	<ul style="list-style-type: none"> <li>-Will receive a school text to notify of first offence</li> <li>-remind child of acceptable use at school</li> </ul>
<b>2nd confiscation</b>	<ul style="list-style-type: none"> <li>-Confiscate the phone</li> <li>-Store at the HUB</li> <li>-Log the offence</li> <li>-Transfer to the LT safe</li> <li>-Contact home</li> </ul>	<ul style="list-style-type: none"> <li>-Will receive a full day in inclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Notified by phone if possible (text, if not)</li> <li>- Make an appointment between 7.30 -5pm to collect the phone from Leadership Team at school</li> </ul>
<b>3rd confiscation</b>	<ul style="list-style-type: none"> <li>-Confiscate the phone</li> <li>-Store at the HUB</li> <li>-Log the offence</li> <li>-Transfer to the LT safe</li> <li>-Contact home</li> </ul>	<ul style="list-style-type: none"> <li>-Will receive a two full days in inclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Notified by phone if possible (text, if not)</li> <li>- Make an appointment between 7.30 -5pm to collect the phone from Leadership Team at school</li> </ul>
<b>4th confiscation</b>	<ul style="list-style-type: none"> <li>-Confiscate the phone</li> <li>-Store at the HUB</li> <li>-Log the offence</li> <li>-Transfer to the LT safe</li> <li>-Contact home to arrange a meeting with the Deputy Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>-Will receive a three full days in inclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Notified by phone if possible (text, if not)</li> <li>- Make an appointment between 7.30 -5pm to collect the phone from Leadership Team at school</li> <li>-Attend a meeting to discuss 2 options: Child does not bring their phone to school and is subject to a search or hands it over to the lead staff every morning for the duration of the day.</li> </ul>
<p>*If a student refuses to hand over phone they will be issued with 1 extra day inclusion on top of their allocated sanction.  ** Refer to Mobile Phone Procedures Document for more details</p>			

## Appendix 10: Items banned from Horsforth School

**The aim of confiscating property is maintaining an environment conducive to learning and one which safeguards all members of the school community. These items will be confiscated and parents/carers will be contacted regarding their return. Staff will wear gloves for a confiscation where appropriate. Students are expected to hand items over freely and with no objection so a safe distance can be maintained.**

### **14.1. Fire lighting equipment:**

Matches, lighters, etc.

### **14.2. Drugs and smoking equipment:**

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic / vaping cigarettes
- Any equipment related to taking or smoking of drugs
- Alcohol
- Any form of illegal drug

### **14.3. Weapons and other dangerous implements or substances such as:**

- Knives, pen knives, switch blades, sharp objects
- Razors, razor blades, sharpener blades – which have been removed
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Fireworks
- Dangerous chemicals

### **14.4. Other items:**

- Caffeinated / sport energy drinks, large bags and blocks of confectionary
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Mobile phones/electronic devices may be brought to the school but must be switched off and in a bag during the entire day.

**14.5. Students must not bring into school any form of Stolen Property. Nor buy or sell on school site.** We reserve the right to ban/confiscate other items that impact on school behaviour or health and safety of our community as they arise.

## Appendix 11: Searching, Confiscation, Reasonable Force

### Searching

Horsforth School is committed to safeguarding and promoting the welfare of the members of its school community. Therefore there may be occasions when designated staff will find it necessary to search the person or the belongings of a student.

Schools are permitted to search students under the Education and Inspections Act 2006 and DfE Guidance for Schools on Searching, Screening and Confiscation (February 2014).

The Headteacher can authorise a search of students or their possessions (including bags and lockers) without consent if there are reasonable grounds for doing so. However, in the rare occasions where designated staff search a student, the student is always asked to comply first, to give consent and help staff in their search.

For major safeguarding breaches searching students may have to be done without consent, and reasonable force may have to be used to carry this out. Headteachers have the power to do so for suspected weapons, drugs, alcohol and stolen property.

### Horsforth Guidance for Searches:

#### **With consent: (safely distanced, in large space, staff will use PPE)**

- Only authorised, designated staff can search (Leadership Team, PBO's and DSO's).
- Two members of staff are present; one member of staff should be the same gender as the student being searched if possible.
- Can search for any banned item from Horsforth School.
- School does not need formal, written consent from parents, it is enough for staff to ask the child to turn out their pockets and bag.
- Staff can ask the child to remove a coat and any outer clothing (clothing which does not touch the skin) Parents will be informed if this is the case.

#### **Without consent: (where possible staff to create distance and use PPE)**

- Only authorised, designated staff can search (Leadership Team, PBO's and DSO's) and for weapons, drugs, alcohol and stolen items.
- Two members of staff are present; both members of staff will be the same gender as the student being searched if possible.
- School does not need formal, written consent from parents.
- Staff will search bags and lockers for the 4 prohibited items.
- Where the safety of others is at risk, staff may use reasonable force to do this.(with PPE)
- If the student refuses to remove outer clothing, (clothing which does not touch the skin) it is referred to the Leadership Team and Parents are notified. We will contact the Police in some circumstances; the Police can conduct personal searches. Parents will be informed.
- Searches of this kind should be logged on SIMS AND CPOMS.

### General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Besides the items banned at Horsforth School, all members of staff can confiscate the following items:

- Mobile phones and electronic devices, including ear phones, Air pods, headphones
- Jewellery
- Incorrect uniform or outdoor clothing that is worn inside / incorrectly

**Items that are removed by staff:**

- Staff to wear gloves
- Student must comply by removing item and placing on a nearby surface so staff can keep their distance. Students who fail to comply will be removed from school and issued phase 6: inclusion, until the matter can be safely resolved or parents will be called in.
- Staff will place item in envelope and hand to appropriate staff member

Clothing, jewellery, and drinks will be returned at the end of the day from the HUB, all other items will be returned when school have contacted parents unless otherwise stated in this policy.

Where we find stolen items, these will be given to the police. Any weapons or items that are evidence of an offence must be passed to the police as soon as possible. Weapons will only be returned to a parent/carer and not to a student.

School will inform the student's parents/carers or guardians where weapons and knives, alcohol, drugs of any form, cigarettes of any form, stolen items, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property are found, although there is no legal requirement to do so.

**Power to Use Reasonable Force**

**This guidance is in keeping with the Education and Inspections Act 2006.**

Team Teach Staff have the power to use reasonable force. 'Reasonable in this circumstance' means using no more force than is needed, with it being necessary and proportionate. 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. If the safety of others is at jeopardy, staff may have to intervene in this way.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Reasonable force can be used to:

- a) Remove disruptive students from the classroom where they have refused to follow an instruction to do so and without the removal the health or safety of others could be threatened
- b) Prevent a student leaving the classroom, when allowing them to leave would risk their health or safety, the health or safety of others or lead to behaviour that disrupts the behaviour of others.
- d) Prevent or stop a student from attacking, assaulting a member of staff or another student, or to stop a fight.
- e) Prevent or stop damage to property.

- Force cannot be used as a punishment. This is unlawful.
- Designated Safeguarding staff will contact the parents/carers of any student who has had to be managed in such a way.
- Staff will endeavour to use PPE, but the context and timing of the incident may mean that this may not always be possible.
- All incidents of restraint are recorded on CPOMs. Staff will complete a positive handling report and will have access to supervision.

## Appendix 12: Discipline beyond the School Gate

The School has a statutory power to discipline students who misbehave outside of the school grounds (The Education and Inspections Act 2006). The DfE guidance, (Behaviour and Discipline in Schools, 2016) states, *“Teachers have the power to discipline pupils for misbehaving outside of the school premise. To an extent which is reasonable”*

Horsforth School will therefore investigate and put in place appropriate sanctions for any poor, inappropriate behaviour and/or bullying which occurs off the school premises and which is witnessed by a staff member, reported to the school or evidenced through the use of social media, text messages or email.

This will include any misbehaviour that occurs when a student is:

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

It will also include any misbehaviour at any time, whether or not the above apply, that

- could have repercussions for the orderly, safe running of the school or
- poses a threat / humiliation / violation to another member of the school community or member of the public or
- could adversely affect the reputation of the school
- that is illegal

Each incident of inappropriate behaviour committed off the school site will be considered on an individual basis but in deciding any sanctions to be taken, consideration will be given to the extent to which the behaviour may have repercussions for the orderly running of the school or might pose a threat to the school community or wider community.

Parents/carers will always be informed of sanctions and reasons.

We may involve the input of the Police.

## Appendix 13: Support and Intervention for Students

- Clear and Proactive Positive Behaviour Policy – high expectations.
- Regular reminders of Class Codes and Corridors Codes. Acclimatisation sessions.
- Behaviour for Learning assemblies.
- Open door approach.
- Staff highly visible / meet and greet / duty teams before, break, lunch and after school.
- Support staff in each Bubble.
- High quality rewards system.
- Robust Safeguarding Policy and procedures.
- Daily Tutor Time – a student’s first point of call. Mentoring, Wellbeing Wednesday and Resilience programme.
- Student voice through form representatives and the Student Parliament (council).
- Report cards/ Positive Report Cards and daily staff mentor.
- Attitude to learning Report and daily mentor.
- Punctuality report card.
- Time Out card.
- Medical Pass.
- Toilet Pass.
- Health or Medical Care Plan.
- Academic support from teachers and relevant lunch/after school clubs.
- ICT support and homework club in the ELC.
- Bespoke catch up sessions.
- ATL/Progress support from Year Co-ordinator .
- Mentoring from the PBO (Pastoral and Behaviour Officer).
- Leadership Team mentor.
- Progress Review Lesson.
- Intervention 10 groups.
- Attendance challenge groups.
- ATL challenge groups.
- Breakfast club.
- Peer mentoring.
- Post-16 Buddy.
- Attendance Strategy Leader.
- Referrals to LINK.
- SENDCo and SEND team: Inclusion register, Learning Passport, TA support, LINK, briefings, EHCP, Ed Psyche referral, advice.
- Wave 1 and Wave 2 Mental health and wellbeing support.
- Covid- 19 Recovery PSHCE lessons.
- Staff training around mental health and wellbeing.
- Staff training for the revised PB policy.