

055 Behaviour

Responsibility:	IC
Date:	Sept 2019
Next Review:	Sept 2021

This policy should be read in conjunction with the School Behaviour Principles, the School Vision and Values and School Drugs Policy as well as in conjunction with the home/school agreement as stated in the planner.

Aim

This policy aims to set out our school expectations of members of our school community in relation to their behaviours in and outside our school. It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well, in keeping with our school shared values. We are a caring community. Our school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure. We believe positive behaviours are vital to effective teaching and learning.

A successful behaviour policy requires the commitment and consistency of practice of all staff to ensure that learners know the standards expected of them. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

In order to achieve this, our school will:

- make clear its expectations of good behaviour, through assemblies and checking in and out.
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, disability, sexual orientation, ability, religious or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.
- Make reasonable adjustments for students with additional needs

Behaviour

All children are expected to behave in a way that supports the learning of all pupils in their class and aids the delivery of the teacher. Each classroom should display an outline of behaviour expectations (see appendix 1). Where behaviour is unacceptable in this respect, the teacher should respond consistently and fairly in accordance with school behaviour policy (see appendix 2).

Celebrating Success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focusing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are (see appendix 3)

Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour. We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative practice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. The school does implement sanctions for inappropriate behaviour which include (but are not exclusive) 20 minute - one hour detentions or exclusions, depending on the severity of the incident.

School Rules

The school is at its happiest and most productive when courtesy, common sense and consideration for others are the normal behaviours. We have 'codes of conduct' and basic rules of the school (see appendix 2)

The Inclusion Hub

The Inclusion Hub is used as an alternative to exclusion. Students spend the day following their timetable, along with doing restorative work as led by inclusion staff. The purpose of the Inclusion Hub is to reduce fixed term exclusions, deter poor behaviour, allow repair to the harm caused by poor behaviour and re-integrate students who have received a fixed-term exclusion. The purpose of the Hub is to ensure a learning experience that will make re-offending less likely. The work done in the Hub is to try and modify behaviour. If a child spends a day in the Hub, this will be from 9:25am – 4:25pm unless a different time is agreed by school and parents (See appendix 2).

Restorative Practice

Restorative Practice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them four main questions:

- What happened?
- What were you thinking/feeling?
- What needs to happen to put it right?
- What will you do differently next time?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person and also consider the impact on other pupils and their learning. By doing this and finding solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative practice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other person feels, and move on in a positive light. The aim is to solve the problem, move on and prevent the situation arising again

Restorative practice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a facilitator. The facilitator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

Pupil Restraint/Positive Handling

Corporal punishment

The law does not in any way authorise the use of corporal punishment with pupils in maintained schools or publicly-funded pupils in independent schools. For those pupils the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. That ban applies in all circumstances, and has applied since 1987. Any member of staff who punishes a child in this way is likely to be subject to disciplinary action, and possibly criminal prosecution.

Restraint – when – in accordance to DfE guidelines 'Use of Reasonable Force'

Staff may need to use reasonable physical force to control a child. The test on making this decision must be whether that child, if not restrained, is acting in such a way that they represent a danger to themselves, others or property (see appendix 4)

Pupil Support

We aim to support all our pupils to ensure that every child succeeds during their time at Holmfirth High School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, including making arrangements for alternative curriculum provision in or outside school and referral to appropriate external agencies.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else or on school property, any member of staff is entitled to intervene.

Behaviour of Parents/Carers and Other Visitors to the School

Holmfirth High School encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse. Members of the school community have the right to defend themselves using an appropriate level of force. We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. See Appendix 5

Appendix 1

Behaviour Expectations/Rules

Classroom Code of Conduct

- Pupils should not talk when the teacher is speaking
- Pupils should respect other people, school property and equipment
- Pupils should follow teacher's instructions on the first time of asking
- Pupils should always try their best in lessons

Corridor Code of Conduct

- Pupils should be respectful of others
- Pupils should keep moving on the corridors
- Pupils should keep to the right on the corridors

The Basic Rules of the School

Apart from the above codes of conduct the following general rules apply to students in the school:

- i. Pupils must arrive in school with the correct school uniform, worn properly and with the correct equipment to be 'Ready to Learn'. When in uniform pupils should remember that they are representing everybody at Holmfirth High School.
- ii. When moving about the school and grounds pupils should be considerate. Pupils should help others by opening doors and standing back to let people pass. Pupils should not shout or disturb others.
- iii. Pupils should walk on the right side of corridors and stairs and should not run and they should also line up in single file outside classrooms.
- iv. Smoking or vaping on the school premises is illegal. It is also forbidden to smoke or vape whilst in school uniform either on or off the school site.
- v. Pupils should respect our school and place all litter in the bin and pick up any litter they see
- vi. Pupils are not allowed to chew gum anywhere in school and food should only be consumed in the dining room or where permitted by staff
- vii. If pupils have to leave a lesson it should be for a valid reason and a note must be in their Planner.
- viii. Pupils must not leave the premises during the school day without the permission of their Head of House or a member of senior staff.
- ix. The reception area must not be used as a general meeting place. The front doors are not to be used by pupils.
- x. Pupils must be punctual arriving at school and at lessons.
- xi. The appearance of the school is the responsibility of everyone. Graffiti will not be tolerated on books (including Planner), furniture and walls.
- xii. Pupils are only allowed to play with basket balls in the hoops on the playground. There should be no other ball games played on the yard. When appropriate the school fields will open for pupils to play.
- xiii. Mobile phones, iPods, MP3 players or similar must not be visible in school. Pupils bring these items in at their own risk.

- xiv. Special instructions about the use of outside areas and about snowballing may be given, according to the weather conditions.
- xv. Violence, bullying (either physical or mental), damage to property and theft will be treated with a zero tolerance approach

Breaks, Lunchtimes and Eating Arrangements

Eating Areas

Pupils are only allowed to eat their food at morning break and lunchtime and only in one of the three designated dining rooms. Whilst all years can buy food and eat in the dining room or the Pod, only Year 11 pupils can use the Prospect House Lounge. Pupils are allowed drinking water in classrooms, but they must use it sensibly and without making a mess. For pupils to use water in class in must be in appropriate plastic bottles with a sports drinking cap. Bottles can be re-filled from the dining room or Prospect House lounge during break and lunchtime, but not during lesson times.

Lunchtimes

Pupils can begin queuing to go into the dining room or Pod at 1:10pm – there is no designated time for a year group or House. Pupils will go along the top end of the changing rooms in the PE block and queue in the picnic area if the dining room is full.

Pupils engaged in formal lunchtime activities with teachers can collect a pass card from the teacher concerned and this entitles them to go to the front of the lunch queue or straight in to the dining room. Pupils bringing their own packed lunch should queue along with the other pupils.

Only pupils who have brought a signed letter in from home are allowed off-site at lunchtimes – the letter needs to declare that the parents accept full responsibility for the safety and behaviour of their child. Such pupils are given a signed pass, but on the strict understanding that the child goes home or to the house of a family member – under no circumstances are pupils allowed to wander freely off-site at lunch break.

Pupils are all allocated a lunch account when they join the school. A biometric fingerprint system is used to activate and use the account. Pupils can put money onto their account by using their fingerprint on the pressure pad to activate their account. Money can then be inserted into the machine. Food is paid for at the till by children activating their account using their fingerprint. Cheques written to "KMC" can be posted in the designated black boxes to credit their accounts – cheques should be posted by break-time for pupils to spend the money at lunch. The school has established a Parent Pay facility and parents can access this from any internet linked computer to add money to the child's lunch account and to monitor their eating purchases.

Pupils should remove their coats when sitting for lunch.

At lunchtimes pupils should collect a tray before purchasing their food. When they have finished their lunch they are responsible for clearing all their cutlery, plates and litter from the table or floor around it before they leave using the tray which they return to the stacking system. No hot food, cutlery, plates etc should be removed from the dining hall, Prospect House Lounge or the Pod. Pupils must not continue to eat or drink as they move away from these areas and into the school. The only use of the gates at the far end of the picnic area, should be for those pupils joining in with sport activity on the tennis courts or pupils using the top courts as a social area.

Planners

All children are expected to take their student planners with them to all lessons. These are to be used for:

- Recording attainment/progress towards targets
- Recording homework
- Recording details of important dates and/or events
- Recording achievement awards (KS3)
- Recording when a pupil has to leave a lesson.

- Written comments from teachers and parents - a speedy form of school/home communication.
- Any comments regarding Ready to Learn

Planners should be signed fortnightly by the family and checked and signed by the form teacher fortnightly. It must be stressed to the students that the planners are important and great care must be taken of them. There will be a charge to replace lost or damaged planners (charge will be at cost)

Uniform

These are the uniform expectations for Holmfirth High School

Ties

- Compulsory for boys and girls in all year groups
- Students will wear the tie that is relevant to their House
- The tie length must be appropriate

Sweatshirts & Jumpers

- All students will wear a black v-neck jumper with logo, with the exception of our student leadership team, who will wear a grey v-neck jumper with logo.
- These are compulsory and should be worn at all times.

Shirts/Blouses

- White with a button up collar
- Suitable for wearing with a tie
- Top buttons should be fastened.
- Shirts must be tucked in at all times

Trousers

- Black, full length with logo
- Trousers must cover the top of the shoe and ankles must be covered.

Skirts

- Black pleated uniform skirt with logo with length of skirt should be on or just above the knee

Socks/Tights

- Plain black or grey ankle or knee-length socks
- Plain black tights

Footwear

- Black, plain, leather shoes
- No trainers or leisure shoes
- No logos or coloured trims or soles
- No canvas shoes
- No high heels or platform shoes
- No backless or open-toed shoes
- No boots (e.g. Ugg, knee high)

Jewellery

- One small plain stud earring in each ear and worn in the lobe
- Ear tapers, tunnels, plugs and hoops are forbidden
- No adornments whatsoever (e.g. rings, necklaces or bracelets)
- Nose studs or other body piercings will not be allowed

Outer Garments

- Not to be worn inside school
- To be worn to and from school only
- Coats should not be denim or have obtrusive logos on them
- No hoodies or hats/headwear
- Heads should not be covered indoors (except for religious observance)

Hair & Make Up

- Hair must be tidy and of a conventional colour and style
- Hair accessories kept to a minimum
- Any make up should be discreet and unnoticeable
- Only clear nail varnish is allowed

Appendix 2

Behaviour Protocols and Sanctions

Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour. We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative practice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community

In the classroom, teachers operate a 5 stage process to deal with inappropriate behaviour:

- 1 One verbal warning
- 2 Second warning – logged on SIMS as LLD (Low Level Disruption)
- 3 Isolation within the classroom – 20 minute detention
- 4 Sent to another classroom (parked) – subject teacher detention – 30 minutes
- 5 On-call – restorative practice will be used at this stage – curriculum area detention – 40 minutes after school – placed on subject report

3 on calls – day in the Hub and Deputy/HOH report

Use of On Call

The "On-Call" system is designed to support teachers and their groups. The "On-Call" system can be initiated if a pupil is guilty of a serious act of unacceptable behaviour. It may also be used if a pupil is guilty of repeatedly misbehaving in relatively minor ways despite correction. In the case of repeatedly low level misbehaviour, the system should only be used if the continued presence of the individual will disrupt the educational opportunity of others in the group.

On Call System

Whole system promotes consistency and empowers both the staff and the pupil. It eradicates the 'I didn't do anything' syndrome and gives the pupils choices.

Examples of situations where "on-call" should be used:

- Act of aggression directed at another pupil
- Behaviour which is contrary to the school's inclusion policy
- Abuse directed at the teacher
- Repeated refusal to follow the directions of the teacher
- Constant disruption of the lesson stopping teacher teaching and pupils learning.
- Where a child has reached stage 5 of the behaviour policy
- Inappropriate/incorrect uniform

Examples of situations where "on-call" should not be used:

- Homework not done
- Poor work
- Lateness to Lesson
- Unless steps 1 – 4 have been followed in the first instance

How the On Call system works

Class teacher

If the child's behaviour is deemed serious enough to be sent straight to on-call then the class teacher has to follow the procedures of:

- Complete an "on-call" slip.
- Give the pupil suitable work to complete. Ensure that the pupil knows that the class teacher will see them to follow up on the incident at an appropriate time.
- Send the pupil with their work to the "on-call" venue, which is in the Hub
- A little later, send a reliable pupil to the "on-call" venue with the "on-call" slip. It should be given to the Inclusion Manager.
- After the lesson ensure that the incident is logged on SIMS and reported to the HOD so that an after-school detention can be arranged.

The Inclusion Manger

The Inclusion Manager has the following responsibilities:

- Ensuring that pupils complete a restorative interview sheet. Once this is completed and they are settled they work in silence.
- Ensuring that children do not enjoy "on-call"! It is important that the pupils referred are not able to use "on-call" as a work avoidance tactic
- Ensure that the register is kept of any pupil who is sent to "on-call".

Senior Management

Senior Managers are responsible for the following:

- Preparing a rota for staff 'Hub Support' at the beginning of the school year and publishing it within the school timetable – to help if the Inclusion Manager is absent
- General support of the "on-call" system, from time to time visiting the "on-call" base and speaking to pupils who have been sent there.

Office Personnel

Office Personnel are responsible for:

- Summoning the Inclusion manager or Pastoral manager to support if requested by a class teacher.

Pastoral Staff

Pastoral staff are responsible for:

- Appropriate follow-through with individual pupils.
- The system is:
 - Any on call – Teacher responsibility to liaise with the HoD to arrange the after-school detention.
 - Third on call – A third on-call within one term leads to a day in the Hub and/or an exclusion from school.
 - Refusal to go into the Inclusion Hub may result in an exclusion.

The Inclusion Hub

The Inclusion Hub is also designed to support teachers and their groups. The "On-Call" system can be initiated if a pupil is guilty of a serious act of unacceptable behaviour. It may also be used if a pupil is guilty of repeatedly misbehaving in relatively minor ways despite correction. In the case of repeatedly low level misbehaviour, the system should only be used if the continued presence of the individual will disrupt the educational opportunity of others in the group. The "Inclusion Hub" system is used as an alternative to exclusion for more serious behaviour.

Reasons for referral include:

- Re-integration following a fixed term exclusion
- Three On Calls, following consultation
- An aggressive incident involving harm to others
- Bullying behaviour
- Persistent aggressive or bullying behaviour
- Unacceptable conduct towards a member of staff
- Persistently behaving contrary to the school's inclusion policy
- Any other behaviour not listed above that is deemed sufficient by SLT and other senior staff to warrant referral
- Inappropriate uniform

Referral to the Inclusion Hub can only be made by a member of the SLT team in consultation with the relevant Head of House. Inclusion staff will be consulted to ensure there is sufficient staff available for the chosen day. The Inclusion Hub may be activated immediately if a child's behaviour warrants this or their uniform is not deemed acceptable. The Inclusion Manager will email staff and the pupil on reception duty will go to the Inclusion Hub immediately.

There is one staff member listed for Inclusion Hub who will be in the Hub as directed by the rota. For the purpose of safeguarding, a walkie talkie will be placed in the room, so that staff can contact a senior leader or member of the Pastoral team at all times.

When students arrive at reception they are met by Inclusion staff and they sign the Inclusion Hub contract. Staff will keep a file for the day in the Hub, recording work done and agreements reached through the restorative work carried out.

Subject staff must ensure all work is provided to the Inclusion staff in advance – the night before. If any special arrangements or equipment are needed it is the responsibility of the subject teacher to organise this. SLT will monitor and evaluate the use of the Inclusion Room and the extent to which it fulfils its purpose and has an impact upon student behaviour.

If a pupil is placed in the Inclusion Hub for a day, then this will be a slightly altered school day and will be from 9:25am – 4:25pm, unless a different time is agreed by the school and parents.

Dealing with Incidents of Racist Behaviour

When a racist incident comes to our attention, staff will:

- Ensure that those reporting the problem feel that they have done the right thing by talking about it
- Ensure that the incident will be taken seriously and that something will be done about it
- Properly investigate the incident, liaising with the Head of House as necessary
- Take appropriate action against the student displaying racist behaviour. This may involve a range of actions ranging from verbal or written warnings, through detentions to possible exclusions for particularly violent, malicious or repeated incidents
- Ensure appropriate support is given to the victim-and that following punitive action against the perpetrator, that an educational response is made to try and ensure the pupil concerned understands and appreciates the reasons why they were wrong to behave in the way they did.
- We monitor this through SIMS to report to Governors.

Any incidents of discriminatory behaviour, the same procedure will apply

Pupils out of classrooms during lessons –

Members of staff should challenge any pupil who is out of a lesson. If the situation is legitimate, the pupil should be carrying their planner and it should have been signed by the class teacher and a reason logged.

If the pupil does not have their planner with them, or there is no appropriate entry, then they should be immediately returned (and preferably escorted) back to their lesson.

Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from school, educational visits
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Permanent and Fixed Term Exclusions

Holmfirth High School, through effective and positive behaviour management and the use of restorative practice, aims to avoid pupils being excluded from school and actively seeks ways of reducing exclusion rates. It should, however, be recognised that serious breaches of school discipline are unacceptable and the school will apply a serious sanction where these do occur. This policy aims to give governors, staff, pupils and parents/carers an understanding of the kinds of behaviours that may well result in exclusion and how these are managed.

Fixed Term Exclusions

Exclusions are used where a serious breach of school discipline occurs or where a pupil is causing persistent disruption to learning and teaching. The school has two levels of fixed term exclusion to reflect not only the seriousness of the breach of school discipline, but also the previous behaviour of the pupil concerned and the context. Each situation is judged on a case by case basis.

External Fixed Term Exclusions are used for more serious breaches of school discipline or where a pupil has a record of previous serious incidents, persistent disruption to learning or persistent defiance to school rules. Exclusions of this type are for a maximum of 15 school days. They are recorded on the exclusion log and on the child's record in school. Pupils returning from fixed term exclusion will have a readmission meeting in school with their parents/carers.

Internal Fixed Term Exclusions are used where a serious breach of school discipline occurs, but the incident is less extreme. Internal fixed term exclusions may also be used where a child would normally be excluded externally, but an external exclusion could put them at potential risk. They may also be used when the incident is the first serious incident involving a particular child.

Decisions about fixed term exclusions are taken by the Headteacher, once they have been presented with the evidence gathered by the Head of House or other members of the Senior Leadership Team or Pastoral Staff about the incident and are satisfied that there is a balance of probability that the pupil has been responsible for a serious breach of school discipline.

The list below outlines the kinds of serious incidents/behaviour that may result in fixed term exclusions. This is not an exhaustive list, but gives an indication of the types of serious breaches of school discipline which may lead to exclusion.

Examples of serious incidents are (not a definitive list):

- Verbal abuse including the use of foul and abusive language either directed at another pupil or an adult.
- Physical assault, where pupils are fighting, kicking or hitting each other.
- Racist language or behaviour.
- Possession of a weapon or dangerous object.
- Possession of drugs or alcohol.
- Unusual behaviour which may be consistent with being under the influence of alcohol or drugs.
- Threatening behaviour/physical assault on an adult.
- Sexual misconduct.
- Theft of others' property, belongings and school equipment.
- Deliberate vandalism.
- Behaviour which puts themselves or others at risk of serious harm.
- Misuse of social media to bully, intimidate or humiliate others.

Governors do not have the power to overturn the Headteacher's decision to exclude a pupil unless the exclusion results in a pupil missing a public examination, the exclusion is permanent, the exclusion results in the pupil being excluded for more than 15 days in a school term, or where a pupil has been excluded for more than 5 days in a term and where parents/carers have requested a governing body meeting.

Governors must ensure that the correct procedures are in place and be satisfied that the school has done all it can to try and support the pupil in question.

Incidents Outside of School Hours

The above sanctions apply to all school activities, trips and visits. If a serious incident occurs whilst on a school trip or visit, then the pupil(s) concerned may well be excluded from future school trips and visits. If an incident occurs either on the way to or from school, the school has the right to apply sanctions such as exclusions.

If an incident occurs outside of school hours, in the evenings or at weekends, the Headteacher must consider whether the presence of a pupil in the school building is likely to have an impact on the smooth running of the school or on the safety and well-being of other pupils or staff. If this is the case exclusions may well be applied.

Permanent Exclusions

Pupils may be permanently excluded for a very serious one off incident or for persistent breaches of school discipline. The Headteacher is the only person who can make a decision to permanently exclude a pupil.

The Headteacher will consider alternatives to exclusion such as a managed move to another school in the following circumstances.

- The Headteacher is confident that the child does not represent a threat to the health and safety of pupils or staff at another mainstream school.
- The pupil would benefit from a move of school in order to move away from disruptive influences that may have influenced their behaviour.
- Where a single serious one off incident occurs where returning to the school may have a significant impact on another child or group of children, but in the opinion of the Headteacher is not likely to re-occur in another mainstream school.

Any managed move must meet the criteria set out in the Local Authority guidance and must be with the consent of the parent/carer and child concerned. If the managed move is unsuccessful the Headteacher may decide to permanently exclude the pupil concerned.

The school reserves the right to permanently exclude a child who has posed a serious disruption to whole school teaching and learning and/or tampering within health and safety equipment e.g setting off the fire alarm.

Appendix 3

Celebrating Achievement/Success

Celebrating Success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focusing on success and positive outcomes is essential in developing a positive culture and ethos across the school. All staff are expected to be proactive in recognising the achievements in students and finding appropriate ways to celebrate/reward them. The many ways we celebrate/reward success are listed below and will be reviewed by pupils, parents and staff during the academic year.

Examples

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson and/or form time – use of circle time for pupils to discuss their own behaviour related concerns
- Sharing and celebrating success in assemblies
- Merits/SIMS points awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Postcards home
- Presentation Evenings
- Gift Vouchers

Appendix 4

Pupil Restraint/Positive Handling

Restraint – when – in accordance to DfE guidelines

- where action is necessary in self-defence or because there is an imminent risk of injury;
- where there is a developing risk of injury, or significant damage to property;
- schools do not require parental consent to use restraint/positive handling on a student.
- Holmfirth High School recognises our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Examples of situations that fall into these categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Staff are advised that restraint should not routinely be used to stop a child leaving a classroom. In many cases where a child has lost their temper, the act of walking out of the classroom can provide the cooling off period necessary. The behaviour issues can be addressed later. Again, restraint should only be used if the pupil is presenting a threat of danger to themselves or others.

Restraint – how

If the decision to restrain is taken, there are two relevant considerations:

- i. the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- ii. the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Restraint – who

With the provisos listed above, the law gives any member of staff at the school the powers to restrain pupils. At Holmfirth High School the Headteacher has given authority for any member of staff to use restraint in line with the conditions set out above. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Recording restraint

All incidents involving restraint must be recorded by the teacher concerned in the 'Serious Incidents Log' held in the Pupil Welfare Office and details of the incident will be transferred onto the SIMS behaviour log by the Systems Manager. It is also the responsibility of the teacher concerned to speak with the pupil's Head of House/ SLT to follow up on the incident and ensure that parents have been informed by the school. The 'Serious Incident Log' is reviewed on a regular basis by the Headteacher.

Searching students

Searching without permission

A pupil may be searched without permission, if there is reasonable suspicion that they are carrying a knife or similar weapon or drugs, or any item that is banned from school premises (see below). Reasonable suspicion might be based upon the results of a screening procedure, intelligence gained from another pupil, parent or member of staff, or from observed behaviour (e.g. a pupil trying to conceal something). Reasonable suspicion should not be based on generalisations or stereotypical images of certain groups.

Introduction

Schools generally remain safe places. Where searching for weapons has been introduced into schools, only a small percentage of children have been found to carry a knife or other weapon. With changes in national legislation in 2007, it was felt important to mention in this policy, to ensure that the full power of the law could be used within the school to ensure that it remains a safe place for our children.

Screening

The school reserves the right to undertake screening of pupils for weapons. The school can require a pupil to be screened, a process which is carried out with a hand-held 'wand'. The process would be carried out on an occasional basis on a random-selected group of pupils. They would be told beforehand to empty their pockets of any metallic objects and the screening would be carried out with a hand-held wand which requires no, or minimum contact, with the pupil's clothing. The school does not undertake screening, but we do reserve the right to commence this if, and when, there are growing concerns about pupils carrying knives or similar weapons.

The school can refuse to allow a pupil on site, if that pupil refuses to be screened. This is not exclusion and should be recorded as unauthorised absence.

Examples of banned items in school –

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, e-cigarettes, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.
legal highs are illegal to distribute - if we believe this has taken place we will pass the items to the police.
- Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco, e-cigarettes or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco, e-cigarettes or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a search uncovers suspected indecent images of children then staff should not attempt to view them. It is an offence to possess, distribute, show and make indecent images of children. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. If staff have a suspicion that any images or other digital content is of this nature the Designated Safeguarding Lead must be informed and all actions will follow safeguarding procedures.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Conducting a search

Whilst screening can be conducted in a public part of the school, searches must be conducted in a private place. The searcher can ask the pupil to remove outer clothing (coat, jacket, sweatshirt etc) and can pat

down a person's clothing, without directly touching the body. If patting down discovers an object in a pocket, the pupil is asked to remove the object – failure to do so can result in the object being removed by the searcher. If the searcher feels that the pupil may construe this act as an assault then they should suspend the search and call for the police. Searchers should not require the pupil to remove any other clothing and should stop the pupil attempting to do so if they volunteer. At all times the dignity of the pupil should be maintained as far as possible.

A search should be carried out by two members of staff and at least one of the same sex as the pupil being searched. At least one should be a member of the Senior Leadership Team and the staff conducting the search must have undertaken suitable training. Only staff from the SLT and the Pastoral Team are authorised to search. Where it is deemed that the search itself might put someone at risk, the police should be called. Searches off the school site can also be conducted where the pupil concerned is involved in an official school activity. Where a search is necessary and no trained staff are available, the police should be contacted.

After the search

If no weapon is found the school should record on CPOMS, inform the pupil's parents and report annually to governors on the numbers of searches and outcomes.

If a weapon is found, it must be delivered to the Finance Officer so that it can be secured in the school safe. The police should be contacted immediately and the weapon must then be handed over to the police, along with a record of the search as soon as possible thereafter. If the police indicate that they intend to call to interview the pupil, then the pupil should be supervised until the police arrive. This would usually be with a parent or responsible adult.

If the search reveals other items, possession of which are against school rules or the law (e.g. drugs), then the searcher can legally seize these. They should be noted in the record of the search on CPOMS and handed over to the police as necessary.

Exclusion

Possession of an illegal weapon is likely to lead to exclusion from school.

Appendix 5

Behaviour of Parents/Carers and Other Visitors to the School

The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Any physical contact
- Spitting
- Discriminative comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

Procedures for Dealing with Unacceptable Behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Leadership Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.

- In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.
- If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.