



## 4 Behaviour Management Policy



Last Reviewed: Sept. 2023

Next Review: Sept. 2024

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### 1. INTRODUCTION

Sandringham is a comprehensive, oversubscribed 11-18 school working within the Alban Academies Trust. Our Behaviour Management Policy (behaviour policy) aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. It encompasses our rules, rewards and sanctions and the communication and management framework we use to ensure that students know they are being treated fairly and consistently.

At Sandringham, high standards of behaviour are expected and are commonplace. We believe that high quality teaching and learning takes place in an environment that is stimulating and exciting yet maintains order and sets clear boundaries.

Rules are kept to a minimum and are in place for good reasons. They are made known to the school community, parents/carers, staff and governors through the staff handbook, website and notices in the tutor room. The Student Hub on MySandstorm, Personal Development lessons, tutor time and assemblies are also used to inform students, and to discuss expected standards of behaviour; and positive behaviour is promoted through engaging teaching and learning.

All members of the school have a significant role to play in making Sandringham a safe, happy and positive place to be. It is recognised that the school is a diverse community with a variety of needs. Compassion and kindness to others are important values that we expect to be a normal part of our daily life so that all members of the school community feel included and valued. All students are encouraged to recognise the intrinsic value of each individual and the need for respect and tolerance at all times.

The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

### 2. PRINCIPLES

Our Mission Statement is 'Everybody Can Be Somebody'.

Our core values are the 3 Rs; Respect, Responsibility and Relationships. Our behaviour policy is based on these core values. We have defined a code of conduct for students to promote positive behaviour as follows:

- DO** be prepared for lessons with all the required equipment, including a tablet device or Chromebook
- DO** be punctual
- DO** wear the correct uniform at all times
- DO** keep quiet and calm at break and lunchtime in the school building
- DO** go outside if you want to run about and be energetic
- DO** put your litter into the bins and keep Sandringham litter free
- DO** respect the property of others
- DO** allow others to be themselves and respect their right to be different

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate success. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances and opportunities to modify their behaviour if necessary.

We recognise that some challenging behaviour results from special educational needs (SEND), such as emotional and behavioural difficulties. As and if needed we may work together with other relevant services to prepare a planned intervention to help students manage their behaviour more effectively. Similarly, we recognise that other groups identified by Ofsted as 'at risk' in the education system, including children looked after, sick children and young carers may, at some point, need us to take account of their individual needs and circumstances when applying our behaviour policy.

### 3. LEGAL AND STATUTORY FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies:

- Drugs Education policy
- Home School Partnership policy
- AAT Attendance policy
- AAT Anti-bullying policy
- AAT Behaviour statement of intent
- AAT SEND policy
- AAT Single Equality policy
- Personal Development curriculum
- Sixth Form Code of Conduct

### 4. ROLES, RESPONSIBILITIES, DEFINITIONS

#### 4.1 Roles and responsibilities

The governing body will establish in consultation with the Headteacher, staff and parents/carers, the policy of promotion of good behaviour and keep it under review. They will monitor the behaviour policy and work with the Deputy Headteacher with responsibility for behaviour, to conduct data analysis and spot trends.

- The Headteacher, in conjunction with the Senior Deputy Headteacher, will be responsible for the implementation and the day-to-day management of the policy.
- The Deputy Headteacher, with responsibility for behaviour, will be responsible for the day-to-day running of the Rewards and Consequences system providing regular reports to governors.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

#### 4.2 Definition of school jurisdiction

Our values are designed to encourage young people to become responsible citizens in our society and as such, all students on roll at Sandringham School are expected to uphold these core values in their life both in and out of school.

This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or work experience.

Staff can apply consequences to students for poor behaviour outside of the school premises when the student is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a student at the school

Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above could:

- Negatively affect the reputation of the school
- Disrupt the orderly running of the school
- Pose a threat to another student, a member of staff at the school, or a member of the public.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour consequences once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by students at the school are taken very seriously.

In addition to this policy, further details are given in school and Trust policies on Anti Bullying, Single Equality Policy and Drug Education Policy.

### **4.3 Staff guidance**

Staff should adhere to the following key points:

- sanctions will be just, fair, appropriate and clearly explained. They must be logged on the relevant school platform.
- staff will take account of the needs and circumstances of individual students with particular identified difficulties, when implementing the policy
- whole class or year punishment will be rare, and only after consultation with the Performance Director (PD)
- setting additional work as a sanction for poor behaviour is not appropriate
- parents/carers will be informed of sanctions, as appropriate, by letter, e-mail or by telephone
- tutors /PDs will be informed when students receive a sanction
- all standards of behaviour expected on campus should also be expected of students on trips, whether in or out of uniform
- students will be encouraged to learn from their mistakes and supported to make a fresh start.

### **4.4 Parents and carers**

Parents/carers have a responsibility, with students, for fostering responsible behaviour. A key fundamental which parents/carers can do to support the school is to send their child to school each day on time, equipped and ready to learn. Parents/carers are expected to respect the school's behaviour policy and the disciplinary authority of school staff as outlined in the Home School Partnership policy. Students' form tutors are the first point of contact for parents/carers via the admin email address.

Early identification of potential difficulties is considered vital in changing behaviour patterns and parents/carers are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Parents/carers are encouraged to monitor and use the digital systems provided by the school which provide parents/carers with information about their child's progress at school. This includes access to a child's timetable, attendance, behaviour, homework and more. We use three systems for this:

- Bromcom's MyChildAtSchool – Which provides access to students behaviour record, timetable, academic reports and examination timetables
- ePraise – Which provides details about the rewards, achievements and house points
- Google Guardian Summaries – Which is able to provide parents/carers with email summaries about home learning tasks students have been set on either of a daily or weekly basis.

#### 4.5 Unacceptable standards of behaviour from parents/carers or members of the public

The Alban Academies Trust expects parents/carers and members of the general public to treat school staff with the same respect they would expect to receive from them. We expect polite and respectful conversations at all times. Examples of unacceptable standards of behaviour from parents/carers either in person or via telephone calls or e-mail include:

- shouting or aggressive behaviour
- threatening or abusive language involving swearing or offensive remarks
- making malicious allegations
- derogatory remarks or behaviours
- wilful damage to Trust property
- excessive noise

We reserve the right to block an individual's email address or restrict the recipients of a sender's emails if their contents are deemed to be persistently aggressive or offensive.

Parents/carers or members of the public will be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

## 5. REWARDS AND CONSEQUENCES

### 5.1 Rewards

Rewards are seen by Sandringham School as the most positive way in which to encourage good behaviour, motivation and academic progress.

Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- academic progress
- outstanding effort
- co-operation
- involvement in activities outside the school day
- extra-curricular activities
- changing the pattern of behaviour in a positive way
- improved attendance or punctuality
- excellent attendance
- community spirit

Specific rewards for each academic year are recorded via the ePraise platform. These rewards include:

- House Points
- Accolades in the form of postcards home and Headteacher commendations
- Achievements acknowledging milestones reached through the year, in and out of the classroom.

In addition, student successes are acknowledged by

- Verbal praise
- Roll of Honour boards
- nomination for an award at the Annual Prize Giving and /or Awards Ceremony
- attendance prizes
- work on display

- tutor group awards for House Point totals
- letters home/phone calls home
- Year group motivational schemes
- Golden Ticket

## 5.2 Preventing and Tackling Misbehaviour

Instances of poor behaviour should have due regard and be dealt with immediately. The school utilises the scale of consequences that are outlined in Appendix 2.

Teachers and pastoral staff will record rewards via ePraise and consequences via Bromcom. Pastoral leaders will use this data to monitor the progress of students and deploy appropriate interventions. Performance Directors should work closely with the SENDCo to discuss the students in each year group who are most in need of support which might be linked to behaviour patterns.

The school will ensure that all consequences are reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs and any SEND and comply with the requirements of the Equality Act 2010.

In cases where the number of consequences that a student accrues continues to rise, students could be placed on a fortnightly monitoring report which can be extended as an intervention procedure if required. See section 7 for further information.

A Pastoral Support Plan (PSP) may be established as an intervention to help individual students to manage their behaviour. See section 7 for further information.

We have legal power to apply a wide range of penalties/sanctions to students who break school rules, fail to follow instructions or behave in a way that is unacceptable.

Sanctions can include:

- application of consequences
- withdrawing the student from a lesson
- withdrawing participation in a school trip or event
- taking away break or lunch time privileges
- detention
- confiscation of property
- suspension from school
- exclusion

## 5.3 Consequences

The principle of the consequences system is that students are given a fair set of rules and are given the chance to behave. If they choose not to behave they may be given a warning or given an appropriate consequence.

The table of consequences, examples of behaviour that might trigger a consequence, and the sanction that applies, are listed on the Student Hub of My Sandstorm and are outlined in Appendix 2.

All consequences are recorded on a student's school record via Bromcom. Any consequence that involves an after-school detention (C3), isolation or suspension (i.e. C4 or C5) is notified to parents and carers with 24 hours notice – notice will be given by a letter which is signed for by the student and a text message is sent to parents/carers.

## 5.4 Detentions

Students will not be kept behind at the end of the day unless a detention has been agreed. In an emergency situation a senior member of staff should be involved and parents/carers will be notified at the earliest opportunity. C3 detentions last for one hour at the end of the school day and are held in the school hall.

If a student needs to reschedule a detention, their parent/carer must contact Student Services in advance. Students are not permitted to request a detention to be rescheduled themselves.

When a student has accrued three C3 detentions in a half term, they will be issued a C3 Friday detention or additional formal intervention to support improved behaviour will be implemented. C3 Friday detentions involve isolation at lunchtime and a one hour after school detention. The session will include a discussion with a senior member of staff focusing on the behaviour concerns.

C3 Fridays will also be issued for the following reasons:

- Failure to attend a C3 detention
- Poor behaviour in a C3 detention
- Truancy

## **5.5 Removal from classroom**

Removal from the classroom is considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Any student removed from class will receive a C4 internal suspension (see section 5.6).

## **5.6 C4 Internal suspension**

Students may be withdrawn from lessons for longer periods, to work under supervision in the Silent Learning Area (SLA). The Behaviour Manager will request that the student's class teacher(s) sets them appropriate work to complete. Parents/carers will always be informed of internal suspensions by the Performance Director or Behaviour Support Manager by telephone and followed by a letter sent home. They may be called into school to discuss the incident and the ways forward.

Lunchtime isolations may be used, and a succession of lunchtimes may be used if separation from the cohort is seen as a necessary intervention (e.g. incidents have happened during unstructured time at lunchtime).

A C4 will also have an after-school detention as part of the same sanction on the same day as the isolation. This helps to balance support and restorative work that may be undertaken during the day with a sanction, acting as a deterrent so that students do not see isolation as a way to avoid attending lessons.

This is not an exhaustive list, however examples of behaviour which may lead to an internal suspension are:

- Dishonesty/lying to a member of staff
- Walking away from a member of staff
- Deliberate defiance, including appearance
- Swearing across a room/at another student
- Bullying incident – Cyber/Verbal/Physical
- Fighting
- Chewing gum
- Off site at lunch

The context of the incident leading to internal suspension will be reflected in the length of time a student spends away from the classroom.

A series of internal suspensions may result in a suspension (C5). Students and parents/carers will always be informed when this is the case initially by a telephone call and then in writing.

## **5.7 Suspension (C5) / Exclusion (C6)**

Only the Headteacher can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and in the case of Permanent Exclusion:
  - If allowing the student to remain in school would pose a high risk of seriously harming the education or welfare of others.

Before deciding whether to suspend or exclude a student, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider whether the student has special educational needs (SEN)
- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

If it is deemed necessary to suspend or permanently exclude a student from school, an initial telephone call will be made and/or email sent to explain the circumstances and inform the parent/carer of the sanction. This communication will be followed up with an official letter as soon as practicably possible and within 24 hours.

The standard of proof applied in permanent exclusions and suspensions is the balance of probabilities. If staff have suspicions that a student has something on their person (drugs, weapon, cigarettes, etc) that may be in breach of school regulations a search will be made and the student will be asked to empty the contents of their pockets and bags. If they refuse, their parents/carers will be called to carry out the search on our behalf. Further information can be found in section 9.

The length of a suspension will be decided by the Headteacher with reference to:

- the age of the student
- any additional needs the student may have
- the disciplinary record
- the nature of the offence
- exam obligations

The following incidents or offences will normally lead to a suspension. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- Cultural intolerance
- Gross disobedience.
- Physical assault.
- Discriminatory language.
- Persistent bullying.
- Graffiti or Damage
- Inappropriate use of mobile phone/computer or equipment
- Persistent C4 behaviour
- Smoking/vaping and/or the possession of cigarettes, e-cigarettes (vapes), smokeless tobacco, lighters and/or alcohol.
- Being in the vicinity of others smoking or vaping
- Swearing at or about a member of staff.
- Threatening behaviour against staff or student

We will not normally suspend for:

- truanting or non-attendance
- uniform or appearance
- poor academic progress
- behaviour of parents/carers

- refusal to sign the home-school partnership

If a child is suspended or excluded from school, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a student is suspended the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any suspension
- undertake to set and mark work for that student for the first five days of the suspension
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of suspension of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the student's problems; and
- consider what support will best help with the student's reintegration into the school at the end of the suspension

The parents/carers of a student who is suspended for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the suspension. The governors will meet within 6-50 school days of the suspension and will decide whether or not to uphold the suspension. If a student is suspended for more than 15 days in a term the governors will always meet within 15 school days to review the suspension.

After a suspension, students must attend a readmission meeting with their parents/carers and a member of the Leadership Group. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time. All students who have received a suspension will meet with the Behaviour Support Manager after their return to school.

Repeated offences could ultimately lead to permanent exclusion. This will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious.

The following incidents or offences will almost certainly lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- a) actual or threatened violence against a member of staff (in or out of school – see section 4.2)
- b) theft from the school, a student or a member of staff
- c) serious actual violence against another student

We have a zero-tolerance policy towards drugs and weapons in school and any action regarding sexual abuse and exploitation. The following offences will result in permanent exclusion from the school:

- a) possession, use, supply or intent to supply an illegal drug or legal high (new psychoactive substances (NPS))
- b) bringing a weapon onto the school premises, or having a weapon in school.
- c) sexual abuse or assault
- d) behaviour leading to child protection issues, such as child-on-child abuse including sexual exploitation or grooming

Note: For clarification, a weapon is deemed as anything that can inflict harm and may include, amongst other things, a knife, blade, pen knife, swiss army knife or similar.

If a student is permanently excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided



- arrange a meeting of governors to review the exclusion and decide whether to uphold it

Students who are excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

## **6. BULLYING**

Every member of the school community is entitled to respect and courtesy and it is important that we recognise bullying in all forms. Putting physical or mental pressure on another student, no matter what the reason, is bullying and it is everyone's responsibility to do all we can to eliminate it from our school. Our key aim is to prevent bullying of any type by reinforcing a positive ethos and being proactive in our response to both staff and students.

Further details of the school approach to preventing and managing incidents of bullying are given in the Alban Academy Trust policy on Anti Bullying.

## **7. SUPPORT AND PREVENTION**

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. The following elements may be used to help students who have difficulty meeting expectations.

### **7.1 Pastoral system**

Every student has a nominated form tutor – a teacher who works to enable that student to make the best use of the time spent at school. Form tutors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Form tutors want each student fulfilling their potential and will take opportunities to support and reinforce good behaviour and discuss challenging behaviour as part of the work they do with their tutor groups. They carry out developmental work each morning and encourage students to take increased and increasing responsibility for themselves. Tutors and other teachers will complete other development activities in Personal Development lessons.

Tutors work closely with their Performance Director and ensure that any information that needs to be communicated to staff is done so through the most appropriate method.

The rewards and consequences system notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents/carers as and when needed.

### **7.2 Encouraging good behaviour**

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success, and staff training, support documentation and colleague interaction all focus on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations.

Classroom management strategies include:

- moving a student to a different part of the classroom, or to an isolated desk
- giving the student reflection time outside the door of the classroom (for no more than a few minutes)
- suspension of privileges e.g. open access, school trips
- referral to a Director of Learning or Performance Director

Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

### 7.3 Progress cards

When a student has difficulty managing his/her behaviour a progress card will be used to help them improve. A student may choose to use a progress card voluntarily, as a way of getting feedback, or it may be compulsory, where staff want to use it to help a student identify problem behaviour and a focus for improvement.

Staff record achievement against the targets at the end of each session throughout the day. Parents/carers are required to review their child's progress card and sign it at the end of each day. Progress cards are used to monitor progress, spot patterns and improve behaviour, attendance, punctuality or homework.

- the reason or focus will always be stated on the card
- they can be issued by the Form Tutor, Performance Director or member of the Leadership Group (LG)
- students will always be involved in the target setting dialogue
- parents/carers will always be informed
- staff will always be informed
- they will not be used long-term

There are THREE levels of Progress Card based on the traffic light system:

- GREEN which will be checked by the tutor
- AMBER which will be checked by the Performance Director
- RED which will be checked by a member of the Leadership Group

If a student does not make progress whilst on a green card they will move on to an amber card; similarly from amber to red.

### 7.4 Pastoral Support Plans and support from other agencies

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. As part of target-setting we normally review literacy skills and outline a support programme where necessary. We may also consider groupings, classroom organisation and specialist support.

The following will always apply:

- students will be encouraged to set their own targets
- PSPs will break down the programme into fortnightly tasks and identify rewards and sanctions
- PSPs are reviewed every 4 weeks through their set time – often 16 weeks
- Parents/carers will be involved, and may be asked to sign a contract
- if the contract is broken, parents/carers and staff will be fully informed of the consequences of such an action

PSPs will be short, practical and agreed with parents/carers. We will seek expert input from other agencies, including:

- Links Education Support Centre
- Behavioural Support Team
- School Counsellor
- Educational Psychologist
- The Police – Crime Reduction Officer
- Police Community Support Officer
- Other relevant agencies and services

Working with parents/carers, we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social services

PSPs will be individual. For particularly students consistently demonstrating challenging behaviours despite intervention, the following will be considered and implemented where necessary:

- A different curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of the three.
- Individual mentoring, by a member of staff, where the teacher and student would meet on a regular basis, perhaps weekly or fortnightly.

When students with SEND need a PSP, it does not replace the Special Educational Needs (SEND) assessment process.

## **8. UNIFORM AND APPEARANCE**

Uniform must be worn correctly at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students will be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their Performance Director and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Extreme styles are not permitted including shapes shaved into the hair. Hair should be one natural colour. 'Skin fades' or 'skin head' styles are not permitted. Lines are not permitted to be shaved into eyebrows or head.

Facial hair is not permitted; however students are allowed to request changes to our rule on facial hair for religious reasons.

Students are permitted to wear one small silver or gold stud earring in each ear. No other piercings are permitted to be worn in school. Jewellery which is not permitted in our guidelines will be confiscated and passed to Student Services. It will be returned at a mutually agreed time.

Students in years 7-11 wearing makeup will be asked to remove it or directed to Student Services where stocks of makeup remover & nail varnish remover are held. False eyelashes, false nails and French Polish are not permitted.

## **9. ITEMS BANNED FROM THE SCHOOL PREMISES**

The following items are banned from the school premises:

- Fire lighting equipment – including matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs) and vaping machines, capsules, liquids
  - Smokeless tobacco (such as “snus”)
  - Alcohol
  - Solvents
  - Legal highs (new psychoactive substances (NPS))
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances, including:
  - Knives
  - Razors
  - Catapults

- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Other items:
  - Chewing gum
  - Caffeinated energy drinks (these are banned from sale to under 16s)
  - Offensive materials (i.e. pornographic, homophobic, racist, extremist propaganda etc.)
  - Materials that may be used for solvent abuse

All members of staff have been given the legal power to search for dangerous prohibited items without consent. The consent of the student will be sought in as many cases as possible. However, if the member of staff believes that there is a threat to safety of the student or other members of the school community, they can use their power to search without consent for any of the items listed above.

Searches will be conducted by a senior member of staff (Behaviour Manager, Performance Director or member of the Leadership Team), with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

- Staff members may instruct a student to remove outer clothing, including hats, scarves, shoes and coats.
- A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate any item upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school
- The Headteacher will always be notified if the item that is confiscated represents a safety threat. For other items, the Behaviour Manager will deal with the return of items to students at the end of the day.

A handheld metal detecting wand may be used as part of a search where there is suspicion that a student is concealing an item on their person.

## **10. SMOKING, CONTROLLED SUBSTANCES AND LEGAL HIGHS**

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vaping materials, smokeless tobacco (such as "snus"), lighters, matches or pipes.

The school has a zero-tolerance policy on illegal drugs and legal highs.

- Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- The staff member will store the sample in a secure location and immediately inform a senior member of staff of its whereabouts.

In the event that a student is found in possession of illegal drugs:

- The incident will be reported to the police
- The school will provide the name of the student from whom the drugs were taken to the police

Any further measures will be undertaken in line with the school's Child Protection Policy.

Where controlled substances are found on school trips away from the school premises, the parents/carers of the student, as well as the local police, will be notified.

## **11. PROHIBITED SEXUAL HARASSMENT**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

## **12. RESTRICTIVE PHYSICAL INTERVENTION (RESTRAINT)**

In line with DfE guidance, all members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Restrictive physical intervention with reasonable force should be very rarely employed and professional judgement and caution must be exercised. Restrictive physical intervention with reasonable force may be appropriate in the following situations:

- A student attacks a member of staff or another student
- A student tries to, or does, conduct deliberate damage or vandalism to property
- A student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A student leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption.
- A student persistently refuses to obey an order to leave the classroom and student or staff safety is at risk

Restrictive physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use de-escalation strategies before the use of restrictive physical intervention; however, the school understands that restrictive physical intervention (with or without reasonable force) may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The Headteacher and other authorised members of staff are permitted to use restrictive physical intervention with reasonable force when conducting a search, without consent, for certain prohibited items, including the following:

- Knives
- Weapons
- Legal highs (new psychoactive substances (NPS))
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Wherever possible, staff will ensure that a second member of staff is present to witness any use of reasonable force such as when restrictive physical intervention used.

After an instance of restrictive physical intervention, the student will be immediately taken to a Senior Leadership Team member and the student's parents/carers will be contacted – parents/carers may be asked to collect the student and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in suspension in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Any incident of restrictive physical intervention will be logged on CPOMS and reported to the headteacher and Designated Safeguarding lead.

## **13. THE POLICE**

It will be for the Headteacher or a Deputy Headteacher to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practice for police interviews to take place at school only in the presence of parents/carers. If parents/carers cannot be contacted the school will ensure that an appropriate adult is present.

The role of the "appropriate adult" is to ensure that the rights, entitlements and welfare needs of the student are met. This is likely to involve:

- Ensuring the police act properly and fairly.
- Helping the student to communicate clearly and be understood (while respecting and supporting their right to silence, if they so wish).
- Helping the person to understand their rights and how to use them

It is important to note that the "appropriate adult" cannot provide legal advice and that making the person aware of their rights does not constitute advice on how/when to exercise those rights.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher but should only exercise this right in exceptional circumstances.

The school may contact the police where offences involve theft, harassment (bullying), assault, damage, drugs and offensive weapons. The school will follow guidance of investigating officers which can include:

- Keeping accurate records of interviews and admissions as a member of staff could be called as a witness.
- Storing any seized items securely on school site until the police are able to collect them.
- Ceasing school investigations and/or interviews must stop once the school has been notified that a criminal investigation is under way.

#### **14. PARTICIPATION IN SCHOOL TRIPS**

Participation in school trips is subject to good conduct in school prior to the trip taking place. If any student's behaviour or attitude is in question, at the discretion of the Headteacher, they can be removed from the trip at any point in time. Any monies paid to date will not be refunded.

## Appendix 1 – Rewards Structure

### Our Rewards System

House points, accolades and achievements make up the structure of our rewards system. All of these rewards are issued through a digital platform called ePraise. Students have the ability to track all of their rewards on their ePraise profile.

Special achievement assemblies for each year group are held every summer term, to recognise student excellence, effort and their achievements throughout the academic year. Subject areas and tutor teams also nominate students for a range of awards. This culminates in a presentation which parents and carers are invited to attend at the end of the summer term.

### House Points

A house point can be issued for any of the school's recognised character traits by any member of staff. A house point carries a value of 1 point for the student's given house.

Below you will see some exemplifications of where students may be awarded a house point. This list is not meant to be exhaustive.

Character Trait	Examples
Aspiration	<ul style="list-style-type: none"><li>• Setting out to complete extension tasks set by a teacher</li><li>• Completing work to a high standard</li><li>• Making significant improvements to work through redrafting or reacting to teacher/peer feedback</li></ul>
Confidence	<ul style="list-style-type: none"><li>• Working outside one's comfort zone</li><li>• Overcoming a personal challenge (public speaking, performing, etc)</li><li>• Undertaking a leadership responsibility in a lesson</li><li>• Demonstrating willingness to take calculated risks</li></ul>
Integrity	<ul style="list-style-type: none"><li>• Helping others (students and staff) within the classroom environment</li><li>• Oppose alternate points of view with thoughtful respect</li><li>• Demonstrating a sound moral compass</li></ul>
Initiative	<ul style="list-style-type: none"><li>• Completing work without direction outside of lesson time</li><li>• Being helpful or taking responsibility without direction</li><li>• Seeking out opportunities for self improvement when completing work or activities</li></ul>
Resilience	<ul style="list-style-type: none"><li>• Working hard to complete an activity which is difficult</li><li>• Continuing to put outstanding effort into work over an extended period of time (e.g. project based learning)</li></ul>
Tolerance	<ul style="list-style-type: none"><li>• Demonstrating an understanding of others beliefs and values when completing work and activities</li><li>• Valuing and respecting others opinions and thoughts when they do not align with one's own</li></ul>



## Milestones

Milestones are targets at different point levels for students to achieve. We have ten personal milestones within our rewards structure. Our first milestone is unlocked at 50 house points. Beyond this, milestones increment gradually to challenge students to strive to gain as many house points as they can.

Once a student obtains the appropriate number of house points to complete a milestone, they are awarded a digital badge detailing the date in which they achieved that milestone:



## Accolades

Accolades are a way to acknowledge the success of students beyond a single house point. They are one-off and added individually by teachers to a student's profile. We have two accolades which students can be awarded in our rewards structure:

Accolade	Description
Postcard Home	<p>A postcard home is issued for outstanding work, contributions or significant improvements.</p> <p>Teachers issue a postcard home accolade on ePraise.</p> <p>A printed postcard home is automatically generated. The postcard will list the subject, teacher and date it was issued along with a general message of congratulations. Performance Directors will distribute the postcard to students.</p>
Headteachers Commendation	<p>A headteachers commendation (HTC) is issued for exceptional work over a sustained period of time.</p> <p>Teachers issue a headteachers commendation accolade on ePraise. They then complete a handwritten HTC card detailing the reason for the award. Recipients are invited to the headteacher's study to celebrate their successes.</p>

Not only do students receive their physical postcard or Headteachers commendation, a digital accolade badge is also placed on their ePraise profile.
















## Achievements

Students will also be rewarded for their achievements. There are two categories of achievements:

- General - which can be achieved by a student in any year group
- Year group specific – which are rewards specific to a particular year group or groups

Achievements encompass all aspects of school life. Some achievements are worked towards over time, whilst others can be gained through an individual activity, event or demonstration of excellence. When students accomplish an achievement they receive a digital badge on their ePraise profile.

## Appendix 2 – Consequence Structure

Consequence		Examples of Behaviour	Sanction
	C1	Disrupting the learning of others. Out of seat. Uniform/Appearance below expected standard. Lack of equipment/ device.	Verbal warning
	H1	Home learning not complete or not completed to a satisfactory standard.	2nd Deadline given
	H2	Home learning not completed by 2 <sup>nd</sup> deadline.	Faculty Detention
	H3	Student fails to attend the faculty detention.	C3 Detention and re-sit Faculty Detention
	C2	Repetition of any C1 offence.	2nd Verbal warning
  	C3	Repetition of any C2 offence. Inappropriate conduct Rudeness to a member of staff/arguing. Refusal to follow instructions. Use of device/mobile phone without permission Repeated failure to bring appropriate equipment. Inappropriate language inc. swearing in conversation. Provoking another student/situation. Failure to attend homework detention. Lateness to lessons (>5mins). Late for school without a valid reason. Abuse of Open Access, including being in the vicinity of the bicycle shed between 8.45am-3pm.	One hour detention
	C3F	Three or more C3s in a half term. Truancy. Failure to attend C3 detention. Misbehaviour in C3 detention	Lunchtime isolation and one hour after school detention on a Friday
   	C4	Repetition of any C3 offence. 2 C3s in one day. Dishonesty/lying to a member of staff. Walking away from a member of staff. Deliberate defiance, including appearance. Swearing across a room/at another student. Bullying incident – Cyber/Verbal/Physical. Fighting. Chewing gum. Off site at lunch.	C3 or C3a Detention Removed from lesson One day isolation
    	C5	Poor behaviour during C4. Cultural intolerance Gross disobedience. Physical assault. Discriminatory language. Persistent bullying. Graffiti or Damage Inappropriate use of mobile phone/computer or equipment Persistent C4 behaviour Smoking/e-cigarettes and/or the possession of cigarettes, lighters and/or alcohol. Being in the vicinity of smokers. Swearing at or about a member of staff. Threatening behaviour against staff or student Bringing the school into disrepute	Fixed term suspension
	C6	Persistent C5 behaviour. Possession of offensive weapon. Theft or vandalism. Sexual misconduct/harassment Possession of illegal drugs/legal highs Violence towards a member of staff.	Permanent exclusion

## **Appendix 3 - Detail on specific rules 2023-24**

### ***Introduction***

Our rules, and the consequences for breaking them are summarised in students' planners and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a sanction in line with our consequences system.

### ***Uniform & appearance***

Uniform must be worn correctly at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students will be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their Performance Director and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hairstyles should be moderate and in keeping with the Sandringham uniform. Extreme styles are not permitted including shapes shaved into the hair. Hair should be one natural colour. 'Skin fades' or 'skin head' styles are not permitted. Lines are not permitted to be shaved into eyebrows. Facial hair is not permitted, however students are allowed to request changes to our rule on facial hair for religious reasons.

Students are only permitted to wear one SMALL silver or gold stud earring in each ear. Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the Performance Director. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Students in Years 7-11 wearing makeup will be asked to remove it or directed to Student Services where stocks of makeup remover & nail varnish remover are held. False eyelashes, false nails and French Polish are not permitted.

### ***Mobile phones, devices and electrical goods***

Laptops and tablet devices are part of normal school equipment and must only be used for learning under the direction of a member of staff in lessons. Students are expected to sign the 'Appropriate Use of ICT' Policy and follow its guidelines. Devices with a video or photo taking capability can easily be misused in a school setting. They will be confiscated if misused on school premises and further sanctions will be taken if the item is being used in a way detrimental to good order or the well-being or privacy of students or staff.

Mobile phones are not allowed to be used at school and must be switched off and put away as soon as they are on Campus. We recommend they are stored in lockers during the school day. If a phone is used or seen whilst in school, either during a lesson, in a classroom or around the school campus before, during and immediately after school without permission, the student will receive a C3 detention. Phones may be used to contact parents/carers later in the day once an after school activity is completed.

Students may not, during the school day, use or have on their person, other electronic equipment such as digital cameras. They will always be confiscated if seen in a student's possession on school premises, during school hours, unless a member of staff has explicitly requested that the student bring in the item. Further sanction will be taken if the item is being used in a way detrimental to good order.

Confiscated items will usually be returned at the end of the day unless there are exceptional circumstances.

### ***Inappropriate language***

Swearing or the use of any inappropriate language is not permitted. Any student heard swearing or using inappropriate language either about an individual or generally will be dealt with through the consequence system. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

### ***Damage to property***

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished through the consequence system. Damage should be dealt with by the DOL in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair.

Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our consequence system.

### ***Out of bounds***

Students are expected to be in designated areas at break times and before and after school. Clear guides to the exact areas forbidden are displayed around the school. Students caught in an out of bounds area will be dealt with through the consequence system. The following are out of bounds:

1. All laboratories and specialist areas (unless given specific permission to be there by a member of staff)
2. The cycle sheds, except for leaving and collection of cycles
3. The vicinity of motor vehicles
4. The kitchens and staff offices
5. All roof spaces, windows and fire escapes
6. Any area where building work is taking place
7. School field when weather conditions prevent these from being available for use. Senior staff will advise via the daily bulletin
8. Front of school

### ***Truancy***

Parents are requested to contact the school via the absence line on the morning of the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be dealt with via our consequence system.

### ***Misuse of computer equipment***

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident.

### ***Offensive conduct to other students***

This includes bullying (physical, verbal or cyber), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious.

If a student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

### ***Offensive conduct to member of staff***

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including exclusion from school. Threatening or aggressive conduct or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in exclusion from school.

Offensive conduct to staff will be dealt with by a member of the Leadership Team in line with our consequence system which covers for exclusion for certain single one-off serious incidents.

### ***Deliberate classroom disruption***

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

### ***Theft***

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A suspension is the minimum sanction for theft although it is most likely to lead to exclusion. Each case will be considered taking into account all factors and the Police will, in most cases, be informed. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

### ***Smoking***

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking, or part of a group in which people are smoking will receive a suspension. Use of e-cigarettes or 'vaping' and smokeless tobacco (such as "snus") is deemed as smoking and e-cigarettes are prohibited items in school.

### ***Alcohol- & drug-related offences***

When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance or legal high while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences and will lead to exclusion.

Any involvement in the supply of illegal substances is extremely serious and will lead to exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and will be dealt with as explained above.

***Possession or use of an offensive weapon***

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades will lead to exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

***Possession of other offensive items***

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion is most likely to apply.

***Obstruction of justice***

If serious misconduct has occurred, students are expected to be honest and helpful to staff investigating. Students who wilfully conceal important information will face more serious consequences. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

***Improper conduct***

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.