



GOOD BEHAVIOUR POLICY

PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Learners Welfare	
Statutory Provision: Statutory	
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The Scope of this Policy

The school's behaviour policy will be applied in school but may also be applied when students are out of school for example on school trips, on their journey to or from school or in any other situation where the student is identifiable as a member of the school. The Policy may be applied at any time if the behaviour could have repercussions for the orderly running of the school or poses a threat to the well-being of other members of the school community (for example, but not limited to, incidents of peer on peer abuse such as sexual harassment, sexual abuse, bullying, on-line abuse).

The maintenance of good, positive behaviour management is the responsibility of all teachers in their lessons. Sanctions are nearly always most effective when they come from the class teacher themselves.

Every adult stakeholder, in whatever role, is a role model and has a responsibility to support students' safety and in their learning by contributing to their personal development and wellbeing. At Preston Manor staff have high expectations of student behaviour at all times.

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour and safety management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline our high expectations of **good behaviour** and what we deem this to be
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association

3. Statement of behaviour principles

- Students are ambitious and excel in all they do, they are free to learn in a stimulating,

inclusive and rewarding climate.

- Student behaviour in and outside of the classroom has a positive impact on themselves, their peers' learning and wellbeing.
- Students take responsibility for their safety and the safety of the whole school community. They take responsibility for and reflect upon their actions, making a positive contribution to the school and our wider community.
- Staff use sanctions fairly and appropriately to encourage students to take responsibility for and reflect upon their actions, helping to remove barriers to their social and academic development and developing their restorative approach to conflict.
- Staff consistently reward students who show ambition, strive for excellence and take responsibility for their learning and personal development.
- Families are involved in resolving behaviour incidents to foster positive relationships between the school and students' home life.
- The behaviour policy is understood by students and staff and is consistently applied without discrimination. It is the shared responsibility of the whole community to adhere to the behaviour principles at all times.

We aim to provide

- a safe and kind community a community ethos and climate for learning which is inclusive but which emphasises the highest standards of behaviour and respect for others
- a culture of success which emphasises encouragement, praise and recognition of good behaviour and effort
- a system of rewards that encourages positive behaviour
- a consistent and fair response to behavioural issues
- expectations that clearly define the limits of acceptable and unacceptable behavior
- support for students with learning and/or behavioural needs.
- a system of sanctions which address persistent behavioural problems
- a commitment to a restorative approach

This Policy applies to:

- All upper school students at Preston Manor School, including those in 6th Form. This reflects the important role Sixth Form students play in encouraging younger students to behave appropriately and fulfil their potential.
- All staff; both teaching and non-teaching
- Administration staff, site staff, cleaners and technicians
- Unpaid volunteers, for example parents accompanying students on school visits and outside speakers.
- Parents play a vital role in the Behaviour Policy and we will work to keep them informed and work in partnership to resolve incidents and avoid their reoccurrence.
- In the most serious cases students may be excluded internally or externally. Parents will be contacted to discuss the situation at a reintegration meeting. This meeting should occur before the student is re-integrated where possible.

4. Expectations of Students

Ambition

- Be ambitious in your learning and improve it when you're given feedback.
- Make a positive contribution to your school community

Responsibility

- Take responsibility for your actions and your conduct
- Be kind, respectful and polite to all members of the school and local community
- Keep self and others safe, report concerns or problems
- Move around the site safely following one-way systems
- Respond to staff guidance and instructions promptly
- To challenge and report inequality and discrimination
- To resolve conflict and harm through restorative approaches
- Respect the school environment by keeping it damage and litter free

Excellence

- Be prepared, ready to learn and give your best
- Engage fully in your learning

We ask students to take responsibility for our community...

- Keep self and others safe, report concerns or problems
- Move around the site safely following one-way systems
- Respect the school environment by keeping it damage and litter free
- To challenge and report inequality and discrimination
- To resolve conflict and harm through restorative approaches

5. Peer on Peer Abuse

Peer on Peer Abuse and Bullying are defined within our [Child Protection and Safeguarding Policy](#)

Staff receive guidance on how to respond to peer on peer abuse and in particular peer on peer sexual abuse (see school's Safeguarding Policy). We also encourage further reporting by:

- creation of a culture where students will be listened to and believed
- 'Freedom to Speak Up' google form accessed on students' launch page and dedicated email address tellus@preston-manor.com monitored by our Designated Safeguarding Lead
- CEOP button on our website homepage
- PSHE curriculum which closely examines these forms of abuse taught by form tutors who have the closest relationships with their tutees
- Assemblies
- signposting of charities and agencies that can help
- referrals to our counselling service in school

Preston Manor School will react firmly and promptly where peer on peer abuse or bullying is identified. Action will follow and the nature of the action will depend upon the perceived seriousness of the situation. A course of action might include:

- Immediate referral to Designated Safeguarding Lead for any incidents relating to sexual misconduct, sexual harassment and sexual abuse
- Referral to senior staff
- Withdrawal from specific activities
- Appropriate sanctions, including exclusion and permanent exclusion
- Involvement of our Safer Schools officer

- Discussions with parent/carer and students
- Restorative conference
- Any other course of action deemed appropriate

Additionally, we will:

- Support students who are experiencing peer on peer abuse as well as those responsible (perpetrators) of peer on peer abuse: This may be done through a restorative approach or the mentoring programme if appropriate
- Help those responsible for peer on peer abuse (perpetrators) to understand the need to redress their behavior
- Involve the DSL and/or the Police (esp. SSO) where necessary (this is mandatory for any incidents of sexual misconduct, sexual harassment and sexual abuse) in the follow up support/education for both victim and perpetrator.
- Meet all those concerned individually
- Encourage peers to support each other and discourage bullying behaviour Break-up bully groups where necessary
- Involve parents of perpetrators and victims at an early stage
- Help children develop positive strategies and assertiveness
- Be equally concerned about peer on peer abuse to and from school, as well as outside of school
- Record incidents in a consistent way that allows for monitoring of behavior
- Request help from SEN Support Services – Educational Psychologist where necessary
- DSD (and DSL if appropriate) will track and monitor over time the wellbeing of those who have experienced peer on peer abuse, as well as those who have been responsible for it.
- Ensure staff are vigilant in the playgrounds and other areas where adults are less likely to appear
- Obtain information regarding potential perpetrators or victims from feeder school and share with the DSL, DSD and Form Tutor
- Provide opportunities within the PSHE programme for groups to explore the issues of peer on peer abuse, including consent, sexism and respect for others, how to report it and the support there is for young people.
- Track and analyse incidents of peer on peer abuse (including discriminatory comments) to look for patterns and proactively plan a whole school approach to mitigate against further incidents
- Where there has been a report of sexual harassment or sexual violence the need for a risk assessment should be considered on a case-by-case basis.

6. Roles and responsibilities

Every adult stakeholder, in whatever role, has a responsibility to support students' safety and in their learning by contributing to their personal development and wellbeing.

Roles and Responsibilities of the Student

- Behave in an orderly and self-controlled way at all times.
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly and safely around the school, following the 1 way system
- Being sat down and ready to learn before the second bell after break and lunch
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school in the community
- Abide by the Home School Agreement
- Abide by terms of Acceptable Use Policy (ICT/online safety)
- Follow social distance guidelines when travelling to and from school

Role of Parents & Families

- Abide by the Home School Agreement
- Abide by terms of Acceptable Use Policy (ICT/online safety)
- Support the Preston Manor Good Behaviour Policy
- Share concerns about their child's education, welfare and behaviour with the school
- Take an interest in their child's work and achievements
- Attend remote meetings (where technology allows) parents' evenings and support school functions
- Support the school in achieving a minimum 96% attendance rate for their child if/when attending school
- Inform the school of any absence
- Ensure their child arrives at school on time
- Ensure their child is in full school uniform (where possible) and wears that uniform correctly
- Ensure their child completes homework/coursework to the best of their ability
- Treat school staff with respect

Role of the Classroom Teachers

The role of the classroom teacher is to manage behaviour, learning and teaching within their classroom and in doing so, to apply the Good Behaviour Policy consistently and fairly

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Encourage students to be ambitious and try their best
- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which include:
- Being at the classroom door to greet students at the start of lessons
- Establishing clear routines, including our 5 learning routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behavior
- Concluding the lesson positively and starting the next lesson afresh
- Having a plan for dealing with low-level disruption- reminder, choice, exit
- Maintain high expectations for all students and manage behaviour effectively through consistent use of this policy and the behaviour procedures in school.
- Using positive reinforcement
- Using a restorative approach - all staff removing a student from their lesson must have a restorative conversation, preferably during the detention hour at the end of the day, before the next lesson with that student
- Keep accurate records of behaviour and attendance

Any concerns with the behaviour of an individual student must be referred to and discussed with the appropriate HoD (if classroom based) or with the FT/DSD (if pastoral based)

Role of the Heads of Department (Upper School only)

- The role of the Head of Department is to manage behaviour, learning and teaching within their subject area(s) and to monitor the application of the Good Behaviour Policy
- To liaise with relevant DSD if a specific problem persists with an individual student or class.
- HoDs will support the professional development needs of individual staff members within their subject area(s) with regards to behaviour management.

The DSD and Year Group Pastoral Team: Deals with the total welfare of the student. Where appropriate it involves guidance and counselling, mentoring, pastoral support programme and contact with parents and outside agencies such as the Education Welfare Service, the Education Psychology Service, Brent's Inclusion Support Services, the Careers Service and the Schools Safety Support Officer.

Role of Form Tutors (Upper School only)

The form tutor plays an integral role in supporting students. In partnership with the Director of Student Development the form tutor should assist in monitoring the behaviour, academic and personal development of students within the form group whilst on site or working remotely at home. Form tutors will be the first point of contact for their tutor group and families. Form tutors will follow the weekly tutor programme.

Role of the DSDs / Director of VI Form (Upper School only)

- Directors of Student Development are responsible for monitoring and managing the personal and academic wellbeing of the students in their Year Group and to monitor the application of the Good Behaviour Policy
- DSDs are expected to work in partnership with Heads of Department, form tutors, classroom teachers and other adults employed or utilised by the school to support students in promoting good behaviour across the Year Group.
- On-going behavioural concerns regarding a student should be discussed with the DSD.
- DSDs are expected to track their Year Group through analysis of information/ data/reports related to the well-being, behaviour, punctuality, attendance and academic progress of students.

Role of Senior Leadership Team

- The SLT are responsible for the overall leadership, management, development, monitoring and evaluation of behaviour and the application and efficacy of the Good Behaviour Policy across the school.
- Support staff and promote good behaviour conducting 'Behaviour for Learning' drop-ins
- A named member of the SLT has strategic oversight of behaviour.

Role of the Head teacher

- The Head teacher is responsible for overall leadership, direction, organisation and accountability of the school in all areas including behaviour.

Role of the Governing Body

- The Governors are accountable for the performance of the school, including behaviour, to parents/ carers and the wider community.

7. Procedures to Support the Good Behaviour Policy

Upper School: Praise & Consequence (Praise points)

Rewarding Good Behaviour

Rewards underpin good practice in managing behaviour. Underpinning the School's Good Behaviour Policy is a rewards-based approach. Staff should always celebrate success openly, visually and as often as possible

Behaviour we seek to reward:

- Behaviour that consistently meets expectations
- Behaviour that demonstrates ambition, responsibility and excellence
- Behaviour that is kind; thinking of others/someone else Meeting Preston Manor School's Learning Identity Showing outstanding resilience and effort
- Contributing to the school outside of the classroom, making a positive contribution to the school community
- Actively involved in student leadership opportunities:

Students are rewarded by:

- Verbal praise for individuals and groups of students in every lesson - many times more than every reprimand
- Awarding praise points on Go4Schools – 4 per lesson
- Good work is recognised via the termly praise cube
- Written/emailed comments in planners and books
- Displays of work in classrooms and corridors
- Phone calls home
- Well done' postcards, letters and emails
- Certificates and other awards
- Awards Assemblies
- All students respond to praise and encouragement and at Preston Manor School we strive to reward students who are making a positive contribution or are achieving beyond their expectations.
- The 'P' for Praise System': Members of staff are encouraged to issue House points to celebrate success. Praise points are logged on Go4Schools.
- For everyday student achievement there are 1, 2 or 3 Praise points available.
- For achievement that goes beyond the expected success of the classroom, staff can make a praise referral through G4S to their Head of Department or Director of Student Development. HODs and DSDs will then discuss the achievement with their SLT line manager.
- Regular communication with home is another important strategy to reward and praise individuals for successful work or particularly positive behaviour. Remember the power of a positive phone call or postcard!

Praise Badges

- Students will be awarded an individual Ambition Badge when they have collected a total of 75 points for acts that show AMBITION
- Students will be awarded an individual Responsibility Badge when they have collected a total of 75 points for acts that have RESPONSIBILITY
- Students will be awarded an individual Excellence Badge when they have collected a total of 100 points for acts that seek Excellence (See Grid)

	Praise Points P Levels	GO4School	Awarded by
AMBITION		Students show AMBITION through:	
Award according to level of Ambition shown by students (1 - Lowest/3 - Highest)	P1, P2, P3	<ul style="list-style-type: none"> - Actively striving for success - Pursuing challenges both in and out of the classroom - Being prepared 	All Staff
RESPONSIBILITY		Students show RESPONSIBILITY in:	
Award according to level of Responsibility shown by students (1 - Lowest/3 - Highest)	P1, P2, P3	<ul style="list-style-type: none"> - Being kind and courteous - Respecting our diverse cultures, religions & identities - Politely follow instructions & respect our school environment - Accept that our actions have an impact both positive and negative - Keeping ourselves and others safe at school, in the community and online 	All Staff
EXCELLENCE		Students seek EXCELLENCE through:	
Award according to level of Excellence shown by students (1 - Lowest/3 - Highest)	P1, P2 or P3	<ul style="list-style-type: none"> - Being the best version of themselves everyday - Proud of their school, their successes and the success of others - Independent learners (Reflective, Collaborative, Resilient, Active) 	All Staff

- Students will be awarded a special **WE A.R.E.** Badge when they have collected a total of 250 pts e.g. 75 pts (Ambition), 75 pts (Responsibility) and 100 pts (Excellence)

WE ARE Badges	Praise Points Awarded
AMBITION BADGE	75 Ambitions pts
RESPONSIBILITY BADGE	75 Responsibility pts
EXCELLENCE BADGE	100 Excellence pts
WE A.R.E. BADGE	250 Points in Total

7.1 Responding to unacceptable behaviour

At Preston Manor School we believe in the clarity and consistency of expectations with routines and sanctions to support our students to have the highest standards of behaviour. The system in place will always allow the students the opportunity to amend their behaviour to make the right choices. In the classroom we adopt the REMINDER, CHOICE AND EXIT system.

Reminder

In the first instance of low level disruption the student will be given a reminder to demonstrate the expected behaviour.

“This is a reminder for calling out across the classroom. Do not do this as it disrupts the class. Thank you”

Choice

If a negative behaviour is repeated, then the student will be given a choice to amend their behaviour in order to remain in the classroom.

“This is now your choice for turning to distract your friend. You need to demonstrate expected behaviours or you will receive an exit next.”

Exit

In the third instance of unexpected behaviour causing low level disruption, the student will be exited from the class.

“You have now reached an exit for talking over me after receiving a choice. You are now being removed from this lesson.”

High Level Incidents (HLI)

A serious or high level incident may occur which is serious non-compliance, or a dangerous/unsafe incident which may need referring to SLT. This could include:

- Refusal to hand over a contraband item
- An incorrect response to a sanction
- Damage to school property
- Verbal abuse to staff or students

- Physical abuse to staff or students

This list is not exhaustive.

In the event of a HLI staff should:

Out of lesson: email behaviour@preston-manor.com briefly outlining the incident/student/location. ECO or SLT will then support.

In lesson: use the ECO call out button on SIMS and ECO will arrive to support as soon as they can be there.

See our system overview below:

IN CLASS BEHAVIOUR SYSTEMS

THE HIGHEST EXPECTATIONS FOR BEHAVIOUR AT PRESTON MANOR SCHOOL

DISRUPTIVE BEHAVIOUR IN LESSONS	HIGH LEVEL INCIDENTS	OUT-OF-LESSON BEHAVIOUR
<p>If your behaviour is disruptive, and does not meet the standards of Preston Manor School, you will be sanctioned according to our policy. This apply if you for example:</p> <ul style="list-style-type: none"> • Respond to instructions too slowly • Do not engage with the learning • Do not track the speaker • Speak over others or call out • Speak about something unrelated to the work <p>In these scenarios, your teacher will follow this plan:</p> <p>REMINDER - Your teacher will issue a reminder and state the reason</p> <p>CHOICE - If another incident occurs, your teacher will give you a choice to correct your behaviour.</p> <p>EXIT - If behaviour worsens you will be removed from your lesson. A sanction will be decided and parents will be informed.</p>	<p>If you are disrespectful or rude in any way towards your teacher or your peers, a member of staff will collect you immediately. You will be taken to inclusion where the incident will be investigated. This will apply if you, for example</p> <ul style="list-style-type: none"> • A verbally or physical abusive to a member of staff and another student • Argue back to a teacher • Kiss your teeth • Roll your eyes back • Fail to respond to a reminder, choice or sanction in the correct way <p>In these scenarios, you will be removed immediately.</p>	<ul style="list-style-type: none"> • Students should walk with pace and purpose from one lesson to the next, without stopping • Students should take the quickest route from one lesson to the next and arrive before the second bell • Any form of inappropriate physical contact is not permitted and will be sanctioned • Students must not gather in groups of larger than 6 students as this can then lead to negative behaviour • If a student sees a negative incident take place they must not shout, cheer or move towards it, therefore making the situation worse • Rule of 6- students not to be in groups larger than 6 in the playground.

We ARE Preston Manor
Ambition | Responsibility | Excellence

Sanctions

Where a student does not meet our expectations a sanction will be given. The sanction is designed to inform a student where their behaviour has not been in the best interests of themselves or others in our community.

Detention – a one hour, centralised, silent detention after school. If a student is in detention following an 'exit' from a teacher's classroom, the teacher will use this opportunity to conduct a restorative conversation. Students are likely to receive a 1 hour detention for the following reasons;

- If a student is late to school or lessons
- If a student is not fully equipped or in perfect uniform
- If a student speaks in line up
- If a student fails to hand in home learning
- If a student is seen using inappropriate physical contact
- If a student brings a contraband item into school (the punishment could be more severe than a one hour detention depending on what the item is)
- If a student responds incorrectly when issued with a reminder, choice, exit, or one hour detention
- If a student shouts or screams or uses inappropriate language

- If a student uses mean or nasty or disrespectful language
- If a student has to 'exit' a lesson due to falling short of expectations

This is not an exhaustive list

- Inclusion Room – an internal exclusion with academic provision.
- Parent/student meetings
- Report Cards

A detention must be sat on the day it is set. If a student has a medical appointment or family emergency, a detention can be rolled to the following day. Parents or students must communicate this to the school reception who will pass the message to the detention lead for that day.

SLT Referral

- Inclusion Room: For an emergency call out, failure to attend detention, persistent breaches of the behaviour policy, or a serious breach that puts at risk the health, safety and well-being of staff, class or a student or receiving 2 detentions in a day (defined as 1.30pm-1.30pm). A student may be excluded internally and therefore spend a set amount of time in inclusion.
- Fixed Term Exclusion: In response to serious or persistent breaches of the school's behaviour policy, and if allowing the student to remain in school would seriously harm the education or welfare of others. Any fixed term exclusion will always be followed by a reintegration meeting involving the student, parents/carers, the DSD and/or member of the SLT. The meeting must establish the student's readiness to return to school and to behave appropriately. Students will only return to lessons following a successful reintegration meeting.

Accepting a teacher's instruction in or outside of the classroom

To enable learning to happen at the necessary pace, students will be well versed and inducted into accepting a verbal or non-verbal teacher instruction including being issued with a choice, being 'removed/exited' or issued a 1 hour detention.

Students must:

- Accept and follow instructions without question
- Make eye contact with the teacher when spoken to
- Be able to say "I'm sorry" or "I understand, could we talk about it later?" when things go wrong

Students must not:

- Question or challenge the decision of the adult
- Tut or kiss teeth
- Walk away, slouch their head, throw or bang objects in anger
- Wear or use slang

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy and complaints procedure for more information on responding to allegations of abuse.

7.4 Mobile Phones and other contraband items

Mobile phones are banned at Preston Manor School. The school recognises the increased use and importance of mobile phones in society and realises that parents may wish their children to carry mobile phones for reasons of safety and convenience in communication on route to and from school.

Students at Preston Manor All-Through School have access to a public telephone on the school premises.

- Students in years 7-11 at Preston Manor School may carry a mobile phone on site, which must be kept switched off at all times (i.e. including pre-school, break-times & lunchtimes). The mobile phone should be stored out of sight in their bag. If the phone is seen, or beeps during a lesson etc, it will be confiscated. We will apply the phrase **“off AND in your bag”**- otherwise it will be confiscated.
- Sixth Form students may use mobile phones in school, outside of lesson times, but only in the Sixth Form Centre.

The school appreciates the support of parents/carers in upholding the mobile phone policy.

If a mobile phone is seen or heard:

- Students will be asked to turn their phone off/on silent and the phone will be confiscated and a one hour detention issued.
- Confiscated phones will be returned to students on the final day of the half term with any other contraband items.

7.5 Use of Reasonable Force

If a student's behaviour places their safety, or the safety of others, at risk, whereby physical restraint is deemed a necessity, it may lead to a high level sanction due to the seriousness of the student's unsafe behaviour, including exclusion from school.

There is no expectation for staff to physically intervene. If a member of staff chooses to physically intervene and/or restrain students/a student the considerations and procedures below must be followed.

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Examples of physical intervention include:

- Physically interposing between students
- Blocking a student's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm
- Shepherding a student away by placing a hand in the centre of his/her back (h) using more restrictive holds (in

extreme circumstances)

- Examples of types of force, which should never be used, are:
 - ii. Restricting a student's breathing
 - iii. Slapping, punching or kicking a student
 - iv. Twisting or forcing limbs against a joint
 - v. Tripping up a student
 - vi. Holding a student by the hair or ear
 - vii. Holding a student face down on the ground
 - vii. Holding a student in a way that might be considered indecent

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- i. Physically interposing between students
- ii. Blocking a student's path
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 - vii. Holding a student face down on the ground
 - vii. Holding a student in a way that might be considered indecent

If you have had to use physical contact to intervene with students/a student:

- Complete 'Use of Reasonable Force to Control or Restrain Students' form
- A member of SLT the Senior Leadership Team should be informed immediately and parents should be contacted.

7.6 Powers to Search Students

Under the Education and Inspections Act (2006) the Head teacher and staff authorised by her has the power to authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for suspecting that the student may have a prohibited item or an item banned by the school. Senior and pastoral leaders will instruct a student to turn out their pockets, bag or locker and discipline them if they refuse to do so. Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Searches will take place in private, following with more than one member of staff present (at least one being a senior member of staff where possible). Where possible at least one of the members of staff conducting the search will be of the same sex as the student. Families will be informed if their child has been searched. A record of all searches (and their outcome) will be kept by the school and logged on CPOMs

7.7 Contraband Items

Any prohibited items found in students' possession will be confiscated and in serious cases could lead to permanent exclusion.

These items include:

- Hoodies or non-uniform items
- Fizzy drinks and other drinks high in sugar, including sweets
- Mobile phone and other electronic items, e.g headphones
- Laser pens
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Metal combs
- Aerosols
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

We will also confiscate any item which is harmful or detrimental to the schools code of conduct and disrupts the learning environment. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Protocol to be followed where a student is found in possession of weapons, suspected illegal drugs or drugs paraphernalia:

- The school's SSO will be notified of all incidents.
- Where weapons, suspected illegal drugs or drugs paraphernalia come into staff possession, they will be sealed, using appropriate PPE in appropriate packaging and retained in the Head teacher's PA office for collection by a Police Officer.
- The member of staff taking possession of the suspected illegal drugs or drugs paraphernalia will complete a police statement regarding the seizure. The student can expect to be interviewed, following social distancing guidelines at school by a Safer Schools Officer or alternatively may be required to attend the police station, either by direct arrest or subsequent invitation. (Unless the incident is of such a serious nature that immediate police intervention is necessary this decision will be a joint agreement between the police and school)
- After interview of the student the police will make a decision regarding judicial disposal

7.8 Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs coordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, Brent Inclusion Team, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.9 Student Transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

7.10 Training

Our staff are provided with training as part of their induction process.

Behaviour management will also form part of continuing professional development.

7.11 Monitoring arrangements

The head teacher and full governing body every year will review this behaviour policy. At each review, the policy will be approved by the headteacher.

8. Links with other policies

This behaviour policy is linked to the following policies:

- [Behaviour Principles 2023 - 2024](#)
- [Exclusions policy](#)
- [Safeguarding and Child Protection Policy](#)
- [Complaints Policy](#)
- [E-Safety policy](#)
- [School Uniform Expectations](#)
- Code of Conduct: Update
- [Anti-Bullying policy](#)