



Shropshire  
Gateway  
Educational Trust



LACON  
CHILDE  
SCHOOL

...more than just a school

# Behaviour POLICY

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Table of Contents

3	Introduction
3	Aims
3	Legislation Statutory Aims Guidance
3	Linked Policies
4	Ethos and Values
4-5	Roles and Responsibilities
5-6	Schools Expectations for excellent behaviour
6	Uniform and Equipment
6	Attendance and Punctuality
7	Behaviour Off Site
7	Internet and social media
7	Rewards
8	The Reward Pyramid
9 - 10	The Consequence System
10	Sanctions Pyramid
10	Conduct Card
10	Toilet Visits
10	Mobile Phones
10	Sexual Violence Harassment
10 - 11	Confiscation of property, searching students, dangerous and prohibited items
12-13	Use of reasonable force
13	Malicious Allegations
13	Discretion
13	Reasonable Adjustment
13	Supporting Students
14	Support and Intervention Pyramid
14	Alternative Provision

Lacon Childe School is committed to ensuring that the school provides a calm, safe and supportive environment where all students can thrive. The school understands that to achieve this, students need to behave positively, towards each other, the staff, the environment and themselves. This policy sets out the schools' standards of behaviour and the values that underpin these standards, so that they can be understood by all members of the school community. The policy aims to give clarity for all, so that students can make positive choices.

<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• At Lacon Childe School we aim to establish the highest possible standards of behaviour to create a calm, safe and supportive environment where all students can thrive.</li> <li>• When staff and students feel happy and settled, they can achieve their very best. Every member of staff and every student should be able to feel safe and confident in their working environment, so that they can apply themselves fully, push themselves to take risks, and fully explore their full potential.</li> <li>• We believe that every student can meet the high expectations we have for them, but we do understand that some students may need additional support and guidance. Where additional support and guidance is needed, we will provide this to ensure that all students are able to follow the same rules as every other student, to ensure that they are able to be a positive member of the community and be successful in their development.</li> <li>• In lesson time staff and students should be able to focus fully on maximising their learning opportunities without distraction or upset. We expect this time to be fully respected, so that students can learn in a calm, safe and supportive environment.</li> </ul>
<p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• To provide clarity on what is meant by 'high expectations' for the behaviour of every student.</li> <li>• To promote a consistent approach to responding to both positive and negative behaviour, that is understood by staff, student and parents.</li> <li>• To provide clarity in how the school intends to promote and support excellence in behaviour for all students, no matter what their starting point, background, additional needs or beliefs.</li> <li>• To allow staff and students to work and learn in a calm, safe and supportive environment free from disruption, but also free from harassment, intimidation, or bullying.</li> <li>• To provide clarity on the roles and responsibilities of different people in the school community with regards to promoting positive behaviour and dealing with misbehaviour.</li> </ul>
<p><b>Legislation, Statutory Aims Guidance</b></p> <p>This policy is based on legislation and advice from the Department for Education (DfE) on:</p> <ul style="list-style-type: none"> <li>• <a href="#">Behaviour in schools: advice for headteachers and school staff 2022</a></li> <li>• <a href="#">Searching, screening and confiscation: advice for schools 2022</a></li> <li>• <a href="#">The Equality Act 2010</a></li> <li>• <a href="#">Keeping Children Safe in Education</a></li> <li>• <a href="#">Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023</a></li> <li>• <a href="#">Use of reasonable force in schools</a></li> <li>• <a href="#">Supporting pupils with medical conditions at school</a></li> <li>• <a href="#">Special Educational Needs and Disability (SEND) Code of Practice</a></li> </ul> <p>In addition, this policy is based on:</p> <ul style="list-style-type: none"> <li>• <a href="#">DfE guidance</a> explaining that academies should publish their behaviour policy and anti-bullying strategy.</li> </ul>
<p><b>Linked Policies</b></p> <p><i>Trust Behaviour Policy -  Allegations Against Staff -  Safeguarding -  SEND –  Physical Intervention –  Anti Bullying –  Staff Behaviour Policy / Code of Conduct –  Attendance –  Health and Safety –  Whistle Blowing –  RSHE –</i></p>

### ***Ethos and Values***

We encourage every student at Lacon Childe School to achieve both their personal and academic potential. Lacon ME advocates that four personal characteristics, four learning characteristics and four learning skills are key to unlocking this potential. We know that students in our care need, not only the knowledge and skills for academic achievement, but also to develop habits that will help them prepare for their future career. We believe the following characteristics and skills will provide our students with the personal and academic attributes required to be happy, safe and successful. They are the foundation of our climate for learning as well as our culture and ethos.

<b>Personal Characteristics</b>	<b>Learning Characteristics</b>	<b>Learning Skills</b>
Caring	Determined	Innovative
Empathetic	Independent	Organised
Kind	Curious	Reflective
Respectful	Resilient	Resourceful

### **The schools' expectations for positive behaviour:**

We expect positive behaviour from all students This means that we expect more than just, for students to avoid 'poor behaviour'. We expect all students to display the type of positive behaviour that will allow them to hear and learn new things, contribute to a positive and focused learning environments and ultimately make great progress and thrive in their studies and as a person.

We have broken these behaviours down into three areas:

- Academic: Positive behaviour for learning
- Community: Being a positive member of your community
- Standards: Being positive about yourself and the school

### ***Roles and Responsibilities***

#### ***Local Governing Body***

Local governors will review and monitor the application and implementation of this policy and the school's agreed approaches by receiving regular reports from the school Headteacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Headteacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.

#### ***Senior Leadership Team***

The Headteacher, with support of the Senior Leadership Team, will ensure that this Policy is applied consistently across the school and will report back to the LGB on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that staff receive regular continued professional development and receive regular training on behaviour management.

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the schools expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by through routine reminders e.g. annual focus, form/class focus, assemblies, part of PHSE, discussed as part of pupil induction to the school etc.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's or school logs as appropriate
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support.

This could include:

- more frequent engagement with parents;
- home visits;
- mentoring and coaching;
- report cards.
- time in a pastoral support room.
- engaging with local partners and agencies to address specific challenges.
- consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan.
- designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within.
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour.
- set, mark and monitor homework and provide facilities for children to do homework in the academy if required.
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### **Parents**

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy.
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour.
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped.
- work with the school in support of their child's learning.
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place.
- inform the school in writing of any medication their child needs to take.
- support their child in homework and other opportunities for home learning.
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

#### **Students**

The rights and responsibilities of students are set out in three key areas; academic, community and standards along with a list of the school rules to which all students must adhere. Age-appropriate reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Students are expected to have a positive attitude and maintain high expectations for themselves.

#### **Schools Expectation for Students Positive Behaviour**

##### **Academic: Positive behaviour for learning**

Academic progress and achievement are an expectation for every student as it provides a sense of self-worth, a developed understanding of the world around them and provides greater opportunities for their future. It can have a direct bearing on a student's prospects, relationships, happiness, and wellbeing. Lacon Childe School expects all students to value their academic study and see learning as their primary purpose in being at school. All classrooms are to display the expectations of students' posters setting out the before, during and after the lesson expectations.

*Positive behaviour for learning means:*

- Arrive to your lesson on time and fully equipped ready to learn.
- Listen to the teacher and follow their instructions.
- Demonstrate determination, *curiosity, independence, and resilience in your studies.*
- Respect other students and their rights to have opinions and enjoy their learning.
- Do not engage in behaviour that disrupts the learning environment or the learning of others.
- Listen to and respond positively to any feedback or guidance given to you by the teacher regarding your work or your behaviour.
- Seek help with your learning when necessary.

##### **Community: Being a positive member of the community**

The school places a high value on the idea of community and expects all students to value the part they play in the school and local community. Being able to work and play with others, despite any differences or disagreements is seen as fundamental to student's development and vital in ensuring the school is a safe and welcoming environment where

all students can feel happy and thrive. We know that students who are positive members of their community establish strong relationships, achieve excellent progress and success, and experience a greater sense of wellbeing and happiness.

*Being a positive member of your community means:*

- Treat others with kindness, respect and be caring and empathetic to all.
- Do not use verbal or physical aggression, violence or threat.
- You must tolerate and respect the thoughts, beliefs and feelings of others.
- You must not exhibit views or behaviour that supports inequality, eg. Racism, sexism, homophobia, or harassment of any kind.
- Do not interfere with other people's property.
- Move calmly and purposefully around the school site.
- Look after and respect the buildings and the furniture including putting rubbish in the bin.
- Use only the designated areas for break and lunch times. Out of bounds areas are strictly forbidden.
- Demonstrate respect for other members of the local community on the way to and from the school site. This includes respecting others property and private property.
- During the hours of 8.45am and 3.15pm, students must not leave the school site without permission.

**Standards: Being positive about school and the school rules**

The school expects all students to adhere to and maintain high standards in the way they present themselves, how they prepare themselves for their learning and in the choices they make. Student's standards of uniform and equipment reflects their attitudes and commitment, both to the school community and its rules, as well as their own development. This commitment is key in allowing students to fully embrace their role as a part of the school's community and all the opportunities this brings. It is also great training for future experiences where success may rely on their ability to follow and uphold a set of standards. Students are expected to maintain high standards of uniform and equipment at all times.

*Being positive about the school and school rules means:*

- Do not wear outdoor clothing indoors (this includes, hats, scarfs, coats, jackets, and gloves).
- Hoodies are not to be worn outside of PE lessons, even in place of a coat.
- Adhere to the school's jewellery, hair and make-up regulations.
- Students are encouraged to drink water; fizzy drinks are not allowed (unless it is fizzy water).
- Cans and glass bottles of drink should not be brought into school.
- Chewing gum must not be brought into school.
- The possession and use of smoking materials, vapes, drugs and alcohol are strictly forbidden.
- Do not bring to school any item which may cause injury or has the potential to be used as a weapon.
- Swapping or selling items on school premises is not allowed.
- There is no need to bring money as we are a cashless site, however, if it is essential to bring it in, it should be left at the main office.

**Uniform & Equipment**

- Students will be given a Conduct Card that must always remain in their blazer pocket. teachers can use the conduct card to record concerns over uniform and equipment.
- Students will show their tutor their Conduct Card each week to demonstrate that they are adhering fully to the schools standards. For each week their conduct card is clear an A1 will be awarded.
- Where students are missing a piece of equipment a concern will be added to their Conduct Card. Where students need support in obtaining equipment or looking after equipment, the tutor will do this or involve staff who can provide the necessary support.
- Where students are not wearing their uniform properly, but it is something they can resolve on the spot, they will receive a verbal request in the first instance. If they are then seen again displaying the same uniform infringement, they will be asked to produce their Conduct Card and a uniform concern will be added. For every further infringement another uniform concern will be added.
- Continued refusal to adhere to the uniform policy will lead to further sanctions.
- Where students have not got the proper uniform, but this cannot be rectified on the spot, they will receive a detention (unless this has been agreed with the year leader or a senior member of staff).
- Students who do not have the proper shoes will receive a detention.

*More significant sanctions can be put in place where there have been repeated or on-going issues that have not been resolved despite the tutor intervening and sanctions being put in place.*

*If for any reason parents are unable to provide the full and proper uniform or equipment they should contact the school at the earliest opportunity so that the school and parent can work together to resolve the issues as soon as possible.*

**Attendance and Punctuality**

Promoting high attendance and good punctuality is everyone's responsibility. We will support this through: Setting an attendance target of 100% for every student i.e. every student attends every session. This is an ambitious target and reflects the emphasis placed in time spent learning. Lateness to lessons will be logged on SIMS and students will make up that time weekly. Attendance will be rewarded weekly with A1's for a full week attendance, Half termly and termly with certificates for 100% attendance.

**Behaviour Off Site**

Even when students are outside of school, they still represent Lacon Childe School. We expect them to think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

- When students take part in offsite activities the school expects students to adhere to the same high expectation and rules as in school unless they have been advised otherwise. Students will be expected to show respect for others, and the property of others while respecting any rules specific to the place they visit or activities they are taking part in.
- While students are offsite and wearing the schools uniform they still represent the school and the school expects students to maintain the high standards for behaviour as set out in this policy.
- Misrepresenting the school in public while in the school uniform will be deemed as bringing the school into disrepute.
- Any student behaviour that causes upset to another member of the school community can be dealt with, in line with this policy.
- The school will not accept bullying of any kind and will take action if there are any incidents of bullying, intimidation, violence, cyberbullying, harassment or any other form of abuse towards a member of the school community, even if this behaviour takes place offsite and outside of school time.

**Internet and social media**

We will encourage student to use the internet and social media correctly and ask that parents support us in this. A consistent approach will be achieved if parents deliver the same messages that we will deliver in school. These are:

- Students must not be nasty about other people on social media.
- Students should be polite and kind online, just the same as when in school.
- If a student is bullying, rude, or disrespectful online, they may receive a consequence in the same way as if it had taken place in school.
- Students should think about how much time they spend online and whether they could make better use of time.

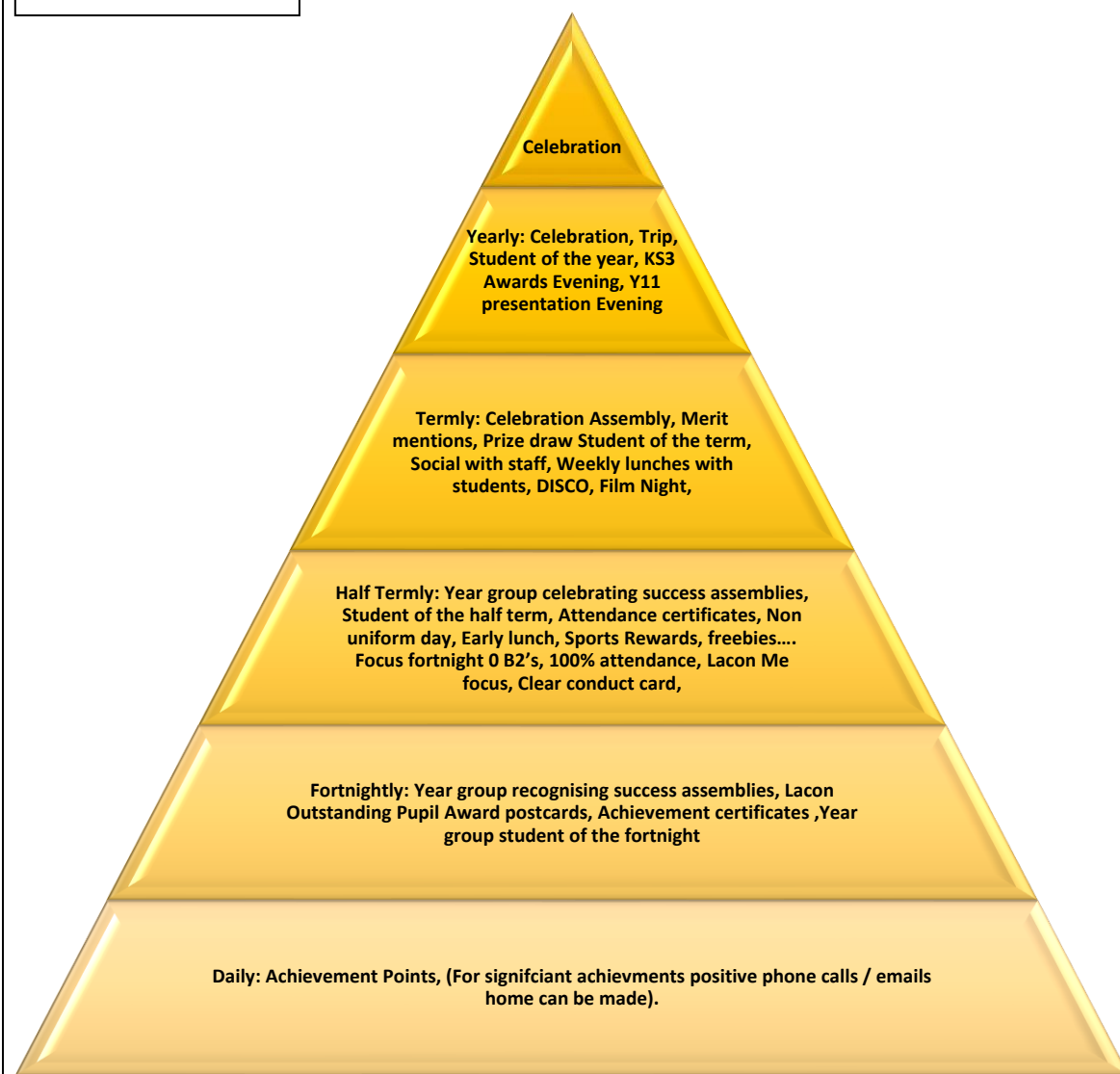
**How teachers will support****Rewards**

The vast majority of students behave in a positive manner at all times. Central to the rewards philosophy is the expectation that all teachers will praise students, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning.

Students who demonstrate positive behaviour in their lessons and display the Lacon Me characteristics will be awarded achievement points. Achievement points are awarded by individual staff using the SIMS system and staff are encouraged to award these points every lesson. Points are regularly reviewed by pastoral staff and celebrated in Year Group Assemblies and the number of achievements points gained goes towards students achieving different levels of achievement certificates. The number of achievement points a student gain also goes towards the number of times a student is entered in the end of term prize draw.

For students to go above and beyond, in their studies, their contribution to the community or their individual or group success can be awarded a Lacon Outstanding Student Award (LOPA). They are postcards that reflect a personal recognition of excellence and are awarded fortnightly by subjects.

## Rewards Pyramid



### **Links to the Lacon Me Values**

A1's will be allocated by Tutors for the following as well as by all staff for recognition across the school.

**Lacon Me Organised** – Correct uniform and equipment for the week.

**Lacon ME Resilience** – 100% Attendance for the week.

**Lacon ME Resourceful** – Awarded as appropriate during literacy and numeracy mornings.

**Lacon ME Respectful** – Clear conduct card. Students awarded as appropriate for listening well in assembly.

**Lacon ME Innovative** – House competition entry.

**Lacon Me Independent** – Attending extra-curricular club.

**Lacon Me Determination** – No lates during the week.

### **The Consequences System** (Certainty not Severity)

The consequence system is underpinned by our core values. In the first instance, some identified low-level classroom disturbances will be dealt with by the teacher issuing a rule reminder this will be in the form of a verbal warning. If the verbal warning does not lead to an improvement in the student's behaviour or if the student's behaviour is deemed disruptive, then the next stage of the consequences system will be used. A consequence may be issued when a student does not act safely, respectfully, or responsibly or does not accept responsibility for their actions. When determining the consequence to be issued, the member of staff will consider the student's circumstances (including their age and any special educational needs and/or disabilities) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident, taking those factors into account. Consequences will be part of a



graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. The consequences are described below.

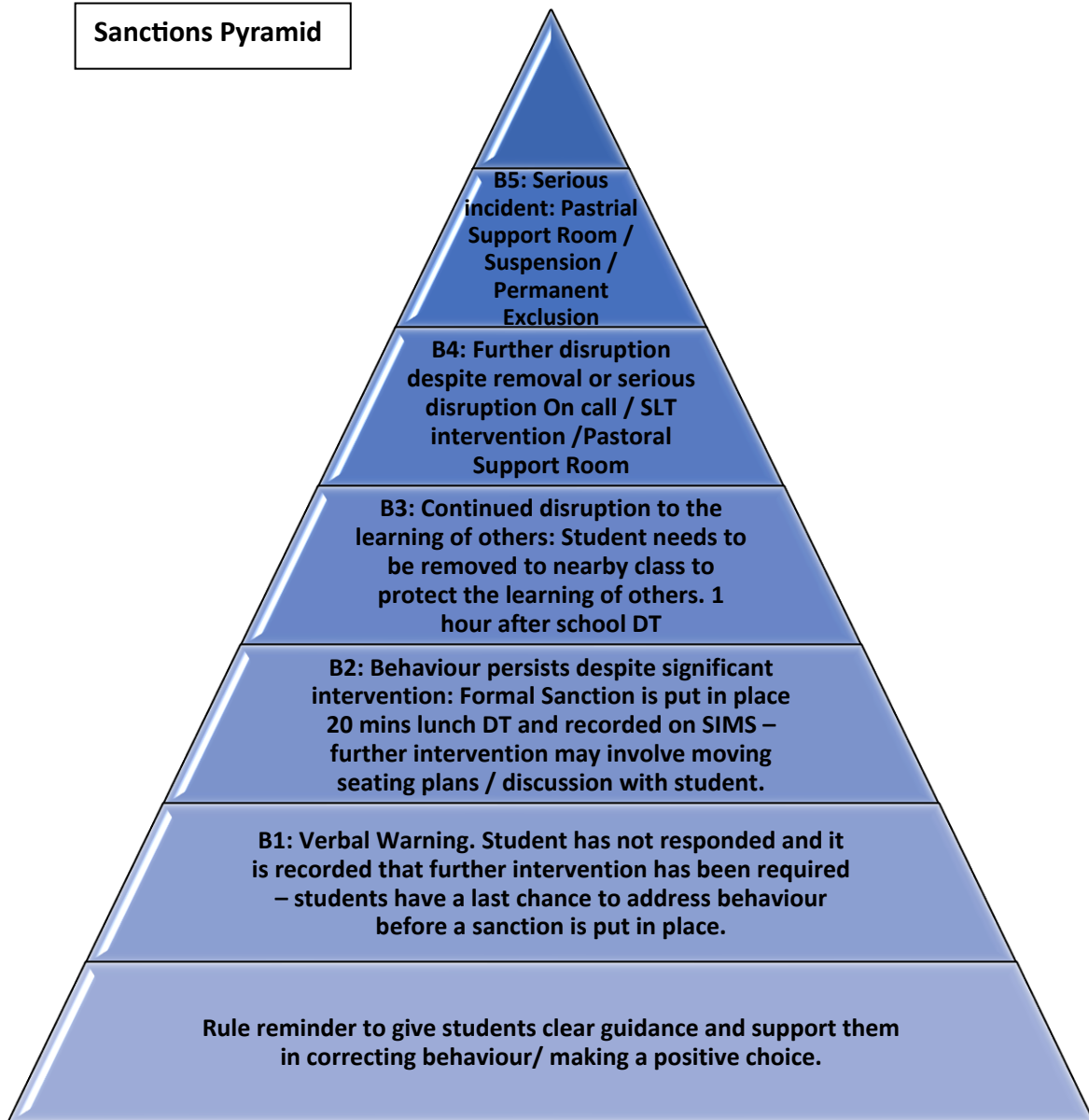
**Table of Behaviours**, This table is a guide to the severity of certain types of behaviour. Senior Leaders will make the final decisions as to which sanction will be applied when serious incidences or those not listed on this table occur

<b>Rule Reminder</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>
<b>Examples of low-level disruptive behaviour are:</b>	<b>Given for repeat of RR or:</b>	<b>Given for further repeat of RR or B1 offences or:</b>	<b>Given for further repeat of RR, B1 or B2 offences or:</b>	<b>Examples of serious incidents are:</b>	<b>Examples of very serious incidents are:</b>
<ul style="list-style-type: none"> <li>• Not listening</li> <li>• Off task behaviour</li> <li>• Calling out or talking out of turn</li> <li>• Poor effort</li> <li>• Running in corridors</li> <li>• Shouting in corridors</li> <li>• Over physical play</li> </ul>	<ul style="list-style-type: none"> <li>• A poor response to being given a rule reminder e.g., shrugging shoulders, answering back, tutting, smirking etc.</li> <li>• Eating in a lesson</li> <li>• In possession of a fizzy drink</li> <li>• Excessive makeup</li> <li>• Homework not completed on time.</li> <li>• Mobile phone seen/heard at any time during the school day (and phone confiscated).</li> <li>• Insufficient Work completed in lesson.</li> <li>• Lack of effort in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Being out of bounds (In the wrong area of the school)</li> <li>• Unkind or insensitive behaviour towards another student</li> <li>• In possession of chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>• Disturbing an exam</li> <li>• Foul / sexual language</li> <li>• Defiance. For example- walking away when being spoken to by any member of staff, refusal to follow instructions etc.</li> <li>• Truancy from lessons or school</li> </ul>	<ul style="list-style-type: none"> <li>• Significant and/or sustained disruption to the learning environment and learning of others.</li> <li>• Harassment or bullying (including cyber-bullying and public humiliation).</li> <li>• Threatening behaviour.</li> <li>• Abusive behaviour towards a student</li> <li>• Rude and challenging behaviour towards a member of staff</li> <li>• Videoing on mobile phones</li> <li>• Vandalism, damage to property or theft</li> <li>• Dangerous behaviour</li> <li>• Being in possession of smoking related material or vapes</li> </ul>	<ul style="list-style-type: none"> <li>• Significant and/or persistent disruption to the learning environment, learning of others and the order of school.</li> <li>• Drug related issues.</li> <li>• Alcohol related issues.</li> <li>• Carrying an offensive weapon.</li> <li>• Swearing or abusive behaviour to a member of staff (including online abuse)</li> <li>• Serious actual or threatened violence against another student or a member of staff.</li> <li>• Racist, sexist, misogynistic, or homophobic language.</li> <li>• Sexual harassment. Sexual violence.</li> <li>• Bringing the school into disrepute.</li> <li>• Smoking, including e-cigarettes or vapes</li> </ul>

- The sanction pyramid sets out a guide for how disruptive behaviour will be dealt with at differing levels of severity.
- Staff will use a range of non verbal cues and prompts in order to guide and encourage positive learning behaviours in the classroom before the use of further sanction.
- If it is deemed necessary, at stage one, staff will give students a rule reminder. This provides the student with an opportunity to realise that their behaviour is not appropriate and to give them the opportunity to take steps to amend their behaviour, to adhere to the schools' high expectations for positive behaviour and are able to avoid a formal sanction of any kind.

- From stage 2, students will receive a sanction, this should provide an indication to the student that their behaviour is not appropriate giving them the opportunity to take steps to amend their behaviour, to adhere to the schools' high expectations for positive behaviour and avoid any further escalation of sanctions.
- If students do not take the opportunity to amend their behaviour once given a sanction and their behaviour continues, the level of concern raises to the next stage and the sanction and school action increases.
- While sanctions can increase incrementally where student's behaviour continues to be a concern, the level of sanction can jump stages according to the severity of the behaviour. Please see the sanctions table for a guide to the severity of behaviour and appropriate sanctions.

### Sanctions Pyramid



#### Conduct Card

All students will be issued with a conduct card this will enable staff to reward positives and sanction when things are not correct. 5 signatures for poor conduct will result in an after school detention. Tutors will check cards weekly. The member of staff giving the 5<sup>th</sup> signature will pass conduct card to year lead who will contact home and book the detention. New conduct cards will be issued termly. Thus acting as a reset.

#### Toilet Visits

Students without medical needs should not use the toilet during lessons unless it is necessary. Students are encouraged to go to the toilet between lessons or at break and lunchtime. If students visit the toilet once a day for five minutes that equates to 25 minutes per week and over 16 hours per academic year; this is lost learning time. Members of staff will use the on-call system to enable students to go to the toilet during lessons and this will be logged on SIMS, however, only one student can leave the lesson at a time.

#### **Mobile Phones**

- Students are not allowed to have access to mobile phones in school, however, we do understand that students who travel longer distances to school will need to have a mobile phone on their person on-site.
- At no point are mobile phones to be used on the school site
- Phone should not be turned on.
- Phones should be stored safely in students' bag or blazer pocket and should at no point be out.
- There will be exceptions to the rules for medical or personal reasons, but this needs to be agreed to by the school.
- School accepts no liability in case of loss or damage.

#### **Sexual Violence Harassment**

Lacon Childe School is committed to ending all forms of sexual violence, sexual harassment and inequality.

- Any incidents of sexual violence or sexual harassment will be taken extremely seriously and dealt with sensitively, in line with the school Anti bullying policy and the schools safeguarding policy.
- The school will continue to educate students on issues surrounding sexual violence, harassment and inequality through the PHSE curriculum, wider curriculum, tutor time and specialist presentations and assemblies.
- One-off incidents may be dealt with under the Behaviour Policy.
- Appropriate disciplinary measures may be taken by the school. If there is an ongoing police or social care investigation this must not be jeopardised, but the school may still undertake its own disciplinary measures by considering the conduct of the alleged perpetrator(s) as part of their Behaviour Policy and applying appropriate and proportionate consequences based on their own conclusions about what happened on 'the balance of probabilities', unless it is prejudicial or unreasonable to do so. The alleged perpetrator(s) must also be provided with support alongside any disciplinary measures.
- In cases of sexual violence, a risk assessment must be implemented immediately and discussed with the School's Safeguarding Lead. In cases of sexual harassment, a risk assessment should be considered on a case-by-case basis.
- If cases reported to the police result in a conviction or caution, this Behaviour Policy will be followed. This may involve consideration of permanent exclusion.
- Rape or assault by penetration is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim, and possible other students at the school. Sexual assault may also lead to consideration of permanent exclusion amongst any other suitable sanctions in keeping with this policy.
- Reports of sexual assault and sexual harassment may not lead to a report to the police, or if reported may not be progressed or may result in a 'not guilty' verdict. It is important to note that this does not necessarily mean that the offence did not happen or that the victim lied. Following such an outcome, the school can still apply its own sanctions, up to and including permanent exclusion. All concerns related to sexual violence or sexual harassment should be dealt with as per the Safeguarding and Child Protection Policy

#### **Confiscation of Property, Searching Students, Dangerous and Prohibited Items**

In all cases, before a search is considered, the student should be given the opportunity to hand over the suspected item. If handed over, it will be for the member of staff to decide if a search remains necessary. Any searches undertaken, there will always be two members of staff present (including where searches are undertaken on school premises by police). One of those members of staff will be acting as the appropriate adult (this may include the student's parents). Lacon Childe School will have regard to the DfE guidance 'Searching, Screening and Confiscation, Sept 2022' is used. The Head Teacher, Senior Leadership Team or any member of staff who has received permission from the Head Teacher may complete a search. The search will take place in an area defined by the school as a safe environment which safeguards all participants. Before the search takes place, it is imperative that the reason for the search is clearly explained to all present and there are reasonable grounds to suggest the presence of a banned and/or prohibited item. In the event of a search, all should be reported and captured on the Schools safeguarding platform MyConcern), including whether or not an item is found.

- Unless not reasonably practicable, the member of staff conducting the search must be the same sex as the student.
- ALL ITEMS of value e.g., laptops, mobile phones as well as dangerous or banned items are brought into school at the student's own risk. They are not covered by the schools insurance and the school will not accept responsibility for any loss or damage.

**Prohibited and banned items not to be brought into Lacon Childe School:**

Prohibited Items:

1. knives or weapons (Including mock/replica/fake items).
2. pornographic images.
3. illegal drugs (Including any item associated with drug use).
4. stolen items.
5. tobacco and cigarette papers.
6. vapes (Including vaping fluid and other associated materials).
7. fireworks (Including any other flammable items).
8. alcohol.
9. any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
10. balaclavas or any other item used to conceal identity.

- Authorised staff have the power to search without consent if they have reasonable grounds for suspecting that a student may have a prohibited item. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
- Lacon Childe School will inform the police if items 1, 3 or 4 are brought onto the school premises and will hand any items to the police.
- If a student is involved in incidents involving items 1, 3, or 4 it is likely to constitute a serious breach of discipline and may lead to consideration of permanent exclusion. This applies whether in school, to or from school or taking part in a school activity. It covers not only the possession of these items but also involvement in the purchase, sale or passing on of these items, even if the item itself is not brought into the school.
- Suspected criminal behaviour. If the school suspects criminal behaviour and make the decision to report to the police, they need only gather enough information to establish facts and this should be fully documented, once reported they should ensure that any further action does not hinder police work. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that a student(s) is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal or sexual exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children’s social care service.
- Material on electronic devices - When an electronic device, such as a mobile phone, has been confiscated for good reason by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so. In no circumstance should a member of staff search a phone if they suspect that it may contain child nudity. In such circumstances, the member of staff must seek further advice/guidance from the schools DSL (Designated Safeguarding Lead). There is no need to have parental consent to search through a young person’s mobile phone. If an electronic device that is prohibited by the school rules has been confiscated, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police. If the staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of the school discipline.
- On occasion, as agreed by school, visits from the local police will take place.
- Under no circumstances will a ‘strip search’ take place.
- After a search, the student will be offered time to discuss the event with a member of senior staff or safeguarding team.

***Use of Reasonable Force***

Lacon Childe School will follow the guidance provided by the Department of Education related to the use of reasonable force (Use of reasonable force in schools, DfE July 2013).

- The term ‘reasonable force’ covers the broad range of actions that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Reasonable in the circumstances’ means using no more force than is needed. This can be used to prevent students from hurting themselves or others, damaging property, or from causing disorder. The decision whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. This is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always

be possible to avoid injuring the student. Reasonable adjustments will be made for disabled students and students with special educational needs.

- Examples when staff may use reasonable force: Remove disruptive children from the classroom where they have refused to follow an instruction to do so. Prevent a student behaving in a way that disrupts a school event, trip or visit. Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others. Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground. Restrain a student at risk of harming themselves through physical outbursts.
- Authorised staff can use reasonable force to search for prohibited items.
- Lacon Childe School does not require parental consent to restrain a student.

#### ***Malicious Allegations***

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school may discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school may discipline the student in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and students accused of misconduct.

#### ***Discretion***

No behaviour policy or set of protocols can cover all eventualities. The Headteacher reserves the right to use discretion to ensure that behaviour is treated appropriately taking all factors into account.

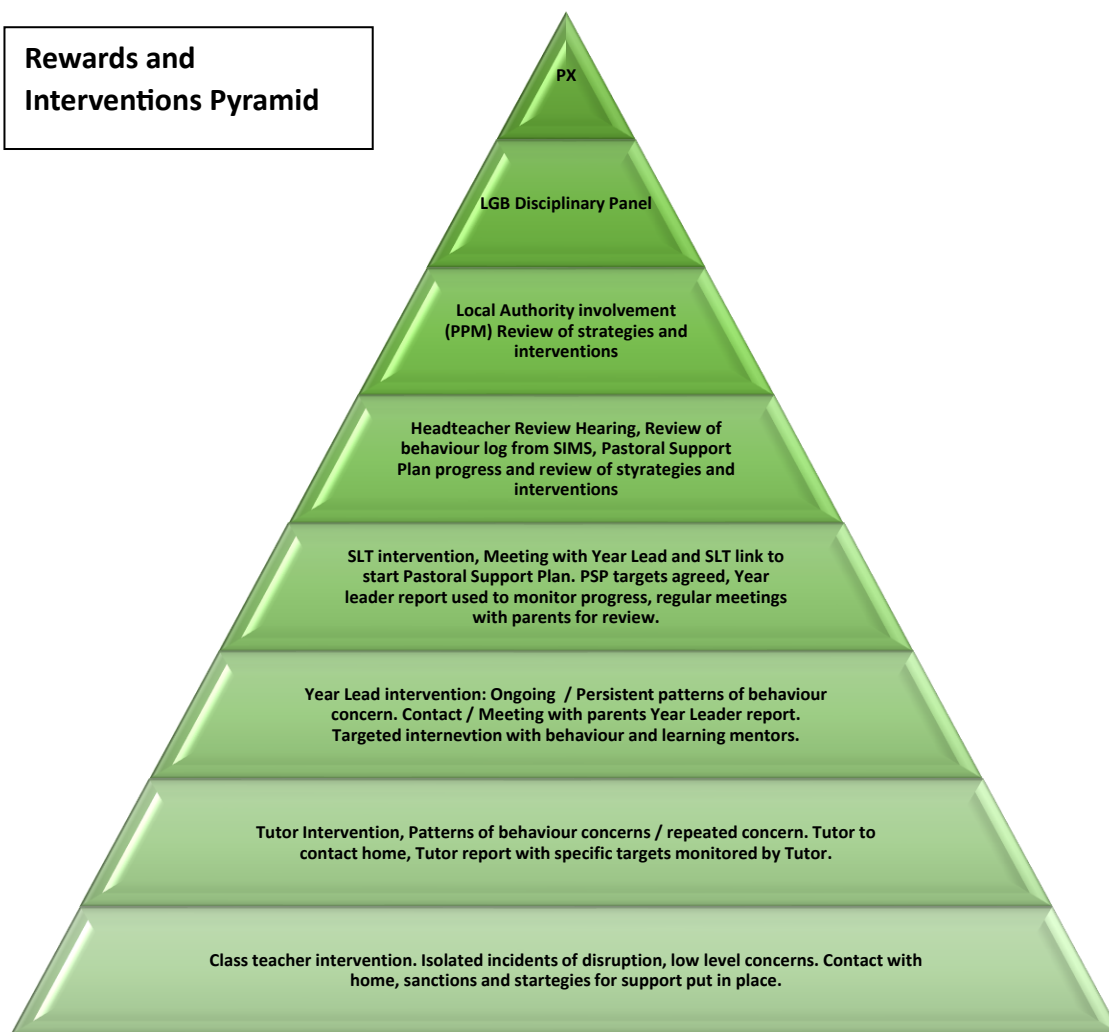
#### ***Reasonable adjustment***

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

#### ***Supporting Students***

- We will support our students to meet the high expectations by offering the following:
- Report cards.
- Pastoral support plans to enable student to get back overcome challenging periods.
- Part-time timetables (for a designated period) to reintegrate back to a full-time timetable.
- Students who persistently fail to complete their homework are supported with access to homework club afterschool.
- Additional pastoral support.
- Regular meetings with parents/carers.
- Additional careers advice and guidance from a specialised careers advisor.
- Reflection statements to members of staff as part of restorative justice.
- Mentoring support
- Disciplinary governors meeting
- An alternative provision placement. See the 'Offsite/Alternative Provision Policy.'

## Rewards and Interventions Pyramid



### **Alternative Provision**

Alternative provision can be defined as something in which a student participates as part of their regular timetable, away from the school site where they are enrolled, and not led by school staff. Lacon Childe School uses such provisions to re-engage students in their education or to provide additional support deemed necessary for a particular student that is not accessible at Lacon Childe School.

- Lacon Childe School considers carefully what providers are available that can meet the needs of the students, including the quality and safety of the provision, costs and value for money. The following procedures will be in place:
- A personalised plan for intervention should be prepared by school, setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
- Plans should be linked to other relevant information or activities such as Pastoral Support Plan (PSP) or Education, Health Care Plan (EHCP) for students with special educational needs (SEND).
- Lacon Childe School must maintain on-going contact with the provider and student, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- Lacon Childe School will maintain a full record of all placements they make, including student's progress, achievements and destination following the placement. This should also include the student's own assessment of their placement.