

Saltash Community School

Relationships &

Behaviour for Learning Policy

September 2021



We recognise that behaviour is a form of communication. We know that to help young people develop successfully, the adult should respond cognitively to the young person's communication, rather than emotionally to the behaviour. Our Relationships and Behaviour for Learning Policy is designed to support our students in developing the skills for managing conflict, challenge and stress, in preparation for adulthood.

Draft history
First draft built following Trust wide Deputies meeting on 11 th June 2021
Presented to Saltash LGC on 5 th October 2021 - approved

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Shared Principles:

We must devise and implement a curriculum that systematically builds positive and constructive relationships between all pupils and all adults. The 'learning episodes' of this curriculum happen in classrooms, shared spaces, on the journey to and from school, during school trips; in fact in all interactions between their peers and all adults.

Our high expectations for all pupils mean that we always believe in continuous improvement and so will focus on guiding the choices pupils make, intentionally praising constructive behaviour and skill development. We will always challenge inappropriate choices and establish clear and consistent boundaries as described below.

- **Clear** – pupils and staff need to know exactly what excellent behaviours are and exactly what is expected of them, where, when and why.
- **Calm** – to guide effectively we need to understand and consider people's emotions and viewpoints and to achieve this effectively we need to remain calm and focused.
- **Caring** – we care enough to be firm and respond in reliable and predictable ways but always with compassion. Focusing on maintaining firm boundaries around which choices should be better, whilst ensuring the person continues to feel well liked, appreciated and respected as they learn these.
- **Consistent** – all pupils should expect high standards and so all pupils require predictability of expectation and response as well as being able to trust the adults they work with hence consistency is paramount.
- **Cheerful** – all individuals respond effectively when approached positively, and therefore, when supporting changes in behaviour, we will endeavour to approach these in a positive way.

Shared Aims

- To encourage a safe, caring and purposeful atmosphere in every SMART school.
- To develop children's self-discipline, self-esteem and a sense of responsibility towards themselves and the community as a whole.
- To promote a consistent approach to behaviour for learning by pupils, staff, parents/carers, community partners and Governors throughout every school.
- To encourage our stated school values

Young people and staff have a right to learn in a friendly, encouraging, secure and positive environment. They have the right to engage fully in their learning through fair access to a curriculum that develops their knowledge understanding and skills whilst at school, and provides them with the skills, self-belief and love of learning to be a lifelong learner understanding their own rights and respecting other people's rights, cultures and differences. Underpinning these aims is a commitment to all pupils and adults in the Trust developing behaviours that actively promote these aims.

This policy applies to all students in all schools at all times of the day when in school uniform, when travelling to and from school, on site in any SMART academy or representing an academy whilst on trips, online or in their community.

The Legal Status of this Policy

The DfE clarifies that "The proprietor of an Academy school (Headteacher) is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour policy must be made available to parents on request... It is good practice for this to be published on the school website" - [Link](#)

When deciding what their measures should be, the Headteacher must take into account the principles agreed by the Trust Board in its governance role.

Rather than repeat these core principles and agreed practices across all school policies, they are drawn up here in this overarching policy, hence for the full policy, both the school and Trust policies must be considered together. To make this process as easy as possible, the headings used by both policies are the same.

Each school has the operational autonomy to develop its own practices and procedure to enable them to achieve these common objectives.

Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

We consider that the best way to encourage good standards of behaviour in school is a consistently clear code of conduct in conjunction with a balanced combination of rewards and sanctions within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.

We want our students to be successful TEAM learners. This policy sets out how we aim to achieve this.



Tenacity:

A tenacious learner shows strong perseverance and doesn't give up when things are hard.

They are determined to succeed and apply themselves, showing commitment to the work set; always aiming to produce their best work. They respond positively to feedback and always complete their improvement work.



Empathy:

An empathetic learner is aware of the feelings of others, showing respect towards and understanding of other peoples' views.

They listen carefully to what others say, showing sensitivity towards them; being sympathetic and kind. They respect others' right to learn.



Aspiration:

An aspirant learner is ambitious, with clear goals. They aim high and have high hopes and dreams.

They are curious about the world around them, ethical, often complete more than is asked, and undertake a wide range of enrichment opportunities.



Motivation:

A motivated learner is ready to learn, well prepared and punctual. They take the initiative and work independently always completing homework and classwork to the best of their ability. They show enthusiasm and drive, determined to achieve their ambitions.

This is achieved by:

- promoting good behaviour and discipline based on mutual respect.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- ensuring fairness of treatment for all.
- encouraging consistency of response to both positive and negative behaviour.
- promoting early identification and intervention.
- providing a safe environment free from disruption, violence, bullying and any form of harassment.
- encouraging a positive relationship with parents and carers to develop a shared approach by involving them in the implementation of the school's policy and associated procedures.

We will focus on the choices people make rather than defining them as a poorly behaved or well-behaved people. By using the language of choice, we fix the locus of control, i.e. the personal responsibility, within the pupil. In other words, when they choose a particular behaviour they are also choosing a particular consequence which may be a reward or a sanction. It is vital, therefore, that behaviour policies are implemented consistently across each school so that these links are completely understood.

Sanctions do not in themselves change behaviour. They simply apply the limits to behaviour. Any system that seeks to rely largely, or wholly, upon sanctions will simply teach pupils how to become effective at avoiding

sanctions.

Effective sanctions are those which inconvenience the pupil but also remain within their best interests to become more successful.

Like all skills development, relationship building and positive behaviours are not binary measures that are just ‘good’ or ‘bad’ but rather a continuum. All pupils have a right to understand their next steps in any skill and expect these skills to be developed whilst at school.

Our SECRET skills framework describes the general skills we are aiming to develop and what excellence looks like in each of these.

SECRET Skill	Cognitive	Strategic	Emotional	Social
Self-Management	Manage Risk	Be Organised	Go for it, Finish it!	Manage Emotions
Effective Participation	Persuade Others	Find Solutions	Identify Issues	Get Involved
Creative Thinking	Imagine	Make Links	Take Creative Risks	Question Assumptions
Reflective Learning	Set Yourself Challenges	Plan-Do-Review	Invite Feedback	Share Learning
Enquiry	Explore a Question	Evaluate Evidence	Stay Objective	Reach Conclusions
Team Working	Take Responsibility	Manage the team	Build team strengths	Evaluate the team

Part 2 – How do we teach these skills and behaviours?

2.1 Through Our Curriculum

We believe behaviour must be taught as part of our wider curriculum in order to achieve ‘purposeful learning environments’. Additional guidance is provided through assemblies and key events in the year and community links. We are committed to engage children and adults in deeper learning experiences so that everyone understands why these skills and behaviours are so essential, what these look like in practice and so value learning them.

At Saltash Community School we have a large and diverse student body and a fully inclusive ethos. We understand that many of our students have many challenges to face: changes to the brain in the teenage years mean that they are ‘programmed’ for conflict; relationships become more complex; many face difficulties in their home-life or have experienced trauma in their early years; others have additional learning or social-emotional needs: all are working hard to decide who they are and to find their place in the world.

We take all of this into consideration and, despite these barriers, work hard to help students to become ‘ready to learn’: to be in the right frame of mind for learning. Teachers carefully consider seating arrangements, resources, feedback and lesson content to ensure all can access the learning effectively. We have a strong pastoral support system in place to underpin each student’s daily experience.

In order to achieve a purposeful learning environment, we expect students to be ‘ready to learn’. We define this as:

- Arriving on time to school, lining up courteously
- Wearing the appropriate uniform
- Bringing the correct equipment
- Arriving punctually to lessons, lining up and entering the room appropriately (and leaving at the end)
- Sitting in the correct place in accordance with the teacher’s seating plan
- Paying attention to the speaker at all times (tracking the speaker)
- Staying silent during learning time, except when the teacher has given permission for partner/small group learning
- Actively participating in the learning activities planned by the teacher
- Responding quickly and attentively to an adult’s instruction
- Having good learning postures throughout (sitting up, feet on the floor, paying attention)
- Taking care and pride in their work and learning
- Always demonstrating our school values of Tenacity, Empathy, Aspiration and Motivation (TEAM)

Our approach is in line with recent research, that children thrive when they have clear, consistent routines and structure to follow.

2.2 Through Our Routines

We want everyone to be given the mental space to think deeply about their learning and about how they work best with others. This is why we are committed to creating age appropriate routines so we don’t waste mental space on all those things that we shouldn’t need to think about such as:

- Lining up in the morning
- Entering and exiting the classroom
- Organising personal belongings (including stationery and mobile phones)
- Wearing the correct uniform
- Hearing the fire alarm
- Moving around the school site safely

Start of the day:

The start of the school day is really important to set students ready for learning. The tutor plays a key role in

this. All students in Years 7 – 11 line up on an allocated playground, before school. Tutors meet their tutor group at this location, greet them, check they have the correct equipment and ensure that students are ready to learn. Tutors are equipped to deal with some barriers to learning, such as lack of equipment. Any barriers that cannot be addressed immediately will be raised by the tutor to the Head of Year. All students will then file into the building, tutor group by tutor group, in silence. Students will line up every morning unless wet weather. Children should bring a coat to school for colder days. If it's raining, children should go straight to their tutor rooms and continue with the entry routine when their tutor arrives.

Entry routine to the classroom

Before students arrive – have the seating plan visible (if new or recently introduced) or Do It Now, if seating plan is already established

1st stage - Teacher meets each student at the door (the teacher should position themselves so they can see the classroom and the corridor wherever possible)

As students enter, teacher nominates someone to give out the books

Students walk to allocated seat in silence

Students take out equipment and place on the desk

Coats should be placed on back of chairs and bags under table (or in designated area)

Students stand behind their chairs and wait for teacher instruction

2nd stage - Teacher ensures all students are standing and tracking the teacher. Teacher welcomes the class, and then asks them to sit.

3rd stage - Do It Now is displayed, and students complete in silence

Register is taken whilst students complete Do It Now

4th stage - Lesson continues

Exit from the classroom:

5 minutes left – Refocus the class by using 3>2>1 and tracking the teacher. Use positive framing to ensure compliance. Do not proceed until all students are silent and tracking.

4 minutes left – Teacher provides positive feedback to class as a summary of the lesson and recognition of Individuals who have gone above and beyond. Students are also encouraged to participate if they want to nominate someone.

3 minutes left – Teacher reminds students of expectations of packing away equipment and books. Nominated person collects books and puts them back in allocated space.

2 minutes left – Students stand behind chairs in silence and await teacher instruction

1 minute left - Teacher discusses learning in next lesson and praises exit routine compliance (individuals if needed).

Begin to dismiss class row by row/table by table (depending on room layout). If students forget expectations, the individual comes back, positively reminded of expectation and leaves the room again.

Having the correct equipment for school:

Students need to be ready for school by having the correct equipment every day. This is checked during the morning lining up routine (or in the tutor room on a wet day). The expected equipment children need for school:

pens, pencils, ruler, eraser, pencil sharpener, scissors, glue stick, protractor, compass, scientific calculator and colouring pencils.

Mobile phones:

We recognise that the use of mobile phones is a barrier to learning within any educational setting. We realise the importance of allowing students to have these for their time before and after school, so that they can easily contact home should they need to when they are outside of school. However, in response to the guidance from the Department for Education, mobile phones are not allowed between 8.30am and 3pm. During this period, they should be switched off and in bags (or students can hand them in to their Year Hub for safekeeping). Students can, of course, go to their Year Hub if they need to phone home during the school day, and similarly, parents can call Reception if they need an urgent message to be relayed to their child.

Research has shown that mobile phones increase student distraction and thus low-level disruption during the school day; cyber-bullying increases, and students' mental health deteriorates. Saltash Community School remains in line with 95% of schools across the country banning mobile phones between 8.30am and 3pm.

Uniform:

Any student who is not in the correct uniform will be spoken to by the tutor/Head of Year. If a child arrives at school in incorrect uniform, they will be issued a letter to take home, explaining the uniform infringement and allowing 7 days for this infringement to be corrected. After 7 days, if the infringement remains, then the child will be issued school owned uniform to wear. If this child refuses to wear the uniform issued, this will be dealt with in accordance with this Policy for non-compliance of staff instruction. Whilst we have a stock of uniform available to lend to students, in some circumstances (such as COVID), we may not be able to lend out any uniform, however we can provide uniform for students if the family is experiencing financial difficulty. If you find yourselves needing support with uniform, then please contact Sarah Moss by emailing smoss@saltashcloud.net who can work with you to ensure uniform is correct.

Fire Alarm:

The fire muster point is the astro-turf. As soon as the fire alarm sounds, students should silently leave via their nearest exit and make their way to the muster point. They should remain silent throughout this process so they can hear any instructions needed and to allow staff to coordinate the evacuation.

On arrival at the muster point, students should find their tutor group sign (on the fence) and stand in line, in silence, facing the front awaiting the register.

When it is deemed safe for students to return to the building, Senior Staff will instruct year groups to re-enter the building. This should still be in silence due to the large number of students in one space.

Moving around the school site:

We expect students to move around the site in a calm and orderly manner. Whenever possible, students should walk on the left of the corridors and stairwells.

2.3 Through the Protection and Promotion of Our School Ethos

Our values are: Tenacity, Empathy, Aspiration and Motivation (TEAM). We have clearly defined how this translates into expected standards for our learners, as well as our staff.

- All staff are required to actively promote the ethos of the school at all times including the role modelling of positive relationships and praise for behaviours that support peers and learning.
- Assemblies are used to model school values and publicly exemplify positive behaviours that reinforce the school's ethos.
- We have strong expectations of professionalism and realise the importance of language in setting and maintaining these expectations throughout staff training and events.
- The school encourages staff and pupils to take pride in their working environment.
- We see behaviour as a curriculum. Staff regularly practise routines and engage in high quality CPD around positive framing and improving teaching. At the core of this training, we expect all members of our school community to consider our TEAM values.

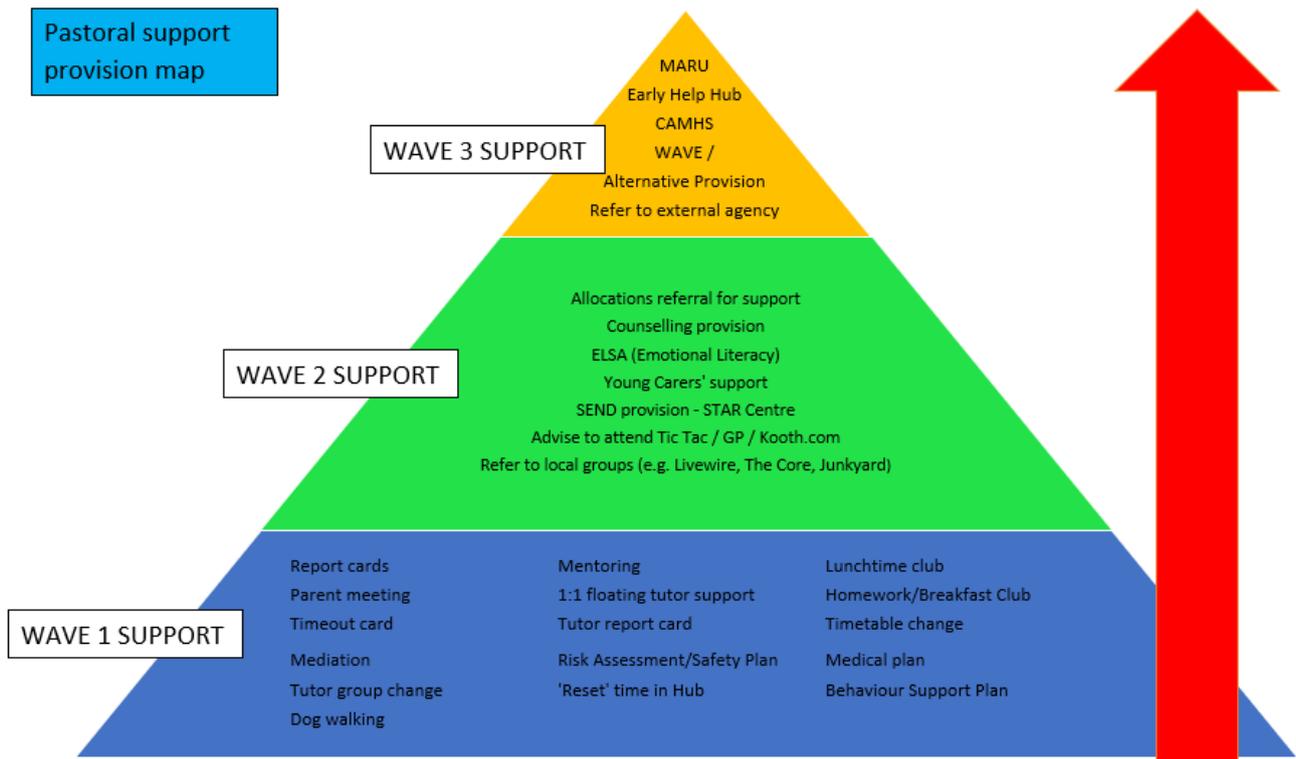
2.4 Through Our Pastoral Care and Use of Praise

- Pupils model the relationships they witness and so all interactions witnessed by the teacher are potential learning experiences in which guidance can be given.
- We regularly praise and/or reward people who show what great behaviour looks like. Examples of such rewards can be found below.
- We give opportunities for children and staff to praise their peers if they have helped them learn or improve their behaviour (this is usually achieved in the exit routine of a lesson).
- All staff should clearly state when peer on peer or pupil to adult interactions fall short of our high expectations by reporting this through CPOMS.
- The learning culture is the responsibility of all staff and pupils at all times and we include regular staff training, including identifying specialist teams who can deal with more complex restorative practices.

- Pupils who report incidences that have made them feel unsafe or uncomfortable will always be taken seriously and the issue dealt with respectfully, bearing in mind that an initial trivial problem is often used by pupils to test the depth of trust in a relationship

Support and interventions:

We understand that some children need support throughout their life at school. This is an example of the type of provision we can use to help overcome an identified barrier for a child. This is usually done in consultation with home. Any student who seems not to be in the right state of mind for learning will also be supported right from the start of the day so that they are not put into a classroom situation when they are not ready to learn.



Praise and Rewards

Our students (according to student voice collated in May 2021) prefer smaller and more timely rewards for displaying our TEAM values and going above and beyond in their drive for excellence.

We aim to achieve a shared culture of appreciation. This is realized through various stages of our practice:

- Student appreciation – this is generally realized through the exit routine when teachers celebrate students who have gone above and beyond in the lesson or those who have demonstrated our TEAM values in the lesson. We also welcome peer appreciation.
- TEAM Points are issued to students who demonstrate excellence. This is followed up with a praise postcard which is subsequently sent home.
- At the end of each half term, Heads of Department and Heads of Year will look for students who have excelled within the half term. They will arrange their own appropriate recognition of the student's hard work and commitment.

Staff receive training in 'Positive Framing' focusing on how they use positive language in lessons to model and remind students of the expected behaviours. This training is repeated regularly and our Middle Leaders (Heads of Department and Heads of Years, as well as the school's Senior Leadership Group) support all staff in this aim.

Individual tutors are encouraged to praise tutees and may run small tutor led competitions. Heads of Years also acknowledge student achievement in assemblies.

Variable factors (random acts of kindness):

We will provide each Year Group a list of possible rewards for each half term. Student reps will choose three for their year group to receive at any point within that half term. Pastoral Teams will then decide how, why and when these are rewarded. For example, if the Year Group have shown excellent tenacity, they could receive a celebratory breakfast; if a group of students has demonstrated motivation, they could receive canteen queue jump passes; if an individual has represented the school through exceptional work, they may receive a one off higher value reward. Students won't know when these may be presented, which will, in turn, improve student attendance and motivation.

2.5 Through Our Work with Parents

- The school will review this policy and our procedures in consultation with parents/carers and pupils.
- The school holds parent events to pass on examples of when children have shown real skill in their behaviours and their learning
- The school provides consultation opportunities with parents to share ideas
- The school provides time with parents to talk through plans for improving behaviour such as when children are finding it difficult to understand their behaviour
- The school actively encourages positive relationships with parents and carers to develop a shared approach by involving them in the implementation of the school's policy and associated procedure;
- Saltash Community School is outward facing and aims to make connections with the communities they serve, as contributors, role models and advocate for pupils and staff
- The school regularly publicises the achievements and excellent behaviours of our pupils and staff using local media and their websites

Part 3 – How we maintain high expectations

‘The standard you walk past is the standard you accept’

All staff who witness behaviour out of line with the ethos of the school or the breaking of a well-defined rule, will make sure the student knows they have made a mistake and understands what this mistake is so that they are less likely to repeat it. In this way, this event offers an opportunity to correct a misconception.

If the rule breaking is more serious or more frequent, it is vital that it is securely and centrally recorded. The recording and sharing of such incidents allows for the concept to be revisited more effectively as well as supporting the school when it reviews its system of rules, how clearly they are defined and how consistently they are reminded.

The Contract of Mutual Respect – Applicable in all cases

When an inappropriate choice is made the response of those involved should be subject to a contract of mutual respect as described below.

- The member of staff has a duty to avoid all forms of labelling and instead only talk about a mistaken or inappropriate choice that has been made. It is the inappropriate choice that must be the focus of the discussion and not any suggested fault in the character of the person. For example a person is never badly behaved, naughty, cheeky or any word that implies the mistake originated in a character flaw.
- The person (pupil or staff member) has a duty to openly apologise in the first instance and to avoid using body language to give a false or staged apology. Taking assumed responsibility is recognised as a praiseworthy position.
- A pupil who has made an inappropriate choice of action which has been commented on by an adult, must avoid asking the adult to publicly justify their statement and should apologise in the first instance, trusting that there will be an opportunity for them to make their case confidentially and be listened to at another occasion should they need to.
- It is the responsibility of the Headteacher to ensure that all staff receive the necessary training to enable them to fulfil this contract effectively. This includes providing access to a senior member of staff who has the skills necessary to step in and arbitrate to complete the contract and ensure both parties learn from the process.

Where the pupil has an identified special need that requires specialist support, a team with the appropriate skills should be available to the member of staff to complete the contract in a way that will progress the understanding of the pupil on their behalf. Reasonable adjustment may need to be made in liaison with the SENDCO in line with the current Code of Practice. Specialist teams should be well versed in the guidance on promotion of mental health in schools [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- Every incident of non-compliance makes future behaviour management harder and weakens this contract even if no further punishments occur after the apology.
- If the contract of mutual respect has not been followed, then the issue is not yet closed and hence the opportunity for learning will have been lost. It must be the aim of all such events to identify responsibility for an inappropriate choice to decrease the chance of repetition. This process should always aim to be free of the concept of blame, trial and error being a recognised and valued form of learning.

The Role of Collaborative Practice

Standards of behaviour and the approaches the school takes should have wide support and wide involvement. Hence pupils and staff must be consulted regarding any substantive change proposed and should be surveyed as part of the review into effectiveness.

Proactive combating of prejudice

Saltash Community School has zero tolerance of prejudice and discrimination between peers or between pupils and adults. All staff and pupils have the right to equal opportunity and to feel safe from harassment or prejudice in any form.

Saltash Community School includes, in our formal curriculum, the concepts of discrimination and clearly advertise mechanisms for the reporting of any incident that makes a pupil feel uncomfortable, victimised or excluded. These include;

- Reporting of unwanted physical contact
- Reporting of offensive or threatening images or messages
- Reporting of terms or language they find offensive
- Reporting of any materials that show bias or do not reflect their cultural or gender identities
- Understanding of the term 'protected characteristics' and examples of where unintentional or intentional bias can occur.

The named member of staff who is able to access anonymous reporting and compile recommendations for consideration by the Senior Leadership Team is Linda Griffin.

Proactive prevention of bullying and peer on peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional, financial abuse, or coercive control, exercised between children, and within children's relationships, friendships and wider peer associations. Bullying and cyberbullying are the intentional repetition of such abuse over time on a particular individual.

- We create an environment based on equality and informed choice allowing pupils to know their rights, what to do if they are unhappy with something and what it means to give true consent.
- We actively take reports of peer abuse and bullying seriously, keep records and decide at which point intervention in any peer relationship should be proposed.
- We aim to understand the wider context in which pupils live and appreciate the complexity and fluidity of circumstances meaning that pupils experiencing abuse in one context may be a perpetrator in another.
- We ensure young people know the risks – talk about peer on peer abuse in an age appropriate way including the concept of power, peer pressure and coercive control.
- We train staff to spot common signs and know what to do.
- We understand that peer on peer abuse is enormously destructive and must be assumed to be always present and, so continuous vigilance and reinforcement of healthy relationships must be regularly built into the working pattern of the school.
- Restorative methods have been shown to be particularly effective in this area and each school should ensure that staff trained in these practices can be called on in difficult cases.

[Click here to view our Anti-bullying Policy on our website.](#)

Keeping Children Safe in Education 2021 (KCSIE) recognizes the importance of all staff being aware of potential Peer on Peer Abuse. During unstructured time, we need to be additionally vigilant to behaviour such as (though not limited to this description):

- Language seen as derogatory, demeaning, inflammatory.
- Bullying, including cyberbullying.
- Gender based violence.
- Sexual assaults and harassment.
- Sexting.
- Any act of physical or verbal aggression.

As stated in our Child Protection and Safeguarding Policy, Peer on Peer Abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This may involve in the first instance having a conversation with MARU.

We therefore educate our students around this and how, if needed, they can report anything that happens (whether in school or out of school). If a child witnesses something not in line with our expected behaviours, or they are aware of something that has the potential of going against our expected behaviour, we actively encourage children to: 1) seek help, or 2) distance themselves. If they choose not to take either of these steps, they may become involved in the investigation or any appropriate sanctions issued.

We follow the recommendations from the Catch 22 Dawes Unit Report and the legal definition of 'joint enterprise':

Stage 1 – Observers – All children involved on the periphery who didn't choose to seek help/distance themselves (possible action: speak with parents)

Stage 2 – Participants – Named students who were encouraging the action. (possible action: remove social time/speak with parents – involvement at this level is not likely to result in a Fixed Term Exclusion)

Stage 3 – Physical abuse / Verbal abuse - This is behaviour that is intentionally harmful / restrictive contact (possible action: this will likely result in a Fixed Term Exclusion)

Stage 4 – Leadership - Students who have orchestrated the action, therefore it is likely to be pre-meditated. This is the most serious category and is likely to receive the most severe consequence.

Reporting an incident:

If your child witnesses or experiences a potential incident of peer on peer abuse, they should immediately report this to a member of staff.

Part 4 – The Use of Sanctions to Improve Behaviour

4.1 How we address minor infringements and low-level disruption

What the law allows is set out in [DfE guidance](#).

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil.

The consequence can relate to an incident that happened off site if the pupil was in transit to or from school, on a school trip, in school uniform or engaging in behaviour that could pose a risk to others, a risk to the reputation or could have repercussions on the orderly running of the school.

At times, students may fall short of our expectations, for a multitude of reasons. The following sections state how we may deal with these incidences, with a clear escalation system should this be required.

In class behaviour process:

Stage 1: Student goes against class expectations despite positive modelling from the teacher.

The teacher will issue a first warning to the student, clearly explaining what behaviour hasn't met the expectations and how they can correct it.

Stage 2: Student fails to meet expectations for a second time, despite already receiving a warning.

The teacher will explain why the student has failed to meet expectations and send the student to the relevant Hub. The teacher will inform the Hub through Class Charts. The student is expected to arrive at their Hub within 3 minutes (allowing for the furthest distance to walk across the school)

The student will remain in the Hub for 'reset' time. Within this time, they will complete independent work in silence. This will either be classwork the teacher has set or self-study from web-based programs or their Knowledge Organiser. A good standard of work should be completed in each hour, or a student's time in 'reset' may be extended. They will stay in 'reset' for 5 learning hours (this may roll over into the next day, depending on when they were removed).

For those students with an identified SEND, the school will liaise with parents/carers to agree on an appropriate sanction and time allocation in 'reset'. It's important that the learning environment is disruption-free, to allow all children to learn.

If a child receives three 'resets', the school will deem that they are persistently disrupting learning, and this will likely lead to a Fixed Term Exclusion (FTE).

For serious incidents (see below), it may be necessary to remove a student immediately without following this warning system.

Out of class behaviour:

It is important that every child feels safe. For further information about how we keep children safe, please also see our Child Protection and Safeguarding Policy.

Social time / unstructured time needs careful management to ensure children can eat, relax and play. We therefore encourage our students to take part in the structured activities on offer (through the PE department and via external visitors to the school).

Staff supervise children throughout social times and can clearly be identified by wearing Hi-Viz vests or coats. This ensures students can clearly see them and know who to go to should they need any help or if they have any questions.

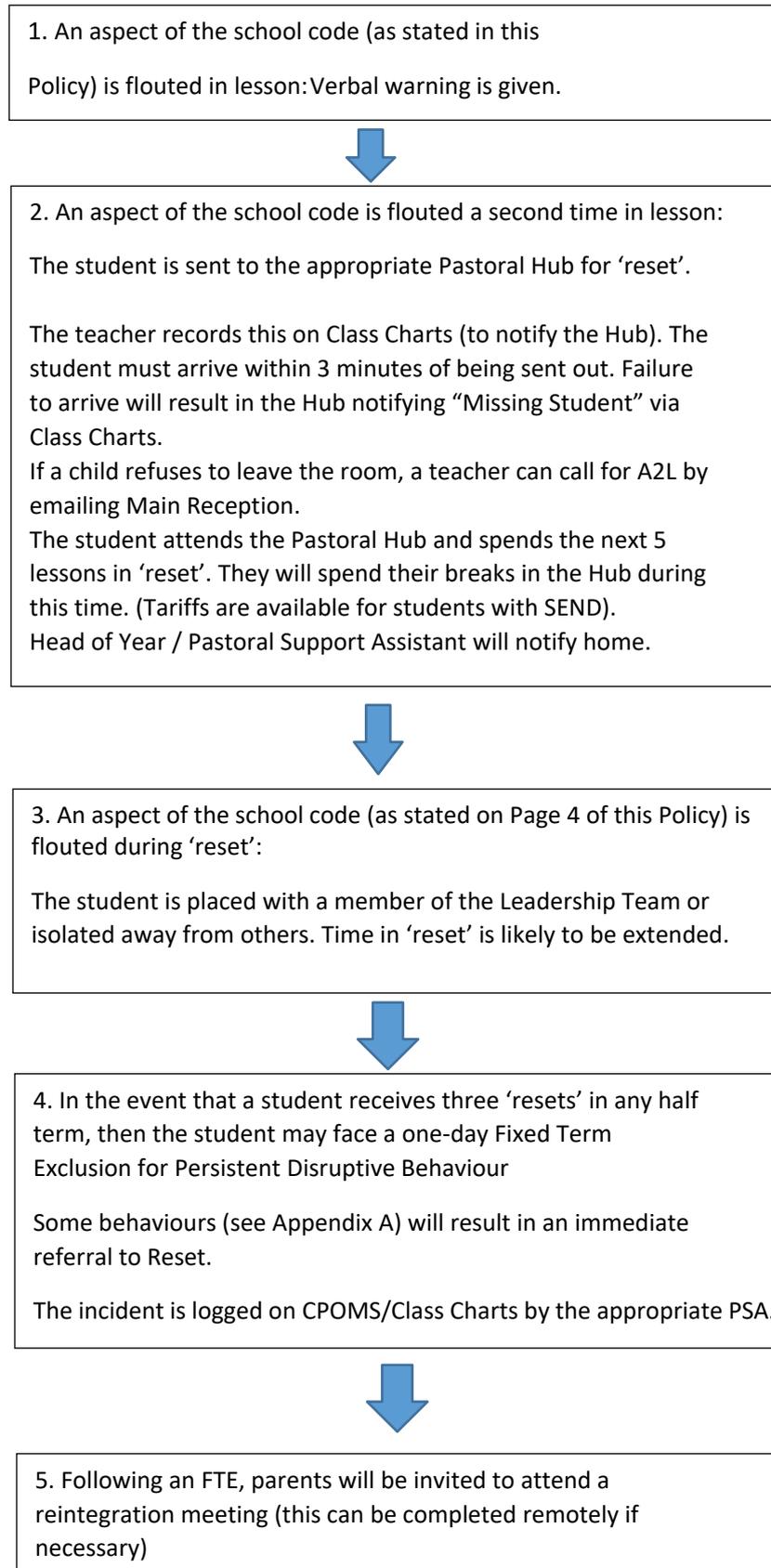
From September 2021, we continue to operate a staggered breaktime, with students taking their breaks at different times (Years 7, 9 and 6th Form at one time and then Years 8, 10 and 11 at a different time). This increases the space available for our students and reduces potential queues at our food outlets. This does, however, mean that whilst some children are on social time, some children are still learning. Therefore, students are expected to be outdoors during breaktime (extreme weather permitting). We recognise, however, that some children (largely due to SEND needs) find unstructured time challenging: there are dedicated, supervised spaces they can go to. This can be organized through your child's Head of Year.

If a child does not meet the expected behaviour during social time, the child's Head of Year (or a member of Senior Leadership) has the right to remove a child's social time for a set period of time. This will be discussed with parents and carers. A child can receive an exclusion for a severe breach of our behaviour policy.

If a child persistently misbehaves, the school can direct parents and carers to remove their child from site every break time (this would be recorded as an exclusion).

4.2 Repeated or more serious events that require on site detention or isolation

Internal Isolation



** We want to avoid exclusions wherever possible. If a child needs intensive support and time away from the classroom environment, then the school will work with the child and parent/carer to decide on an appropriate plan of support

Part 5 – The Use of Exclusion as a Sanction

“The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.” [DfE current guidance 2017](#)

Summary of key points in the UK legal framework

- Only the Headteacher can authorise exclusion.
- A pupil can be excluded for up to 45 days in any given school year.
- An excluded pupil should be provided with work to complete for their first five consecutive days. On the 6th day alternative provision must be in place.
- Schools must have system for supporting reintegrating excluded pupils
- Parents can demand an independent governor panel to review the decision to permanently exclude. If they overturn the decision the school is not required to re-instate but if they did not then they would be required to pay £4000 in fees.
- Exclusion for part of a school day e.g. lunchtimes is counted as half a day.
- A fixed period exclusion cannot be extended or run concurrently with another.
- The Headteacher need not be ‘beyond reasonable doubt’ but can exclude on the basis of an incident being more likely to have happened than not.
- Discrimination in any form is illegal as is excluding for a non-disciplinary reason. The Headteacher will liaise with the SENDCo regarding reasonable adjustments in such cases
- All exclusions must be formally recorded. Informal exclusions are illegal even if they occur with the agreement of the parents.
- The threat of exclusion must never be used to influence parental choice.
- On excluding, the Head must inform parents immediately with their 5 day duties and all of the relevant information and guidance ([4.1 item 27](#))
- The LA and LGC must be told of any exclusion either longer than 5 days in a term, permanent or any exclusion that would result in the pupil missing a public exam

Trust agreed policy

- After 5 days of exclusion in a term an internal review should draw up an action plan and consider proactive involvement of parents and of a multi- agency approach particularly for those with an EHCP, CIC or any other high risk group.
- After 15 days of exclusion a governor review panel is established to consider the actions taken so far and to agree success criteria for ongoing attendance at the school as well as criteria that could warrant permanent exclusion.
- Evidence taken in any investigation must include the opportunity for the pupil to have their own statement of events recorded and considered.
- The Clerk to the LGC must be informed of all exclusions to ensure that current guidance for the required governor review panels are followed ([Sections 5-11](#))
- If the Headteacher is absent for an unknown period, the member of staff authorised to act in the Headteacher role has the authority to make this decision and report to the Headteacher and Chair of Governors as soon as possible.

Fixed Term Exclusions

The procedure prior to an exclusion is as follows:

- The incident is investigated by a middle leader or senior member of staff. It is vital that all parties involved in the incident are given the opportunity to make representations. It is best for written statements to be taken and put on record. Incident details should be recorded securely and a student's behaviour record should be viewed and taken into consideration. Exclusion is a quasi-legal process and the onus is on the school to show the response is reasonable in the light of the evidence available.
- The decision to exclude can only be taken by the Headteacher/delegate. The member of staff investigating the incident will always refer on before a decision to exclude is made; it is good practice not to be judge and jury. If the Headteacher is on site, s/he must be one of the two decision makers. When the Headteacher is absent for an unknown period, the member of staff with the authority to act on behalf of the Headteacher takes on this role.
- It is good practice for the school to contact a parent/carer by phone in the first instance. It is not permitted to send home a student without parental permission.
- A formal letter must follow as soon as possible, normally the same day. In the letter, schools are bound to indicate:
 - a. why the pupil has been excluded;
 - b. state clearly the length of the exclusion;
 - c. make clear the arrangements for re-admission;
 - d. inform the parents of their right to appeal;
 - e. explain that copies of the letter will go to the chair of Governors, the LA, EWO and the local police Youth Interventions Officer.
- Ideally, two copies of any letter will be sent – one taken home by the pupil or sent electronically and a second sent by first class post.
- Copies of letters will be kept in students' records.
- If the exclusion is for more than 1 day, the pupil should be given work to do at home. Each school must identify the procedure for this and who is responsible.
- Re-admission to school after any exclusion is formal; parents will be asked to come into school with their child to discuss the situation. Whilst this is not a legal requirement, a pupil cannot be refused re-admission just because a parent declines to attend. However, the school may keep the child in the Hub until such time that the parent/carer can attend to discuss the readmission of the child. In practice this is not normally an issue as most parents are keen to work with staff. It is recommended that two members of staff are present and one is in a leadership position.
- Returning to school is a fresh start but the exclusion remains; it is not an indication that the student can work their way through the levels of sanctions again. Parents and students are informed that further incidents will result in another longer exclusion or permanent exclusion.

- Pastoral Support Plans via an Individual Provision Map will be put in place (as above) for repeat offenders.

Six Day Plus Fixed Term Exclusions:

The school must provide full-time education (off-site or in a shared provision) from the sixth day of any fixed period exclusion of six days or longer.

The school has an agreement via the Caradon Behaviour for Learning Partnership to implement this provision.

Governors will need to be informed of all longer fixed term exclusions, i.e. more than 5 days, through the Governing Body.

Any pupil with 15 or more days' exclusion, both internal and external, in any one academic year will be subject to a Governors' Disciplinary Hearing or any pupils of specific concern at the discretion of the Headteacher.

Managed Moves

Exclusion guidance recommends that a managed move may be appropriate if a school feels that it can no longer manage the behaviour of a particular pupil. The school may then ask another school to offer a place. But this should be done with the full knowledge and co-operation of everyone involved, where it is in the best interests of the pupil. This process is carefully managed via the Caradon Behaviour for Learning Partnership and starts with a six week trial period.

Consideration must be given to the engagement of external agencies in respect of pupils accruing exclusion or being considered for a managed move to ensure that every effort is made to put coordinated support into place. Advice may be sought from the Early Help Hub for this.

Alternative Provision

All schools aim to meet the needs of all pupils and in some cases this may require the consideration of alternative provision specifically designed to meet these needs. The conditions under which such provision is decided will be specific to each complex case.

Permanent Exclusion

Exclusions are very disruptive to a pupil's education. However, no child should be allowed to disrupt others nor behave in such a way that the school community cannot tolerate the actions of the pupil. Despite all our best endeavours, it is clear that some young people will at times present challenging behaviour that is not acceptable.

Exclusion as a solution may seem to be a counsel of despair but sometimes we do not have the resources for other solutions and will have done everything possible to help the student; in some cases, the pupil will be permanently excluded.

A decision to exclude a child permanently is a most serious one. Usually, it is the final step in the process for dealing with disciplinary offences when a wide range of other strategies including external agencies have been tried without success. Permanent Exclusion is also an acknowledgement by the school that it has exhausted all available strategies for dealing with the child. It should normally, therefore, be used as a last resort.

There will however be exceptional circumstances where, in the Headteacher's judgement, it might be appropriate to exclude permanently for a first or one-off offence. These might include:

- where there has been serious actual or threatened violence against another pupil or member of staff;
- sexual misconduct;
- supplying an illegal drug and/or repeated use of a drug on school premises.

Exclusions

1. If a student receives 3 'resets' in a half-term period, or continues to fail to engage with their learning, despite the pastoral interventions listed above, and the 'reset' sanctions, then it may be appropriate to issue a fixed term exclusion.

In this event, parents/carers will be contacted and will need to attend a reintegration meeting with the child, the Head of Year, the Assistant Head (Behaviour and Attitudes) (and SENDCo if appropriate) to review current strategies and to discuss a way forward. Following the reintegration, the student will usually be placed on a monitoring report to the Head of Year.

There are some behaviours that may immediately result in a fixed term exclusion: see Appendix A.



2. Continued disruptive behaviour or an extremely severe incident could result in further fixed-term exclusions (they are likely to increase in length with every subsequent exclusion issued). On return, and following a reintegration meeting with student, parent/carer, Head of Year and Assistant Head (Behaviour and Attitudes) and SENDCo (if appropriate) the student will be placed on report card to the Assistant Head (Behaviour and Attitudes).



3. Additional fixed term exclusions can last for 3 to 5 days depending on the severity of the incident or the frequency of the disruptive behaviour. On return, the student, parent/carer, Head of Year, Deputy Headteacher (and SENDCo if appropriate) will meet to discuss next steps. If a child receives a total of 15 days of fixed term exclusions, they are deemed to be at risk of permanent exclusion. In that instance, a Governor panel will be convened with the Headteacher to discuss the child's behaviour. A support plan will be put in place and the student may well be signposted to alternative off-site provision.



4. Any further breaches or an extreme incident may result in a permanent exclusion.

The school will follow this procedure when dealing with recurring Fixed Term Exclusions:

Exclusion Stage	Length of exclusion	How to reintegrate	Discussion points within reintegration and further actions	Staff involved (SENDCo involved from Stage 3 if appropriate can be before if essential)
1 st	1 day	Meeting with HoY, parent/carer and student. This should be done on the morning of the day the student reintegrates but can be done at another point if required.	Ask student to explain why they were excluded. Explain why this didn't meet expected behaviours. Set maximum of three targets to be reviewed after 2 weeks.	HoY
2 nd	2 days	Reintegration meeting as above. Review previous exclusion (same reasons? Look for emerging patterns)	As above but review of support strategies already used. Refer to Wave Support (see Page 9) and agree on any appropriate referrals from this discussion. Refer student to Allocations Panel.	HoY, LG Link
3 rd	3 days	Reintegration meeting as above. Student spends 3 days in TEAM Restart Centre (*see below) before reintegrating into all lessons. It may be appropriate to allow student into some lessons within these three days.	As above but explain to parent/carer and student about TEAM Restart. Student will now spend 3 days in there for support and intervention. Plan for reintegration into lessons agreed by TEAM Restart Lead and shared with HoY	HoY, LG Link and TEAM Restart Lead
4 th	3 days	Reintegration meeting as above. Student spends 5 school days in TEAM Restart before reintegrating into all lessons. It may be appropriate to allow student into some lessons within these five days.	As above but student will now move to TEAM Restart for 5 days. Remind student of escalation process. Identify patterns of behaviour and agree actions to minimise re-offending Refer to external agencies for support if suitable (EHH/Gateway)	HoY, LG Link and TEAM Restart Lead
5 th	3 days	Reintegration meeting as above.	As above but student will now move to TEAM Restart for 7 school days.	HoY, Deputy Head and AH (B&A) and

		Spends 7 school days in TEAM Restart. Student spends full days in this provision before reintegrating into lessons.	Remind student of escalation process. Identify patterns of behaviour and agree actions to minimise re-offending Referral to external agencies if required (at risk of PEx)	TEAM Restart Lead
6 th	5 days (move to 6 th Day Provision if required)	Reintegration meeting as above. Governor Panel to be convened. Student can spend up to 2 weeks in TEAM Restart as appropriate.	Discussion around Managed Move or referral to APA (WAVE/ACE). If parental consent given, referral made. If not, Governor Panel is arranged to review provision. Students may stay in TEAM Restart for longer if required.	HoY, HT and AH (B&A) Governors (including report from TEAM Restart Lead)
7 th – assuming no move to APA/MM	Permanent Exclusion	Following Governor Hearing, student may be permanently excluded.	Student leaves Saltash Community School	HoY, HT and AH (B&A) Governors
If student spends time in APA and returns to school, process begins from Exclusion Stage 3				

* It may be appropriate for a student to remain in TEAM Restart for an extended period of time. This will be discussed with parents and carers with built-in times for review.

Part 6 – Guidance for a selection of specific incidents

Some behaviours require specific guidance and training such as physical intervention or restraint of a child. Our Positive Handling Policy can be found on our website.

Confiscation of inappropriate items

- A teacher can lawfully confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- A teacher can lawfully search without consent for "prohibited items" including
 - those which must be handed over to the police
 - knives and weapons
 - extreme or child pornography
 - Those which must be retained
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - Those which the school defines (force cannot be used to obtain these)
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- The Trust policy requires that any such searches are always conducted in a space that is not overlooked by other pupils, with at least one other member of staff present at all times.
- The pupil should empty their bag and pockets themselves but force can be used where this is reasonable (see the positive handling policy)

Substance Abuse

For the purpose of the School the taking/use of substances listed below will be referred to as substance misuse and the possession of such substances in school is not permitted.

Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols); over-the-counter medicines (e.g. Paracetamol, cough medicines); prescription medicines (e.g. tranquillisers, amphetamines, anabolic steroids); alcohol, tobacco, other legal drugs, legal highs, illegal drugs (e.g. cannabis, heroin, LSD, or ecstasy).

The School works to try to prepare for the world in which they will live and will do all possible to prepare, inform and educate young people about the possible consequences of drugs use. We are committed to the health, safety and well-being of members of the School community and we will actively pursue a policy of "protection for everybody".

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- To provide relevant information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.

- To widen understanding about related health and social issues, e.g. sex and sexually transmitted diseases, crime, HIV, AIDS and hepatitis (in conjunction with Sex Education/Health Education Policies).
- To seek to minimise the risks that users and potential users face.
- To encourage positive dialogue and learning through inter-active teaching within safe classroom boundaries e.g. PSHCE lessons.

Incident Response

The School will consider each substance misuse incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. If there is any suspicion of wrongful intent with regard to substances etc., the School will consider very carefully the implications of any action it may take. It seeks to balance the interests and welfare of the students involved, other School members and the local community. Engaging and cooperating with a support agency is expected when deemed necessary by the School. Permanent exclusion is seen as a last resort as it may only transfer the problem, but serious consequences may be deemed the best way forward by the Governors' Disciplinary Committee.

Actual/Rumoured

In instances involving substance misuse, possession of or supply of (either actual or rumoured) parents/carers will be informed at the earliest opportunity by a pastoral leader. The School and the parents/carers can then work together to support the young person involved.

Disclosure

If a student wishes to disclose any information regarding substances, either personally or regarding others they should inform a teacher. Staff will never guarantee a child absolute secrecy and the boundaries of confidentiality will be made clear to a young person before he/she is encouraged to disclose information. The whole school community recognises the need to deal sensitively with any issues related to children and their families and will not disclose information to any individual or agency without first considering the health and safety of the student.

Where it is suspected that substances are taken or sold on the premises, details regarding those involved, as well as any relevant information, will normally be passed to the Police Liaison Officer or appropriate agencies.

Working in partnership

All schools in the Trust work in close partnership with a range of agencies involved in the control of banned substances. These include the police service and outside agencies involved in the education of children around the dangers of substance abuse.

Smoking

We maintain a no smoking policy within the building or on the school site. We take the smoking of cigarettes, vapes or e-cigarettes (or associating with smokers) by students very seriously.

Smoking offences will mean a minimum consequence of a fixed term Internal Isolation.

Offensive Weapons

Any student who brings an offensive weapon onto the school site will receive a minimum consequence of an exclusion, the duration of which will be decided by the Headteacher. The police will be notified in these instances.

Any student using an offensive weapon to physically harm or use the weapon to visibly threaten harm on the school site will be permanently excluded.

We will consider each incident (suspected or actual) individually and recognise that a variety of responses will be necessary to deal with such incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. to ensure that all members of the school community remain safe.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag. If the pupil refuses, sanctions will apply. In this instance the matter should be referred to the member of the senior leadership team with responsibility for the year group and procedures followed according to DfE advice.

As identified in the Screening, Searching and Confiscation Policy, items banned are weapons, alcohol, tobacco, lighters, illegal drugs (including “legal highs”) and stolen items.

As with all banned items, a pupil who acts as a source of such items to other students will generally be viewed as having committed a more serious offence.

Joint enterprise

The UK law of ‘Joint enterprise’ enables the police to charge an entire group with a crime hence such measures are deemed to be a legally permissible response for use in schools. The use of this law however has sometimes been misinterpreted as joint responsibility for any action. There are however ways of determining relative involvement even when the quality of evidence is poor.

Praiseworthy actions within this definition.

- Those seeking help – these are the individuals who should be most highly praised and who represent the promoted model.
- Those distancing themselves – also should be praised but also given guidance when seeking help is needed.
- Those being critical of the group or supportive of the victim – whilst such actions may help, they can also inflame tensions and extend the incident. Such actions can also put the individual in harms way and should be discouraged. Often acts of such heroism have made the national press and can provide strong role modelling such as the teenagers who surrounded a police van to protect it in the London Riots or the famous incident of the man placing himself in front of a tank in Tiananmen Square, so a balance must be struck between sensitive use of such role models and ensuring the care of individuals

Actions which should lead to education and disciplinary action.

- Observers – is it clear to those feeling intimidated that the observers are not part of the victimising group? If there is a clear connection then their role can be interpreted as hostile witness or part of the role of intimidation. This role should be reprimanded and recorded but is not in itself subject to serious disciplinary action. Observers who fail to provide evidence may be themselves intimidated hence this cannot be used as a rule. The understanding from those in the group that they are connected is the evidence that should be used.
- Participation
 - Encouragement – If the individual has uttered anything or clapped their hands, for example, that could be interpreted by others as giving their support or enjoying the issue or urging others on, then the law counts them as being partly responsible for the crime. There are cases of individuals under the law being fully charged for the offense for such actions

- Named – If the individual is named in the investigation as having had a role then this increases the scope for disciplinary action.
- Direct action – If the actions of the named individual enabled the crime to occur. If they for example were to have made suggestions that were followed or prevented the individual from leaving intentionally but without physical contact.
- Physical contact
 - Those making intentionally harmful or restrictive physical contact with the individual as part of an unequal group that outnumbers the victim group should be placed at a level of responsibility above those earlier listed and hence the disciplinary measures could extend to permanent exclusion depending on the circumstances and nature of the contact.
- Leadership
 - Those who orchestrate a situation regardless of carrying it out themselves or not should be held at that highest level of responsibility.

Part 7 – Continuous Improvement

The Governing Body and the member of the Senior Leadership Team (SLT) with responsibility for continued professional development (CPD) will endeavour to secure appropriate high quality training on all aspects of behaviour management to support the implementation of the policy for all staff. Training in behaviour management must be available to all teaching and non-teaching staff. Training must be research led, making use of peer reviewed work such as the independent review of behaviour in schools by [Tom Bennet on behalf of the DfE](#)

Involvement of outside agencies

All Schools in our Trust actively engage with other schools in the South East Cornwall area, including the Caradon Alternative Provision Academy to support pupils. The school also fully engages in multi-agency intervention in liaison with external agencies.

The school works positively with the Local Authority and with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. For further details, see the Special Education Needs and Disability (SEND) Policy.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour for learning policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. This will take place through a variety of forums.

The Governing Body of each school and the Trust Board will receive a regular statistical review of pupil management issues and information about difficulties concerning individual pupils.

The Governing Body of each school and the Trust Board will regularly review this policy and procedures through the monitoring of pupil data (merits; referrals; internal exclusions; exclusions; managed moves, etc.) by whole school and by specific groupings (gender; ethnicity; Children in Care; Register of Need; Gifted and Talented; Year group) to ensure its continuing appropriateness and effectiveness. The outcome of the review will be communicated to all those involved, as appropriate.

The Trust has adopted this policy with due regard to Government guidance.

A number of events can trigger a review to occur in schools. These include the following;

- A national safeguarding review
- A noted new repeated pattern of behaviour in the school

- Lines of enquiry arising from anonymous reporting
- If an incident occurs in school which results in more than three pupils receiving exclusions.

Links

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 pupils with medical conditions at school](#)
- [School Exclusion](#)

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

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Appendix A:

More serious behaviours resulting in isolation or Fixed Term Exclusion:

- Bullying/harassment (including cyber-bullying and inappropriate use of social media)
- Fighting/physical violence
- Vandalism/destruction of property
- Poor behaviour on school transport
- Confrontational behaviour
- Verbal abuse to member of staff (including swearing at or about a member of staff)
- Persistent truancy/unsafe behaviour
- Refusal to hand over banned items
- Extreme cases of poor behaviour, aggressive behaviour, confrontational behaviour
- Smoking/vaping on the school site
- Being in possession of, or distributing, any prohibited substance or material.
- Theft
- Abusive behaviour of a prejudiced manner (including homophobic, racist, sexist or gender-prejudiced language)
- Peer on peer abuse*
- Malicious or false allegations
- Sexual misconduct or assault
- Bringing the school into disrepute.

In the event that an incident of this nature is reported, the student will be taken to the Hub pending an investigation.

**Peer on peer abuse - Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. – page 86 of Annex A KCSIE 2019*

The use of reasonable force:

‘Force’ is very rarely used to control or to restrain in exceptional circumstances. ‘Control’ means a passive intervention such as standing between students or blocking a student’s path. ‘Restraint’ means to hold back physically. ‘Reasonable’ means using no more force than is necessary.

Reasonable force should always be used as a last resort, but staff should not hesitate to act in an emergency, although they are not expected to put themselves in danger. The decision on whether to physically intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances.

Several members of staff are trained in appropriate restraint techniques and should contact Main Reception, in an emergency.

Appendix B:

Banned items:

- Any weapons or anything modified to become offensive
- Any drugs, alcohol, cigarettes or 'vaping' paraphernalia
- Any inappropriate written material or pictures (including pornography)
- Items intended to be sold to other students
- Fireworks

Searching and Confiscation

Searching, screening and confiscation – DfE guidance

On 18 January 2018, the DfE updated the searching, screening and confiscation guidance for headteachers, school staff and governing bodies.

The guidance sets out the power schools have when searching pupils, both with or without consent, and their right to confiscate items found during the searches.

Searching

With consent – school staff can search a pupil for any item if the pupil agrees to this. If a pupil refuses to co-operate, the school can apply an appropriate punishment as set out in the school's behaviour policy.

Without consent – only headteachers and school staff (with authorisation from the headteacher) can search a pupil without consent, where there is 'reasonable grounds' to believe the pupil has a prohibited or banned item, such as a knife. The staff member searching must be of the same sex as the pupil and the search must take place in the presence of a witness (the only exception being where there is a risk that serious harm will be caused if a search is not conducted immediately).

Section 9 of the DfE guidance states that school staff can search bags; they can also ask students to remove outer clothing and turn out pockets. By doing this, there is no physical contact with the child. If a physical-contact search is deemed necessary, then the police will be called.

Screening

Schools' powers to screen pupils are more flexible. A school may require all pupils to undergo screening, such as a walk-through metal detector, regardless of any suspicion of a particular pupil carrying anything banned or harmful.

Screening that requires no physical contact is subject to different conditions than those applicable to searching pupils without consent. If it is part of the school's behavioural policy to screen pupils, a refusal from a pupil would give the school the power to prevent that pupil from entering the premises.

Confiscation

Following a consensual search, school staff can use their discretion to confiscate, retain and/or destroy any item found, as long as this is reasonable in the circumstances. Any objects considered to be illegal will be presented to the police.

Where a search is conducted without consent and an item is found, staff can seize anything they have reasonable grounds for suspecting is a prohibited item.

Informing parents

Schools do not have to notify parents before a search takes place. There is also no legal requirement to record any searches that have taken place. However, where alcohol, illegal drugs or potentially harmful substances are found, it is good practice to inform the individual's parents or guardians, even though there is no legal duty to do so.

Please note that any student bringing an offensive weapon into school will be given a fixed term or permanent exclusion depending on the circumstances.

Any safeguarding incidents will be referred to Sarah Moss, Senior Deputy Designated Safeguarding Lead, who will investigate and make recommendations to the Headteacher: smoss@saltashcloud.net

Any urgent out-of-hours matters should be referred to the Police.

If you have an urgent concern about the safety/welfare of a child, we would remind our community that anyone can contact and refer to the Multi Agency Referral Unit.

Appendix C:

Conduct outside the school premises

Please note that the school retains the right to discipline students for misbehaviour outside the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006). The school may discipline students for misbehaviour when the student is:

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

The school may discipline students whether or not the conditions above apply if it is felt that their behaviour:

- Could have repercussions for the orderly running of the school
- Involves cyberbullying, or inappropriate use of social media affecting any member of the school community
- Poses a threat to another pupil
- Poses a threat to a member of the public
- Could adversely affect the reputation of the school

Appendix D:

Roles and responsibilities

We all have a part to play in ensuring all students are able to thrive and develop in a safe learning environment and so reach their full potential. We aim to enforce a fair and consistent approach to promoting positive behaviour, with the acknowledgement that not all students are the same. Through our roles we aim to promote the school values of Tenacity, Empathy, Aspiration and Motivation to ensure we move forward as an effective community: Achieving More Together.

Students:

- To follow the school rules as identified within this Policy (as outlined in the Home-School agreement)
- To demonstrate positive behaviour in lessons, in social time, and on the journey to and from school, acting as ambassadors at all times
- To attend school regularly, on time, with the correct uniform and equipment
- To try their best at all times and to be kind to others

Parents/Carers:

- To sign up to the Home-School agreement and to support the school in the event of any behavioural issues
- To be familiar with the school Behaviour Policy and to contact the school immediately with any concerns or information that may help us better support your child
- To reinforce positive behaviour-for-learning with your child, to attend school events which provide information and support for your child, and to ensure your child attends school on time, with the correct uniform and equipment

Form Tutors:

- To provide early morning 'trriage' signposting students who do not have the correct equipment or uniform, or who do not seem ready to learn to the Hub
- Taking accurate registers, so that the Attendance Officer can follow up any absences
- Provide a first port-of-call for parents to share information/concerns about their child
- Support tutees with their daily lives, to encourage the core values through tutorial activities

Teachers:

- To follow the school Behaviour Policy consistently and to reward and sanction appropriately
- To plan effectively for the wide range of learner needs within each class, liaising with the SENDCo/ learning support team as appropriate and implementing appropriate strategies (such as those listed on a child's Provision Map Online)
- To greet students at the door, ensure prompt entry to the classroom and immediate engagement in learning through a 'Do It Now' task
- To provide regular feedback to students on their learning and progress
- To ensure the physical and emotional wellbeing and safety of all students and referring any concerns to the Designated Safeguarding Lead
- To behave as role models (including punctuality, preparation and personal presentation)
- To praise more than sanction; promoting positive attitudes through reinforcement and reward

SENDCo and Learning Support Assistants:

- To ensure the social, emotional and mental-health needs for students with SEND are effectively supported and developed and any extreme cases are referred on appropriately

- To ensure appropriate CPD for staff to address the needs of SEND students, to develop positive behaviour for learning, and to provide teachers with effective strategies to support the learning of the students they teach
- To liaise with the pastoral team and outside agencies, communicating effectively with parents

Heads of Department:

- To ensure schemes of learning accommodate the range of learner needs
- To support the monitoring of the behaviour of identified students within their subject areas and adapt approaches if necessary
- To ensure students are greeted at the door and are immediately engaged in a learning activity
- To ensure feedback is given to students regularly, in line with school policy
- To support teachers with strategies for effective inclusion, including appropriate use of praise and reward

Pastoral Support Assistants:

- To be first responder to parental concerns/information if the relevant teacher or Head of Year is unavailable
- To support Heads of Year in supporting students' academic, social and emotional progress
- To supervise students in the case of an investigation
- To provide 1-2-1 or small group support as applicable
- To undertake a duty each day during unstructured time to support student behaviour

Heads of Year:

- To promote positive behaviour for learning across a year group, praising, rewarding and sanctioning as appropriate
- To develop a positive relationship with parents and students
- To liaise with SENDCo, teachers and outside agencies to best support students' needs

Assistant Head (Behaviour and Attitudes):

- To support the pastoral team liaising with students, parents, and external agencies as appropriate to provide the best possible support for students and families
- To implement the Behaviour Policy
- To work with the Student Council to implement a successful rewards system
- To undertake 'root cause' analysis to try to provide support and strategies for both students and teachers
- To make recommendations to the Headteacher regarding any fixed term, or permanent exclusions
- To oversee the Pastoral Team
- To implement and review the Behaviour Policy annually

TEAM Restart Lead (TRL)

- Full responsibility of TEAM Restart Centre.
- To coordinate admission plans for each student
- To support reintegration plans for each student
- To work with Heads of Year when attending reintegration meetings
- To liaise with class teachers for student work

Leadership team:

- To be role models of excellence with regards to behaviour, personal presentation and professionalism
- To be supportive of colleagues, sympathetic to families, and understanding to students who are finding school a challenge

- To reward and sanction fairly and consistently and to support school procedures through the 'Attitude to Learning' system
- To be reflective and forward-thinking with regards to strategies to promote positive academic outcomes, mental-health and resilience

Headteacher:

- To ensure high standards of behaviour are encouraged, enforced and maintained
- To actively promote and celebrate positive behaviour for learning and conversely, to sanction if necessary
- To ensure staff are positive role models for students
- To listen to, and act on, parental concerns
- To authorise any and all exclusions

Appendix E:

Useful contacts

Your child's form tutor should be the first point of contact.

Year 6-7 Transitions Lead: Mrs Amy Feldwick: afeldwick@saltashcloud.net

Head of Year 7: Mrs Amy Feldwick: afeldwick@saltashcloud.net

Pastoral Support Assistant for Year 7: Mr Dave McKie: dmckie@saltashcloud.net

Head of Year 8: Mrs Emma Metters: emetters@saltashcloud.net

PSA for Year 8: Mrs Eileen Sloggett: esloggett@saltashcloud.net

Head of Year 9: Miss Heather Crook: hcrook@saltashcloud.net

PSA for Year 9: Mrs Lesley Porch: lporch@saltashcloud.net

Head of Year 10: Mr Scott Wieprecht: swieprecht@saltashcloud.net

PSA for Year 10: Mrs Karen Snowdon: ksnowdon@saltashcloud.net

Head of Year 11: Ms Sam Rogers: srogers@saltashcloud.net

PSA for Year 11: Mr Shaun Allin: sallin@saltashcloud.net

Head of Sixth Form: Ms Emma Childs: echilds@saltashcloud.net

Sixth Form administrator: Mrs Sue Briggs: sbriggs@saltashcloud.net / Mrs Tracy Boulton tboulton@saltashcloud.net

Assistant Headteacher (Behaviour and Attitudes): Mr Matt Oakes: moakes@saltashcloud.net

Assistant Headteacher (Teaching and Learning): Mr James Perry: jperry@saltashcloud.net

Deputy Headteacher (Wellbeing and Mental Health): Mrs Linda Griffin: lgriffin@saltashcloud.net

School Improvement Lead: Mrs Jo Yeates: jyeates@saltashcloud.net

Attendance Officer: Mrs Sarah Moss: smoss@saltashcloud.net

SENDCo: Ms Jen Childs: jchilds@saltashcloud.net

Senior Deputy Designated Safeguarding Leads:

Ms Dani Pearce: dpearce@saltashcloud.net

(on maternity leave until February 2022)

Mrs S Moss: smoss@saltashcloud.net

Appendix F:

COVID-19 Infringements (subject to change alongside recommendations from Government)

In-class behaviour (Covid 19 amendment):

Due to the current pandemic, there are different rules and structure in place to ensure all students and staff are safe. This includes:

- Practising social distancing wherever possible
- Wearing of face coverings (please see below)
- Operating strict 'bubble' system in which children must not interact with others outside of their bubble

This is, without doubt, a difficult time for all. We will support our school community and remind everyone of the expectations whilst on-site. If students forget the rules, we will, at first, remind them of the expectations, before sanctions are issued. However, if the behaviour is deemed to be deliberate or of a serious nature, a student may be issued a Fixed Term Exclusion.

Out of class behaviour process:

During the pandemic and the current restrictions in place, it is imperative that behaviour outside the classroom ensures that the possible transmission of Covid 19 is minimised across 'bubbles'. Therefore, we must insist the highest standards of behaviour during social times are observed. Staff will be there to help and remind students of expectations throughout the day.

We will be able to offer students who are finding the return to school life difficult support and help to allow them to adjust. However, due to safety and the ease of transmission of COVID 19 any students who are still unable to reach the behaviour expectations out of the classroom during social times will be referred to their Year Hub. Continued negative behaviour during social times may result in a loss of social time or a Fixed Term Exclusion.

Serious Behaviour infringement (Covid 19 amendment):

Saltash Community School takes the safety of all members of the community seriously. Therefore, if we have a serious behaviour incident that puts others at risk of harm, including the spread of Covid-19, we have members of staff who are specially trained to restrain, hold or move students. At all times the wellbeing of all involved is dynamically risk assessed and students are given every opportunity to comply with instructions before any reasonable force is used. However, if there is imminent danger to any student, or staff, reasonable force may be used before an opportunity to de-escalate.

Any serious flouting of COVID restrictions that endanger others, may result in a Fixed Term Exclusion.

Wearing of face coverings (Covid 19 amendment):

The rules on wearing of face coverings must be followed to ensure the safety of the whole Saltash school community. The current rules are that you must wear a face covering on public or school transport and when arriving at school and in communal areas, as you may mix with students from different bubbles. When moving around the school site face coverings must also be worn to limit the threat of Covid 19. Children may choose to wear a face covering in lessons if they wish.