

## JOHN FLAMSTEED COMMUNITY SCHOOL CONDUCT AND CHARACTER POLICY

### Underlying philosophy

*"I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming."*

H. Ginott

### **This policy to be used in conjunction with the following EMET policies:**

Anti-bullying Policy  
Complaints Policy  
Complaints Procedure  
Drugs Education Policy  
Equalities Policy  
Homework Policy  
Keeping Children Safe in Education (KCSIE) Sep 2019  
Rewards Policy  
Safeguarding and Child Protection

### **1. Statement of Intent – One Culture**

All students should be able to attend John Flamsteed Community School feeling safe, able to enjoy learning and thrive academically and personally within a caring and aspirational environment.

The two key elements that underpin all of our work are:

1. The development of good relationships between staff and students where adults' role model expected behaviours
2. The effective, fair and consistent use of rewards and sanctions across the school where the prevailing culture is one of praise, positivity and optimism.

This policy sets out how the whole school community works together to achieve desired conduct, how we deal with low level disruption in lessons and how we recognise and reward the positive behaviours displayed by our learners. All staff should understand the principles underpinning the policy and should know what is included in it, so that they can refer to it as necessary. If in any doubt, remember the 'Stop and Think' quotation on the front page of this booklet.

## 2. The Student Code of Conduct

**THESE EXPECTATIONS HAVE BEEN DRAWN TOGETHER BY THE STUDENT COUNCIL.**

### **Student Classroom Expectations.**

- ❖ **Be prepared:** wearing school uniform, arrive on time and with the equipment you need for that lesson including any homework to be handed in.
- ❖ **Be ready to start:** with coats hats, scarves and bags removed and put away under desks. Get your equipment out and wait quietly for the teacher to start the lesson or begin the introductory activity.
- ❖ **Respect - the class teacher at all times, yourselves, the environment and equipment and another's right to be educated by:**
  - allowing the teacher to teach, remaining quiet whilst teacher is giving out instructions
  - using appropriate language to each other and to staff, not disrupting the lesson or others.
  - always trying your best and if you do not understand, think and try to work it out before raising your hand to ask your teacher. Finish all work set to the best of your ability.
  - not throwing equipment around, clearing up around your desk at the end of the lesson etc.
  - not distracting others.
- ❖ **Reflective and Independent as learners:** Completing homework and meeting coursework deadlines. Thinking and reasoning before asking silly questions. Not repeating mistakes and setting challenging, realistic targets for improvement.

### **3. Precious Lesson Time**

Teaching and learning should take place within an atmosphere of mutual respect. Teachers are responsible for establishing clear classroom procedures and ensuring that school teaching and learning policy is uniformly applied. Positive behaviour in lessons does not happen by accident. It is a result of well planned, challenging lessons, with good pace, clear objectives and outcomes and well-rehearsed routines. It is expected that teachers will be punctual to lessons, greet their students at the door and model positive professional behaviour at all times.

In some instances, the Teaching and Learning policy and the Code of Conduct will not have the desired impact on individual student's conduct. When this is the case, school staff will work with parents/carers, the student and, on occasions, outside agencies to monitor and evaluate a personalised support plan. For department based problems, the class teacher and the Department leadership team will work together to reach a resolution. For a pastoral matter or a problem that may cross several departments, the class teacher/s and/or tutor will work with the Head of Year to reach a resolution.

- \* Our aim is always to include every single student in every aspect of school life, every single day.
- \* We also have a core principle that lessons are so precious that nothing should disrupt them.
- \* The language that we use is one of resolution. Our aim is resolution.

### **4. Children with SEND, Disadvantaged children or those with difficulty accessing the curriculum.**

Where students have a Special Educational Need and/or display social, emotional or mental health difficulties, sanctions may be revised and made appropriate to individuals' understanding. This process will involve the Head of SEN and Head of Access. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each student and their teachers through individual support plans passports which will be reviewed with the Head of Year on a regular basis.

In some situations, sanctions may compromise our work to accelerate the progress of disadvantaged students. When this is the case sanctions may be adjusted to ensure that this does not happen.

## 5. The Effective, Fair and Consistent use of Rewards and Sanctions across the School

*“Every child deserves a champion – an **adult** who will never give up on them”*

Students learn best when they know what behaviour is expected of them and that rewards and sanctions will be applied fairly and consistently to all students.

### 5a. Rewards

All adults who work at John Flamsteed Community School are committed to recognising, encouraging and celebrating student achievement and success of all its students in all areas of school life.

John Flamsteed Community School also has a character where there is a culture of positivity between staff and students. Student should be confident that their personal effort, commitment and achievement will be acknowledged and rewarded.

#### Rewards Policy Aims

- \* To increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.
- \* To develop a system of recognising and celebrating success, so that there is greater awareness of a student's achievement across the curriculum amongst other learners, staff and parents/carers.
- \* To praise those students who consistently work hard and meet expectations in line with the School's Code of Conduct
- \* To use rewards to support and promote good conduct.
- \* To encourage students to be active and responsible members of the whole school community and make positive contributions to the wider society.

#### Strategies for Rewards

- \* Engagement with the school's reward card system (see Rewards Policy) on their reward card
- \* Verbal praise
- \* Attendance certificates
- \* Emails, **notes in planner**, letters, postcards and phone calls home
- \* Reward assemblies
- \* Celebration Evening

It is the responsibility of every member of staff to reward students, in line with the rewards policy, ensuring a consistent approach across the school.

## **5b. Sanctions**

*'Children follow people first, then they follow rules' P.Dix*

Where there are incidents of poor behaviour it is important that sanctions are applied consistently and fairly by all staff across the school. Although there will always be an element of professional judgement, all staff should endeavour to apply sanctions consistently.

### **5bi. Low Level Disruption**

Low level disruption is a direct challenge to one of our school's key principles that lessons are so precious that nothing should disrupt them.

Strong lesson routines are key in establishing the learning climate at the beginning of every lesson and ensuring a settled start. For students who display low-level disruption there will be a clear three step system which is consistently followed by all staff.

The four- step system to be used in lessons will be as follows;

1. Non-verbal cues from the member of staff, including using proximity, to encourage the student to stop the behaviour without disrupting learning.
2. Student name written on board as a visual reminder to stop the behaviour without disrupting learning.
3. Student name removed from board if conduct improves.
4. **Note in planner** to be counter-signed by parent. Tutor to monitor.

Note in planner to be written against the day as follows:

*'Learning disrupted today in Maths.'* + staff signature

## **5bii. Possible strategies for dealing with low level disruption**

### **Signal interference**

Non-verbal signs to show disapproval of certain behaviours can be very effective at the beginning stages of the misbehaviour e.g. eye contact, hand gestures, coughing, clearing your throat, facial expression-frowning.

### **Proximity Control**

By moving closer or standing near a student can alert them that you have noticed and the immediacy makes more of an impact.

### **Planned Ignoring**

Some behaviours have limited power and will fade away if it's not given any attention (professional judgement is needed here and knowledge of the student).

### **Modelling Techniques**

By giving attention to a student who is on task it may encourage others to seek the same praise. Never underestimate the power of positive reinforcement even if the student does not react immediately it may well affect their behaviour later – catch them being good!

### **Behaviour Shaping**

This is another way to reinforce positive behaviours. Rewarding a student for behaviour that is close to the desired goal will encourage their sustained efforts.

### **Time Out**

There are times when a student may not respond to strategies used and when this happens a short period of 'time out' may help to diffuse the situation. This could be only a few minutes but when you do speak to the student focus on the behaviour you want to see on re-entry.

### **Interest Boosting**

Showing an interest in a student's work or saying something quietly about the student's personal interest could help change poor behaviour. This shows the student that the teacher is a real person who cares about them and gives them positive attention.

### **Achievement and Recognition**

Students who have challenging behaviours will often have poor attainment and learning. Enhancing and acknowledging their successes, however small, is a powerful way to motivate positive behaviour.

### 5biii. De-escalation

*'The most damaged children need the most certainty from you' P Dix P.61*

The character of our School, one which is based on good, mutually respectful relationships, relies upon the regular use of de-escalation techniques. Staff have identified technique c, e and j as priority strategies (INSET 29.11.19).

- a. Match the problem – don't go in too heavy/hard
- b. Notice the reaction of the student and react accordingly. Control your own body language, personal space and para verbal skills (**volume matching**)
- c. Keep calm as an emotional response lowers the teacher's status
- d. Remember to focus on the act not the person. Do not insult or label the student concerned allowing the student to retain their self-esteem
- e. Positive inaction – it's not always necessary to resolve a problem when and where it occurs. A postponement can allow individuals to calm down and avoids an audience
- f. Retain control – conflict conversations are usually negative and unproductive. Avoid asking "Why?". Asking "what" questions are a powerful way of taking the initiative.
- g. Saving face – leave yourself and the student a gracious way out. Offer a compromise that will convey a sense of fairness. Take time to check the fact before jumping to conclusions and punishments
- h. Avoid threats – these will increase the probability of the student reacting aggressively and escalating the conflict
- i. Aim for a "win-win" solution – the teacher should not attempt to beat the student into submission. A solution where both sides can keep their self-esteem is most effective
- j. Return to normal – a restorative conversation reaches an agreement between both sides to move on and leave the past behind starting afresh. It is vital to re-establish a friendly and co-operative working relationship.

## **6. Routines - Everybody, Everyday**

Consistent adherence to the School's routines are the number one conduct reinforcement tool that we have. It is only by all adults following these routines will we have a calm and harmonious school.

### **Lesson Routines**

All staff encourage calm and purposeful movement between lessons.

There is a high visible presence of staff on corridors and around school at lesson changeover time. Punctuality to lessons by students is excellent and teachers are uncompromising with starting lessons on time.

#### **At the beginning of a lesson**

Students line up in a calm and orderly single file, when possible, outside their classroom. Teachers are ready to greet students as they arrive. Uniform check. Students are invited to enter the classroom to sit according to the seating plan. Students are invited to 'Reflect' as soon as they enter the classroom. Equipment and planners are out. Bags on floor for the remainder of the lesson. The register is taken. Link to prior learning is made. Silence and whole class attention is achieved before the main lesson commences.

#### **During a lesson**

**All lessons should explicitly follow the 'ALPS' teaching and learning policy.**

Lesson time is precious and should be free from interruption. Therefore, teachers should not be disrupted by colleagues or students when they are delivering their lessons.

During lessons, students are active learners where they complete tasks, are responsive to guidance, meet assessment criteria and maintain responsibility for their progress. By holding lesson time in the highest regard, our students see how important this time is for them and us.

#### **At the end of a lesson**

There is a calm, organised and planned end to the lesson. Progress is checked and learning is made explicit. Link to future learning is made. Students are invited to pack away and stand up behind their chairs. Students are dismissed in silence, row by row/table by table. Teachers stand at their doors at the end of every lesson to ensure calm exit onto the corridor and to greet the next class.

### **Assembly Routines**

Students line up and come into the assembly space in silence. At the end of the assembly, students are dismissed row-by-row and in silence, as directed by the Head of Year.

### **Around School**

Students move in a calm and purposeful manner around school, with adults and older students modelling expected behaviour to younger students. Raised voices are rare and an atmosphere of respect, tolerance and ambition permeates the school.

### **Fire/Emergency Evacuation**

Upon hearing the fire evacuation bell, everyone on site, staff and students alike, fall completely silent and walk calmly but purposefully to the safety point. Silence prevails until the site is confirmed as safe and students have been dismissed by the Headteacher or Head of School.



## 7. Inclusion Sanctions - Summary

*'If this conduct and character policy does not work, and we know that we have applied it in spirit and in letter, it is time to look elsewhere, not simply to punish more.'*

Behaviour Level	Staff	Types of behaviour	Examples of sanctions
1	Subject teacher; form tutor; TA; SSS' lunchtime supervisor	Late to lesson Lack of equipment Talking over the teacher Failure to complete classwork Failure to complete homework Ignoring an instruction Casual bad language Late to school Incorrect / missing uniform Answering back Ignoring an instruction Name calling / casual bad language Use of mobile phone Physical contact Littering	Verbal warning Move seat Set short term target Confiscation of item Class teacher detention Contact home Break (10 mins) / lunch detention (30 mins) Catch up session for incomplete work Refer to HOD / HOY Restorative conversation
2	HOD/HOY/Anti-Bullying	Persistent Level 1 behaviours Verbal abuse / aggression Defiance of class teacher Failure to attend class teacher detention Physical aggression* Unsafe behaviour Homophobia / racism / sexism Theft Truancy / out of bounds	Report Mentoring Lunchtime / Pre-arranged after school detention (30 – 40 mins) Change class / set Phone call / meeting with parents Record on file with student services
3	HOS SLT	Physical aggression / assault* Unsafe / dangerous behaviour* Threatening behaviour* Drugs / alcohol use on the school site Smoking / using e-cigarette on the school site Possession of weapons / knives Hacking of school computer system Failure to attend HOD or HOY detention Repeated level 2 behaviours	HT detention (one hour after school) Internal exclusion SLT report Fixed term exclusion Managed move Permanent exclusion Referral to outside agencies Record on file

## **8. Exclusion Sanctions – A summary of DfE guidance**

### **Exclusion Policy**

#### **Rationale**

This exclusion policy should be read in conjunction with the schools' behaviour policy, "Conduct of students and character of the school" and has been written with reference to the DfE guidance, "Exclusion from maintained Schools, Academies and Pupil Referral Units" (September 2017). It is intended to clarify the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

#### **Introduction**

The decision to exclude a student will be taken in the following circumstances: -

- In response to a serious breach of the School's Community Code
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion from school is an extreme sanction and is not a decision that is taken lightly. In applying this Exclusion Policy, the school will follow current Government and Local Authority guidance and advice. It is only administered by the Headteacher (or, in the absence of the Headteacher, the Head of School).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Community Code

- |  |   |
|--|---|
| • Verbal abuse to Staff & others       | • Misuse of other substances  |
| • Verbal abuse to students             | • Theft   |
| • Physical abuse to/attack on Staff    | • Serious actual or threatened violence against another student or a member of staff. |
| • Physical abuse to/attack on students | • Sexual abuse or assault.  |
| • Indecent behaviour                   | • Supplying a drug*.  |
| • Damage to property                   | • Carrying an offensive weapon.   |
| • Misuse of drugs*                     | • Arson.  |

- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour i.e. classroom disruption, smoking, bullying, etc.

\* Drug to be defined in agreement with the school's Drug Policy

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

- **Exclusion procedure**

Once an incident has occurred, which the investigating member of staff considers may warrant an exclusion as a sanction, the exclusion form also found as Appendix A must be completed and the sanctions flow diagram consulted, in conjunction with any other policy such as Drug policy. This will ensure that all appropriate procedures are followed.

Most exclusions are of a fixed term nature and are of short duration (usually between one and five days). The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations. In this case after the 5<sup>th</sup> day of the exclusion the school has to ensure that the student has educational provision other than at home and has entered into a partnership agreement with local schools to ensure that it is able to meet this requirement.

During the course of a fixed term exclusion parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

Immediately following the decision to exclude; a student's parents are contacted, where possible by a telephone call and followed up with a letter. This letter will include details of the exclusion and the date the exclusion ends. Parents are informed of their right to make representations to the Governing Body and the Local Authority as directed in the letter.

On return to School, a reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve an integration board consisting of the Head of Inclusion, and the Head of Year, or other staff where appropriate. At this meeting, discussions take place to determine the most appropriate strategy to put in place to ensure the smooth reintegration of the student into school and to try to ensure further sanctions are avoided. These strategies may include: students going on report, the implementation of an Individual Behaviour Plan or a Pastoral Support Plan or involvement of external agencies.

- **Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and permanent exclusion is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another student or a member of staff.
  - Sexual abuse or assault.
  - Supplying a drug\* as defined by the school's drug policy.
  - Carrying an offensive weapon\*.
  - Arson.

*\* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."*

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

- **General factors the School considers before making a decision to exclude**

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will:
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account Equal Opportunity and Race Equality Policies.

- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- ***Take account of SEN when administrating the exclusion process having due regard to current SEN legislation.***

If the Headteacher is satisfied that **on the balance of probabilities** the student did what he or she is alleged to have done, exclusion will be the outcome.

- **Exercise of discretion**

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider: -

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Community Code and
- the effect that the student remaining in the school would have on the education and welfare of other students and staff.

Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, or if the student is found to be dealing in illegal substances, it is the school's usual policy in these particularly serious matters to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's School record, witness statements and the strategies used by the School to support the student prior to exclusion.

- **Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

- **Behaviour Outside School**

Students' behaviour outside school on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School's Code of Conduct. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and

maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is unacceptable and meets the school criteria for exclusion, then the Headteacher may decide to exclude.

- **Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to the school's published policy on drugs and will also seek advice from the LEA's Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available. In some cases, fixed term exclusion may be more appropriate than permanent exclusion.

## **9. Schools' Responsibilities and Power with respect to Behaviour and Discipline**

The policy draws on DfE guidance:

'Behaviour and Discipline in Schools – A guide for Headteachers and School Staff January 2016'

The follow key points from the above documents are to be considered alongside the School's own behaviour/conduct policy.

- Teachers have a statutory authority to discipline pupils for misbehaviour which occurs in school and, in some instances, outside of school
- The power to discipline also applies to paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants
- Heads and governing bodies must ensure that they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies have a duty under paragraph 7 of Schedule 1 of the Education (Independent Schools Standards) (England) Regulations 2010 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### **Discipline in Schools – Teachers' Powers**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property.

Teachers also have a statutory power to discipline pupils for misbehaving outside of the school premises. The teacher may discipline a pupil for any misbehaviour when the child 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 pupil at the school.
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

## **10. Detentions**

- Teachers have legal powers to put pupils in a detention
- Schools must make clear to pupils and parents/carers that they use the detention (including detention outside of school hours) as a sanction. This must be clear within the relevant school policy.
- Teachers do not have to give 24 hours' notice for a lunchtime detention.

### **Matters schools should consider when imposing detentions**

Parental consent is not required for detentions

The School must act reasonably when imposing a detention. **Whole group/class detentions cannot be set.**

The teacher should consider whether suitable travel arrangements can be made by the parent/carer for the pupil. It does not matter if making these arrangements is inconvenient.

**With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.**



UPDATED: NOVEMBER 2019 (PREVIOUSLY BEHAVIOUR AND EXCLUSIONS POLICY)  
REVIEW DATE: NOVEMBER 2022

**Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.**

### **Detention Guidance**

Breaktime – 10 minutes

Lunchtime - 20 minutes

Repeat lunchtime – 30 minutes

Head of Year lunchtime detention (**referral from tutor/HOD**) – 40 minutes

Head of Department detention (**referral from subject teacher/HOY**)  
40 minutes at lunchtime

Head of School detention (referral to Heads of Lower/Upper School **from HOY/HOD**) – 60 minutes after school on a Thursday. SSS to notify home.

### **Detention Protocols**

Safeguarding first.

No whole class/group detentions.

Have you been through de-escalation techniques?

Students should sit facing the front in silence.

## **11. Confiscations and Searching**

School staff can search a student for any item if the student agrees.

The Headteacher and staff authorised by them have a statutory power to search pupils and their possessions, without consent, where there are reasonable grounds for suspecting that a student may have a prohibited item. The school is not required to inform parents/carers before the search takes place or to seek their consent to search their child. This includes searching electronic devices for images/video clips that may be detrimental to the welfare of another student or a member of staff.

Prohibited items are:

- knives or weapons
- alcohol
- legal or illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- e-cigarettes
- Any article that the member of staff reasonably suspect has been, or is likely to be, used to commit an offence
- Any article that the member of staff reasonably suspect has been, or is likely to be, used to cause an injury to, or damage the property of, any person (including the pupil).

In addition to the items listed above, the following items are not permitted at John Flamsteed Community

- MP3 players and iPods
- chewing gum
- Mobile phones (these may be kept in bags, switched off and must not be seen nor used whilst on the school site)

Consent does not have to be formally written by the student. It is enough for a member of staff to ask the student to turn out his or her pockets or to ask to look in their bag and for the student to agree.

### **Seizing property**

Authorised staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. If staff have serious concerns that a student may have illegal items in their possession (e.g. illegal drugs or weapons) they may contact the Police.

UPDATED: NOVEMBER 2019 (PREVIOUSLY BEHAVIOUR AND EXCLUSIONS POLICY)

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### **Searching without consent**

The school can search for prohibited items if they reasonably suspect a student has a prohibited item. The search will be by a member of staff of the same sex with another member of staff present unless there is reasonable belief that there is a risk of serious harm to a person and to not search immediately would increase this risk. Authorised and trained members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers,

### **Power to use Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

*'A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.*

*Build a school that is full of them and there are no limits to achievement'*

*P.Dix*

UPDATED: NOVEMBER 2019 (PREVIOUSLY BEHAVIOUR AND EXCLUSIONS POLICY)

REVIEW DATE: NOVEMBER 2022

## **Appendix to Conduct and Character Policy – September 2020**

### Updated conduct guidance relating to the return to school after Covid-19 lockdown school closure

The aim of this update is to ensure that everyone knows and understands the ways in which we must change our behaviour to keep everyone safe from the risk of infection; to ensure that where behaviour is unsafe, we are able to change that behaviour quickly, effectively and fairly; to help us to understand that our first priority is teaching safe behaviour, and that different approaches may be appropriate when differentiating between unintentional or forgetful unsafe behaviour and deliberately unsafe behaviour. However, it is the personal responsibility of every member of our school community to adhere to the guidance to achieve the aims stated above.

Our approach recognises that following rules is a learnt skill which students need to be systematically taught and revised frequently. To reduce the risk of spreading the coronavirus and keep students and staff safe we are introducing some new rules. These are detailed below. The main aim of these rules is to reduce risk of spreading the coronavirus, but we recognise that things can go wrong when students are learning new habits. Should this happen, staff will consider what risk has been posed, and whether any immediate mitigation needs to take place (e.g. washing of hands), before responding to the problem as an opportunity for further learning (e.g. by reminding and reinforcing the rules or by discussing the risks of that behaviour).

Where a student behaves in a deliberately unsafe way (for example, by deliberately coughing or spitting on someone, or by moving into someone else's year group "bubble"), the school will take this very seriously. Again, the first course of action is to consider whether any immediate mitigation is necessary. The problem will still be approached as an opportunity for further learning, but will also prompt urgent discussion with the student's parents or carers. If senior leaders believe it is necessary, a personal risk reduction plan may be drawn up with the student and parents. The school continues to have a range of disciplinary powers including exclusion (as set out in government guidance - <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#behaviour-and-exclusions>) but it is hoped that this will not be necessary as students work with us to reduce risk to all.

To keep every member of the school community safe we will;

- Stay 2m away from other people as far as possible adhering to social distancing guidelines
- Use our own work stations and equipment
- Not mix with people from other year group bubbles
- Move around school using a one-way system following markings and directions whilst adhering to social distancing measures

UPDATED: NOVEMBER 2019 (PREVIOUSLY BEHAVIOUR AND EXCLUSIONS POLICY)

REVIEW DATE: NOVEMBER 2022

- Use allocated toilet facilities for each class/year group bubble, ensuring that the toilet area is clear of any other students before entering (Maths/English and Ryknield Room toilets only)
- Follow basic hygiene instructions: never cough, sneeze or spit towards another person-catch all coughs and sneezes in a tissue and throw it away (catch it, bin it, kill it),
- Wash hands frequently (including whenever we are asked to), with soap and water for 20 seconds or with hand sanitiser if soap and water is not available
- Do not attend school if you have coronavirus symptoms
- Travel safely to and from school maintaining social distancing guidelines and government guidance