



Behaviour Policy

Review Date	Reviewer	Approved by	Date Approved	Implementation
September 2023	A French	D Pilling	1 October 2021	October 2021
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January 2023	J Bissicks	A Cleckner	January 2023	January 2023
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REVISION HISTORY

Issue No	Date	Description
4	May 2021	Appendix 1 – Specific Defined Incidents: Added ‘serious violence’ under fighting. Added a section on mobile phones.
5	October 2021	Included specific reference to bullying.
6	November 2021	Added section ‘Links to other policies’. Updated sanctions relating to attendance and lateness to lessons. Updated Appendix 1 in line with the Trust’s Exclusion Policy.
7	January 2023	Streamlined, in line with whole Trust exemplars. Added information about EASI. Added information on vaping.
8	November 2023	Added information regarding sanction guidance. Added information regarding uniform expectations and non-compliance around uniform. Added information around Teesdale Reward Store.

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1. Introduction

Teesdale School and Sixth Form is part of the North East Learning Trust (NELT) and dedicated to ensuring that our school supports the learning and wellbeing of students and staff. Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe environment where students feel included in every aspect of school life.

This policy outlines the expectations we have for students in terms of their behaviour, and sanctions that will be enforced should the policy not be adhered to.

The school aims to encourage students to accept responsibility for their own behaviour. Promoting respect for others and highlighting the basic values of honesty, fairness, tolerance, and politeness are important aspects of school life. The establishment and maintenance of good order allows effective learning to take place and promote a positive ethos in the school. Good behaviour and self-discipline are key to effective learning and are vital for students to carry with them both during and after their school years. The patterns of behaviour that we want in our school must be taught just as thoroughly and as consistently as the rest of the curriculum.

Students ‘should have a clear sense of what is important, what is valued and what will not be tolerated’ (DfE circular).

Teesdale School and Sixth Form has clear expectations about the conduct of students. Developing an excellent climate for learning is underpinned by four main principles:



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2. Aims

The patterns of behaviour that we want in our school have to be taught just as thoroughly and as consistently as the rest of the curriculum. In academies and schools, most of the time, most students behave appropriately. There will be occasions in our school when things go wrong, and an effective behaviour policy will help staff to deal with such situations.

The Education and Inspections Act 2006 introduced for the first time a statutory power for teachers and certain other staff to discipline students. Subject to the school's behaviour policy, a teacher may discipline a student for any misbehaviour when the student is:

- Taking part in an activity organised by and/or based at the school.
- Travelling to or from the school.
- Wearing the school uniform.
- In some other way identifiable as a student from the school.
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another student or member of the public and in doing so adversely affecting the reputation of the school.

At Teesdale School and Sixth Form, all teaching staff, including student teachers, have the right to impose a range of sanctions up to and including an after-school detention should a student's behaviour warrant such a measure. The sanctions should be applied in accordance with the school's behaviour policy.

The use of this range of sanctions is extended to certain support staff who are in frequent contact with students – Cover Supervisors, Seclusion Co-ordinators, Assistant Learning Mentors.

Any member of staff, teaching or support, who feels that a student's disruptive behaviour warrants a sanction beyond their remit should seek the advice of senior leadership team.

Only the Executive Headteacher/Head of School may recommend permanent exclusion. Suspensions and internal exclusions may be imposed by members of the Senior Leadership Team with the agreement of the Head of School. Further information regarding exclusions can be found in the Trust's exclusion policy.

The Assistant Headteacher (Behaviour) has the right to place a student in the BSU (isolation area) for a period not in excess of ten days should the student's behaviour warrant such a measure.

In accordance with the Education and Inspections Act 2006, the school reserves the right to impose sanctions, if warranted, on a student who is misbehaving while not on the school premises but who is under the charge of a member or members of staff, for example, a student who is misbehaving on an educational visit. The range of sanctions would be up to and including an after-school detention. If it was felt that a student's behaviour warranted a more serious sanction, the supervising teacher must discuss the matter with a member of senior management. All sanctions would take place on the student's return to the school.

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3. Links to other policies

This policy should be read in conjunction with the following Trust and Academy policies:

- Acceptable Use
- Attendance
- Exclusion
- Online Safety
- Safeguarding
- Special Educational Needs and Disabilities
- Uniform and Equipment

4. Code of Conduct for Students

General Guidance

At Teesdale School and Sixth Form we recognise that each member of the school community has a right to be treated with respect and to work in a clean, calm, and safe environment. To help us achieve this aim, we expect our students to:

- **Show respect for others by working sensibly in lessons and not disrupting the learning of other students.**
- **Show consideration for others by moving around the school quietly and carefully.** For example:
 - Opening doors for others.
 - Keeping to the left side of the corridor.
 - Walking down the corridor, not running.
 - Entering and leaving school by the correct doors.
- **Discourage bullying. For example:**
 - Do not punch, kick, or spit at anyone.
 - Do not push or shove other students; respect their personal space.
 - Do not join in name-calling.
 - Do not damage or steal another person's property.
 - Report incidents of bullying to a member of staff.
 - Never suffer in silence – if you are being bullied, speak to someone about it.
- Come prepared for the day wearing the appropriate uniform and bringing the necessary equipment. This means:

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- Bringing to school a pen, pencil, ruler and scientific calculator and their student planner and a bag large enough to carry an A4 file. Tutors will carry out an equipment check each morning.
 - Following the school uniform code.
 - Not bringing valuable items to school.
 - Not bringing to school anything which could injure/harm another student. This includes knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, and any article that could be used to commit an offence, cause personal injury or damage to property.
- If you bring a mobile phone to school, it MUST be switched off and in your bag. You must not use it at all whilst on site. If you need to make a call for any reason, please go to reception and a member of SLT will authorise the call. Any student who has a phone out without permission will have it confiscated by the member of staff. Any student refusing to hand over the phone will receive a 1 hour after-school detention (C4).
 - Attend school regularly and arrive in plenty of time for the start of lessons. This means:
 - Being punctual for registration and lessons. If you arrive late this will be recorded in the register.
 - Bringing a parental note to school following an absence to be handed to the office.
 - Seeking permission from school if you are taking a holiday during term time.
 - Making certain you sign out at the office if you are leaving the school premises for a medical appointment.

Classroom expectations

Classroom expectations are important so that staff and students can work successfully, safely, and enjoy their learning. An excellent climate for learning is underpinned by strong classroom routines:

At the start of the lesson students should get themselves ready to learn:

- Enter quickly and quietly.
- Sit where the teacher tells you to sit.
- Books and equipment out. (Pen, pencil, ruler, scientific calculator).
- Begin working on the SMART task immediately.
- Remain silent during the register (except when your name is called)

During the lesson:

- Silence when the teacher is talking.
- Work hard on the assigned tasks and start them immediately.
- Be respectful of resources provided by the teacher.

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- Ask permission before moving around (except in practical subjects where movement is organised).
- Ask permission to leave the room to visit the toilet. Generally, manage breaks so that toilet visits are not needed in lessons.
- Keep mobile phones switched off in bags.
- Eating and chewing are not allowed. If you are chewing you will be asked to put gum in the bin and will hand in any other food, if you want to drink water from your own bottle, you may do this at the start or end of the lesson, but bottles need to be put away during the lesson.

At the end of the lesson students should:

- Only pack away when directed.
- Ensure that all loaned equipment has been returned and that the classroom is tidy.
- Stand behind their desks and wait to be dismissed in small groups in a calm and purposeful way.
- Move quickly to their next lesson.

5. Six Step Behavioural Procedure

So that all parties are fully aware of a worsening situation regarding a student's behaviour, the school operates a six-step procedure. A move to a higher step means that a student's behaviour has deteriorated, and that other interventions and sanctions will be used in an effort to bring about an improvement. It is acceptable to issue warnings before moving a student onto a higher step in the hope that it brings about an improvement and renders the move to the higher step unnecessary. The procedure can be used in response to a deterioration in behaviour or to a single incident. **At all stages, parents will be able to monitor their child's behaviour record on EASI and may call the school to ask for more information.**

A letter will be sent to parents/ carers at each stage to keep them informed of the situation.

Step 1 - applies to every student and entails the monitoring of every student's behaviour.

Step 2 - should a student, who has been placed on the target group continue to accrue an unacceptable number of negative reports, they will be moved on to the second step. At this stage parents/carers will be informed by letter and informed of the concern relating to their child's behaviour. The behaviour will come under closer scrutiny. A warning may be issued prior to this step.

Step 3 – if the student continues to disrupt lessons, they will be moved on to Step 3. Again, a warning may be issued at this stage. This move will result in the student being referred to the school's Pastoral Liaison Group (PLG). This is the school's multi-agency forum, which meets to discuss those students with problems relating to behaviour, attendance, social and emotional difficulties, and bullying. The PLG may refer a student to outside agencies and

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may also recommend statutory assessment by the school's Educational Psychologist. Parents/carers and any outside agencies involved are invited to the meeting and where a referral has been made because of a student's poor behaviour, the group will establish an Individual Behaviour Plan (IBP) for the student. The student will be set a number of behavioural targets and the plan will be reviewed at regular intervals. A review will take place after eight weeks, and a final evaluation after sixteen weeks. Parents/carers will receive a copy of the plan, and will also be able to read the comments made at the review and evaluation stages.

Step 4 – should the IBP be unsuccessful in terms of improving the student's behaviour then the student will be moved on to Step 4. As with the previous steps, a warning may be issued. The student will again be referred to the PLG, this time to establish a Pastoral Support Programme (PSP). As with the IBP, the student will be set targets and their behaviour will be monitored. A review and evaluation of the PSP will be carried out and parents/carers will receive copies of both. Parents/carers will be invited to the meeting. Referrals to outside agencies will also be considered. At Step 4 the school will assess the need for early help intervention through the Single Assessment Procedures and this will be discussed with parents/ carers. Information about any possible learning needs will be gathered from relevant staff by the SENDCO as part of a SEN review and consideration will be given to any previously unmet Special Educational Need. The student may wish to nominate a staff mentor/ trusted person with whom they can discuss their behaviour.

Step 5 - should the Pastoral Support Programme fail to bring about an improvement in behaviour, the student will be moved on to Step 5, again with a prior warning, if appropriate. At this stage, an EWEL referral may be discussed, along with referral to other agencies. The student may be discussed at the Southwest Behaviour Panel (SWBP) and a managed move may be considered there, with the consent of parents/ carers.

Step 6 - should the student continue to disrupt the school day; they will be moved on to the final step in the procedure. Warnings may be given prior to this move. The student's SEN status will be reviewed, and this is the stage at which there will be an emergency review for a child with an Education Health Care Plan. In accordance with the Trust's exclusion policy, a suspension will be recommended if no previous exclusion has taken place. A student on Step 6 will receive a Final Warning from the Head of School. Parents/carers will be informed that the warning has been given and will be invited to contact the school should any further clarification be needed. A new PSP may be established. If a student who has been given a Final Warning continues to disrupt lessons on a regular basis, then the Head of School will consider a recommendation of permanent exclusion. To establish the lengths to which the school has gone in order to avoid a permanent exclusion, the student may be issued with Final Warnings 1 and 2.

The school reserves the right to bypass any steps should a student's behaviour warrant such action. This could mean recommending a student's permanent exclusion in response to a single, serious breach of the school rules. For example, dealing drugs on the school premises would result in an immediate recommendation of permanent exclusion, irrespective of the step the student was on at the time the incident took place.

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Movement on the step procedure is not one-way. If a student's behaviour improves over a sustained period of time, usually two terms, then the student will be moved down a step.

6. Pastoral Liaison Group (PLG)

The aim of the group is to adopt a multi-agency approach when dealing with students who are experiencing problems both in and outside of the school. The group meets on a monthly basis. The forum is also used to establish and monitor Pastoral Support Programmes (PSPs) and Individual Behaviour Plans (IBPs). Information shared at the meeting is confidential to the members of the group.

The group may contain the following: Assistant Headteacher (Behaviour), SENDCO, School Nurse, Police Liaison Officer, Safeguarding and Pastoral Assistant, School's Attendance Officer, and Learning Manager and the representative of any outside agency involved with the child. An invitation is also sent out to the parents/carers of the student under discussion. The student will also be asked to attend the meeting.

The majority of referrals to the group come from the school, and principally from the Assistant Headteacher (Behaviour), who has an overall view of behaviour within the school. It remains, however, the right of any member of the group to make a referral. The referral is made to the Assistant Headteacher (Behaviour), who is responsible for sending out all relevant information to the group members. The list below is by no means exhaustive, but identifies the major criteria for referral:

- Students who appear very withdrawn; where there are significant deficiencies in terms of social skills.
- Truancy.
- Crime.
- Students who have received a high number of suspensions.
- Students likely to be a danger to themselves or others.
- An uncared for child.
- 'Nomad' children.
- Students who are depressed / anxious / underachieving.
- Students not responding to the SEN staged procedures.
- Drug involvement.
- Where there is a sudden deterioration in academic work and/or behaviour.
- When a PSP needs to be established for the student.
- When an IBP needs to be established for the student.

The Assistant Headteacher (Behaviour) will share information to the members of the group. This information will include curriculum reports, attendance details and the student's behaviour record.

7. Learning Managers (LM)

LM's play an important part in monitoring the behaviour of students and will monitor the behaviour of all students in their year group. Concerns about the behaviour of individual students should be brought to the attention of the Assistant Headteacher (Behaviour). LMs

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should consider a range of strategies, including disciplinary sanctions, when dealing with unacceptable behaviour. These strategies include:

- Withdrawal of privileges (end of term treats).
- Letters of concern.
- Referrals to SLT.
- Referrals to, and attendance at, PLG.
- Placing a student on report; these need to be tailored to meet specific needs.
- Recommending a student for placement in the BSU (internal exclusion).
- Parental contact (letters/telephone calls/meetings).
- Use of outside agencies, e.g. Educational Psychology Service.
- Using the system of sanctions.

8. Rewards and sanctions

At the school, we believe that sanctions help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of the Behaviour Policy which seeks to reward and encourage high standards of conduct and achievement. Indeed, a greater emphasis on rewarding positive behaviour may reduce the need for sanctions.

8.1 EASI

EASI is an onscreen live reporting system on which parents / carers are able to see daily behavioural information as well as homework that has been set.

Regarding homework, EASI will show what has been issued and deadlines to be handed in. It will show the subject, the issue and due date and the estimated completion time. It will show the teacher who set the homework, the title of homework and instructions on what to do for the homework. EASI will also show any negative behaviour points.

8.2 Rewards

At Teesdale School and Sixth Form, we pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements and successes of all our students. Students will be recognised and praised for their academic achievements, progress, contributions to the school community, behaviour, and attendance. We strongly believe that students should be regularly and fairly rewarded for their achievements, to not only celebrate students' successes, but to also inspire and motivate young people to achieve their very best and become confident, independent learners. This vision, in turn, raises standards and improves behaviour and attendance. Rewards are as important as sanctions, and we will reward students for good behaviour/work. The importance of rewarding students for good work and behaviour cannot be over-stressed. In Teesdale School and Sixth Form, we will emphasise the positive! Staff will issue rewards on EASI for the following:

- Organisation
- Community points

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- Improved attendance
- 100% attendance
- Homework completion
- Attitude to learning
- Group work
- Positive behaviour
- Academic progress.

As well as rewarding positive points through EASI, we will also reward good behaviour and outstanding work rate through:

Subject pins

Heads of Departments award Subject Pins every term to four students in each year group for each subject area for exceptional contributions. These will be worn on their blazer.

Department and form specific awards

Departments and form tutors can supplement the whole-school award system with their own rewards as required; for example, teachers may wish to issue postcards to celebrate individual successes.

Teesdale Reward Store

Students are able to use their positive reward points within the Teesdale Reward Store. Items available in the reward store include, but are not limited to:

- Stationery items
- Revision materials
- Lunchtime queue jumper passes
- Confectionary
- Raffle tickets for large prizes

8.3 Sanctions

The full range of sanctions includes:

- Detentions
- Specific, time-limited monitoring report
- Internal exclusions in Behaviour Support Unit (BSU)
- Suspensions
- Supported Offsite Placement
- Permanent exclusion

These sanctions will be recorded on EASI. Breaches of uniform and equipment expectations, as well as lateness, will also be recorded on EASI and will incur a sanction when a certain trigger point is reached.

Behaviour codes on EASI

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C2 (Conversation with staff member. Possible 15-minute detention)
C3 (20-minute detention at lunchtime)
C4 (1 hour after-school detention)
C5 (2 hours after school)
Internal exclusion in BSU/Suspension
Any suspension may cause a change of step or a step warning

8.4 Guidance around sanctions

C1 Warning

If a student is disrupting the flow of learning within a lesson, despite initial prompting.

C2

If behaviours continue after a reminder has taken place. Student **MUST** discuss behaviour with the teacher at an arranged time. Staff may require the student to attend a detention at breaktime.

C3

If the de-escalation strategies for C2 above, do not have an impact.

Attendance

3 lates to school in a week, or when students are late 4 times to lessons in a week.

C4

When all C3 strategies have been used and undesirable behaviours continue.

Uniform

5 uniform incidents have been accrued in a half term.

Attendance

4 lates to school in a week, or when students are late 5 times to lessons in a week.

C5

It should be used for constant or serious disruption to the learning of others, or for one-off serious infractions of the school behaviour policy.

Attendance

5 lates to school in a week or when students are late 6 times or more to lessons in a week.

If a student receives two C5 sanctions within a day, they may be placed in the Behaviour Support Unit (BSU) for the remainder of the day.

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The Department of Education (GOV.UK) states that the rules for Detention are: 'Schools do not have to give parents notice of after-school detentions or tell them why a detention has been given. At Teesdale School and Sixth Form, due to the rural setting of the school we will always contact parents before issuing an after-school detention.

9. Failure to arrive at a detention

- Any student who fails to attend a C3 detention may be placed by the senior staff in a C4 detention.
- Any student who fails to attend a C4 detention may be placed by the senior staff in a C5 detention.
- Any student who fails to attend a C5 detention may be required to attend the Behaviour Support Unit.

10. Behaviour Support Unit (BSU)

If a student is involved in a serious incident, or senior staff on call have been asked to remove a student this will result in the learner being placed in the Behaviour Support Unit for a lesson or the remainder of the day depending on the circumstances.

Each day the Learning Managers and SLT receive a report of the consequences for the day. Any student with high tariff consequences or a rapid accumulation of negative consequences will be discussed by the pastoral team and a period of time in the BSU may be arranged.

The learners in the BSU will carry out work requested by the BSU manager in relation to their timetable for that day. If a learner is absent from school, the placement will roll over until the learner returns to school when the placement will be completed. Any student who fails to follow expectations in the BSU, may be required to repeat the day or may receive a period of suspension.

11. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

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Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

11.1 Types of Bullying

Different forms of bullying all involve repetitive, intentional harming of one person or group another person or group, where the relationship involves an imbalance of power. Bullying impacts the safety and emotional health of another person or a group. Unkind behaviours, when repeated towards the same person are bullying behaviours will not be tolerated.

Cyber bullying: through e-mail, instant messaging, internet chat rooms and electronic gadgets such as camera cell phones, cyber bullies forward and spread hurtful messages and/or images. Bullies can use this technology to harass victims at all hours.

Emotional bullying: this can be subtler and can involve isolating or excluding a child from activities. For example, shunning the victim at lunchtime or on a school outing. This type of bullying is especially common among girls.

Physical bullying: this form of bullying can accompany verbal bullying and involves such things as kicking, hitting, biting, pinching, hair pulling, or the threat of physical bullying.

Racist bullying: this form of bullying involves racial jokes, racial name-calling, offensive gestures, or inappropriate comments.

Sexual bullying: this involves unwanted physical contact or sexually abusive comments. This includes homophobic bullying. This is bullying behaviour that has a specific sexual dimension or a sexual dynamic, and it may be physical, verbal, or non-verbal/psychological. It is also underpinned by sexual attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Behaviours may involve sexual comments or innuendo, including offensive comments about sexual reputation; or using language that is designed to subordinate, humiliate, or intimidate.

Sexist bullying: this is bullying based on sexual attitudes that when expressed demean, intimidate, or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Transphobic bullying: this bullying stems from a hatred or fear of people who are transgender, which is an umbrella term that describes people whose sense of their own gender identity is seen as different to typical gender norms. Transgender people feel that their biological body is not aligned with their inner sense of gender identity. Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

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Verbal bullying: this usually involves name-calling, incessant mocking, and laughing at someone else's expense.

11.2 Preventing Bullying

The school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Prevent cyberbullying by educating students and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive ethos across the school.

Further details of the school's approach to preventing and addressing bullying are set out in the Anti Bullying Strategy (a copy is published on the school website, or a hard copy is available on request from the School Reception).

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Appendix 1 – Specific, defined incidents

Breaches of Uniform and Equipment Policy

Any student out of uniform is expected to bring a note from their parent/carer to explain why this has happened.

Failure to comply with uniform and equipment expectations will be recorded on EASI and a sanction will be triggered. Items which do not comply with school uniform expectations may be confiscated and parents may be asked to come and collect them from the school.

Uniform items (shoes, ties, trousers) can be borrowed from school, should students not have these. Any student not wearing correct uniform will be expected to borrow such items and return these once they have re-purchased their own items. Failure to comply with these expectations may result in sanctions being triggered, such as being placed in internal isolation until the uniform concern can be remedied.

Non-Participation in PE

All students are expected to participate in PE lessons. Injured students must bring a letter of explanation from their parent or carer and should come equipped with their PE kit so they can undertake another role in the lesson where possible. Students who arrive without the correct PE kit will be lent school kit. Failure to comply with kit and participation expectations will be recorded on EASI and a sanction will be triggered.

Mobile Phones

Mobile phones may be brought to the school, but students must keep their mobile switched off and in their bag; it must not be seen or used on site during the school day. If a student needs to make a call for any reason, they should go to reception and ask a member of staff. Any phone which is being used during the school day will be confiscated and kept for the remainder of the day. A refusal to hand over a phone when asked, will result in a one-hour after-school detention (C4).

The school will take very seriously instances where a mobile phone has been used to film, photograph or record staff or students. In such cases the mobile phone will be confiscated, and the student's parent/carer will be required to come to the school to collect it. Further breaches of this rule will result in more serious consequences.

Out of Bounds

Students found in out of bounds areas will be given a C3.

Swearing

Swearing directly at staff will incur a suspension. Other instances of swearing will be dealt with taking into account all of the circumstances.

Leaving the school premises/internal truanting

Any student who leaves the school premises without permission will receive a two-hour after-school detention.

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Any student who is missing from lessons without good reason will receive a two-hour after-school detention.

Subsequent breaches of this rule will lead to internal exclusions and/or suspensions.

Smoking/Vaping

This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking/vaping rule repeatedly. This includes by bringing smoking/ vaping paraphernalia into school. The student will receive a one day internal exclusion. This will come with a clear warning that should the student continue to break the no-smoking rule, they will be given a suspension. Any student who repeatedly breaks the no-smoking/vaping rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking.

If the student continues to break the no-smoking/vaping rule then they run the risk of a recommendation of permanent exclusion. Neither E-cigarettes nor tobacco products are allowed on the school premises. If any are confiscated from a student, they will be destroyed.

Students sharing toilet cubicles

Students sharing toilet cubicles will be given a C5 detention.

Making a false allegation against a member of staff

Any student who is found to have made a malicious and/or false allegation against a member of staff may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

Inappropriate use of social media

Any student who uses any form of media, including social networking media inappropriately, which is deemed to cause offence or harm to any member of the school community may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

Bringing the good name of the school and/or staff into disrepute

Any student who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

Alcohol

Any student who possesses and/or supplies alcohol whilst wearing the school uniform will receive a suspension. The student will be given a formal warning and will be moved immediately to Step 6 of the school's Behaviour Management Policy, the final step prior to permanent exclusion. On the student's return to the school, he/she will be given a final warning by the Head of School. A further breach of this rule is likely to result in a recommendation of permanent exclusion.

If the student possesses and/or supplies alcohol whilst wearing the school uniform a second time, a recommendation of permanent exclusion will be made.

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Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.

Weapons

A student bringing a weapon on to the school premises is likely to be permanently excluded. A judgement will be made as to the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives, darts, guns of any description, including air pistols and BB guns.

In all cases of a weapon being brought on to the school premises, the police will be informed.

Other Illicit Substances

The priority in all incidents relating to the use of illicit substances is the health and safety of the students.

Any student who possesses and/or supplies illicit substances whilst wearing the school uniform will receive a suspension or permanent exclusion, depending on the circumstances. In all cases, the police will be informed.

The details of all incidents relating to illicit substances should be entered onto CPOMS.

Fighting

Any students involved in any serious violence with other students will be suspension or permanently excluded, depending on the circumstances.

Deliberate vandalism of school property

Any student who is found to have deliberately vandalised school property will receive a sanction ranging from detention to exclusion, depending on the severity of the incident.

School transport

Any student who is found to be misbehaving on the school transport will be sanctioned, depending on the severity of the incident. In some circumstances, a student can be denied the privilege of using school transport.

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Appendix 2 – Screening, searching and confiscation

Staff can search a student for **any item banned under the school rules if the student agrees**.

The Head of School and staff authorised by the Head of School have the right to search a student or their possessions **without their consent, where they suspect the student has certain prohibited items**. The items that can be searched for are weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to, the property of any person including the student.

Staff **may seize any banned or prohibited item found** as a result of a search and which they consider harmful to the school community.

Screening

Though at present this is not in operation, nor are there plans to introduce such a system, the school can require students to undergo screening by a walk-through or hand-held metal detector, even if the student is not suspected of having a weapon. This can be done without the consent of the student. Were the school to introduce such a system, any member of staff can screen students.

If a student were to refuse to be screened, the school would have the right to refuse to have the student on the premises. This refusal would not constitute an exclusion and the student's absence would be treated as unauthorised.

Searching With Consent

Staff can search students with their consent for any item which is banned by the school rules. This would not require a formal written consent – it is enough for the member of staff to ask the student to turn out their pockets, or if the teacher can look in the student's bag or locker, and for the student to agree.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out their pockets or bag, and if the student refuses, the member of staff can apply an appropriate punishment as set out in the Behaviour policy.

Searching Without Consent

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Staff can search for knives, weapons, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to property. This also includes any item banned by the school rules which has been identified in the rules as an item which may be searched for. The person carrying out the search must be the same sex as the student being searched, and another member of staff must be present.

There is a limited exception to this rule. A teacher can carry out a search of a student of the opposite sex and without a witness present, but only where there is reason to believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

It is for the Head of School to decide whom to authorise to carry out such a search. Verbal authorisation will suffice.

Staff, other than security staff, can refuse to undertake a search. The law states that Headteachers may not require anyone other than a member of the school security staff to undertake a search. Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property but not for weapons or knives.

Staff should only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. The powers allow staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Searches without consent can only be carried out on the school premises or where a member of staff has lawful control or charge of the student.

During the Search

The member of staff conducting the search may not require the student to remove any item of clothing other than outer clothing, which means nothing next to the skin or immediately over a garment that is being worn as underwear. Outer garments include hats, shoes, boots, gloves and scarves. Possessions means any goods over which the student has or appears to have control – desks, lockers, bags. Under common law powers, academies/schools are able to search lockers and desks for any item providing the student agrees. If a student does not consent to the search then it is possible to conduct a search without consent but only for the prohibited items. A student's possessions can only be searched in the presence of the student and another member of staff. Reasonable force may be used by the member of staff conducting the search.

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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, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the Search

Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a *with consent* search, so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed on to the police.

With regard to items found as a result of a *without consent* search, the member of staff carrying out the search can seize anything they have reasonable grounds for suspecting is a prohibited item (knives or weapons, alcohol, illegal drugs, stolen property, tobacco or cigarette papers, fireworks, pornographic images or articles that have or could be used to commit an offence or cause harm).

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable staff to confiscate items from students:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes, vapes, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the school has the right to decide when and if to return the confiscated item. Items retained may be destroyed. The school will dispose of items found during a search as follows:

Items not allowed in School rules	Procedure after confiscation
Mobile phone or air pods	Retained by school office until the end of the school day, unless used in filming or recording, in which case parents must collect.
Jewellery (other than allowed by uniform policy)	Retained by school office until the end of the school day. Repeated wearing may lead to parents being asked to collect.
E-Cigarettes	Destroyed
Cigarettes/lighters/matches/vapes	Destroyed
Energy drinks	Disposed of
Prohibited items	
Knives and other weapons	Handed to police
Controlled drugs (prescription)	Must be collected from the school by parent/carers
Substances not believed to be controlled drugs	Handed to police
Stolen items	Returned to owner/handed to police
Alcohol	Disposed of

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Fireworks	Destroyed
Pornographic images	Depending upon the nature, images will be either destroyed and parents/carers informed or passed to the police
Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person including the student	Depending on the nature, the article will either be disposed of, and parents/carers informed or passed directly to the police

Statutory guidance for dealing with electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device: In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

Telling Parents/Carers and Dealing with Complaints

The school are not required to inform parents/carers before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of the search. The school will inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal

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requirement to do so. Complaints about screening or searching should be dealt with through the Trust's complaints procedure.

Appendix 3 – Sexting and searching

Definition of 'sexting'

There are several definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, or website with people they may not even know. There are many different types of sexting, and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school, and the child. The range of contributory factors in each case also needs to be considered to determine an appropriate and proportionate response. All staff should be familiar with this policy.

Dealing with Incidents of Sexting

STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they do not know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image, or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

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The situation will need to be handled very sensitively to ensure the school Safeguarding and On-line Safety policies and practices are adhered to.

STEP 2: Searching a device

In an Academy-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated, and securely stored if there is reason to believe it contains indecent images or extreme pornography.

However, the decision to view imagery should be based on the professional judgement of the designated safeguarding lead and should always comply with the child protection policy and procedures of the school.

Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery the designated safeguarding lead would need to be satisfied that viewing:

- is the only way to decide about whether to involve other agencies (i.e., it is not possible to establish the facts from the young people involved?).
- is necessary to report the image to a website, app, or suitable reporting agency to have it taken down, or to support the young person or parent in making a report.
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

In line with Searching, Screening and Confiscation advice:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>, if it is necessary to view the imagery then the DSL should:

- Never copy, print, or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.

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- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions.
- Ensure this is signed and dated.

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem.
- Print out any material for evidence.
- Move any material from one storage device to another.
- View the image unless there is a clear reason to do so (see above).
- Send, share, copy or save the image anywhere.
- Allow children to do any of the above.

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device
- Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

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Appendix 4 – Pastoral Support Programmes and Individual Behaviour Plans

Guidance

- Pastoral Support Programmes (PSP) and Individual Behaviour Plans (IBP) will identify precise and realistic behaviour outcomes. In most cases PSP's and IBP's will run for a period of approximately sixteen weeks. A review of the PSP/IBP will be carried out after eight weeks and a final evaluation after sixteen weeks.
- In most cases the Assistant Headteacher (Behaviour) is the member of staff responsible for establishing and monitoring PSP's and IBP's.
- PSP's and IBP's will be set up for a student who has had several exclusions, internal or suspension, or who has been identified as being 'at risk' of failure at the school through disaffection. An IBP will be established for any student on Step 3 and a PSP will be established for any student who reaches Step 4 on the school's behaviour procedure.
- PSP's and IBP's do not replace the Special Educational Needs and Disabilities assessment process. IEP's for students at serious risk of exclusion or disaffection should reflect appropriate strategies to meet their additional needs.
- PSP's and IBP's need to be agreed with parents/carers, who should be informed about their child's progress. To this end, parents/carers will be invited to a meeting of the PLG, the forum at which PSP's and IBP's are established.

The parents/carers of a student who has reached Step 5 on the school's behaviour procedure will be invited to a meeting to discuss the behaviour of their child.

In drawing up a PSP's and IBP's, the school will:

- Review any learning difficulties, particularly literacy skills and, if necessary, put in place a remedial programme.
- Consider disapplying the National Curriculum.
- Consider changing the student's set or class.
- Consider, with the agreement of the student's parents/carers, a supported offsite placement to another academy/school.
- Consider whether specialist support is appropriate.

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