



Behaviour for Learning Policy

Policy reviewed: September 2022

Next review: July 2024

Link Manager: Mr A Cree, Assistant Headteacher

Governor Committee: Standards & Achievements

Principle

As a school we work hard to recognise excellent behaviour and conduct and believe that rewards and recognition are the most effective way to manage behaviour. We know that the majority of our students make the right choices and work hard and we aim to recognise and celebrate this as often as possible. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching, in order to ensure that positive messages and meaningful rewards dominate student culture.

The principle behind our behaviour for learning (BFL) policy is to ensure that Sale High School is a safe and calm environment where students are able to focus on learning. Lessons should be free from disruption and inclusive for all students so that they are able to voice their opinions with confidence.

A disruption free learning environment will allow staff to teach to the best of their ability. This in turn will enable students to maximise their achievement and help them to secure the best grades they can and the brightest future possible.

The BFL policy allows the school to maintain a strong sense of community and ensures that there is an ethos of mutual respect. We know that students behave positively when a true partnership exists between school and home and strive to work closely with parents and carers. The policy applies to all students on roll at Sale High School including those on any short and long term alternative placements.

Purpose

This policy outlines what we expect from all students in terms of their conduct and behaviour and it applies to students within core school hours, during pre and post school activities, on school trips and visits, in transit to and from school and at any time when an issue within the community impacts on school life.

All stakeholders including students, parents, carers, staff and governors are aware of the standards of behaviour expected of students and the resultant consequences if the school rules are not adhered to.

The ideas of choice and consequence are central to the school's BFL policy. As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action there is a consequence.

At Sale High School, staff issue consequences, not punishments. Students are in control of their own actions and if they have chosen to act in a certain way the consequence will be issued as a direct result of this choice. These consequences are not open to negotiation or debate. Students who refuse a consequence, can expect to have their consequence escalated to the next consequence. For example, refusing to sit a C3 will result in a student being issued with internal exclusion.

The School will:

- ✓ Ensure staff are committed to working within the school's BFL framework
- ✓ Ensure that students understand the school's BFL policy and the consequences that certain choices will result in
- ✓ Treat students in a professional manner, applying consequences fairly and consistently
- ✓ Work closely with parents and carers to solve any behavioural issues
- ✓ Encourage outstanding behaviour and conduct through high expectations and establishing positive relationships with students using recommended techniques such as emotion coaching.
- ✓ Praise students for adhering to the school's three simple rules using the school's reward system
- ✓ Take any complaint of bullying or unfair treatment seriously
- ✓ Ensure consequences are reasonable and proportionate and do not breach any other legislation
- ✓ Monitor persistent poor behaviour in line with the school's BFL policy and put appropriate interventions in place
- ✓ Take seriously its legal duties under the Equality Act 2010 and in respect of students with SEND
- ✓ Follow the school's safeguarding policy when a student's behaviour suggests they may be at risk

School Rules:

At Sale High School we have three rules. We ask that students are:

- ✓ Ready
- ✓ Respectful
- ✓ Safe

These clear and simple rules reflect our expectations of how our students conduct themselves throughout the school day and in the local community.

Examples of how students can adhere to these rules include, but are not limited to:

Ready	Respectful	Safe
<ul style="list-style-type: none">✓ Wear correct school uniform at all times and look smart✓ Attend all lessons and arrive on time✓ Have all the required books, PE kit, equipment and homework completed✓ Behave in a way that will make people glad that Sale High School is part of their community both in term times and school holidays	<ul style="list-style-type: none">✓ Respect everyone in the school and treat others as we would wish to be treated✓ Take personal responsibility for actions and conduct✓ Listen silently when others are speaking✓ Have a strong work ethic and work hard✓ Respect and look after all school and personal property✓ Put litter in the bins provided	<ul style="list-style-type: none">✓ Walk along corridors sensibly keeping to the left hand side✓ Report any incidents of bullying or unkind behaviour✓ Refrain from chewing, or eating in lessons✓ Drink water but not sugary drinks✓ Bring healthy snacks into school✓ Keep mobile phones switched off and at the bottom of their bags at all times during the school day✓ Leave valuable items at home

Rewards:

Rewards can be gained for effort, respectfulness, being ready to learn and engage, creating a safe environment in school and attendance. Sale High school is committed to ensuring every child receives a formal recognition every academic year. They include but limited to:

- ✓ House points
- ✓ Breakfast with the Head Teacher
- ✓ Postcards and positive notes home
- ✓ Weekly rewards pyramid
- ✓ Phone calls home
- ✓ Invitation to the Awards Evening

The Consequence System

Consequence 1 (C1)

In lessons where a teacher feels that a student is not behaving in an acceptable manner the student will be discretely but explicitly issued with a **C1**. This is the first consequence issued as a direct result of a negative behaviour and is a warning that the student needs to modify the way that they are behaving. Examples of behaviours which could result in a C1

being issued include talking, distracting other students and not completing sufficient work.

Consequence 2(C2)

If the student chooses to ignore the C1 warning and does not modify their attitude or behaviour the teacher will issue a **C2** - the second consequence, a result of further negative behaviour. At this stage the student will receive a sanction to be determined by the class teacher. This sanction could be a detention or an exit to another classroom. It may also be phone call home for example, and will be followed up by a restorative conversation.

Consequence 3 (C3)

Should the student continue to behave in a way that the teacher feels is unacceptable the teacher will issue a **C3** - the third consequence and may exit the student to another classroom to work. This means that the student will now automatically be issued with 45 minute long detention on the following day, after school in the dining hall. The teacher who set the C3 will contact the student parent/carer to explain the reason for the detention and it will take place under the supervision of senior, pastoral and teaching staff.

Whilst we try our best to give parents and carers sufficient notice that a detention has been set we are not obliged by law and on some occasions a 'no notice' detention may be issued.

Once a teacher issues a C3 this cannot be changed.

Immediate C3s

Immediate C3 detentions will be issued without a C1, C2 warning for:

- ✓ Dangerous or disorderly behaviour at social times or in class
- ✓ Defiance or refusal to follow instructions may also lead to IE.
- ✓ Truancy
- ✓ Being late to school
- ✓ Being over five minutes late to a lesson without a note
- ✓ Graffiti
- ✓ Use of a mobile phone, device or headphones (in conjunction with confiscation)
- ✓ Use of foul language

C3 Detention Guidance

- ✓ All C3 detentions run from 3:00pm until 3.45pm and students will not be allowed to leave early
- ✓ During the detention students will complete a piece of work reflecting on their behaviour and failure to adhere to the school rules
- ✓ Should students arrive a few minutes late they will at the very least make the time up at the end of the detention. However, if they are more than fifteen minutes late or are continually late he/she may be issued with another C3.
- ✓ If students talk or display negative behaviour during the detention they will be issued with a warning.
- ✓ Should they fail to modify their behaviour they will remain behind at the end of the session for a minimum of fifteen minutes.
- ✓ Students who do not attend a detention will be placed in internal exclusion the following day and will also complete a detention that afternoon.
- ✓ If a student is absent from school on the day of their detention he/she will attend the detention on their next day in school.
- ✓ Use of foul language
- ✓ Students will sit the C3 detention the day after it is issued. Students who are issued with multiple C3s in one day will be issued with internal exclusion plus a C3 the next day instead.

Note: For issues regarding equipment for lessons i.e. Books, PE kit etc. all students have been verbally warned in the first week of term that these are essential learning ingredients within specific areas. This warning constitutes a C1 for all students. Therefore, when a student forgets their book or PE kit etc., on the next occasion they will be issued with a C2 and on the following occasion a C3.

If students display negative behaviour whilst completing IE they will repeat a full day the following day or in some cases will receive a suspension.

Coats, bags, headsets & mobile telephones will be removed from students in the Isolation room and locked away for safe-keeping. If a student refuses to hand in any of these items they will receive a suspension.

Students who refuse to be placed in IE will receive a suspension.

If a suspension has been issued a parental meeting will be arranged to discuss the incident. Following meeting the student a reintegration plan will be devised to reduce the risk of repeat behaviours. Choices leaders may make but not limited to include: IE, restorative conversations, access to learning plans, pastoral support plans, report card or sign posting to external agencies.

If students make the right choices they will never be issued with a C3 or an isolation. Students will always have a chance to think about what they have done and acknowledge and repair any negative behaviours.

Low Level Disruption

Low level disruption not only seriously affects the learning of the student disrupting the lesson but directly affects the learning of other students present and the teachers' ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of Low Level Disruption, however, this list is not exhaustive.

- ✓ A failure to follow instructions at the first time of asking.
- ✓ Displaying behaviour that prevents other students from learning e.g. talking, causing distractions
- ✓ A refusal to engage in the learning process.
- ✓ Disrespectful responses to staff e.g. impolite verbal or non-verbal communication.
- ✓ General defiance.

Through our Positive Behaviour for Learning procedures Sale High School intends to address the issue of low level disruption whilst at the same time dealing effectively with more serious examples of inappropriate or antisocial behaviour.

Mid-High Level Disruption

For disruption, that has a significant effect on a student's learning and/or safety a C3 or IE may be issued without a C1, C2 or C3 warning being given. This is discretionary and where this action is taken it is to prevent a student's removal from lesson or for an incident where it is deemed appropriate to escalate the consequence.

If a student truants a lesson then they will receive at least, an automatic C3.

Students who receive two C3s in the same day will be placed in IE all day as a consequence and parents/carers will be notified by the pastoral team.

High Level Disruption and Serious Incidents/Non Compliance with the School

More serious breaches of the school's behaviour policy may include persistent disruption to learning and failure to modify behaviour, bringing the school into disrepute, verbal abuse of staff and acts physical aggression or violence, serious verbal abuse (racist, homophobic, sexual) or bullying.

For incidents that the school perceives to be of a serious nature, students will be issued with further sanctions. These can include a period in internal exclusion (IE) or a Suspension.

All students who receive a suspension will be issued with a reintegration plan.

All students involved in a fight can expect to automatically receive at a minimum, a suspension. All victims of assault are entitled to make a formal complaint to the Police.

Please remember the school aims to keep suspensions to a minimum. When issued they are to provide time for us to investigate incidents and for students to reflect on their actions. However it is our belief that suspensions are not necessarily a consequence for an action. **Therefore suspended students may face a consequence on their return to school.**

This procedure promotes our drive to raise attendance and inclusion whilst creating the perfect platform for students to learn and teachers to teach. Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time.

Step-Outs

In agreement with other secondary schools, students may be placed on short-term behaviour placement at other establishments in line with the school's intervention strategy. This is a form of intervention we employ in response to a pupil's persistent disruptive behaviour or for a serious breach of the behaviour policy.

Pupils may also be placed for a longer period of time at another school, as part of a managed move process. This will enable the pupil to have a fresh start in a new school. It can also be a strategy when the young person is likely to be permanently excluded in response to a serious breach or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Students will adhere to the host schools behaviour procedures and arrive and leave at the hosts' school times. It is the parent/carers responsibility to arrange appropriate transportation to the host schools. Students will be expected to attend in full school uniform.

Internal Exclusion

Students may be placed in internal exclusion (IE) as an alternative to a suspension. IE provides a space for children to reflect on their behaviour and learning strategies to avoid patterns of behaviour that are leading to a possible exclusion. We aim to counsel students and support them to remain within the School's community as well rounded and respectful individuals. A reintegration meeting will be held at the end of the IE period to ensure that the student has reflected on their actions and is thoroughly prepared to return to lessons and social time.

Behaviour Panel

In some cases where it is deemed a student is at risk of exclusion the student may be asked to attend a behaviour panel meeting along with their parents or carers. The panel will consist of the Head Teacher, Assistant Head Teacher, Head of Year and a school governor. The student's conduct will be discussed and a support plan put in place.

Suspension and permanent exclusion Procedure

A pupil can be suspended or permanently excluded by the Head teacher if:

There has been a serious breach or persistent breaches of the school's Behaviour Policy and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The suspension of a pupil is an extreme sanction and is only administered by the Headteacher or, in the absence of the Head teacher, whoever is deputising for them. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 days in a single academic year).

Suspension, whether fixed-term (usually 1-5 days), or permanent, may be used where a pupil has displayed unacceptable conduct which infringes that which is deemed to be acceptable in school.

A pupil can be suspended immediately, especially if there is an immediate threat to the safety of others in the school.

For a suspension to be issued, evidence is very carefully assessed and collated. Records are kept and an investigation precedes any exclusion

A pupil will be allowed and encouraged to give their account of events.

The Headteacher will, when establishing facts, apply the standard of proof i.e. 'on the balance of probabilities' the fact is true, rather than the criminal standard.

In the event of a suspension being carried out the pupil's parents/carer will be notified by telephone and then by letter sent by group call.

In the event of a suspension the letter will state the precise period of suspension (and for a permanent exclusion, the fact that it is a permanent exclusion), the reasons for the suspension, the school days on which the parent/carer is required to ensure their child is not present in a public place during school hours, and the right to make representation.

The letter will also contain the date, time of return in the case of a suspension and if the exclusion is permanent, the date it takes effect. All suspensions and permanent exclusions will be treated in the strictest confidence on a 'need to know' basis.

The Governors will be fully informed and involved with these procedures. The Headteacher will inform the Governing Body and LA within one school day of all exclusions longer than five school days, permanent exclusions, and those which would result in a pupil missing a public examination.

It is expected that most suspensions will be of a short (1-5 days), fixed-term nature. Pupils can also be suspended from the school premises at lunchtime. Each lunchtime is counted as one half day absence.

The school is obliged to make sure that the pupil's parents/carers have been fully informed of their duties during the first five days of the suspension. The parents/ carers are obliged to ensure that the pupil is not present in public during normal school hours without reasonable justification. Failure to comply with this may lead to the parents/carers being prosecuted.

During any period of suspension, work will be made available for the pupil remotely on satchel one. If this is not possible parents/carers can collect the work from the school or provide an e-mail address for work to be sent to. It is the pupil's responsibility to bring this work back into the school on their return for marking.

Following a suspension, the Head of House will arrange a reintegration meeting with the parents/carers of the suspended pupil. The pupil will be present for all or part of the interview and a member of SLT may also be present.

A Pastoral Support Plan or access to learning plan may be offered to help the parents/carers take responsibility for their child and any other support which is required, will be discussed.

The school will be mindful of the Equality Act when making decisions.

If a pupil receives consecutive suspensions, these are regarded as a cumulative period of absence and so if the pupil has more than five consecutive days of exclusions, then education will be arranged for the sixth school day regardless of whether this is as a result of more than one fixed term exclusion. If the pupil is excluded permanently then it is the responsibility of Trafford LA to provide full time education from and including the sixth day.

When a pupil is permanently excluded a Pupil Discipline Committee will take place 15 working days after the exclusion is made. During this meeting the Headteacher will present the case for permanent exclusion and the pupil and parents/carers can make their representations. A panel of school Governors will chair the meeting and a LA representative will also be present. The Governors can choose to uphold the exclusion or to overturn the decision.

Independent Review Panel

If parents/carers apply for an independent review panel within the legal time frame, Sale High School must arrange for one to take place to review the decision of the governing body not to reinstate a permanently excluded pupil. Any application outside the legal time frame will be rejected by the school.

The school will follow the guidance as set out in the DfE Statutory Guidance last updated 12th April 2022 on the members and role of the independent review

Any pupil who is permanently excluded will not be removed from the school register until the appeals process has been completed.

If a pupil lives outside the LA their 'home' LA will also be informed of the suspension or if a pupil is permanently excluded.

There are extensive guidelines from the DfE Statutory Guidance and the guidance from Trafford Authority, which will be adopted during such proceedings.

If a pupil has an Education, Health Care Plan, the local authority must ensure that an appropriate full time placement is identified in consultation with parents/carers.

Challenging exclusion

You'll get a letter from the school telling you what to do if you disagree with the exclusion.

You can ask the school's governing body to overturn the exclusion if either:

- your child has been excluded for more than 5 days
- the exclusion means they'll miss a public exam or national curriculum test

If the exclusion is for 5 days or fewer, you can still ask the governors to hear your views but they can't overturn the headteacher's decision.

Challenging permanent exclusion

You'll be invited to a review meeting with the school's governors if your child has been permanently excluded. This will happen within 15 school days.

If the governors don't overturn the exclusion, you can ask for an independent review by your local council. The governors must tell you how to do this.

If your child is still excluded you can ask the [Local Government Ombudsman](#) (or the [Education Funding Agency](#) if the school's an academy or free school) to look at whether your case was handled properly. They can't overturn the exclusion.

Discrimination and other complaints

You can make a claim to a court or a tribunal if you think your child's been [discriminated against](#). You need to do this within 6 months of the exclusion.

Contact the [Equality Advisory Support Service](#) for help and advice.

For more general complaints (eg if you don't want to challenge the exclusion but you're not happy with the way the school handled it), follow the normal [school complaints process](#).

Role of the Governing Body

The Governors will be fully informed and involved with these procedures. The Headteacher will inform the Governing Body and LA within one school day of any permanent exclusions, suspensions longer than five school days or more than 10 lunchtimes in a term, and those which will result in a pupil missing a public examination.

The Governing Body has a duty to consider the parents'/carers' representations about a suspension. Annex A of the Dfe's statutory guidance for exclusions will be followed.

Prohibited Items and Substances; Confiscation and Search Guidelines

This guidance relates to the 2018 DFE guidance on Searching, screening and confiscation

Should students be found with prohibited items they could face permanent exclusion. We have a zero tolerance approach to drugs and weapons being brought into school.

Key Points to Note:

- School staff can search students and their possessions *with their consent* for any item
- The school is not required to inform parents before a search takes place or seek to their consent to search a student. There is also no legal requirement to inform parents of the outcome of a search, although it is best practice to do so where a prohibited item is found
- Headteachers and staff authorised by the Headteacher have the power to search students or their possessions *without consent* where they suspect the students has a 'prohibited item'

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, vaping machines or items associated with vaping
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to cause an offence
- Chewing gum and unhealthy drinks or snacks
- Lighters/matches
- Surveillance equipment
- Any item banned by the school rules/policy that has been named as something that may be searched for

School Guidelines in relation to Drugs/Prohibited Substances

Students found in possession of, supplying or distributing illegal substances face Permanent Exclusion from the school. Please see the relevant policy

Pupils will be offered the opportunity to attend sessions with an independent Drugs Counsellor. All students will be referred to the Police to be dealt with under the Misuse of Drugs Act. The Principal authorises all staff with the power to search students in line with DFE guidance.

School Guidelines in relation to Bladed Articles/Weapons (including replicas)

Any student found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least he/she will receive a suspension. All students found in possession of a bladed article or weapon (including replicas) will automatically be referred to the Police and will be dealt with accordingly.

In law fireworks are classed as firearms. This includes bangers. Sale High School operates a zero tolerance approach in relation to fireworks and serious consequences will be actioned if fireworks are brought onto the school site.

Smoking

SALE HIGH SCHOOL is a No Smoking Site and as a result operates a strict No Smoking Policy. Students found in possession of cigarettes, e-cigarettes and/or lighters will have the items confiscated and they will not be returned. A Detention, Isolation and in some cases suspensions may be issued where students are caught smoking. Further support is available from the school nurse.

Food and Drink

All unhealthy drinks and snacks are prohibited at the School. Where students are found to be in possession of fizzy and/or high sugar energy drinks and snacks these will be confiscated and not returned.

Chewing gum is also banned from the School.

CCTV and Requests for Documentation

The school will not release copies of CCTV footage as this would contravene Child Protection and safeguarding guidelines. Documents containing information which names other students will always be anonymised to protect individuals.

Should a request be made for copies of specific documentation this will incur a charge. This will cover photocopying and administrative costs. Administrative costs will be charged in thirty minute segments based on a half hourly rate for the administrator.

Search and Confiscation Guidelines

- ✓ Students can be required to remove outer clothing, including hats, boots, shoes, coats and jackets, gloves and scarves
- ✓ The contents of pockets must be produced by the student
- ✓ The member of staff carrying out the personal search should be of the same gender as the student involved and there should also be a witness of the same gender
- ✓ If, however, a member of staff suspects that serious harm could occur because of something a student has in his or her possession, then an immediate search by a person of the opposite sex and without a witness is permissible
- ✓ Staff are protected from liability for damage to, or loss of any confiscated items
- ✓ The school is authorised to dispose of confiscated items as it sees fit unless it is an illegal item which should always be handed in to the police
- ✓ Any disposal of confiscated goods should be discussed with a member of SLT first
- ✓ The school has powers to seize electronic devices without consent and for the person conducting the search to examine any data or files on the device if they think there is good reason to do so
- ✓ The school also has powers to erase any data or files found on the device should it suspect that the material has been or could be used to cause harm, disrupt teaching or break school rules

Conduct Outside the School

Teachers may issue positive and negative consequences (including suspension) to students involved in incidents whilst:

- ✓ taking part in any school-organised or school-related activity
- ✓ travelling to or from school
- ✓ wearing school uniform or in some other way identifiable as a pupil at the school and acting in a way that could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or adversely affect the reputation of the school

The school prides itself on being an integral part of the community. It will fully support Police investigations or community incidents and will sanction or reward students appropriately.

The Headteacher can still suspend a pupil if the pupil was outside school and not on school business, if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the school body as a whole.

Parental Meetings

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents and carers sign the **home-school agreement** to indicate that they will respect and support the school's BFL policy and the authority of the school staff.

The school may invite parents/carers to attend a meeting with staff to discuss a concern over a student's general behaviour or in relations to a specific incident.

Teachers and pastoral staff are busy throughout the day and as such, appointments must be made in advance. It is not acceptable for parents/carers to arrive at school and request to see a member of staff if a meeting has not been scheduled.

If the meeting is a reintegration meeting following a student being placed in internal exclusion or being issued a suspension, the student will remain in isolation until that meeting has taken place and the issue has been resolved.

The school does not allow parents/carers or third parties to record meetings. Anyone secretly filming or recording a meeting will be banned from the school site with immediate effect.

School staff will only meet with parents/carers who are officially registered on the school system. Parents/carers are entitled to bring a friend or family member to accompany them to the meeting but only registered parents/carers are permitted to participate in the discussions.

When a parent/carer has been banned from the school site due to their previous conduct, an appropriate adult may meet with the school and act as their representative in the meeting. The appropriate adult must be agreed by both parties prior to the meeting taking place.

Uniform and Appearance Requirements

At Sale High School we believe the wearing of uniform helps to create a sense of community and equality amongst students, whilst establishing school as a working environment. In a large school it is also of considerable benefit for security reasons that students should wear uniform.

A uniform removes the distraction which may be caused by an individual's style of dress and allow students to concentrate on learning.

Sale High School operates a **zero tolerance** approach to jewellery and body piercings being worn by its students. These items will be confiscated by staff and locked away. Students will be issued with a receipt and a parent or carer must collect the item.

We do allow a watch and one small sleeper or stud earring in each ear.

Trainers (including plain black trainers) are not permitted to be worn in school except in PE practical lessons. Boots are also not permitted under the school's uniform policy. At times of inclement weather, parents/carers will be alerted

to the fact that boots are permitted within a given timescale. Please refer to the school uniform policy and shoe guidance for further information.

For boys, and girls should they wish, full length tailored trousers are compulsory. Skinny (tight) jeans, track suit or jogging bottoms, culottes, ski-pants, leggings **or tight fitting trousers** are not acceptable and are not part of the school uniform.

Girls who wish to wear skirts can choose to wear black or navy tights or ankle socks. Knee length or 'over the knee' socks are not permitted.

Students are not permitted to attend school with any form of pattern shaved into their hair or eyebrows, any form of unnatural hair colouring.

Although the school does not operate a 'zero tolerance' approach to students wearing make-up, any foundation should be kept to a natural tone and brightly coloured lipsticks/glosses and eyeliner are not permitted.

The length of a student's nails should be kept to an acceptable minimum in respect of health and safety requirements for practical activities such as PE, art, music, technology. Coloured nail polish/varnish is not permitted.

Hoodies, baseball caps, cardigans and non-school colour scarves are prohibited and will be banned.

School coats must not be 'jackets' e.g. leather, sweatshirt or denim jackets and should be dark in colour.

Mobile Phones

If mobile phones or other electronic devices such as tablets, air pods or smart watches are brought into school **they must be switched off and kept out of sight.**

If used on the school site, a mobile phone or other device will be confiscated and taken to Student Services or the pastoral office. The confiscated item will then be recorded on the student's electronic behaviour log and will be returned at the end of the day to the student.

Students must store their devices in their school bag – they should not be in a pocket of their blazer.

Electronic devices are the responsibility of the student, not the school and the school will not be held financially responsible for any loss of mobile phone/personal items.

Repeated incidents of confiscation will result in supportive measures put in place.

If students need to contact home they are able to go to student services or via their head of year. Phone calls made from mobile phones during the school day are strictly prohibited and parents/carers should refrain from contacting students directly and ring the school's main switchboard. This prevents any misunderstanding or miscommunication from taking place.

Evaluation:

The following aspects will be regularly analysed in order to inform practice and to develop and refine the BFL policy as appropriate:

- ✓ Impact on student attainment, especially underachievers
- ✓ Number of students bullied or racially abused
- ✓ Percentages of students who receive suspension and permanent exclusions
- ✓ Number of positive and negative events in each year group
- ✓ Feedback from parents through parents' evening surveys
- ✓ Feedback from external agencies, i.e. Connexions, Ofsted, LEA

Miscellaneous:

Teachers' powers to discipline include:

1. The power to impose detention outside school hours
2. The power to issue consequences to students even when they are not at school or in the charge of a member of staff.
3. The power to confiscate student's property
4. The power to screen and search students
5. The power to use reasonable force and other physical contact
6. The power to discipline beyond the school gate

Dealing with allegations of abuse against staff

What legislation does this guidance relate to?

- The Children Act 1989
- Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector)
- Section 157 of the Education Act 2002 and the Education (Independent School Standards) (England) Regulations 2010
- The Children Act 2004
- Section 11 of the Children Act 2004 (other agencies).
- Appendix 5 of the 'Working Together to Safeguard Children' document. Published March 2010

Procedures for Dealing with Allegations of Abuse against Teachers and Other Staff

These procedures should be used in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation.

Summary of Process

1. The allegation should be reported to the Headteacher immediately unless that person is the subject of the allegation, in which case it should be reported to the Deputy Headteacher and the Chair of Governors informed.
2. The designated person must then conduct a fair and thorough investigation, making sure that every effort to maintain confidentiality and guard against publicity is made.
3. The parents/carers of any child or children involved and the person who is the subject of the allegations are informed as soon as possible. This may be after consultation with the local authority designated officer.
4. A clear and comprehensive summary of any allegations made, details of how the allegation was followed and resolved, and details of any action taken and decisions reached should be kept.
5. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care, or the police as appropriate, should consider what support the child or children involved may need.
6. Where students are found to have made malicious accusations against staff they may well be referred to children's social care to determine whether the child concerned is in need of services. They are also subject to consequences issued from the school that may include fixed term or permanent exclusion.

Standards Detention initiative

Sale High School will work hard to ensure students understand the importance of maintaining high standards of uniform, behaviour and learning. Students who are not in the correct uniform or are out of class without a hall pass will receive a 10 minute same day detention with the Head Teacher or other designated senior leader.

Use of reasonable force in school

1. What is reasonable force?

1.1 The term 'reasonable force' covers the broad range of actions that may be used by staff at some point in their career. These actions may involve a degree of physical contact with pupils.

1.2 Force or the physical restraint of a pupil means to hold back physically or to bring a pupil under reasonable control. This typically follows exhausted attempts to modify behaviour using verbal communication, gestures and reasonable adjustments to environment. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

1.3 'Reasonable in the circumstances' means using no more force than is needed, for no longer than essential to render the situation safe.

1.4 Reasonable force can take several forms:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Guiding a pupil by the arm
- Guiding a pupil away by placing a hand in the centre of the back

1.5 School staff should always try to avoid acting in a way that might cause injury.

2. Who can use reasonable force?

2.1 All members of school staff have a legal power to use reasonable force.

2.2 This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents/ carers accompanying students on a school-organised visit.

2.3 All staff have a duty of care to take the action if needed, to keep pupils, staff and visitors safe.

2.4 As stated by DfE guidance 2013, 'Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" when an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.'

2.5 Senior school leaders should support their staff when they use the power of reasonable force appropriately. Systems should be in place to monitor and review what happened, allowing reasonable adjustments for the pupil to be agreed and enabling the members of staff to act on lessons learnt.

2.6 In severe circumstances, if the situation cannot be dealt with by staff using reasonable force, the police should be contacted.

3. When can reasonable force be used?

3.1 Reasonable force can be used to prevent pupils from hurting themselves or others, including where damaging property or causing disorder could become unsafe.

3.2 In all cases, the minimum amount of force required should be used, for the minimum amount of time needed to make the situation safe.

3.3 The decision to physically intervene or not is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. However, we have a duty of care, in our acts or omissions, to keep pupils and staff safe.

3.4 Schools can use reasonable force to:

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit where the behaviour is jeopardising safety;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Restrain a pupil at risk of harming themselves through physical outbursts

3.5 Schools cannot:

- Use force as a punishment. It is always unlawful to use force as a punishment

4. Powers to search without consent

4.1 In addition to the general use of reasonable force described above, the Head Teacher and authorised staff can use such force as is reasonable given the circumstances, to conduct a search for the following 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be used, to commit an offence, cause personal injury or damage to property.

4.2 Force cannot be used to search for items banned under the school rules that are not also included above.

5. Pupils with Special Educational Needs and Disabilities

5.1 Staff must always be aware of the reasonable force adjustments that need to be made for pupils with special educational needs and/ or needs related to other disabilities. Where this is necessary, the Inclusion Leader/ SENDCO will support the staff to identify the adjustments required.

5.2 The Inclusion Leader/ SENDCO will complete individual risk assessments and behaviour support plans for students where it is known that challenging behaviour may, as a last resort, require a degree of restrictive physical intervention in order to keep everyone safe.

5.3 Parents and carers must be kept fully informed and involved with the behaviour support plan and any reasonable force adjustments that need to be made for their child.

6. Recording, Reporting and Monitoring

6.1 After incidents in which physical intervention is used, staff should report and record the matter in accordance with school procedure.

6.2 All incidents requiring the use of physical intervention should be thoroughly and systematically documented within school records such as logs, electronic systems or incidents books.

6.3 Use of physical intervention in school should be monitored in order to help staff learn from experience, promote the well-being of children and their care, and provide a basis for appropriate support.

6.4 Monitoring information should be reported on a regular basis to senior leaders and recorded on CPOMS.

6.5 Staff and the pupil involved should be offered an appropriate debrief after any restrictive physical interventions, at a time most beneficial to support the individuals.

6.6 All behaviour support plans should contain a restraint reduction plan, which will be reviewed after any restrictive physical intervention.

7. Informing Parents/ Carers

7.1 Schools do not require parental consent to use reasonable force on a pupil. However, the most effective behaviour support plans are those which are shared with parents/carers to help foster a consistent approach.

7.2 Parents/ Carers will be informed on the same day of an incident.

7.3 After any restrictive physical interventions that involve an element of compromising breathing e.g. a hold constricting the waist, chest, neck or face; a pupil's health will need to be monitored for 48hrs.

8. Managing Complaints

8.1 All complaints about the use of force should be thoroughly, promptly and appropriately investigated.

8.2 In the event of a complaint being received by a school in relation to the use of force by staff, the matter will be dealt with in accordance with agreed procedures for handling allegations against members of staff.

8.3 Suspension must not be an automatic response when a member of staff has been accused of using excessive force (please see section 2.4 above). Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" when an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

9. Physical contact with pupils other than reasonable force

9.1 It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and appropriate.

9.2 Examples of where touching a pupil might be proper or necessary:

- Holding the hand of a child at the front/ back of the line when going to assembly or when walking together around school (if appropriate to the age of the pupil)
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid;
- Supporting personal care needs;
- Supporting certain medical procedures;
- To maintain postural care e.g. positioning a child in a wheelchair or standing frame.

Appendix 1

Pupil Disciplinary Panel Procedure

Pupil Discipline Committee

PROTOCOL FOR THE GOVERNING BOARD TO REVIEW A PERMANENT EXCLUSION / SUSPENSIONS (AT REQUEST OF PARENTS)

Remit

1. The Governing Board delegates authority to the Pupil Discipline Committee for meeting the following obligations:
 - 1.1 To consider and decide on reinstatement for suspensions of 5 days or less when representations are received from parents (or where the Board direct review is necessary).
 - 1.2 To consider and decide on reinstatement in the case of suspensions totalling more than 5 but not more than 15 school days in one term when representations are received from parents (or where the Board direct review is necessary). *Meeting to be held between 6th and 50th school day after receiving notice of the exclusion.*
 - 1.3 To consider and decide on reinstatement of a suspended or permanently excluded pupil within 15 days if;
 - the exclusion is permanent
 - the suspension would result in the pupil being out of School for more than 15 school days in one term or
 - it would result in the pupil missing a public examination or national curriculum test.
 - 1.4 To reconsider a decision not to reinstate following a direction of recommendation by an Independent Review Panel.
 - 1.5 To ensure that the decision to exclude is in line with the DfE guidance.
 - 1.6 To review the School Behaviour and Discipline Policy to ensure any decision to exclude/suspend is in line with the Policy.

Constitution of Pupil Discipline Committee & Process

2. The Committee will be constituted of 3 Governors who are uncompromised.
 - 2.1 The Academy Trust permits meetings to proceed with 2 Governors (if necessary, due to restricted availability of Governors).

2.2 If no Governors are available, a Governor from another local School may be utilised. Similarly, this Board agrees that Governors will, when possible, serve on PDC's for other local Schools/Academies if needed.

3. A pack of documents to support the Headteacher/Principal's decision must be sent, at least 5 days in advance of the meeting, to:

- Governors who will form the Committee
- Parents/Carer (and where appropriate Social Worker and Virtual School Head (VSH))
- Clerk
- LA Rep

(LA has the right to attend at Maintained Schools; LA may attend if the Academy chose to invite or the Parents request LA to attend) 4. **In advance of the meeting the School will:**

4.1 Confirm date and time of the meeting(s) and advise the Clerk (Trust GS).

4.2 Source 3 Governors (who are uncompromised and objective, not staff) to constitute the Committee.

Governors should be asked to convene 30-45 mins in advance of the Parents joining for a pre-meeting briefing with the Clerk, this is to re-cap the remit of the panel, clarify procedure and guidance and elect a Chair for the Committee/meeting.

4.3* Invite the LA (if appropriate). If the pupil lives outside of the borough, invite the LA for the School and LA for the student.

4.4* Advise the Parent(s) and student of their right to attend and make representations. Advise them of their right to be accompanied by a friend or representative.

**Except for meetings to reconsider after an IRP, where there is no obligation to invite other Parties.*

4.5 Advise Parents (if appropriate Social Worker/VSH) of:

- a) the date, time and venue for the meeting (remembering to ask Parent(s) to arrive later than the Governors).
- b) the opportunity (but no obligation) to send documents/information at least 6 days in advance of the meeting so it can be circulated with the School's information 5 days in advance of the meeting.

4.5 Prepare the documentation (ensuring that a copy of the letter informing Parents of the Exclusion and the reason is included).

4.6 Send copies of documents to all Parties at least 5-days in advance of the meeting. *(Trust GS recommend use of GovernorHub, School will need to post copy to Parents).*

4.7 Ensure a suitable room is available for the meeting to accommodate all attendees. All parties must be kept separate in advance of the meeting so Rooms will need to be made available accordingly.

5. **Trust GS (Clerk) will:**

- 5.1 Provide Agenda for the meetings (to be distributed with packs).
- 5.2 Provide guidance and a pre-meeting briefing with the Committee.
- 5.3 Meet/discuss procedure with the Head in advance of the meeting.
- 5.4 Greet the Parent(s) in advance of the meeting, explain the role of the Clerk and the procedure for the meeting.
- 5.5 Attend meeting to Clerk (take minutes, advise on procedure, and minute the Committees decision then draft the decision letter to be sent next School day).
- 5.6 Provide Zoom details & Protocol for online meetings (if meetings are to be online).

PROCEDURE FOR THE MEETING

6. The Board has agreed a Protocol for Governance meetings to take place online when deemed necessary. With the agreement of all Parties, PDC meetings may be held online (using the Clerk's secure Zoom platform or TEAMS).
7. The Committee members will meet 30 mins in advance of the meeting for a Briefing with the Clerk to recap on the remit, clarify procedure and appoint a Chair for the meeting.
8. An independent Clerk will be provided by Trust Governor Services. The Clerk plays no part in the decision making but will take minutes to record the proceedings, offer advice on procedure and minute the decision of the Committee.
9. The meeting is a **private and confidential** meeting of a Committee of the Governing Board. All parties are advised that there should be no correspondence between Parties in advance of the meeting. Any queries should be directed to the Clerk at Trust GS.
10. Governors may have access to documents via the secure portal and password protected files may be emailed to Parents. Where possible, printed copies of documents will be sent to all parties by the School. At the end of the meeting, any documents used by Governors will be confidentially destroyed. A master copy of all documents will be retained by the School.
11. All parties will be invited to attend the meeting at an appropriate venue OR will be sent Zoom or TEAMS details for the meeting.
12. Parties will be invited to attend/join at appropriate times. The Clerk will greet all Parties in advance of the meeting, ensure all documents have been received and all Parties are clear regarding the procedure.

If the meeting is held online, the Clerk will assign all Parties to separate Breakout Rooms.
14. When all parties are ready, all parties join the meeting together. If an adjournment is necessary, the Clerk will assign each Party to private rooms or Breakout Rooms.

15. At the start of the meeting, the Chair (or Clerk) will explain how the meeting will be run, including the agenda and the use of any relevant Zoom/TEAMS functionality.
16. Statutory procedure, Governance regulations and protocols apply. All meetings must be arranged in consultation with the Clerk.
17. All participants will receive instructions regarding how to access the meeting including where they can access support if they experience difficulty.
18. The Committee will abide by normal rules, procedures, and code of conduct for Governors including giving particular regard to the duty to maintain confidentiality and with due regard to the school's policies relating to data protection and the appropriate use of ICT.
19. Minutes of the meeting will be taken by the Clerk and the meeting should not be recorded by any participant without the approval of the Governing Board (Committee).
20. Chairing of the meeting proceeds as usual. The meeting must remain quorate for any vote to be valid. If any party is unable to participate in the meeting due to technical issues, the meeting will adjourn briefly to address the problem. If it is not possible/practical to continue, the meeting will be adjourned by the Chair and reconvene at the earliest opportunity.
21. Trust GS, the Clerking Service, provide advice on appropriate governance procedure and regulations which continue to apply.
22. Following the meeting, the Headteacher/Principal, Parents and LA Reps will leave the meeting. The Clerk will remain with the Committee to minute the decision.
23. The decision of the Committee will be communicated to the Parents by letter sent the next working day after the meeting.

Acceptance and adoption of this procedures should be recorded in the Minutes of a Board meeting.

For assistance or advice contact Trust GS 0161 348 7188 or clerk@trustgs.co.uk