



# BEHAVIOUR for LEARNING POLICY

## Introduction

At The Laurels School we encourage pupils to adopt the highest standards of behaviour, principles and morals and to sustain the ethos of the school, which is based on respect for the dignity of each human being as a child of God. It is a primary aim of our school to teach trust and mutual respect for everyone. We believe that promoting good relationships and ensuring that all members of the school can learn to live and work together in a supportive and caring way, play a vital role in the development of motivated and happy pupils who will be encouraged to become life-long learners. Our Character Education programme, which is integral to the School's provision of Spiritual, Moral, Social and Cultural education, seeks to develop qualities which enhance individual well-being as well as the life of the community. At The Laurels School each person is seen as unique, and our aim is to develop the whole person to be the best they can be. We believe that pupils flourish in a safe and secure learning environment, which rewards good behaviour and encourages courtesy, self-control and consideration for others. This policy pays due regard to the protected characteristics of the Equality Act (2010) and, in line with the ethos of the school, does not tolerate any discrimination of any kind.

The Laurels School community of governors, staff, parents and pupils adhere to a code of conduct, exemplifying one of the key strands of the school's ethos: the partnership between parents, teachers and pupils. The school expects the highest standards of behaviour, inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

The school does not tolerate harassment or bullying of any kind and will act immediately if any act of bullying or intimidation has taken place (see also the School's Anti-Bullying Policy).

We expect pupils to develop habits of loyalty, sincerity, a spirit of service and to take a full and active role in the School's activities. They should attend school and lessons punctually, as outlined in the Parents' Handbook. They should care for the School's buildings, furniture and equipment. We expect our pupils to behave at all times in a manner that reflects the aims and mission of the School.

## **Pupil Code of Conduct**

The Pupil Code of Conduct, as written in the pupil planner, is aimed at encouraging positive behaviour and the growth in virtues, such as self-discipline and respect for the rights of others. We seek to encourage good behaviour through our Rewards System. Sanctions are used to enforce the School rules and to ensure a safe and positive learning environment. The Senior Leadership Team undertakes to apply sanctions fairly, and where appropriate, after due investigative action has taken place. The Laurels School does not use corporal punishment or any form of unlawful or degrading activity to sanction pupils.

We encourage our pupils to develop self-restraint and awareness of acceptable and unacceptable behaviour. The School rewards good behaviour, as it believes that this positively reinforces desirable behaviour outcomes. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. All pupils should know and follow the Pupil Code of Conduct and understand what is expected of them and why sanctions must be imposed for inconsiderate behaviour.

## **Partnership with Parents**

In keeping with the school's ethos, parents who accept a place for their child at The Laurels School undertake to uphold the school's policies and regulations. They promise to support the School's values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities, homework/private study. Parents support the authority of the Senior Leadership Team in enforcing the Code of Conduct in a fair manner. The School's unique Tutorial system means that parents are fully informed in all areas of their child's development. This facilitates a positive and highly effective approach to achieving good behaviour in each pupil.

If parents have any concerns about the fairness of a sanction imposed on their child, they should initially contact the Tutor. If the issue remains unresolved, it will be taken up by a member of SLT. In the last instance, the Headmistress will be informed. If these discussions are unable to resolve the problem, a formal complaint or appeal process may be implemented (see School's Complaints Procedure).

## **Pupils' Involvement**

The School's positive and open climate is enhanced by listening to pupils and encouraging them to make constructive suggestions. The school has established appropriate channels for this: the Class Council and the tutorial.

## **Support for Pupils with SEND**

All pupils need to feel they belong in school and behaviour should always be considered with the pupil's SEND in mind. This support should be graduated and likely triggers should be anticipated and things put in place to prevent behaviour incidents such as well thought out seating plans and staff training.

## **Rewards and Sanctions**

### **Rewards System**

At The Laurels School our aim is to stimulate pupils' sense of self-worth, resilience and confidence. All teachers are expected to:

- Express verbal praise
- Acknowledge good behaviour
- Look for positives
- Model good behaviour
- Recognise achievements publicly
- Give pupils responsibilities.

Pupils are rewarded for consistent hard work, showing positive leadership, good behaviour and altruism in the school. The following are examples of The Laurels School's reward system:

- 'Tags' awarded in or out of lessons which contribute to a House Competition.
- Key Stage 3 (Year 7, 8 and 9) certificates for a given number of tags – Bronze, Silver and Gold levels.
- Key Stage 4 (Year 10 and 11) Top 3 Award, which is certificate for achieving the highest number of tags in the year.
- Key Stage 5 (Year 12 and 13) Top Award, which is certificate for achieving the highest number of tags in the year.
- Badges for specific roles within the school – House Captains, Class Council etc.
- Work being displayed in the classroom and other areas of the school.
- Recognition in assemblies and other events.
- Note to parents in their planner regarding a good piece of work or excellent contribution.
- iSAMS commendations sent directly to parents by teachers for excellent work, effort or behaviour.

- Good behaviour and achievement is recognised in Achievement Assemblies and Achievement Breakfasts
- Prize Giving at the end of the Summer term.

## **Sanctions**

A sanction should always provide pupils with an opportunity for personal improvement. A well-applied sanction helps pupils to gain in personal responsibility and self-awareness. There are five levels of sanctions, according to the severity of the misdemeanour. Some examples of misdemeanours and their respective sanctions are given below. These are not exhaustive (see Code of Conduct).

If misdemeanours are repeated, the sanction will be escalated to a higher level – see below for each level. The severity of the sanction may also depend upon the context in which the misdemeanour has taken place.

The use of sanctions should always be well thought through and verbal reprimands, as indicated in our behaviour policy, should always be a first consideration. After a sanction has been issued, it is incumbent on staff to help a pupil understand how to improve her behaviour. The Lead in Behaviour for Learning and the Assistant Head, Teaching and Learning should be consulted if there are any doubts as to how to proceed.

Removing pupils from the classroom and putting them in isolation should only be used as a last resort and, if carried out, their education must be continued as normal.

## **Searching and Confiscation**

The Headmistress and staff authorised by her have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

- 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 of any person (including the pupil);
- an article specified in The Schools (Specification and Disposal of Articles) Regulations 2012 which includes:
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images.

Vapes and e-cigarettes are also included in the list of prohibited items at The Laurels School. Mobile phones should not be used during the school day unless with express permission from a member of staff. All mobile phones should be stored in a padlocked locker.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy.

### **The Role of the Headteacher, the Designated Safeguarding Lead and Authorised Members of Staff**

The headmistress will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

Some members of staff will be given appropriate training in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

The designated safeguarding lead (or deputy) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any pupil is at risk of harm, they will make a referral to children's social care services immediately (as set out in Part 1 of Keeping Children Safe in Education). The designated safeguarding lead (or deputy) will then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

## Before Searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. See *Section 550ZB of the Education Act 1996. 10 18.*

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. See *Behaviour in Schools* for more information on lawful sanctions.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in above, but not to search for items which are identified only in the school rules.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming

themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves. *Section 550ZB(5) of the Education Act 1996. 8 Section 93(1) of the Education and Inspections Act 2006.*

## **During a search**

### **Where**

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

### **Who**

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

### **The Extent of the Search**

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed above and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where 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.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

## **Strip searching**

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

## **After-care following a strip search**

Pupils should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff, such as the designated safeguarding lead (or deputy).

Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the pupil to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, pupils should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency and consider preventative approaches.

### **After a Search**

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part I of Keeping Children Safe in Education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out below on confiscation.

If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

### **Recording searches**

Any search by a member of staff for a prohibited item listed above (including vapes and e-cigarettes) and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

The record of each search will include the following:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;

- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Records will be monitored to identify any emergency patterns and to take action where necessary.

### **Informing parents**

The Laurels is committed to building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

This includes informing parents of a search for an item banned by the school policy i.e. vapes and e-cigarettes.

Any complaints about searching, screening or confiscation will be dealt with through the normal school complaints procedure.

### **Confiscation**

#### **Items found as a result of a search**

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

## Prohibited or illegal items

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so.

In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance below issued by the Secretary of State.

*The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.*

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful. Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance issued by the Secretary of State.

*The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:*

- *the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;*
- *whether the item is banned by the school;*

- *whether retaining or returning the item to the owner may place any person at risk of harm; and*
- *whether the item can be disposed of safely.*

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State.

*The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:*

- *whether it is safe to dispose of the item; and*
- *whether and when it is safe to return the item.*

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the school rules. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State.

*The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:*

- *the value of the item;*
- *whether it is appropriate to return the item to the pupil or parent; and*
- *whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.*

Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school.

## **Electronic devices**

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, as defined above, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping Children Safe in Education.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State.

In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

## **Confiscation as a disciplinary penalty**

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## **Monitoring, Evaluating and Reviewing**

We believe that it is important to ensure that patterns of behaviour are identified and addressed. It is therefore essential that we monitor, review and evaluate the impact of the school policy on pupil behaviour. SLT will regularly carry out this monitoring process in SLT meetings (weekly). When appropriate SLT may decide if a pupil should go on Learning Report with the aim to encourage positive behaviour and progress in learning.

### **Learning Report:**

The aim of the Learning Report is to help our pupils understand the importance of their good behaviour. By behaving well and appropriately within our school's context, they will personally succeed and flourish, both academically and pastorally.

If a pupil receives 3 or more L0, a L1, a L2 or a L3 concern in 2 consecutive weeks or one L4 concern, they will be placed on Learning Report. Each pupil's Learning Report will be tailored to their individual needs. This information is gathered from the concerns raised on iSAMs, which is our central recording system. The different levels of behaviour concern are listed below.

During the Learning Report week, the pupil will pass a report card to each of her subject teachers, who will grade her behaviour against the individual targets that have been set for her. The pupil will also meet with the Lead of Behaviour for Learning daily, to ascertain if she is meeting her targets to the expected level. This reflection is imperative to allow our pupils to understand the importance of their behaviour and how they can embed good practice into their everyday interactions at school.

### **Level 0:**

**Staff involved:** Teacher and Tutor

**Action of pupil in lessons or in/off the premises:** Verbal Warning

**Sanction:** 3 or more LO recorded in one week = 10 minute detention

Examples:

- Unjustified lateness to lessons or form time
- Not having correct equipment
- Forgetting planner
- Dropping litter
- Wearing of jewellery and make-up in school (will be removed at the time)

- Not wearing the school uniform correctly
- Loitering in areas such as the cloakrooms, toilets etc. when asked.
- Kit/equipment left in the wrong place

**Recorded:** L0 on iSAMs, notification sent to Tutor

### **Level 1:**

**Staff involved:** Teacher and Tutor

**Action of pupil in lessons or in/off the premises:** 3 or more verbal warnings on one or more on any of the categories listed below:

**Sanction:** breaktime/lunchtime detention of 10 minutes set by the teacher

Examples:

- Repeated, unjustified lateness to lessons or form time, LO already recorded on iSAMs
- Missing homework
- Repeated, not having correct equipment, LO already recorded on iSAMs
- Repeated, forgetting planner, LO already recorded on iSAMs
- Repeated, dropping litter, LO already recorded on iSAMs
- Repeated, wearing of jewellery and make-up in school (will be removed at the time), LO already recorded on iSAMs
- Repeated, not wearing the school uniform correctly, LO already recorded on iSAMs
- Repeated, loitering in areas such as the cloakrooms, toilets etc. when asked, LO already recorded on iSAMs
- Repeated, kit/equipment left in the wrong place, LO already recorded on iSAMs

**Recorded:** L1 on iSAMS, notification sent to Parent and Tutor.

### **Level 2:**

**Staff involved:** Teacher and Tutor

**Action of pupil in lessons or in/off the premises:** Missed L1 Concern detention and any example listed below

**Sanction:** A breaktime/lunchtime detention of 20-30 minutes set by the teacher.

Examples:



- Disruptive behaviour during lessons
- Not following staff indications
- Minor act of aggression
- Causing minor damage to property
- Plagiarism or cheating of any kind
- Offensive behaviour towards another pupil
- Swearing or using offensive language
- Unauthorised use of mobile telephones (telephone also confiscated)
- Repeated, missing homework, LI already recorded on iSAMS
- Gum chewing

**Recorded:** L2 on iSAMS, notification sent to Parent and Tutor.

### **Level 3:**

**Staff involved:** Senior Leadership Team, Teacher and Tutor

**Action of pupil in lessons or in/off the premises:** Missed L2 Concern detention and any example listed below

**Sanction:** An after school detention of 1 hr.

Examples:

- More serious act of aggression
- Lack of respect for a teacher
- Deliberate misuse of school technology (accessing inappropriate material)
- Missing without good reason a Level 2 detention

**Recorded:** L3 on iSAMS and authorised by SLT, notification also sent to Parent and Tutor.

### **Level 4**

**Staff involved:** Senior Leadership Team, Teacher and Tutor

**Action of pupil in lessons or in/off the premises:** Missed L3 Concern detention and any example listed below

**Sanction:** An Friday after school detention of one hour supervised by SLT and week spent on Learning Report. Parents notified by email and invited in for a meeting with the SLT after the week to discuss targets and strategies moving forwards.

Examples:

- Missing without good reason a Level 3 detention

**Recorded:** L4 on iSAMS, logged by SLT, notification also sent to Parent and Tutor.

## **Level 5**

**Staff involved:** Senior Leadership Team, Teacher and Tutor.

**Action of pupil in lessons or in/off the premises:** Missed L4 Concern detention and/or any example listed below:

**Sanction:** Suspension - between one and five days, depending on the severity of the offence.

Examples:

- Alcohol use in school
- Bringing the School into disrepute
- Bullying (see Preventing and Tackling Bullying Policy)
- Criminal damage
- Drug use
- Persistent attitudes or behaviour which are inconsistent with the School's ethos
- Poor Learning Report
- Racist or gender-related abuse
- Serious lack of respect for a member of staff e.g. use of abusive language, acts of defiance
- Sexual Harassment
- Smoking
- Vaping
- Theft
- Truancy

**Recorded:** L5 on iSAMS, logged by SLT, notification also sent to Parent and Tutor. Parents are contacted by SLT. Please see below for more detail.

## **Level 6**

**Staff involved:** Senior Leadership Team, Teacher and Tutor.

**Action of pupil in lessons or in/off the premises:** Any example listed below:

**Sanction:** Permanent Exclusion. This is the most severe of sanctions and will only be used when absolutely necessary.

Examples:

- Severe bullying – despite repeated attempts by the school to address it.
- Sexual violence.
- Drugs - supplying/distribution of, including alcohol.
- Continued poor behaviour, despite support and strategies put in place.

**Recorded:** L6 on iSAMS, logged by SLT, notification also sent to Parent and Tutor. Parents are contacted by SLT. Please see below for more detail.

Whenever a sanction is imposed (especially **Level 5** and **Level 6**), a full investigation must be carried out by a member of the Senior Leadership Team. The parents must be fully informed of the situation and the pupil must be treated fairly, allowing her to present her version of the facts.

The Senior Leadership Team will ensure that all aspects of the incident have been investigated and clarified and that due care and consideration have been given to the pupil(s) involved. The School aims for transparency and consistency, and does not make any decisions that will substantially affect our pupils' lives without very careful consideration. The Headmistress informs the PACT Governing Body about any permanent exclusion. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headmistress.

In the event of an appeal, the Governing Body will appoint an appeals panel, which is made up of between three and five members. The panel considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the appeals panel decides that the pupil should be reinstated, the Headmistress must comply with this ruling.

#### The Use of Reasonable Force

The Laurels School adheres to the guidance provided by the Department for Education (2014) and the Advice for Behaviour in Schools for Headteachers and School Staff (July 2022) on the use of reasonable force as set out below.

## **What is reasonable force?**

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

## **Who can use reasonable force?**

- (i) All members of school staff have a legal power to use reasonable force<sup>1</sup>.
- (ii) 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 accompanying students on a school organised visit.

## **When can reasonable force be used?**

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

## **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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; and

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<sup>1</sup> Section 93, Education and Inspections Act 2006

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

**Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.**

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All staff are advised to use their professional judgement as to whether the use of physical restraint is appropriate, taking into account Government guidelines.

If a member of staff has needed to restrain a pupil physically, the incident will be recorded in the Incidents Register, and the Headmistress will be immediately informed. The School will always inform the parents in order to agree a protocol and/or sanction for managing the pupil's behaviour. This will usually consist of an initial telephone conversation followed by an invitation for parents to come in and discuss the matter with the relevant member of staff – a member of SLT will also be present.

### **Child on Child Sexual Violence and Harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, The Laurels will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the initial response. Each incident should be considered on a case-by-case basis.

The Laurels is very clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

The Laurels does not normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously

for high standards of conduct between pupils and staff; demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned in accordance with our sanctions, listed above, whilst other investigations by the police and/or children's social care are ongoing.

At the Laurels, we believe it is essential that all victims are reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, The Laurels will consider whether any disciplinary action is appropriate for the individual who made it as per this policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

## **Behaviour Incidents Online**

The Laurels make it very clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the Child Protection and Safeguarding policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and The Laurels will follow the principles as set out in Keeping Children Safe in Education.

### **The immediate response to a disclosure**

- Do not promise confidentiality
- Recognise the child is likely to disclose to someone they trust
- Listen carefully to the child
- Only record the facts as the child presents them
- Informing the DSL as soon as is practically possible

### **Confidentiality**

- Do not promise confidentiality

### **Anonymity**

- As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

### **Risk Assessment**

The DSL must make an immediate needs and risk assessment

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All the other children

- The time and location of the incident, and any action required to make the location safer.

### **The Role of Headmistress**

It is the role of the Headmistress, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmistress to ensure the health, safety and welfare of all pupils in the school.

The Headmistress keeps a central record of all reported serious incidents of misbehaviour. The Headmistress has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of anti-social misbehaviour. The Headmistress may exclude a pupil (either temporarily or permanently). These actions are taken only after school governors have been notified.

### **The Role of Governors**

The PACT Governing Body has the responsibility of setting out these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headmistress in adhering to these guidelines.

The Headmistress has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headmistress about particular disciplinary issues. The Headmistress must take this into account when making decisions on matters of behaviour.

### **Monitoring and Review**

The Headmistress monitors the effectiveness of this policy on a regular basis, reporting to the Governing Body on the effectiveness of the policy and, if necessary, making recommendations for further improvements.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality and that no child is treated unfairly because of race or ethnic background.

The PACT Governing Body reviews this policy bi-annually.

**Signed: Linda Sanders, Headmistress**



Title	Behaviour Policy
Version	4.8
Date	Spring Term 2024
Author	Linda Sanders
Approved by head teacher	Yes
Approved by Governing Body	Yes
Next Review Date	Spring Term 2026

## **Appendix I**

### **Behaviour policy: coronavirus addendum**

Autumn term 2022

This addendum applies until further notice.

#### **Remote learning rules**

If pupils are not in school, we expect them to follow all the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during the normal school day.
- Complete work to the deadline set by teachers.
- Seek help from teachers if they need it.
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

#### **3.2 Dealing with problems**

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the work set for them, we will in the first instance contact parents to make them aware of the situation. If the problem continues, we may apply appropriate sanctions on a pupil's return.

#### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every term by the school. At every review, it will be approved by the SLT and by the governing body.