BARKING ABBEY SCHOOL

Behaviour and Statement of Intent Policy

Policy Adoption

Date	Reviewed/Adopted by	Next review date	Review Frequency
25.03.2020	Full Governing Body	March 2021	Annually

Governing Body Approval

Signed	Title
	Chair of Governors
	Headteacher

Contents

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1. Key aims of this policy

➢ To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential;

➢ To promote an atmosphere where achievement is respected and valued by all;

➢ To establish effective working relationships and encourage mutual respect amongst members of the school community

➢ To secure an environment where effective teaching and learning is able to take place;

➢ To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviour displayed;

➢ To work closely with parents and students to encourage good behaviour and to establish positive patterns of behaviour where there are difficulties;

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

• Behaviour and discipline in schools

• Searching, screening and confiscation at school

• The Equality Act 2010

• Use of reasonable force in schools

• Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

• Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

• Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

• DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

The school motto is "Give and Expect the Best" and this embodies our belief that aspiration, commitment, self-discipline and determination will enable all of our students to succeed at school and beyond. Barking Abbey is committed to providing a secure and safe environment for the development of individuals so that they are morally, socially and academically equipped to take their place as responsible citizens in society.

This policy aims to provide students, staff and parents/carers with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices. We do however recognise the need for a degree of flexibility when faced with behavioural diversity in school and accept that a 'one size fits all' approach will not be sufficient.

Effective behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. This policy promotes an approach which as well as describing some absolute rules and guidelines, also allows for the different styles that staff will use along with recognising the complexity of situations they have to handle.

The policy also recognises the diversity in behaviour management styles used by teachers and the differences in behaviour challenges that can be presented by students. Behaviour is never somebody else's responsibility.

Misbehaviour can be defined as but not exclusively considered to be:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour can be defined but is not exclusive to:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexual harassment
- Peer on peer abuse
- Sexting
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include and are not exclusive to:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, cigarettes and lighters
  - Vape pens and e-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

➤ Difficult to defend against

Bullying can include, but is not exclusive to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti Bullying Policy**.

5. Roles and responsibilities

5.1 The governing board

The Governing Board are responsible for reviewing and approving the written statement of behaviour principles, **Appendix 1**.

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and school leaders.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board giving due consideration to the school's statement of behaviour principles, **Appendix 1.**

The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The final decision regarding behaviour, achievement and exclusion lies with the Headteacher, and the Headteacher can make decisions regarding students without parental consent.

5.3 Staff

Staff are responsible for:

➤ Implementing the behaviour policy consistently

➤ Modelling positive behaviour

- ➢ Providing a personalised approach to the specific behavioural needs of particular students
- ➢ Recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

Staff roles and responsibilities can be found within **Appendix 2.**

Behaviour for Learning System

The schools Behaviour for Learning policy includes the Behaviour for Learning system, which offers a consistent and structured approach for managing behaviour issues in lessons. All staff have a responsibility to know this system and to apply its principles at all times.

The **Behaviour for Learning System** can be found in **Appendix 3.**

Logging Behaviours

All behaviour events should be logged using the online recording system, SIMS. All staff are trained to use SIMS. When logging behaviours staff should a provide clear, concise and accurate account of the behaviour they have witnessed. Behaviours have been tiered and the school expects for teaching staff to take responsibility for their own behaviour management, and ensure that sanctions are timely and appropriate.

Staff are aware that any details regarding a behaviour incident, that is logged on SIMS, can be viewed by any member of staff, the Headteacher, chair or governors and in some cases parents. The language used must reflect this and avoid opinion, emotive language and slang. Details should be written up verbatim and factual.

Communication with home

It is essential that the school has a clear line of communication with the parents of students at the school. There is an expectation that teachers will contact home to discuss any behaviour concerns they have regarding students.

5.4 Parents

Parents are expected to:

- ➢ Sign and agree to the Home School Agreement, **Appendix 4.**
- ➢ Support their student in adhering to the student code of conduct
- ➢ Inform the school of any changes in circumstances that may affect their student's behaviour
- ➢ Discuss any behavioural concerns with the class teacher promptly

In signing and agreeing to the Home School Agreement, parents are also agreeing to the content of this behaviour policy.

6. Student code of conduct

Students are expected to:

- ➢ Behave in an orderly and self-controlled way
- ➢ Show respect to members of staff and each other
- ➢ In class, make it possible for all students to learn
- ➢ Move respectfully around the school
- ➢ Treat the school buildings and school property with respect
- ➢ Wear the correct uniform at all times
- ➢ Accept sanctions when given
- ➢ Refrain from behaving in a way that brings the school into disrepute, including when outside school

6.1 Behaviour in lessons

All students are expected to display behaviours which show respect for their own learning and the learning of others. This includes arriving for lessons on time, being fully equipped for learning and having a positive learning attitude which always allows others to learn free from disruption.

In line with the school's belief in positive reinforcement, students who display positive learning behaviours will receive praise and recognition.

Details of the school's **Reward and Achievement Systems** can be found in **Appendix 5.**

Students displaying negative behaviours will be challenged in line with the school's range of disciplinary sanctions. This includes off task behaviours which interrupt the learning of others and demonstrating challenge or defiance towards members of staff.

The **Behaviour for Learning System** can be found in **Appendix 3.**

6.2 Behaviour out of lessons

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, the way in which students act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. All students have a community responsibility not to support any inappropriate behaviour and have a responsibility to report any instances to a member of staff.

High standards of presentation are required at all times when wearing the school uniform.

Positive behaviours are expected, including setting high standards in terms of appearance and moving around the school site in a manner which is orderly and respects the health and safety of others. All students are expected to respect their school environment which includes disposing of litter appropriately at all times. Expectations on uniform and orderly conduct are reinforced in assemblies and lessons. The school reserves the right to correct inappropriate or incorrect items of uniform by confiscating non-uniform items, by contacting parents or by sending students home with notice to change.

6.3 Behaviour outside of school

Students who breach the school's **Behaviour for Learning policy** whilst on school business such as trips, sports fixtures will be dealt with in the same manner as if in the incident had taken place at the school.

For incidents that take place outside the school and which are not connected with school business, this policy will still have effect if there is a clear link between the behaviour and maintaining good behaviour and discipline among the student community as a whole. In these cases, students will be sanctioned for Bringing to School into Disrepute.

This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. Other relevant factors include whether the student is wearing school uniform or is in some way identifiable as a student of the school and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

6.4 Managing confrontation and aggressive behaviour

 In all circumstances when dealing with difficult inappropriate behaviour staff are advised to:

> ➤ Remain calm and unemotional; never lose control or appear to lose control

> ➤ Avoid confrontational languages, or raising your voice.

Further details regarding the management of difficult circumstances see **Appendix 9, Dealing with Confrontational and Aggressive Behaviours.**

For further details regarding reporting and responding to confrontational and aggressive behaviour see **Appendix 12, Assault by a Student on a Member of Staff Procedures.**

6.5 Creating positive relationships and learning environments

Staff are expected to create and cultivate positive, conducive learning environments within their classrooms and around the school. This is achieved through building positive relationships with students and demonstrating mutual

respect. Staff should avoid unnecessarily confrontational behaviour, such as shouting or antagonistic behaviours. Guidance creating a positive learning environment can be found within **Appendix 10, Strategies for Promoting Positive Behaviour.**

6.6 Sexting and Peer on Peer Abuse

We recognise that students are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys' will be perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy. Full details regarding the school's approach when dealing with and following up with cases of sexting and peer on peer abuse can be found with the **Safeguarding and Student Protection Policy, Section 7.7 and Section 7.8**

6.7 The Use of Mobile Phones

Barking Abbey School does not allow the use of mobile phones in school. The only exception to this rule is within the Sixth Form Independent Study Area, where students are allowed to use mobile phones for educational purposes. The school takes no responsibility for lost or stolen mobile phones, this extends to students and staff. If a student is found to be using the Mobile Phone inappropriately staff should follow the mobile phone procedures as set out within the **Mobile Phone Policy.** If a student displays defiant, non-compliant or confrontational language or behaviours they should be sanctioned in line with the **Behaviour for Learning Policy, Appendix 3.**

If the school believes that a student has inappropriate content on their mobile phone, the phone can be seized without consent. If there are allegedly images of a sexual or inappropriate nature this must be referred to the Designated Safeguarding Lead on the relevant campus. Staff should not investigate these concerns themselves.

Seized mobile phones may also be handed over to the police for further investigation.

Students in possession of inappropriate content may be charged for possession or distribution of inappropriate content, and may risk criminal prosecution.

If a student distributes sexual or inappropriate content they will be sanctioned in line with the school's behaviour policy and will be referred to the police or the Safer Schools Officer.

Mobile phones can be confiscated by staff. If this happens mobile phones must be handed into main reception, where they will be locked in a safe. Mobile phones can be kept in school at the discretion of middle and senior leaders, and can only be collected by a parent or carer.

Consent

Students do not have the consent to take pictures or recorded images of a peer or member of staff. If a student takes an image or records a video of a peer or a member of staff it must be deleted immediately. Failure to comply will result in the student being sanctioned in line with the **Behaviour for Learning Policy.**

6.8 Access to the internet and the use of ICT

Upon induction to the school all students and parents must sign that they agree to abide by the terms of the **Acceptable ICT Usage Policy** . This outlines the school standards and expectations around the use of ICT and the internet. Any breaches of this agreement should be followed up in line with the **Behaviour for Learning Policy, Appendix 3.**

The school's Head of Operations and ICT team actively monitor student ICT usage and filters and blocks are in place to limit access to inappropriate sites.

Monitoring and filtering of 4G and 5G services

The school does not have the capability to monitor or control the access to 4G and 5G services as they bypass the school network. However, the school safeguards access to the sites through the guidance laid out within the **Mobile Phone Policy** and the ban on the use of mobile phones in school. Students who are found to be using mobile

phones and accessing social media site / uploading content are sanctioned in line with the **Behaviour for Learning Policy.**

Access to the school Wi-fi

School Wi-Fi access is only granted to staff, and in some circumstances sixth formers for school related purposes. Access is controlled by access groups, and is only accessible by using a user account which has been granted access upon signing the school's **Bring your Own Device Policy**. All internet access on the wi-fi is filtered by the school.

6.9 On Call and Emergency Procedures

In certain situations, staff may require additional support when managing difficult situations. In these instances, staff should refer to the **On-Call Procedures Appendix 11.** On Call should only be used once a teacher has attempted to resolve the issue with classroom behaviour management or departmental strategies. There are two occasions when On Call should be requested.

> ➢ A student refuses to be parked in another classroom.

> ➢ A student poses a danger or risk to themselves or others.

To request On Call, staff should send an email to the campus-based distribution group.

BAS Email On Call Sandringham –   AASRoncall@barkingabbeyschool.co.uk

BAS Email On Call Longbridge –   AALRoncall@barkingabbeyschool.co.uk

The On Call rota is updated termly, and staff on duty are expected to attend the On Call incidents as soon as possible. Reception staff may support with the management of On Call by emailing the member of staff to confirm receipt of the On Call.

On Call staff must have their radio on them at all times.

Any on Call incidents are centrally logged and monitored.

If a member of staff finds themselves in a position where they feel that their own safety is at risk they should refer to the **Emergency Procedures Appendix 11.**

6.10 Serious Incident Procedures for students

Should there be a serious breach of the school's code of conduct or behaviour policy, e.g. a fight or threatening behaviour towards a member of staff, the following procedures should be followed.

> ➢ The member of staff who is on call should be immediately contacted, and the student should be removed and isolated from the location of the incident. If the incident involves more than one student, they should be isolated in different locations.

> ➢ Any potential victims need to be removed from the location and offered medical support, should they need it.

> ➢ Victims should be isolated in a secure location and remain supvervised at all times, this may be with a member of the pastoral teams or senior leadership teams.

> ➢ If the incident has led to staff being harmed emotionally, mentally or physically they should be supported in line with the HR Response to a serious incident.

> ➢ Support for staff should be offered in line with **Appendix 12, Assault by a Student on a Member of Staff Procedures.**

> ➢ Relevant members of staff should be contacted to support, Head of House / Assistant Head / Deputy Head / Headteacher.

> ➢ All students involved, and any witnesses must compete a full written statement. This must be completed in the presence of at least one member of staff, signed and dated.

> ➢ Any staff witnesses must complete a written account of the incident. This should be done as soon as possible. Statements must be factual, verbatim and absent of personal opinion or emotion.

- Students should remain in school but be off timetable and supervised by the Pastoral Team / Assistant Head / Deputy Head. If appropriate the student can be placed within Internal Exclusion, however this must be agreed by the Deputy Head.

- The pastoral teams will contact the parents of those involved.

- If necessary students will be collected from school by parents, or escorted off site at 2:30pm. This must be agreed with parents.

- The school will not dismiss students, as this would be considered to be an unofficial exclusion.

- If being in school puts the student / s at risk, or at increased risk of safeguarding concerns they can be told to go or remain at home. However, this must be done in agreement with parents and the Headteacher, or in the absence of the Headteacher the Head of Campus / Senior Deputy Head.

- Where possible the school will decide on a sanction, and this will be in line with the **Exclusion Policy.** If a decision has yet to be made, the student will be placed within Internal Exclusion whilst the matter is investigated. Parents should be communicated with appropriately throughout an investigation.

- Before the Headteacher takes a final decision about any formal sanction, the school will collate an exclusion pack, outlining the incident and including all necessary statements.

- Serious incidents may be referred to the police or the Safer Schools Police Officer.

- Certain incidents may result in a referral to Social Services or the Multi Agency Safeguarding Hub.

- Issues regarding **sexting or peer on peer abuse** must be raised with the police or the Safer Schools Police Officer.

- If the incident results in a fixed term exclusion, a formal return from exclusion meeting with the student and their parents must take place prior to the student returning to mainstream lessons. A student will remain in Internal Exclusion until this meeting has taken place.

- Following a fixed term exclusion, a student may be placed on a Final Warning Contract and placed on Report to Head of House / Assistant Head / Deputy Head.

Dependent on the incident, a **Risk and Needs Support Plan** will be put in place. If a student receives more than one exclusion their place at Barking Abbey is at risk. More details can be found within the **Exclusion Policy.**

For further details regarding reporting and responding to confrontational and aggressive behaviour see **Appendix 12, Assault by a Student on a Member of Staff Procedures.**

6.11 Reporting Serious Concerns

If a member of staff has experienced or witnessed a *Serious Incident* this must be reported to the relevant Head of House / AHT / DHT. If the student / s is not known it should be reported to the AHT for Behaviour on the relevant Campus. Staff should make this referral in writing via email or via the **Reporting Serious Incident Form, Appendix 12.**

In the event of a serious concern being reported the school will follow the guidelines set out in **6.10 Serious Incident Procedures.**

7. Rewards and sanctions

7.1 List of rewards

The school has a thorough and in-depth reward system, designed to recognise students' academic progress, as well as their character and conduct. The reward system has been updated so that recognition is in line with the House pastoral system.

Positive behaviour will be rewarded with:

- Verbal praise

- Classroom recognition

- Celebration of progress amongst peers

- Achievement / Conduct Points

- Letters or phone calls home to parents

- Special responsibilities/privileges

- Positive postcards home

- Certificates and awards

- Recognition of achievements in assembly

- Recognition of achievements in termly celebration assemblies

Details of the school's **Reward and Achievement Systems** can be found in **Appendix 5.**

7.2 List of Sanctions

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal Warning
- Short Length Reflection-break/lunchtimes
- Longer Length Reflection-after school
- Departmental, Form Tutor, and Pastoral report.
- Extra work or repeating unsatisfactory work until it meets the required standards
- Removal from lesson to work under supervision in partner classroom
- Removal from lesson to work under supervision with middle or senior leadership
- Governor Disciplinary Panels
- Behaviour Contracts
- Final warning contracts
- Internal Exclusion
- Internal or External Managed Moves
- Off-site respite
- Direction to college or another educational provider.
- Fixed Term Exclusion
- Permanent Exclusion

This list is not exhaustive but serves as an illustration of sanctions used.

The Headteacher can direct students to alternative provision for a fixed period of time without consent from the parents / carers of the student.

7.3 Reflections

What the law allows:

All members of staff have a power to impose Reflections on students outside school hours and parental consent is not required for Reflections. School hours are officially 8.30 a.m. to 3.00 p.m. Reflections can be during breaks or between 2.40 – 3.10 p.m.

School staff should not issue a Reflection when they know that doing so would compromise a student's safety. When ensuring that a Reflection is outside school hours is reasonable, staff issuing Reflections should consider:

- ➢ Whether the Reflection is likely to put the student at risk.
- ➢ Whether the student has known Carer responsibilities which mean that the Reflection is unreasonable.
- ➢ Whether the parents ought to be informed of the Reflection (this will depend on the circumstances as it may not be necessary for a short after school Reflection, where a student can go home safely)
- ➢ Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.
- ➢ For Reflections which are outside normal school hours, parents will be informed and 24 hours' notice given.

Students who do not attend a given reflection will be sanctioned with an escalated reflection. Reflections can increase in length if a student does not attend. Persistent failure to attend reflection will result in a referral to Internal Exclusion.

Details of the **Reflection Escalation process** can be found in **Appendix 6.**

7.3 Internal Exclusion

We may use the **Internal Exclusion** in response to serious or persistent breaches of this policy. Students may be sent to Internal Exclusion during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

A student can only be sent to Internal Exclusion once it has been agreed by the Deputy Headteacher / Head of Campus.

The school does not need to give notice to parents, nor does it require parental consent for a student to be placed within Internal Exclusion. The length of an exclusion will vary from one day up until a fixed period of time, however the school will endeavour to limit excessive time spend in Internal Exclusion.

An exception to this would be in the event of a student being housed with Internal Exclusion whilst a fixed term or permanent exclusion is being considered.

7.4 Exclusions

While the school will take all reasonable steps to meet individual need and help individuals to improve, the school will not tolerate any behaviour which does not show due regard for the safety, well- being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the school's **Exclusion Policy**, fixed or permanent exclusions whether may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the **Behaviour for Learning Policy**:

- ➢ Serious violence which creates fear and anxiety amongst staff or students;
- ➢ Possession of an offensive weapon on the school site;
- ➢ Dealing drugs on or within close proximity to the school site;
- ➢ Persistent defiance of school authority or disruption to teaching and learning;
- ➢ Persistent refusal to follow the rules of internal exclusion;
- ➢ Persistent bullying, harassment or abuse;
- ➢ Sexual abuse or harassment; peer on peer abuse; sexting;
- ➢ Serious breaches of the school's Behaviour for Learning Policy;
- ➢ Any circumstance where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In line with the **Exclusion Policy**, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

Reports on the behaviour of the student or descriptions of incidents may ultimately have an audience wider than the school. Parents, Governors, external agencies or appeal panels, may read them. It is therefore very important that the reports are written in an objective and professional way. All staff are regularly reminded about the importance of avoiding stating any personal expressions or opinions that may be mis-interpreted by a reader.

7.5 Permanent Exclusion

For certain behaviours, highlighted within **Exclusion 7.4**, the Headteacher may decide to recommend a Permenent Exclusion from school. This will normally only be sanctioned once all other strategies and support have been unsuccessful, however a recommendation to permanently exclude a student may be made for a serious isolated incident.

Further details regarding Permanent Exclusions can be found within the **Exclusion Policy.**

7.6 Off-Site Referrals

The Headteacher alone has the authority to formally direct a student off site. This may include a respite at one of the Local Authority's recognised Alternative Provisions or to an alternative education setting, Barking and Dagenham College, BEP.

This decision will only be taken if the student's behaviour is persistently disruptive, disturbing the learning of others, or posing a safety risk to peers or staff. The Headteacher does not need parental consent or agreement to make an off-site referral, but the school will always try to reach an agreement between school and home.

Details regarding the Safeguarding of students at Alternative Provisions can be found within the **Safeguarding Policy.**

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

The school considers this to be 'bringing the school into disrepute' and sanctions are applied in line with the Behaviour for Learning Policy, **Appendix 4.**

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Refer to our **Safeguarding and Student Protection Policy** for more information on responding to allegations of abuse.

The Headteacher will also consider the well-being needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:

- Greet students in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclud the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use *reasonable force* to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded within the **Restraint Log.**

Further guidance regarding the use of Physical Restraint can be found within **Appendix 7 Searching and Screening Policy.**

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

For further information refer to the **Searching and Screening Policy** found in **Appendix 7.**

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's SENCOs will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

8.5 SEND Students and behaviour

The school recognises that nationally SEND students are more likely to present with behavioural issues. In response to this, the school will always carefully considet the SEN status and needs of students when applying this policy. To support teachers of SEND students, behaviour management profiles are created, which offer stadd a range of strategies and techniques that can be applied when teaching specific SEND students.

When sanctioning students, each student's SEND profile and specific circumstances is always considered.

Further information can be found in the school's **SEND Policy.**

8.6 Additional Resourced Provision (ARP)

Students who are based within the ARP follow a modified version of this Behaviour Policy, which is reflective of their individual needs and teaching contact. Further details can be found within the school's **ARP and SEND policy.**

8.7 Behaviour reporting

The school will place students on behaviour reports, should their behaviour present as being concerning or as disrupting the learning of others.

When being placed on report, the student's family should be consulted, but do not need to give permission. Failure of behaviour reports will lead to sanctions, and could result in an escalation in the severity of the report.

Further details of Behaviour reporting can be found in **Appendix 8.**

9. Safeguarding and behaviour

The school recognises that changes in behaviour may be a response or trigger of an underlying safeguarding concern, or that a student is potentially at risk.

When investigating and responding to behaviour concerns all staff must be mindful of this. All staff have completed appropriate Safeguarding and Prevent training, and are aware of potential signs of abuse. Should staff have a concern a Safeguarding referral will be completed, and followed up by the school's Safeguarding Team.

Further details can be found in the **Safeguarding and Child Protection Policy.**

If a student's presence on site puts them at an increased safeguarding risk, the Headteacher may direct students off site. This would not be considered an exclusion and would be an authorised absence. This should only be used after serious incidents, where the potential safety of students and staff could be at risk. This decision can only be authorised by the Headteacher and must be made in agreement with the family of the student / s involved. In these special circumstances the school will provide work for students.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process. Ongoing Behaviour Management training is also available throughout the year to all staff, and a Behaviour Management handbook has been produced for all staff.

Further guidance around managing behaviour can be found within the **Appendices.**

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles, **Appendix 1** will be reviewed and approved by the Governing Body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- Searching and Screening policy
- Mobile Phone Policy
- Positive Handling policy
- Anti-bullying policy
- SEND Policy
- ARP Policy
- CCTV Policy

Appendix 1: Written Statement of Behaviour Principles

Give and Expect the BEST.

Believe Achieve Succeed

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The statement as been adopted by the Governing Body as a whole and is informed by our mission and value statements.

Our school rules are for the whole school community and embrace our values, these are visibly displayed around the school and set out in the Behaviour Policy:

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our students and parents feel safe, nurtured and respected.

The school motto is "Give and Expect the Best" and this embodies our belief that aspiration, commitment, self-discipline and determination will enable all of our students to succeed at school and beyond. Barking Abbey is committed to providing a secure and safe environment for the development of individuals so that they are morally, socially and academically equipped to take their place as responsible citizens in society.

Effective behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. These principles promote an approach which as well as describing some absolute rules and guidelines, also allows for the different styles that staff will use along with recognising the complexity of situations they have to handle.

- ➢ We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.

- ➢ We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

- ➢ We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

- ➢ The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.

- ➢ We seek to eliminate all forms of discrimination, harassment and bullying.

- ➢ The policy will be applied with consistency and fairness, with regard to each individual situation.

- ➢ The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.

- ➢ When students do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the student what is expected, without humiliation or in public view. At these points, we will enable the student to reflect on, and learn from, their behaviour and to make reparation wherever possible.

- ➢ On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear.

- ➢ Sanctions should be known and understood by all staff and students and applied fairly, consistently, proportionally and reasonably.

- ➢ It is recognised that the use of rewards and sanctions must have regard to the individual situation and the

individual student.

- ➢ The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, students and parents when considering measures to manage unacceptable/challenging behaviour.

- ➢ For those students with special educational needs, physical or mental health needs, and/or Looked After students experiencing particular difficulties with behaviour, the school will seek to ensure that such students receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where student behaviour places others at risk, the safety of the student community as a whole is paramount.

- ➢ The Governing Body support the school's authority to consider all exclusions, particularly permanent exclusions, as the very last resort and expect students and parents to cooperate to maintain an orderly climate for learning.

- ➢ Given the overriding need to keep students safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including students, their families and staff.

- ➢ The Governors wish to emphasise that violence, threatening behaviour or abuse by students or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

- ➢ The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

- ➢ We will always work with parents and carers to understand their students and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the students, this written statement and the policies that stem from it and are influenced by it (for example, appropriate contact, behaviour, anti- bullying and exclusions) applies to all students when in school, when travelling to and from school, and when engaging in extra-curricular activities such as educational trips and visits (residential and non- residential).

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 2: Staff Roles and Responsibilities

The Governing Body	➢ Ensure a Behaviour for Learning Policy is in place and is implemented ➢ Monitor and review the effectiveness of the Behaviour for Learning Policy ➢ Convene disciplinary panels where necessary ➢ Support rewards and celebration events
Headteacher	➢ Establish the Behaviour for Learning Policy ➢ Establish and manage the Exclusion Policy
Senior Leadership Team	➢ Support and advise staff in upholding the Behaviour for Learning Policy ➢ Monitor and analyse behaviour data and prepare relevant reports
Heads of Department and Key Stage Leaders	➢ Support all staff in their department in managing behaviour and administering rewards and sanctions ➢ Support staff in meetings with students, parents and carers ➢ Liaise with Pastoral Teams as appropriate managing reintegration procedures for students in lessons
Pastoral Teams	➢ Support staff and students on a day today basis ensuring the highest possible standards of behaviour ➢ Provide students with strategies to enable them to take responsibility for their own behaviour ➢ Manage the staged report monitoring system (FT, HOH, AHT, DHT) within the year group ➢ Manage restorative justice meetings with students and staff ➢ Liaise with Subject Departments about individual students causing concern
Classroom based Staff	➢ Take daily responsibility for the management of student behaviour and associated follow up actions as appropriate ➢ Ensure that the Behaviour for Learning Policy is followed and applied consistently and fairly ➢ Record rewards and sanctions using SIMS ensuing all the necessary follow up actions take place ➢ Communicate regularly with parents/carers
Form Tutors	➢ Work to create a cohesive group and a positive ethos. ➢ Monitor the rewards and sanctions of each student in tutor group. ➢ Implement and track intervention strategies. ➢ Monitor students who have placed on Report and give feedback on the progress a student is making to the relevant Pastoral Team. ➢ Communicate regularly with parents/carers.
Inclusion Staff	➢ Provide input for students who need intensive and more specialised support.
Parents / Carers	➢ Support the school with behaviour concerns inside the school and to and from the school. ➢ Adhere to the Home School Agreement.
Students	➢ Adhere to the Home School Agreement. ➢ Take responsibility for their own actions. ➢ Follow instructions in school. ➢ Be respectful towards all students and staff.

Appendix 3: Behaviour for Learning System

BARKING ABBEY SCHOOL
Give and expect the best

Behaviour for Learning System

LEVEL	TYPE OF BEHAVIOUR	SUGGESTED INTERVENTION	PERSON RESPONSIBLE	FOLLOW UP
No Behaviour Issues. Refer to Achievements.			
B1	Make up / jewellery issue Incorrect uniform	Verbal warning	Form Tutor	All B1 behaviours evented and actioned on SIMS.
	Low level disruption Late to lesson Unprepared for learning	Teacher Reflection Restorative Conversation	Classroom Teacher	Reflections set and managed by the referring member of staff.
B2	Lack of independent learning Continued low level disruption Eating / drinking in classroom Poor character conduct in corridor / assembly / exam hall Persistent uniform issue Late to school	20 minute lunchtime / afterschool reflection Restorative Conversation Referral to Form Tutor	Classroom teacher Form Tutor	All B2 behaviours evented and actioned on SIMS 20 minute reflection set and managed by the referring member of staff
B3	Leaving lesson without permission Failure to attend lesson Refusal to follow a reasonable request Disrespect to staff Disrespect to peers Inappropriate use of mobile phone Failure to attend B2 reflection Graffiti	Parental contact made 30 minute after school reflection In lesson – HOD / KS IC Outside lesson – HOY	Classroom Teacher. In lesson, refer to HOD / KS IC. Outside lesson, refer to HOY.	All B3 behaviours evented and actioned on SIMS 30 minute reflection set and managed within department Restorative Conversation with member of staff.
B4	Removal by On-Call Confrontational behaviour Truanting Continued refusal to follow a reasonable request Dangerous Behaviour Physical / Verbal aggression towards a peer Selling items in school	Parental contact made 60 minute after school reflection In lesson – HOD / KS IC Outside lesson – HOY Isolation referral by Year Team	Classroom teacher / HOD In lesson, refer to HOD / KS IC. Outside lesson, refer to HOY. SLT	All B4 behaviours evented and actioned on SIMS 60 minute reflection set and managed by Department / HOY's Restorative Conversation before return to lesson
Details of all B5 and B6 Interventions and follow up shared with referring member of staff.			
B5	Bullying / cyber bullying Intimidating behaviour Damage to property Bringing the school into disrepute Theft Swearing at a member of staff Fighting	SLT Reflection Isolation referral Exclusion referral SSO Referral	Year Team SLT	All B5 behaviours evented and actioned on SIMS Parent meeting arranged Restorative Conversation before return to lesson
B6	Setting off of the fire alarm Failure of isolation Physical aggression towards staff Planned violence towards a peer Sexual / Racial / Homophobic abuse / intimidation Possession of a banned item Possession of / dealing drugs	Isolation pending investigation Fixed term exclusion Possible permanent exclusion SSO Referral	Head of Year / SLT Head Teacher	Written statements completed by members of staff Full investigation launched External agency involvement Parental Meeting

Appendix 4: Home School Agreement

.... THE BARKING ABBEY SCHOOL HOME-SCHOOL AGREEMENT

STUDENT NAME:....................

Barking Abbey recognises that the successful development of our students depends on an effective partnership between school, learners and parents. All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

Barking Abbey School will:

Support the school's philosophy in developing The Best Habits of Learning: Bravery, Excellence, Self-Discipline and Teamwork.

Provide a challenging curriculum that motivates

Ensure opportunities, support and guidance for all to achieve their full potential

Offer extracurricular activities to provide enrichment

Use regular assessment to track progress

Contact you on first day of unknown absence/refer to Education Welfare where attendance is a concern

Contact parents of children who arrive late

Have a behaviour policy that creates a safe and caring environment for everyone

Make sure that all staff, pupils and parents know what behaviour is expected

Keep parents informed about home learning

Make sure that parents have information about their child's progress, behaviour and general school matters

Make sure they listen to parents' concerns and do their best to help

Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility

Record and reward good progress and performance

Keep back your child until 3.40 pm where necessary if a reflection period is required

Signed _____

As a parent carer, I / we will:

Take an interest in what my child is learning

Support the school's philosophy in developing The Best Habits of Learning: Bravery, Excellence, Self-Discipline and Teamwork.

Encourage my child to work hard and support them in homework

Ensure that my child will attend school every day and on time, to meet the 100% target

Inform the school as soon as possible about any absence and the reason for it

Avoid taking children on holiday during term time

Give praise at home for good behaviour and attitude at school

Work with the school to find solutions in cases of unacceptable behaviour and agree to the behaviour policy of the school

Encourage my child in home learning

Encourage my child to read every day

Allow my child to attend off-site visits

Encourage my child to participate in the extracurricular opportunities offered by the school

Attend parent evenings

Make sure my child wears the correct uniform everyday

Make sure my child comes to school with equipment and books

Agree to the confiscation of banned items, e.g. mobile phones

Signed............................

Name: ....

Date: ....

As a student, I will:

Develop The Best Habits of Learning: Bravery, Excellence, Self-Discipline and Teamwork.

Be an ambassador for Barking Abbey School

Work hard in class and at home, so that I can achieve my full potential

Treat others, as I would wish to be treated.

Put the needs of others before my own

Be proud of my school

Attend the school in correct uniform, be on time and be properly equipped

Behave responsibly in the BA Way, be polite to others in the school and in the wider community

Understand that any misbehaviour whilst wearing Barking Abbey School uniform will be dealt with as if the incident occurred at school

Take part in extra-curricular activities offered by the school

Care for the environment – in and out of school

Complete homework on time and to the BEST

Attend reflections

Talk with parents and teachers about any worries in school

Signed............................

Name:

Date: ....

Appendix 5: Achievement and Reward Systems

BARKING ABBEY SCHOOL
Give and expect the best

ACHIEVEMENT POINTS

A1 Learning
- Well-presented written work.
- Effective contribution to group work.
- Use of key words in classroom discussion.
- Developing oracy skills.
- Aspirational attitudes.
- Outstanding effort in lesson.

A2 Achieving
- High quality homework.
- Improvement through growth mind set.
- Effective response to teacher feedback.
- High quality classwork.
- Representing the school.
- Performance in assessment.

A3 Determination
- Independent enquiry skills in learning.
- Showing resilience to overcome a challenge.
- Displaying a positive attitude towards learning.
- Showing curiosity to learn.
- Managing distractions.
- Progress through practice.

A4 Demonstrating
- Leading others in effective group work.
- Providing effective feedback to others.
- Collaboration with others to a shared goal.
- Leadership in learning.
- Creativity shown in work.
- Community Spirit.

A5 Excellence
- BEST Habit. Bravery, Excellence, Self-Discipline and Team Barking Abbey.
- Achieving beyond Target grade in assessment or test.
- Consistently demonstrating a positive attitude towards learning.

A10 Recognition
- 100% Attendance in a term
- Teacher Commendation for BEST Habit.
- Top 20 Progress in Year Group in Assessment.
- 100% Punctuality in a term
- Community Contribution.
- Peer Mentoring / Support.

REWARDS

BRONZE AWARD	SILVER AWARD	GOLD AWARD	PLATINUM AWARD	HEAD TEACHER AWARD
+50 CONDUCT	+100 CONDUCT	+150 CONDUCT	+200 CONDUCT	+250 CONDUCT
BRONZE CERTIFICATE	SILVER CERTIFICATE	GOLD CERTIFICATE	PLATINUM CERTIFICATE	HEAD TEACHER CERTIFICATE

All Conduct Points Contribute towards the House Cup for each Campus!

HT Badge. Letter from Head

Platinum Certificate in Assembly. Letter from Deputy Head.

Gold Certificate awarded in Celebration Assembly. Letter from HOY.

Silver Certificate awarded in Celebration Assembly. Name in Termly Celebration Raffle.

Bronze Certificate awarded in Celebration Assembly.

BELONG. ASPIRE. SUCCEED.

House Points

BARKING ABBEY SCHOOL
Give and expect the best

HOUSE POINTS

House Points are a way of contributing towards your House, you earn House Points for the following.

Conduct Points	100% Attendance	100% Punctuality	Progress and Achievement
Conduct points are your Achievement Points subtracted by your Behaviour Points. More Achievement Points, equals more points for your house. Behaviour points, equals less points for your house.	Each term, every pupil with 100% attendance will be awarded with 10 House points.	Each term, every pupil with 100% punctuality will be awarded with 10 House points.	Making progress in Assessments. Achieving beyond expectations. Outstanding effort in all subjects. Receiving Excelling in all subjects.

The House with the most House Points at the end of the Year will be awarded the House Cup and individual pupils will receive a letter home from the Head of House and the Head Teacher.

In addition to the Achievement Points you receive in lessons you can earn additional House points, which contribute to your House Totals!

Community Contributions	Values and Ethos	Subject Support	School Based Support
Litter Picking at Lunchtime. Litter picking at Faircross. Helping clear tables in canteen. Being a buddy for a new starter.	Demonstrating Kindness. Helping someone 'to belong'. Showing Aspiration.	Assisting within department. Revision buddy for a peer. Passing Behaviour Report. Excellence in Assessment.	Helping at a Parents Evening. Being a guide for an open evening. Student reception.
10 House Points	10 House Points	10 House Points	10 House Points

BELONG. ASPIRE. SUCCEED.

Appendix 6: Reflection Escalation

BARKING ABBEY SCHOOL

Give and expect the best

Reflection Procedures

Failure to attend a Reflection will result in further Reflection Time.

24 hours' notice to be given to parents / carers for reflections beyond 3:10pm.

One Day Isolation

Isolation Referral

SLT Reflection

Failure to attend HOY Reflection

HOY notifies SLT. Letter sent home.

HOY Reflection

Failure to attend KS3 IC / HOD Reflection

HOD refers pupil to HOY. HOY notifies pupil.

Departmental Reflection

Failure to attend Class Teacher Reflection

Class teacher refers pupil to HOD and notifies home.

Class Teacher Reflection

Break time, lunchtime or afterschool

Appendix 7: Search and Screening Policy

Screening

What the law allows:

Barking Abbey School can require students to undergo screening by a walk-through or hand- held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

➢ Any member of school staff can screen students.

➢ If a student refuses to be screened, the school may refuse to have the student on the premises.

Health and Safety legislation requires the school to be managed in a way which does not expose students or staff to health and safety risks and this would include making reasonable rules as a condition of admittance.

➢ If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student must comply with the rules and attend.

➢ This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with Consent

Schools' common law powers to search:
School staff can search students with their consent for any item.

Also note:
Barking Abbey School is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or ask if the teacher can look in the student's bag or locker and for the student to agree.

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

➢ A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a Reflection or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school will apply an appropriate sanction .

Searching without Consent

Establishing grounds for a search

Members of staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

➢ The member of staff conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

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

➢ In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

➢ A member of staff can search a student without consent if they believe they have a banned item as identified in the school's Behaviour Policy.

➤ Authorised school staff can view CCTV footage in order to decide as to whether or conduct a search for an item. The school has a CCTV Policy which lists the staff authorised to view CCTV footage in school when investigating an incident.

During the Search

Extent of the search – clothes, possessions, desks and lockers

What the law says:

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets. It does not give the power for a more intimate search to take place as only a person with more extensive powers (e.g. a police officer) can conduct.

➤ 'Possessions' means any goods which the student has or appears to have control – this includes desks, lockers and bags.

➤ A student's possessions can only be searched in the presence of the student 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.

Use of force

Members of staff can use such force as is *reasonable* given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

See **Use of Reasonable Force Guidance**, below.

After the Search

The power to seize and confiscate items – general

What the law allows:

A member of staff, as set out in Section 91 of the Education and Inspections Act 2006, can confiscate, retain or dispose of a student's property as a disciplinary sanction, where reasonable to do so.

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

Staff have a defence to any complaint or other action brought against them. 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.

Items found as a result of a 'without consent' search

What the law says:

A member of staff carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is the items identified under the header **SCREENING, SEARCHING AND CONFISCATION)** or is evidence in relation to an offence.

➤ If a member of staff conducting a search finds **alcohol**, they may retain or dispose of it and not return it to the student.

➤ Where a member of staff finds **controlled drugs**, these must be delivered to the police as soon as possible.

- Where a member of staff finds **other substances,** which are not believed to be controlled drugs these can be confiscated where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where a member of staff finds **stolen items**, these must be delivered to the police as soon as reasonably practicable. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them.

- As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate.

- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the student.

- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or student pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass item to the police.

- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

- Where a member of staff finds **an item, which is banned under the school rules** they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

School staff should deliver stolen items, weapons or controlled drugs to the police.

Where 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.

Statutory guidance for dealing with electronic devices

Where the member of staff conducting the search finds **an electronic device** they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the member of staff has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an **electronic device**:

"In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules."

If inappropriate material is found on the device it is up to the member of staff to decide whether they should **delete** that material, **retain** it as evidence (for a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling parents and dealing with complaints

Staff at Barking Abbey School are **not** required to inform parents before a search takes place or to seek their consent to search their student.

Although there is no legal requirement to make or keep a record of a search, the school believes that this should be good practice in all search cases.

Barking Abbey School will inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about screening or searching should be dealt with through the normal school's **Complaints Procedure**.

Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students.

- ➢ Force is usually used either to control or restrain. This can range from guiding a student 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.

- ➢ 'Reasonable in the circumstances' means using no more force than is needed.

- ➢ As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

- ➢ Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

- ➢ 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 student.

- ➢ Schools do not require parental consent to use force on a student.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. (Education and Inspections Act 2006)

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

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

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.

Schools can use reasonable force to:
- ➢ Remove disruptive students from the classroom where they have refused to follow an instruction to do so; and their remaining in the classroom poses a significant risk to peers or staff.
- ➢ Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- ➢ Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- ➢ Restrain a student at risk of harming themselves through physical outbursts.

Searching procedures.

In the event of a student being searched, with or without consent the school will follow the **Searching Procedures, Appendix 7.A.**

Sanctioning students

Students found in possession of a banned item will be sanctioned in line with the **Behaviour Policy.** This may lead to a formal fixed term exclusion or a permanent exclusion from Barking Abbey School.

Appendix 7.a: Searching Procedures

Searching Procedures

Before a search can be conducted, there must be reasonable grounds that the pupil is in possession of a banned item.
Reason for Search

Name:	Year Group:	Gender:
Does the pupil give consent to be searched? YES NO		
If NO, please request a member of SLT.		
If pupil continues to resist call 101.		
If pupil poses an immediate threat call 999.		
The search must be conducted by a member of the same sex, and a witness must be present.		
The pupil should remove any outside clothing, including coats and blazers.		

Does the pupil have anything on them that they should not have?   YES   NO
Does the pupil have anything on them that could cause harm to themselves or others?   YES   NO
If YES to either of the above what is the item?

Outer clothing search.
Details of any banned items found.

Bag and other possessions search.
Details of any banned items found.
Person search.
Details of any banned items found.

Has the Metal Detector Wand been used?	**YES**	**NO**

Have any banned items been found?	**YES**	**NO**

What was found?

If item found what were the reason for possession?

Are there any Safeguarding concerns?	**YES (Complete Referral)**	**NO**

Follow up:

If found in possession of a weapon / offensive item the police must be informed, contact SSO or call 101.

Headteacher to be notified.

Risk Assessment of the pupil. Are they safe to be in lessons? Should they remain in isolation whilst this a decision is made?

Parents should be informed that the search has taken place and of any follow ups.

School based sanction to be agreed.

Search conducted by	:	Date:
Witnessed by	:	Date:
Pupil signature	:	Date:

Search Checklist

When searching, start with outer clothing, the bags and then the person.

Outer clothing search.

> Coats and blazers should be removed by the pupil.
>
> Check all pockets, removing any items in the pockets. Place items on a flat surface, and explain what has been found to the pupil and the witness.
>
> Check the lining of any coats, and any sleeves.
>
> Once the search of outer clothing is complete, communicate this to the pupil and witness.

Bag and possession search.

> Ask pupil if there is anything in the bag that could potentially cause harm.
>
> Remove all items from the bag and place them on a flat surface.
>
> Check all pockets of the bag, and any lining.
>
> Go through any items removed from the bag, making sure to check through any pencil cases or additional clothing.
>
> Once the search of the bag is complete, communicate this to the pupil and witness.

Person search.

> The pupil should have removed any outer clothing.
>
> Ask pupil to untuck their shirt, and show the top of their trousers.
>
> Ask students to empty their pockets, and place any items on the desk.
>
> Students to remove shoes, and shoes to be checked for any items.
>
> Top of socks to be checked.

Deep Search.

> If you suspect that the pupil is withholding an item, please request additional support or call 101.

If pupil poses an immediate threat, call 999.

Appendix 8: Behaviour Reporting

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Behaviour Interventions

Disruptive behaviour in lesson.	Department Report	Managed by departments. Parental contact.
Persistent low level issues across subjects.	Form Tutor Report	Managed by Form Tutor. Parental contact.
Repeated Isolations. Failure of FT Report	Year Team Report	HOY meeting with pupil to discuss targets.
At risk of Fixed Term Exclusion.	Individual Behaviour Plan	HOY / SLT meeting with parents to discuss targets.
At risk of Permanent Exclusion.	Pastoral Support Plan	Inclusion officer meeting to discuss next steps.

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<u>Behaviour Interventions</u>

Department Report

Discuss reasons for report with pupil.
Set SMART Targets.
Set a manageable time frame, and agree a review date.
Make parents aware of reasons for report with desired outcomes.
Share Behaviour Report with Year Team for filing.

Form Tutor Report

Use SIMS to highlight reasons for report.
Set SMART Targets; ie. No. of BPs, No. of APs, Next Progress Pathway.
Daily review of report and progress, offering praise and guidance.
Maintain regular contact with parents.
Share Behaviour Report with Year Team for filing.

Year Team Report

Meet with pupil to discuss concerns and reasons for report.
Pupils self-assess strengths and weaknesses.
Set SMART targets to address areas of weakness.
Arrange regular review of report, offering praise and guidance.
Maintain regular contact with parents.

Individual Behaviour Plan

Parent meeting arranged with HOY / SLT to discuss concerns and possibility of Fixed Term exclusion.
Strengths discussed with pupils, targets set to address weaknesses.
Weekly review arranged with pupil, and four weekly review arranged with parent.
Letter sent home to summarise outcomes of meeting.

Pastoral Support Plan

Parent meeting arranged with HOY / SLT and Inclusion officer to discuss risk of permanent exclusion.
SMART Targets set to address particular concerns.
Criteria set for passing PSP.
Daily review agreed with pupil.
Two weekly review arranged with parent and inclusion officer.

Appendix 9: Dealing with Confrontational and Aggressive Behaviour

In all circumstances when dealing with difficult inappropriate behaviour:

> ➢ Remain calm and unemotional; never lose control or appear to lose control

> ➢ Avoid confrontational language, or raise your voice.

Physical contact with a student or restraint of a student should never take place when the purpose is to enforce discipline. Staff may only contact/restrain a student to prevent the student from:

> ➢ Injuring themselves or others

> ➢ Causing damage to property

> ➢ Committing a criminal offence

In these situations, only reasonable force should be applied.

The following are examples of actions which must not be used with a student. All are likely to inflame and escalate a situation and will undermine your authority:

> ➢ Using the body, or putting an arm to prevent a student from leaving a classroom;
> ➢ Physically pulling, pushing or moving a student in order to make a student obey an instruction;
> ➢ Physically removing a hat or other items, when a student refuses to hand them to you;
> ➢ Invading the personal space of a student by standing very close and talking/shouting loudly in the face of the student
> ➢ Pushing a student with an object e.g. door, ruler
> ➢ Making personal criticisms, sarcastic comments, making inappropriate threats, shouting angrily or aggressively;

When faced with a situation where a student disobeys an instruction, walks off/pushes past you, the appropriate action which puts you in control of the situation is to:

> ➢ Remain calm and let the student go;

> ➢ Make a clear and calm announcement to students in the vicinity that you will not tolerate such inappropriate behaviour and will follow up the incident later;

> ➢ Follow up the incident using the appropriate channels. Refer to the On-Call Process, see Appendix 11.

If you feel that you are faced with a situation where you feel threatened or that other students are threatened refer to the On Call and Emergency Procedures, see Appendix 11.

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Behaviour Triggers

Evidence suggests that there are three triggers to a pupil misbehaving in a lesson.

Lack of Understanding

Lack of engagement

Poor Behaviour

Knowing there will be no follow up
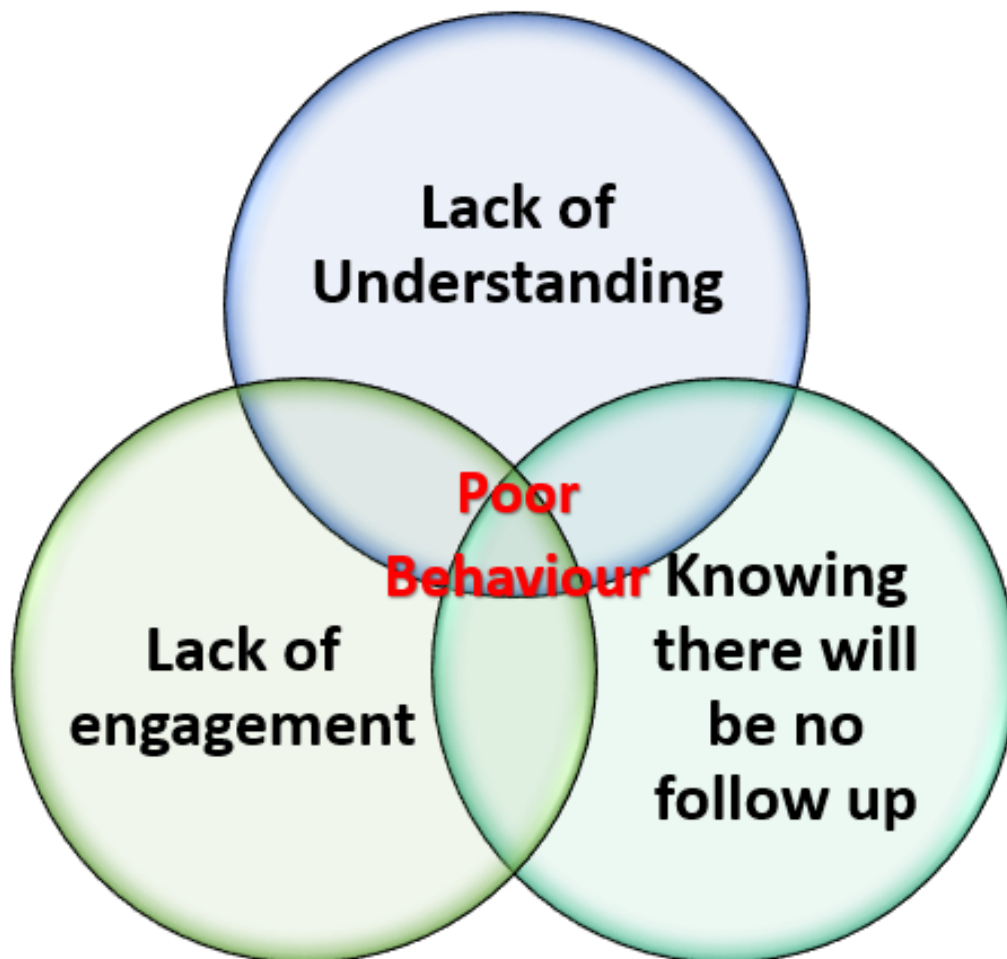
Ensure that work is differentiated to meet needs of pupils.
Reinforce standards and expectations.
Refer to BFL.
Seating plan.
Restorative conversations.
Reflect on practice in cases of behaviour issues.

Appendix 10: Strategies for Promoting Positive Behaviour

Some important values need to underpin all of our interactions with students. Behaviour issues should be considered as challenges and are normal when young people are learning and testing the boundaries of acceptable behaviour. It is very important not to overact in any situation and consistency across the whole school is the key when managing behaviour.

The following should underpin all of our interactions with students and each other:
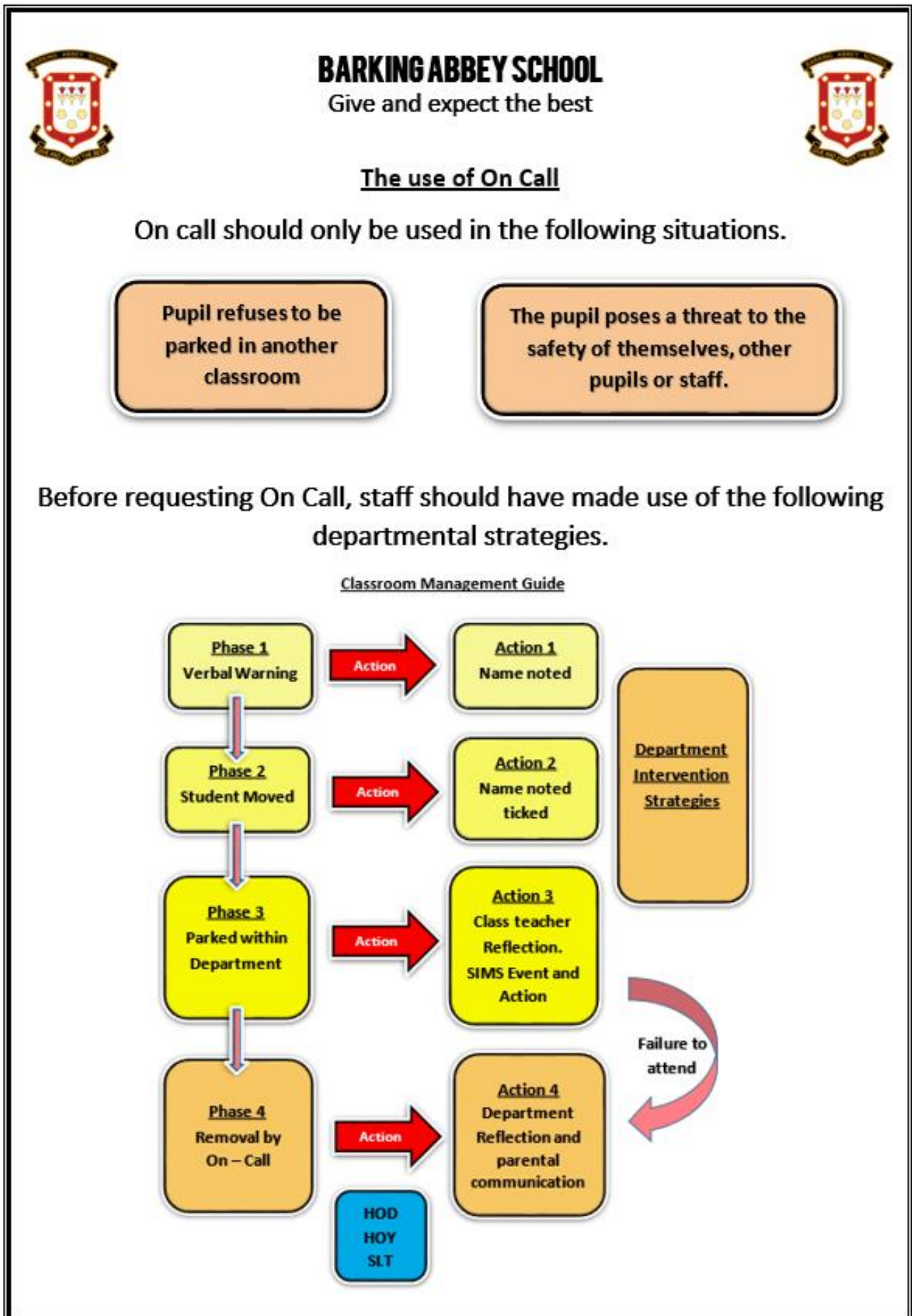- ➢ Respect each other
- ➢ Listen to each other
- ➢ Treat everyone as an individual
- ➢ Separate the problem from the person-never criticise the person; only the inappropriate behaviour
- ➢ Take the initiative.
- ➢ Greet and acknowledge
- ➢ De-escalate incidents and seek to reconcile
- ➢ Do not spread rumours or hearsay

Our success is tested not by the absence of challenges but in the way we address them.

- ➢ Do not overact; address the problem calmly and confidently challenge low level behaviour in a way that least interferes with the flow of the lesson
- ➢ Make sure students understand the boundaries, 'when you do this…then this will happen.'
- ➢ Use take up time. Ask a student to do something and then give them time to do it-don't stand over them
- ➢ Never talk loudly or aggressively, calmly repeat instructions
- ➢ Avoid humiliating students
- ➢ Listen to the student's point of view
- ➢ Clearly establish the facts
- ➢ Judge only when certain
- ➢ Do not be afraid to apologise if you are wrong
- ➢ Never threaten anything you cannot follow through
- ➢ Follow up on issues that continue to arise-maintain a flow of action
- ➢ Establish, explain and then stick to your routines
- ➢ Use non-verbal cues to remind students of agreed conduct-nods and gestures
- ➢ Keep the focus on work and learning
- ➢ Where possible tactically ignore low level attention seeking behaviour and follow up at the end of the lesson
- ➢ Use praise and rewards to motivate students in a ratio of 5:1

In the classroom, create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour.

Appendix 11. On Call Procedures and Emergency Procedures

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The use of On Call

On call should only be used in the following situations.

Pupil refuses to be parked in another classroom	The pupil poses a threat to the safety of themselves, other pupils or staff.

Before requesting On Call, staff should have made use of the following departmental strategies.

Classroom Management Guide

Phase 1
Verbal Warning

Action → **Action 1** Name noted

Phase 2
Student Moved

Action → **Action 2** Name noted ticked

Department Intervention Strategies

Phase 3
Parked within Department

Action → **Action 3** Class teacher Reflection. SIMS Event and Action

Failure to attend

Phase 4
Removal by On – Call

Action → **Action 4** Department Reflection and parental communication

HOD
HOY
SLT

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Emergency Procedures

If you find yourself in a position where you feel that _your own_ safety and wellbeing is at risk. Consider the following.

Adopt a non-confrontational approach.

Can you leave the area? If so, leave to a _shared office space_.

If no...

Can you get to a phone to request On Call or Additional Support?

Do you have access to a radio?

If you can, use the code word 'Code Red' and identify your location. A member of SLT / Leadership will respond immediately.

If no...

Can you get to a _supervised_ area, such as a classroom, or the canteen?

Can you get to a _communal shared_ space, an office, main reception or staff room?

Alert the Deputy Head, Senior Deputy Head or Head Teacher.

If no...

Phone the police, on 999.

Appendix 12: Assault by a Student on a Member of Staff Procedures

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Assault by a student on a member of staff.

Barking Abbey School takes the safeguarding of all students and staff seriously, however, there may be incidents where a pupil is aggressive towards a member of staff, be it directly or indirectly.

Preventing the risk of assault by a student on a member of staff.

The school has taken appropriate measure to ensure that the risk to staff is as unlikely as possible; however the following strategies are applied.

- The school has a robust and structured behaviour policy, which outlines expected behaviours as well as sanctions for poor and challenging behaviour.
- Any students who are known to be violent or aggressive towards staff will have a completed Risk and Support Management Plan.
- Staff must be familiar with a student's SEN need, and have read through SEN Student Profiles, as this will support with the management of student.
- The school has On Call and Emergency Procedures in place, which staff should follow.
- All teaching staff are expected to have a non-confrontational approach to managing poor behaviour, focusing on de-escalation of a situation. It is advisable that staff should not shout and avoid confrontational behaviour towards students.
- A knowledgeable and understanding pastoral support system, allowing students who are at risk with staff who know their needs and have experience with managing them.
- The Safer Schools Officer is in regular contact with the school, and can be contacted with concerns. If the SSO is unavailable the school will contact 101 or 999.
- A structured recording system in the event of incidents. All poor behaviour must be logged and actioned on SIMS. Formal written statements completed by any involved students or staff.
- The powers to search with or without consent, if the school believes a student has a banned or inappropriate item on them.
- All SLT have completed Safer Handling Restraint training in the event of a student needing to be restrained.
- The school Behaviour Policy outlines that staff may use reasonable force to restrain a student.

In the event where a student assaults a member of staff, the following should happen.

- Student / students involved should be isolated from mainstream school, parents contacted and student collected from school (where possible).
- The HT made aware of the incident, and a decision made whether incident warrants a Fixed Term Exclusion, or if student should remain in Internal Exclusion whilst an investigation into the incident is completed.
- If a child cannot be on *either* school site, they will receive a Fixed Term Exclusion.
- CKE will be informed of the incident by the lead Investigating Officer (JGI / SAE at Sandringham. KGI / PEV at Longbridge).
- Member / members of staff involved are taken off timetable (if they wish) and are asked to write a formal statement of the incident. This can be completed off site but should be completed as soon as possible.
- Member / members of staff are offered restricted duty, either off site or on site in a communal workspace, i.e. Staff room or communal office space.
- If necessary the school Police Officer will be contacted to offer further advice.
- Formal investigation launched into the incident. Statements taken from all witnesses, staff and students.
- *HR to follow Staff Well Being Toolkit.*

- ➤ Lead Investigating Officer will present findings to the Head Teacher, where a final decision on a sanction is agreed.
- ➤ Details of the investigation shared with parents via letter from the Head Teacher and parents invited in for a formal meeting, if necessary.
- ➤ Staff member informed of the outcome of the investigation by the lead Investigating Officer.
- ➤ Student incident tracker updated by HR, including follow up actions.
- ➤ *Staff member continued to be support by HR, following Well Being Toolkit.*

Following a serious incident involving an assault by a student on a member of staff the school could take the following precautions.

- ➤ Formal meeting arranged with the student's family and a member of the Senior Leadership team.
- ➤ Student placed on a Final Warning Contract, highlighting that any repeated behaviours could lead to a permanent exclusion from Barking Abbey School, or a managed move / college referral.
- ➤ The Head Teacher has power to direct the student to an alternative provider.
- ➤ A Risk and Support Management Plan will be completed, with the student and family. This must be signed and agreed by the student, family and the school.
- ➤ A Restorative Conversation should be offered to the staff member, but this will be at the discretion of the staff member.
- ➤ The student may be placed on a targeted behaviour report, Head of House / Individual Behaviour Plan / Pastoral Support Plan.

Appendix 13: Serious Incident Reporting Form

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Serious Incident Reporting Form

To be completed by the referring member of staff.

Incident Referred by:	Date of Referral:

Please complete the student details if known.

Name of Students Involved	Year Group:		House:	
Date of Incident:	SEN Status:	PP Status:		Ethnicity :
Other students involved:	Other staff involved:			
Student witnesses:	Staff witnesses:			
Have you completed a formal written statement? If no, please ensure this is completed ASAP.	YES		NO	

Does this incident involve an assault on a member of staff? *If yes, please ensure that HR and the DSL are informed.*	YES	NO
Are there any safeguarding concerns for any victims / suspects? *If yes, please ensure that a safeguard referral has been made and then the DSL has been informed.*	YES	NO
Does this incident involve allegations of peer on peer abuse? *If yes, please ensure that the DSL has been informed.*	YES	NO

Summary of incident:

Staff Signature:_____   Date: _____

Additional comments

Please return this completed form to main reception where it can be processed and shared with the relevant Head of House / Assistant Head Teacher.

Investigation Lead: _____

Actions taken

Referring staff member must receive an update after three days of the incident and a final update upon completion of the investigation.

Three day update completed	YES	NO
Final update completed	YES	NO
Restorative conversation offered	YES	NO

Date of RC: _____

All details regarding this issue have been resolved, students sanctioned and all staff made aware of conclusion of the investigations.

Signed by Investigation Lead: _____   Date: _____