Behaviour Policy

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Selston High School

Behaviour Policy

Mission Statement

‘To inspire every member of the school community to achieve their full potential’

Rationale

The aims of the school can only be achieved in a secure, supportive and structured environment. Positive behaviour and attitude to learning amongst the whole school community are an essential foundation for optimum student attainment and progress. Everyone in the school community has the right to feel respected, valued and safe and the school has a duty to promote, nurture and protect good citizens for our community. Our behaviour policy is designed to ensure that students’ behaviour is regulated so that good behaviour, self-discipline and respect for others are the norms within our school and to minimise incidents of bullying or disruption to learning. We also aim to educate young people about expected standards of behaviour and where students fail to meet these expectations to take the opportunity to teach them how to behave.

We believe that high quality teaching and relationships based on respect underpin positive attitudes to learning in the classroom and good behaviour around school in general. We are committed to managing student behaviour in an emotionally literate way and seeking, where possible, to provide students with opportunities to get things right and make amends.

As a result of the Covid-19 pandemic we have had to make some adjustments to our behaviour policy in order to ensure that we keep our staff, students and the wider community safe. These adjustments will remain in place throughout the duration of the pandemic and are aligned with government guidance on Covid secure schools.

In order to encourage good behaviour and a positive attitude to learning in school we believe that rewards are as important, if not more important, than sanctions. The intrinsic reward of enjoying learning is the most powerful way to manage behaviour and therefore we use praise and recognition as a key positive behaviour management strategy. The Selston Pledge Award is designed to recognise that academic, sporting, creative, dramatic and personal success are achieved through hard work, dedication, and resilience. We also offer students extrinsic rewards in the form of certificates, badges, postcards, letters home, gift vouchers, priority activities on Trips day, non-uniform days and subject prizes at Achievement evenings.

A primary concern is balancing the needs of the individual with the needs of the community. Whilst we work hard to modify inappropriate behaviour and support students with behavioural problems, the educational rights of any individual are not absolute. There is a point at which concern for the many will outweigh the concerns for the needs of any one individual.

Where possible, restorative justice approaches will be used as an alternative or addition to formal school sanctions. These will focus on the importance of telling the truth, taking responsibility for our actions, acknowledging harm, repairing damage and reintegrating the student as quickly as possible into the school community. These approaches reflect British values and thereby better prepare students for the world...
outside school. Restorative conversations will take place as a matter of course in order to support students in managing their own behaviour and building positive relationships with others.

Our behavioural expectations are clear and simple and communicated with students and/or parents regularly through the website, assemblies, work in tutor time and PSHE and in our day to day interactions with both. They revolve around the following principles:

- Respect for Learning
- Respect for School
- Respect for Others
- And underpinning all of the above: Respect for Self

This policy is written with regard to the school’s legal duties under the Equality Act of 2010.
Aims

The school will:

- Foster a supportive learning environment for all students through rational, fair, clearly stated high expectations, and the consistent application of school rules
- Provide positive role models.
- Regularly remind young people of our behaviour code and the ladder of consequences,
- Manage behaviour in an emotionally literate way, seeking to de-escalate conflict where possible,
- Keep parents informed of issues to do with behaviour at regular intervals,
- Encourage students to develop self-discipline, consideration and empathy for others, regardless of ability, background, race or religion.
- Acknowledge, encourage and reward outstanding behaviour, effort, achievement and a positive attitude to learning as well as the meeting of personal targets.
- Support vulnerable students.
- Work in close partnership with parents and carers and outside agencies where appropriate
- Attempt to modify inappropriate behaviour through support and/or sanctions.
- Keep the school and its community as safe as possible during the Covid-19 pandemic

Behaviour Expectations are based on the following:

**Respect for learning**
Ensure your behaviour allows the teacher to teach and students to focus on learning. Be prepared for learning, bringing equipment and completing homework. Work to the best of your ability and demonstrate that you value learning and wish to make progress. Be on time and be present for learning. Engage with online and other forms of home learning if a school closure is necessary due to local or national lock downs or other steps to minimise Covid-19 transmission

**Respect for others**
Be polite and courteous to staff and students, using positive appropriate language at all times. Respect people’s personal space and privacy of belongings – do not touch people or things without permission. Respect people’s rights not to be teased or bullied and do the right thing reporting any behaviour that violates others’ rights. Respect people’s uniqueness and differences and value everyone who is part of our school community. Respect the social distancing rules and other steps designed to keep the school community safe

**Respect for the school**
Respect school staff and cooperate with them in lessons and outside of class. Wear the school uniform with pride. Ensure your behaviour contributes positively to the school's reputation both in school and the community. Respect the environment and school resources at all times. Strive to be the best you can be.
**Bullying** will be treated as a breach of our behaviour code and sanctioned in line with the ladder of consequences and our Anti-Bullying Policy.

See Appendix 1

**Support Frameworks and Procedures**

Positive standards of behaviour and attitude to learning will be supported and reinforced:

- Through a range of intrinsic and extrinsic rewards including the use of Class Charts, the Pledge System, Above and Beyond award, Silent Stars, Celebration Assemblies and Achievement Evening
- Through the ‘Ladder of Consequences’ See Appendix 2
- By a pastoral system that seeks to provide care, guidance and support. Each student is a member of a tutor group and the tutor is the first point of call for support, followed by the Head of Year. A member of the Senior Leadership team has responsibility for line managing the team of Heads of School.
- By a differentiated curriculum appropriate for all students.
- By the consistent application of school rules/codes of conduct by all members of staff including the use of Behaviour Intervention Scripts and Restorative Conversations.
- Through positive role models provided by all members of staff.
- Through the implementation of the school’s policies on equality, bullying and safeguarding/child protection.
- Through support and training for staff in behaviour management strategies with an emphasis on emotionally literate, child centred approaches and de-escalation
- Through whole school/year assemblies and the PSHE curriculum.
- Through the school's behaviour management and intervention strategies and the pastoral support process including Pastoral Team Around the Child meetings
- Through the Student Support Centre, the Learning Support Centre or the Alternative Curriculum pathway
- Through the SHNK partnership.
- Through partnership with other relevant external support agencies such as the Early Help Team, CAMHS, YOT and Springboard.
- Through work with the police where criminal activity is suspected.
- Through a graduated response to student’s behaviour with alternative provision used as a last resort for those students unsuccessful in mainstream school.
Behaviour Management Strategies in the Classroom

At Selston High School we believe that good behaviour management is founded on good relationships between staff and students together with a consistently applied behaviour policy followed by every member of staff with support and back up from the Senior Leadership and Pastoral Teams. We believe that recognising and rewarding good behaviour is the most powerful way to create a positive climate for learning and this is the first responsibility of all teachers.

Teachers will follow the behaviour policy as outlined in the Ladder of Consequences and the guidance on de-escalation as detailed in Appendix 7.

School staff can search a pupil for any item if the pupil agrees. This consent does not have to be formal written consent and parental consent is not required. A pupil refusing to comply with a search can be treated in the same way as a student refusing to follow any reasonable instruction of a member of staff and sanctioned according to the ladder of consequences. Please see further information in Appendix

The Isolation Room

To minimise fixed term exclusions from school the isolation room is where students may be sent for a day or more following serious breaches of the behaviour code (Consequence 5 or above). The isolation room is staffed by Senior and Middle Leaders and students work in silence for the entire day until 4pm on work as close to that being completed in the mainstream lesson as possible. Students whose behaviour does not meet the expected standards in the isolation room will either be sent on a SHNK placement (to the isolation room of a partner school) or will be excluded from school.

Fixed Term Exclusions

The school aims to keep the number of fixed term exclusions to a minimum but will not hesitate to exclude students whose behaviour poses a risk to others or has a significantly detrimental effect on the learning of others. Only the Deputy Headteacher Pastoral and the Headteacher and the Assistant Headteacher in charge of behaviour and attendance may make the decision to exclude a student for a fixed period of time.

If the decision is made to exclude a student the parent will be notified as soon as possible by telephone of the reason for the exclusion and its length. A letter will also be sent and work will be collected from teachers to send home to minimise the impact on the student’s learning. Edlounge software may also be utilised to ensure the student can continue to learn whilst excluded from school.

All students who are excluded from school must have a readmission meeting before being readmitted with the parent, the Assistant Headteacher in charge of Behaviour and Attendance or the Deputy Head or Headteacher and the Head of Year. The student and parent will have to sign a readmission contract agreeing to certain targets and the student will return to school on Senior Leadership Team report. A copy of this will be retained in school and given to parents. Failure to meet targets whilst on report can lead to the student being re-excluded from school.

For further information please consult the Exclusions Policy.

Disciplining Students beyond the school gates

During school hours students are in ‘locus parentis’ with the school acting as parent however outside of school hours the behaviour of our students is primarily the responsibility of parents. Following DfE guidelines the school does retain the right to apply our behaviour policy and anti-bullying policy to our students outside of the school gates in the following circumstances:
• If the event takes place immediately before or after the school day or whilst travelling to and from school; during any school-organised or school related activity; whilst the student is wearing Selston High School uniform and/or has brought the school into disrepute.

• If the behaviour e.g. cyberbullying takes place beyond the school gates but has an effect on the wellbeing, behaviour or safety or another member of our school community or has repercussions for the orderly running of the school or could adversely affect the reputation of the school.

**Disciplinary process following malicious allegation against a member of staff**

If an allegation made by a student against a member of staff is determined to be unfounded or malicious, the school will refer the matter to the LADO who should refer the matter to the children’s social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

If an allegation is shown to be deliberately invented or malicious, the headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. Malicious allegations against staff will be taken very seriously by the school and may well be considered as gross misconduct and treated as consequence 6 or above on the Ladder of Consequences.

Pastoral support will be provided by the school for the member of staff subject to a malicious allegation including referral to the counselling service provided by the Trust.
## Appendix 1 Behaviour Expectations

### Respect for Learning

<table>
<thead>
<tr>
<th>I will</th>
<th>This means</th>
</tr>
</thead>
</table>
| Ensure my behaviour allows the teacher to teach and myself and other students to focus on learning | Listening without interrupting  
Waiting my turn to talk  
Focusing on work and avoiding distractions  
Sitting in the correct place in the seating plan |
| Be prepared for learning, bringing equipment and completing homework | Bringing a bag, pencil case, pen and pencil and PE kit  
Arriving on time to lessons  
Completing my homework in my own time |
| Work to the best of your ability and demonstrate that you value learning and wish to make progress | Not eating, chewing or using any electronic devices during lessons  
Not going to the toilet during lessons without a toilet pass  
Listening to the teacher and respect their authority |
| Be on time and be present for learning | Arrive at the lesson promptly  
Leave the lesson on the bell  
Attend school as regularly as possible  
Not leave lessons without the permission of your teacher |
# Respect for others

<table>
<thead>
<tr>
<th>I will</th>
<th>This Means</th>
</tr>
</thead>
</table>
| Be polite and courteous to staff, students and visitors, using positive appropriate language at all times. | Returning greetings politely  
Not swearing  
Not using prejudice based language  
Not making personal comments  
Not passing gossip  
Not pushing in queues in the dining hall |
| Respect people’s personal space and privacy of belongings | Not touching, borrowing or taking things without permission  
Not invading people’s personal space  
Not touching others without express permission  
Not engaging in intimate contact with others during school hours  
Keeping to the left on corridors and going the right way through busy entrances and exits |
| Respect people’s rights not to be teased or bullied and do the right thing reporting any behaviour that violates others’ rights. | Not using prejudice based language  
Not engaging in name calling even as a joke  
Not making fun of others  
Not leaving people out of friendship groups or groups in class  
Supporting those who are being bullied by befriending them and reporting the issue |
| Respect people’s uniqueness and differences and value everyone who is part of our school community. | Being inclusive in group work in lessons  
Not excluding people from your friendship group  
Not making judgements about someone because of race, gender, sexuality, age, ability etc  
Treating others as you wish to be treated |
## Respect for the school

<table>
<thead>
<tr>
<th>I will</th>
<th>This means</th>
</tr>
</thead>
</table>
| Respect school staff and cooperate with them in lessons and outside of class | Following staff instructions immediately without argument  
Being polite and courteous at all times                                      |
| Wear the school uniform with pride.                                    | Wearing the full uniform including blazer at all times unless permission is given  
Keeping shirts tucked in  
Not having hoodies or other outer wear hiding the uniform                   |
| Ensure your behaviour contributes positively to the school's reputation both in school and the community. | Being mindful of your use of social media  
Avoiding smoking, swearing, fighting or other offensive behaviour  
Making a positive contribution by helping others and doing the right thing |
| Respect the environment and school resources at all times.             | No graffiti on books or school resources  
Putting litter in bins  
Reporting breakages  
Taking care of books and equipment                                         |
| Strive to be the best you can be.                                      | Working as hard as you can in lessons  
Taking part in the Selston Pledge Award  
Joining extra-curricular clubs and activities and contributing to your house  
Asking for help and support when you need it  
Not smoking, drinking alcohol or energy drinks or using illegal drugs      |
Appendix 2:

Selston High School
Behaviour Policy
Ladder of Consequences

An important principle of behaviour management at Selston High School is that all members of staff must own the behaviour they see.

Heads of Year, SSC, Department teams and SLT are all happy to support staff with behaviour issues however staff must follow up events which occur in their classroom by contacting home and administering detentions where appropriate.

We always give students time to comply.

We always de-escalate conflict, giving students opportunities to get it right.

We always give students a fresh start in lessons once the consequence has been applied.

**NOTE**
The following list of behaviours is a guide to managing behaviour at Selston High School. It is not exhaustive and should be used flexibly, taking the context of the behaviour into account. Students with behavioural difficulties, those with special educational needs and persistent offenders will be dealt with differently to those involved in casual one off misdemeanours. All decisions at consequence 6 and above must be agreed by the Deputy Headteacher Pastoral or the Headteacher.

Due to the Covid-19 Pandemic some additional misdemeanours have been temporarily added to the ladder of consequences and will be removed when appropriate.

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Inappropriate Behaviour classroom teacher – sanction administered by teacher</th>
<th>Inappropriate behaviour pastoral – sanction administered by pastoral team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consequence 1</strong></td>
<td><em>Verbal Reminder of the expectations</em>&lt;br&gt;• Poor attitude to learning in lessons/lack of work&lt;br&gt;• Talking over a teacher or out of turn ‘TOOTING’&lt;br&gt;• Inappropriate language in class&lt;br&gt;• Kissing/cuddling on school premises&lt;br&gt;• Chewing gum&lt;br&gt;Accidental violations of Covid-19 Behaviour Code&lt;br&gt;• Failure to observe social distancing&lt;br&gt;• Forgetting rule on shouting&lt;br&gt;• Failure to line up prior to lesson&lt;br&gt;• Failure to remain at desk throughout lesson&lt;br&gt;• Forgetting rule on sharing items</td>
<td><em>Failure to bring equipment (pen/pencil/planner, etc)</em>&lt;br&gt;<em>Running in corridors</em>&lt;br&gt;<em>Inappropriate language in corridors or social spaces between lessons</em>&lt;br&gt;<em>Uniform infringement e.g. shirt untucked</em>&lt;br&gt;<em>Boisterous behaviour, eg, pushing, running on corridors</em></td>
</tr>
</tbody>
</table>

| Consequence 2 | *Break/Lunch Detention and recorded on SIMs – Restorative Conversation*<br>5 events recorded on SIMs<br>• Arriving late to a lesson<br>• Minor damage to property (other students/school), eg, graffiti on book/breaking another student’s ruler<br>• Being sent out of a lesson for 5 minutes for low level disruption<br>• Homework not completed<br>• Minor rudeness to staff eg, arguing /having the last word<br>• Throwing items in class | **PERSISTENT REPETITION ANY OF THE ABOVE ACROSS A NUMBER OF LESSONS**<br>*Arriving late to registration*<br>*Minor damage to property e.g. displays*<br>*Minor rudeness to staff outside of lessons*<br>*Throwing items in class* |
### Consequence 3

**After-school Department Detention – 30 mins – Restorative Conversation**

(Phone call to parents - recorded on SIMs)

Student is removed to another classroom in the department

Covid 19 Addendum – 30 minutes after school in year group detention – removal to year group removal room by SLT

### REPEATING ANY OF THE ABOVE

- Persistent poor attitude to learning, e.g., lack of engagement or work not completed in lesson
- Blatant defiance
- Failure to attend break/lunch detention
- More serious damage to property (other students/school), e.g., graffiti on desk/causing soiling of another student’s uniform
- Disturbing the learning of others

### REPEATING ANY OF THE ABOVE

- Repeated poor behaviour reported by lunch supervisors, e.g., running around inside the building
- Calculated breaking of uniform/dress code. (Use discretion if supported by a note)
- Targets not met whilst on report
- More serious damage to property (other students/school), e.g., graffiti on desk/causing soiling of another student’s uniform
- Blatant defiance

### Consequence 4

**After-school Detention – 1 hour – Restorative Conversation**

(Phone call & letter to parents – recorded on SIMs)

### REPEATING ANY OF THE ABOVE

- Failure to attend a 30 min after-school detention
- Truanting a lesson

### REPEATING ANY OF THE ABOVE

- Failure to attend break punctuality detention
- Smoking on site or in uniform in the community (includes electronic cigarettes) (1st offence)
- Leaving the site without permission
- Truanting tutor time or assembly
<table>
<thead>
<tr>
<th>Sent to the isolation room</th>
<th>Covid 19 Addendum – 60 minutes after school in year group detention</th>
</tr>
</thead>
</table>

### Consequence 5

**Isolation from lessons until 4pm (1-5 days)**

(Phone call informing parents, recorded on SIMs)

Students should only be sent to isolation by a middle leader or above except in exceptional circumstances

Covid 19 Addendum – isolation until 3pm and 1 hour in Year group detention. Pre-exclusion meeting to be held prior to return to mainstream classes

**REPEATING ANY OF THE ABOVE**

- Failure to attend a 1 hour after-school detention
- Failure to follow a reasonable request from a member of staff. (Refusal rule)
- Not handing a mobile phone to a member of staff when asked to
- Being sent to the isolation room after a lesson removal

Deliberate violations of Covid-19 Behaviour Code

- Deliberately coughing, sneezing, spitting in proximity to someone
- Making jokes about Covid-19
- Deliberately breaching social distancing rules
- Deliberately shouting in someone’s proximity

### Consequence 6

**Fixed Term Exclusion/SHNK Placement**

(Formal exclusion paperwork/SHNK and phone call to parents – re-admission meeting with parents – support provided by the SSC – recorded on SIMs)

**REPEATING ANY OF THE ABOVE**

- Failure to attend a 1 hour after-school detention
- Failure to follow a reasonable request from a member of staff. (Refusal rule)
- Not handing a mobile phone to a member of staff when asked to
- Deliberate inappropriate hair colour and/or extreme hair styles
- Repeated poor behaviour whilst on report, eg, more than one lesson per day
- Persistent truanting, eg, more than once per term
- Smoking on site or in uniform. (Includes electronic cigarettes) (2nd offence)
- Sexual harassment (Verbal or Physical)
- Fighting/threatening/intimidating behaviour towards other students
- Serious damage to property – (other students/school), eg, a computer/Science-Technology-Art-PE equipment
- Serious violation of ICT user agreement, eg, accessing pornography/violent websites
- Repeated calculated infringement of uniform/dress code, eg, wearing trainers despite previous sanctions
- Bullying – race/religion/disability/sexual orientation/physical/verbal/written/cyber (1st offence) (Could be consequence 6 depending on context)

### REPEATING ANY OF THE ABOVE

- Smoking on site or in uniform. (Includes electronic cigarettes) (3rd offence)
- Possession of illegal substances, eg, illegal drugs/alcohol
- Under the influence of alcohol/illegal drugs
- Very serious violation of ICT user agreement, eg, hacking into the school ICT and accessing confidential information, using social media for cyber bullying or sexting or repeated e:safety violations
<table>
<thead>
<tr>
<th>Consequence 7</th>
<th>REPEATED INCIDENTS/CONTINUED POOR BEHAVIOUR AFTER FIXED TERM EXCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Permanent Exclusion</strong></td>
<td>• Assaulting a member of staff</td>
</tr>
<tr>
<td>(Formal exclusion paperwork and phone call to parents followed by Governors meeting – recorded on SIMs.)</td>
<td>• Serious assault on a student</td>
</tr>
<tr>
<td></td>
<td>• Supplying illegal substances,</td>
</tr>
<tr>
<td></td>
<td>• Being in possession of any weapon in school, either with or without the intention of, or actually using it in a threatening/intimidating manner. (Police will be informed) <em>(Depending on the context may be Consequence 6)</em></td>
</tr>
<tr>
<td></td>
<td>• Arson</td>
</tr>
<tr>
<td></td>
<td>• Persistent disruptive behaviour</td>
</tr>
</tbody>
</table>

Mobile telephones should only be kept in students’ bags, switched off to be used at the beginning and end of the school day. The standard sanction for having your mobile phone out during the school day is confiscation until 3pm. During the Covid-19 period staff will give students an envelope to place phone in for confiscation to avoid transmission. Refusal to hand in mobile phone will lead to isolation until 4pm.
Appendix 3: Home School Partnership Agreement with Covid-19 addendums

SELSTON HIGH SCHOOL

HOME/SCHOOL PARTNERSHIP AGREEMENT

The School will:

- Inspire and challenge all students to achieve their full potential and enjoy the experience
- Foster mutual respect across the Selston community with a focus on respect for learning, respect for school and respect for others
- Provide all students with a safe learning environment, promoting their personal safety and mental health and well-being and take their emotional, social and learning needs into account
- Take issues which affect student well-being, including bullying, seriously and take prompt steps to address these
- Respond to parental enquiries within two working days under normal circumstances
- Develop responsible, independent citizens aware of British values
- Provide students with skills and qualities to enable them to make a positive contribution to society
- Effectively support all students to enter the next phase of education, training or employment
- Provide a diverse range of enrichment activities which will improve motivation and lifelong learning
- Deliver praise and support to all students, recognising achievement both in school and outside through the Pledge Award
- Maintain a safe covid-19 secure environment following all government guidance on social distancing, hygiene and reducing transmission

Signature: .................................................................

Mr Paul Halcro - Headteacher

As a student I will:

- Show respect for learning, the school and for others in everything I do thereby showing respect for myself
- Seek help from staff whenever problems occur, especially if I am unhappy for any reason and ask for support/clarification when I need it
- Strive to be the best I can be always improving and reflecting on my learning using the purple pen of progress
- Attend school every day, on time, properly equipped with a bag and all the necessary books, files, pens, etc and arrive to all lessons on time
- Abide by the school dress code and wear the uniform as it is intended and set the best example I can
- Adhere to the school behaviour policy at all times
- Meet all deadlines for the handing in of work
- Care for others by being helpful and supportive, reporting any incidents of bullying and standing up for the rights of others
- Never indulge in any activity which will cause harm, hurt, distress or unhappiness to any other student or member of staff, respecting everyone’s right to be unique
- Be a learner both in and out of school, completing classwork and homework in a timely fashion and taking the pledge to be the best version of myself
- Follow all procedures and guidelines for keeping our school Covid-19 secure including observing the two metre distance where possible, lining up outside lessons, wearing a coat when outside, remaining in my seat facing forward at all times, not sharing equipment or other items and not shouting or making physical contact with others

Student Signature: .............................................................
As the Parent/Carer of the student named above, I will:

- Show respect for the school, learning and others in all my dealings with the school following the expectations set out in the parental code of conduct
- Support my child’s learning in its widest sense and in line with the stated aims, policies and procedures of the school, including supporting my child in working towards their Pledge Award
- Ensure that my child attends school punctually every day and any absence is accompanied by a note explaining the nature and length of absence on return to school
- Avoid taking my child out of school during term time
- Support the school’s Behaviour Policy and ensure my child adheres to guidelines for behaviour, school dress and equipment
- Support my child in homework and other opportunities for learning out of school including taking part in the Pledge Award
- Encourage my child to be involved in extra-curricular activities
- Attend Parents evenings and Progress Review Days for discussions about my child’s progress
- Ensure that all school documents are returned promptly and inform the school of any problems that might affect my child’s work or conduct
- Model appropriate behaviour when communicating with school talking respectfully to staff and listening to their viewpoint on incidents affecting my child
- Support the school in maintaining a Covid-19 secure environment by not sending my child into school if they have a new persistent cough, temperature or have lost their sense of taste and smell
- Comply fully with the NHS track, test and trace protocols if required to do so and keep the school informed of the outcome
- Ensure my child has a coat and a school bag and the necessary equipment to avoid them having to share with others
- Ensure my child observes social distancing outside of school thereby minimising risk to themselves, other students, school staff and the wider community
- Support the school with the application of the mobile phone rules ensuring that should my child misuse their mobile phone on school site I will put appropriate sanctions in at home

Signature (s) .................................................................

Names (s)  


Appendix 4 Scripts for Behaviour Interventions

Consequence 1
This is a reminder that we have a rule about respecting learning/others/school.
You have described factually what has been done in breach of the rule.
Thank you for following the rule.
If following the initial reminder a student then engages in a secondary behaviour e.g. rolling eyes, if appropriate strategically ignore it, if not remind them about the relevant rule rather than escalating.

Consequence 2
I have reminded you we have a rule to respect learning/others/school but you are continuing to describe factually what they are doing.
As a consequence you have chosen to come and see me at break/lunch for a conversation about your behaviour.
Thank you for listening. (Divert attention away to give the student the opportunity to get it right and if appropriate ignore secondary behaviours).
If appropriate at consequence 2 a student may be asked to leave the room for 5 minutes to give them time to make better choices.

Consequence 3 In Classrooms
I have spoken to you twice about the rule to respect the school/others/learning but you are continuing to describe factually what they are doing.
As a result you have chosen to be sent to another room in the department to finish the lesson and to have a 30 minute after-school detention to put the behaviour right.
Do remember when reminder of previous good behaviour. This is what I expect from you.
Thank you for listening.

Consequence 3 Out of Classrooms
I have spoken to you twice about the rule to respect the school/others/learning but you are continuing to describe factually what they are doing.
As a result you have chosen to have a 30 minute after-school detention to put the behaviour right. This will be dependent on role – non teachers refer to HOY, teachers to administer themselves.
Do remember when reminder of previous good behaviour. This is what I expect from you.
Thank you for listening.

**Consequence 4 For use in the referral room**

I see that you are continuing not to follow the rule to respect the school/others/learning by describe factually what they have done.

As a consequence you have chosen to be sent to isolation and will remain there until 4pm.

Thank you for following my instructions.

If the student refuses to go to isolation send another student to reception to ask for on-call with the minimum of fuss and continue teaching giving as little attention to the non-compliant student as possible.

**Consequence 4 For use outside of lessons**

I see that you are continuing not to follow the rule to respect the school/others/learning by describe factually what they have done.

As a consequence you have chosen a Senior Leadership Detention until 4pm on Friday. Further failure to follow the rule will lead to isolation until 4pm.

Thank you for listening.

**If a child tries to argue or shift blame you can:**

- Calmly, gently repeat the line you were interrupted in. This makes child realise you will not be diverted form the conversation you are leading.

- Use an appropriate refocussing line such as “I hear what you are saying”

- “I understand” “Maybe you were and yet.."

- If the conversation becomes unproductive use:

- “I am stopping this conversation now. I am going to walk away and I am going to give you time to think about the choices you have made. I know that when I come back we can have a polite conversation about this”

**Restorative Questions 1 (Perpetrator)**

- What happened?

- What were you thinking about at the time?

- What have your thoughts been since?

- Who has been affected by what you did?
• In what ways have they been affected?
• What do you think needs to happen next?

Restorative Questions 2 (Victim)
• What happened?
• What were you thinking about at the time?
• What have your thoughts been since?
• How has this affected you and others?
• What has been the hardest thing for you?
• What do you think needs to happen next?

Consequence 1 for accidental breaches of Covid-19 Behaviour Code
This is a reminder that we have a rule about staying alert and respecting learning/others/school.
You have describe factually what has been done in breach of the rule e.g. been too close to another student.
Thank you for following the rules designed to keep us all safe.
If following the initial reminder a student then engages in a secondary behaviour e.g. rolling eyes, if appropriate strategically ignore it, if not remind them about the relevant rule rather than escalating.

Consequence 5 for deliberate breaches of Covid-19 Behaviour Code
You know we have rules about keeping everyone safe and respecting school/learning/others.
You have broken these rules by describe factually what has been done
As a result you will need to be accompanied to isolation and remain there until 4pm.
Thank you for doing the right thing and helping to keep everyone safe.
Appendix 5: Extracts from DFE guidance on behaviour in schools

Behaviour and discipline in schools - Advice for headteachers and school staff
January 2016

Key points:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

- Teachers have a power to impose detention outside school hours.

- Teachers can confiscate pupils’ property.

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;

The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Subject to the behaviour policy, teachers may discipline pupils for:

- Misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
• Or misbehaviour at any time, whether or not the conditions above apply, that:
  o could have repercussions for the orderly running of the school or
  o poses a threat to another pupil or member of the public or
  o could adversely affect the reputation of the school.

Parental consent is not required for detentions.

**Confiscation of inappropriate items:**

**What the law allows:**

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

The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

**Power to search without consent** for “prohibited items” including:

• knives and weapons
• alcohol
• illegal drugs
• stolen items
• tobacco and cigarette papers
• fireworks
• pornographic images
• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
• any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
Appendix 6: Roles and responsibilities of staff in regard to behaviour management

All staff at Selston High School, both teaching and non-teaching, have some role to play in maintaining an orderly environment for everyone to work in. All staff should challenge unacceptable language or behaviour if observed first hand using the Behaviour Intervention Scripts where appropriate and report to staff with specific responsibilities for behaviour to follow up. All staff should model acceptable behaviour in their own conduct and be visible at all times of the school day.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Midday supervisors</td>
<td>To praise and recognise the majority of students who are doing the right thing e.g. thank them for clearing tables. To maintain an orderly and safe environment in the dining hall, tennis courts, quad and buildings during lunchtime by challenging unacceptable behaviour, eg, dropping litter, entering classrooms without permission, queue jumping, rowdy/raucous behaviour and supporting duty staff in ensuring lunch time is an orderly and pleasant time for everyone. To be vigilant in monitoring student behaviour whilst not in lessons, identifying any student whose behaviour is causing concern and reporting to senior staff to take action.</td>
</tr>
<tr>
<td>Subject teachers/Cover teachers</td>
<td>To regularly praise, recognise and reward the majority of students who are doing the right thing through verbal feedback, home contact, pledge system, referral for recognition at termly achievement assemblies or through other whole school reward mechanisms. To maintain an orderly learning environment in their classroom challenging any behaviour that impacts negatively on the learning or safety of self or others; to put in place sanctions for failure to do homework, lateness to lesson (during the school day), failure to complete tasks, low level disruption or any other subject specific incident; to contact parents where necessary if behaviour is negatively impacting on progress and hold meetings or put students on subject report to help effect change; to keep Class Charts/ SIMs logs up to date with positive points and behaviour concerns and seek help from Head of Department when required; to give students a fresh start each lesson and be prepared to engage in mediation or other interventions to improve teacher/pupil relationships where necessary; to follow up any students sent to isolation from subject lessons with a detention, phone call home and a restorative conversation with student prior to the next lesson; to complete comments on students report cards accurately and fairly; to take professional responsibility for understanding the behaviour needs of students in your care including familiarising yourself with de-escalation and/or behaviour support plans and any updates to them. To report wider behavioural issues observed in the classroom, eg, bullying to relevant tutor and Head of School. To ensure students are supervised when lining up ready for learning and are dismissed on time. To supervise students during rolling break. To support the school in maintaining a Covid-secure environment. To ensure promptness to duties and vigilance around hand hygiene and other rules in place to keep the community safe. To model the expectations at all times and utilise all opportunities to reinforce</td>
</tr>
</tbody>
</table>
| Heads of Department | To monitor the use of praise across their department and to have in place a system for recognising and rewarding the majority of students who consistently do the right thing

To support classroom teachers in maintaining an orderly classroom environment; to provide a place for students to be accommodated who are sent out of lessons for short or medium term periods; to facilitate meetings with parents over concerns about behaviour/progress in particular subjects; to support team in provision of Departmental detentions to be put in place where subject teacher detentions have failed; to utilise subject report cards for students with persistent behaviour problems in their subject area; to support teachers and students in cases where students need to be reintegrated into lessons; To provide training and support for teachers in your team on behaviour management and the needs of specific students; To carefully monitor class lists and group make up making modifications where required to ensure students are placed in classes which best suit their learning and behavioural needs |

| Tutors | To praise and recognise the majority of students who are doing the right thing through verbal feedback, positive points, half termly tutor contact with parents, pledge system

To maintain an overview of the behaviour of every member of your tutor group through analysis of SIMs logs; to challenge attendance, uniform and punctuality issues on a regular basis; to place students on tutor report whose behaviour needs monitoring across more than one subject; to hold meetings with parents to discuss behaviour concerns raised by parents or more than one subject teacher; to deal with friendship issues, etc, within the tutor group; to challenge poor behaviour for learning during tutor time in the same way as would in a subject lesson

To refer students whose behaviour is causing significant concern for further support to SSC/HOS |

| Heads of Year | To regularly praise, recognise and reward the majority of students who are doing the right thing through verbal feedback, home contact, pledge system, assemblies, year group rewards. To monitor the use of praise by tutors through analysis of SIMs intervention logs to ensure students are being recognised for doing the right thing.

To monitor the behaviour of the entire year group through analysis of SIMs logs; to hold meetings with parents and organise sanctions such as isolation and SHENK exclusions for students whose behaviour is either persistently below the standard expected in the school or for incidents of behaviour above consequence 5 on the Ladder of Consequences; to identify trends and patterns in the behaviour of year groups/classes and provide support, training, challenge to teachers with behavioural issues affecting relevant year groups; to keep students on Year Head report to monitor behaviour over a period of time; to investigate and deal with incidents of poor behaviour and bullying with the support of SSC to ensure issues are dealt with fairly and promptly; to readmit students following SHENK placements and fixed term exclusions ensuring readmission contracts are completed and students are monitored on reintegration

To develop a PSHE curriculum which empowers students to manage their own expectations with the students.
behaviour and pre-empts issues which may otherwise emerge

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>SSC</td>
<td>To provide day to day support for Heads of School, subject teachers and tutors in maintaining good behaviour in school; to patrol the school regularly identifying hotspots of poor behaviour and challenging students who are out of class; to organise short/medium and long term interventions for students with behaviour difficulties; to hold mediation sessions between students and students and staff where necessary; to organise SHENK placements and exclusions; to keep records on behaviour incidents and interventions and alert Heads of School and Senior Leaders to significant issues; to conduct investigations and statement taking for serious infringements of the behaviour code; to have a caseload of vulnerable students to work with on a regular basis to modify behaviour through mentoring/target setting etc; to contribute to PSHE/SMSC Drop Down days, etc, in order to pre-empt issues becoming problems; to monitor patterns and trends of behaviour through analysis of SIMs logs; liaison with outside agencies and completion of EHAFs and other relevant referrals to get support for behaviour modification</td>
</tr>
<tr>
<td>Assistant Headteacher Attendance and Behaviour</td>
<td>To develop, review and oversee a system of praise and recognition to ensure students who are doing the right thing are recognised and rewarded as appropriate and to ensure all staff are actively using praise as main tool in managing behaviour To oversee the behaviour of the entire school, analysing data and monitoring trends and patterns in terms of individual students; teachers; subject areas, etc; to provide strategic oversight for the way behaviour is dealt with developing, reviewing and writing policies linked to behaviour management; training new staff in behaviour management systems and strategies; setting and upholding the ethos and tone of the school; monitoring all individuals to ensure they are fulfilling their responsibilities; reporting to the Headteacher and Governors in regards to behaviour; holding re-admittance meetings and organising managed moves, long term SHENK placements and supporting the Headteacher with permanent exclusions</td>
</tr>
<tr>
<td>Deputy Headteacher Pastoral</td>
<td>To work with Assistant Headteacher Attendance and Behaviour to develop strategic approach to behaviour and attendance by designing policies and processes conducive to a safe environment where students are inspired to achieve their potential. To ensure coordination between behaviour, pastoral, mental-health and wellbeing and safeguarding systems to provide optimum conditions for young people to thrive.</td>
</tr>
<tr>
<td>Headteacher</td>
<td>To set the ethos and tone of the school in regards to behaviour management; to ensure all policies adhere to legal requirements and take account of special needs of students and issues of equality and diversity when dealing with behavioural issues; to support all staff in the day to day management of behaviour; to oversee the permanent exclusion of any student; to work with SLT to monitor overall trends and patterns in behaviour in the school and respond accordingly; to appoint appropriate people to oversee the day to day management of behaviour in the school; to ensure all staff are aware of their responsibilities and that appropriate training is in place</td>
</tr>
<tr>
<td>Governors</td>
<td>To work with the Headteacher and Senior Leadership Team to set the ethos and tone of the school in regards to behaviour management; to hold the school leadership team to account for the standards of behaviour and uniform, the number of exclusions from school, the experience of different groups of students in terms of having their</td>
</tr>
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</table>
overall behaviour needs met; to support the leadership team with the disciplining of students at risk of permanent exclusion through taking part in Governors’ Disciplinary Panels; to oversee the complaints procedure where parents make an admissible complaint about the application of the Behaviour Policy; to quality assure the behaviour standards at the school through monitoring visits etc
Appendix 7: Guidance on de-escalation

As a member of school staff it is your responsibility to attempt to de-escalate conflict situations and provide students with opportunities to ‘get it right’. Our aim, at all times, is to minimise disruptive behaviour and to support students in avoiding breaching our behaviour code. In order to do this we must take full responsibility for our own behaviour and ensure that we do not create or escalate conflict.

Some students, with particularly challenging behaviour, have de-escalation plans written for them. These will appear on their SIMs linked documents and will be flagged up in staff briefing. We expect staff to be familiar with these and follow their guidance. In addition the guidance below should help reduce conflict with any student who is showing signs of anger or frustration, thereby supporting them in making the right choice and minimising the disruption to learning.

- Be vigilant for signs a child is becoming angry frustrated, eg, clenched fists, heightened colour, shallow breathing, pacing
- Remain calm yourself, being respectful and detached, speaking quietly and giving the child time and space to calm down using agreed behaviour intervention scrips if appropriate
- Keep physical distance from the child, avoiding barring their way or entering their personal space
- Avoid adopting threatening body language and raising your voice
- Attempt to empathise with the student and accept responsibility for your own behaviour
- Accept an apology given, offer one yourself if appropriate and do not attempt to force an apology
- Clearly outline choices the child can make and give them time to choose
- Avoid using ‘you’ statements, blaming statements, forcing eye contact or focusing on secondary behaviour
- Use the scripts for intervention and restorative conversations to ensure a calm, consistent, fair approach to behaviour management at all times
Appendix 8: Searching Policy – based on DFE guidance for Headteachers on Searching, Screening and Confiscation

Introduction

School staff can search a pupil for any item if the pupil agrees. This consent does not have to be formal written consent. A pupil refusing to comply with a search can be treated in the same way as a student refusing to follow any reasonable instruction of a member of staff and sanctioned according to the ladder of consequences.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The school has a metal detector which may be used to search students suspected of possession of banned items which contain metal (see Appendix 13)


Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. Illegal or stolen items of any value must be submitted to the police at the earliest possible moment, other banned items such as alcohol and cigarettes can be disposed of by the school as they see fit.

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.

However school staff must be mindful of the child’s right to privacy under Article 8 of the European Convention of Human Rights. Any interference with this right must be justifiable and proportionate.

Who can conduct the search?

The Headteacher can authorise any paid member of school staff to conduct a search, however this right is restricted to senior staff, Heads of school and SSC staff.

The person conducting the search must be of the same sex as the pupil being searched and there must be a witness to the search. The only exception to this is if there is a risk of significant harm and a staff member of the same sex is not available.

Where should the search be conducted?
Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

The search should be conducted in a private room with a witness present but with sufficient space for the student not to be crowded and/or feel threatened.

**The extent of the search**

The person conducting the search may not require the pupil 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.

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

**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. Such force cannot be used to search for items banned under the school rules. Force should only be used in exceptional circumstances.

**Electronic Items**

Where the person 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 person 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 teacher to decide whether they should delete that material, retain it as evidence (of 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**

• Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

• There is no legal requirement to make or keep a record of a search.

• Schools should inform the individual pupil’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 complaints procedure.
Appendix 9: List of banned items

Please note the school reserves the right to update this list due to societal trends. Parents and students will be notified of updates via the school website

- Weapons
- Laser pens or other items causing a disruption to learning
- Legal and illegal drugs
- Aerosols
- Pornographic material
- Cigarettes or e-cigarettes, tobacco or any other smoking paraphernalia
- Alcohol
- Fireworks
- Any article that a member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, to cause personal injury to, or damage to the property of, any person
Appendix 10: Uniform Policy

Selston High School

School Uniform/Dress Code

(All items of school uniform should be permanently marked with the owner's name)

Students are expected to wear school uniform and to maintain a smart, sensible and business like appearance at all times.

(All items of school uniform should be permanently marked with the owner's name)

Grey Blazer with school badge

School tie (Blue with silver stripe)

Either Black trousers – these must be tailored trousers. (No labels, coloured buttons/buckles and must not be skin tight on the legs/drainpipe or of a "hipster" style. Any belts must be functional, minimalist and not a fashion accessory).

Or Black, knee length skirt (Not pencil or stretchy style)

White formal plain shirt with long or short sleeves (Not polo style) - tucked in at all times

Grey V-neck pullover (Not sweatshirt material) (Optional)

Black or grey socks

Or Black or natural tights

Plain, polishable black shoes. (Not trainers or canvas shoes, no logos or coloured soles, no high heels or boots).

PE Kit:

- Plain Navy Shorts
- Navy/Sky Blue Rugby Shirt (reversible)
- Navy/Sky Blue Sports Shirt with collar
- Sky Blue football socks
- White sports socks
- Football boots
- Navy tracksuit or jogging bottoms for outdoor use only (optional)
- Selston PE jumper
- Training shoes to be used for PE only (no plimsolls)
(All items of school uniform should be permanently marked with the owner's name)

**General:**

**Coats/Hats/Hair Accessories:**

- **All students must have a waterproof coat with a hood.**
- No denim is allowed.
- Coats must not be worn instead of the school blazer.
- Coats must not be worn in classrooms/school hall or the dining room. (They should be placed in lockers and collected as needed before/during registration/break/lunch).
- Baseball caps must not be worn whilst in uniform.
- 'Hoodies' are not allowed in school.
- Hair accessories must be small, unobtrusive and functional.

**Hair:**

It is difficult to define appropriate hair styles for school since fashions change all the time, but in general they should not be excessive or offensive, eg, shaved patterns on the scalp. Parents should seek guidance from the appropriate Head of Year about the suitability of hair styles BEFORE a visit to the hairdressers if their child is considering a hair style which differs widely from the norm. Colours which are not natural, eg, green/red/blue/pink/purple are not acceptable for school.

**Jewellery:**

- The only acceptable items are a wristwatch and one pair of plain small earlobe studs which must be removed for all PE or other practical activities where they could be a danger.
- On grounds of Health & Safety facial/body piercings are not allowed in school.

**Make-up:**

- No make-up is allowed in Years 7 and 8.
- Subtle and discreet make-up is allowed in Years 9-11.
- Students breaching the make-up guidelines will be required to remove it.
- No nail varnish or false nails to be worn.

*Please refer to the school website for further information*
Appendix 11: Mobile Phone Policy

Selston High School

Mobile Technology Policy
(e.g. Phones/MP3 players/iPods)

General

The use of mobile technology in lessons is at the discretion of subject teachers and is for the specific purpose of learning. It is not to be used for general or personal communication in school. If a member of staff has allowed the use of these technologies, photos/video clips/sound bites must not be created for any other purpose apart from learning in that particular lesson. Any breaches of the above will result in disciplinary action as indicated by the Ladder of Consequences which forms part of the Behaviour Policy. Outside of any allowed use in lessons mobile phones and other technologies must not be used before school, at break/lunch or between lessons anywhere on the school grounds. After 3pm students should only activate such devices once they have left the school grounds, and are either on the back drive or Chapel road. As we are not a bring your own mobile device school, we do not insist that students bring them, and as such we are not able to take responsibility for any item of personal mobile technology that is brought on to the site, whatever the circumstances if they are either lost or stolen. We request that parents actively support our policy by not ringing or texting students during the school day from 8.30am to 3pm, but use the normal communication system through our main reception.

Rationale

- Mobile devices are expensive and we cannot guarantee their security.
- Most mobile technology devices have camera/audio facilities and this presents a privacy issue for members of staff and other students, especially in PE when people are getting changed. All devices, where authorised for use, must be used in accordance with the GDPR and The Data Protection Act 2018.
- Many devices also have internet access and this could encourage the use of cyber bullying in school.
- We have a very good internal communication system in school and if parents need to contact students urgently this can be done through the school receptionist.
- We have experienced problems in the past where students have circumvented procedures for leaving the school site due to illness and phoned/texted parents to pick them up without school being aware. These situations present a serious Health & Safety risk and the school has a duty of care to safeguard all students at all times.

Consequences of using personal mobile technologies inappropriately in school

- If seen using before school, at break / lunch between or during lessons – confiscated and returned at 3pm by Mrs Green with proof of ownership.
- If seen, or reported using in an inappropriate manner, e.g. taking pictures of staff, taking inappropriate images, or taking pictures in the PE changing areas, then in addition to the above the Ladder of Consequences will be used to determine appropriate disciplinary action.
- If seen and the student refuses to hand over the mobile phone they will face a full day of isolation until 4pm as per the ladder of consequences.

Note: Where items of mobile technology are brought into school for use in lessons, they must remain in bags and switched off at all other times.
Appendix 12: Physical Restraint Policy

On rare occasions it may be necessary to use physical restraint on a student to prevent serious harm or disruption therefore it is important that we have a policy about the use of reasonable force to control or restrain students. All members of staff who may have to intervene physically with students must clearly understand the options and strategies open to them. This policy clarifies what is acceptable and what is not and will be brought to the attention of the governing body, parents and children through its inclusion in the school brochure and newsletter.

Corporal punishment is in no way authorised through the following policy. School policy and the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a student, or which is intended to cause pain or injury or humiliation.

Key Points

This policy is based on DFE guidance on the use of Reasonable Force 2013 and applies to all members of staff

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

1. 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.

2. 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.

3. ‘Reasonable in the circumstances’ means using no more force than is needed.

4. As mentioned above, 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.

5. 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. 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.

When can reasonable force be used?

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

In a school, force is used for two main purposes – to control pupils 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.
It is not possible to provide a comprehensive list of all the situations in which it might be appropriate to use reasonable force and they will in practice be rare but some examples of where reasonable force may be necessary to use are 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Wherever possible, assistance should be sought so as to avoid one to one situations. Ideally staff trained in the use of physical restraint should be called but that may not always be possible.

Any other students at risk should be removed from the situation. Force must never be used as a punishment.

The school acknowledges its legal duty to make reasonable adjustments in the application of this policy for SEND students.

Before intervening physically a teacher must:

a) Tell the child who is misbehaving to stop
b) Tell the child what will happen if he does not stop
c) Continue to talk with the child throughout the incident
d) Make clear that physical contact will stop when it ceases to be necessary
e) Retain a calm and measured approach
f) Not give the impression of loss of temper or that action is being taken out of anger, frustration or a need to punish the child.

It may be inappropriate for a teacher to intervene in an incident without help unless in an emergency. In such cases the teacher should:

a) Remove other children who are at risk
b) Summon help from colleagues
c) Inform children that help has been sent for
d) Continue to attempt to defuse the situation orally.

Prior to using physical intervention consider:

- Can the situation be dealt with using other strategies
- Development of strategies for individual children which can be used to defuse or calm situations
- Whether such action will exacerbate the situation
- The age, needs and level of understanding of the child
- Whether the action is being used as a substitute for good behavioural management.

b) It is always unlawful to use force as a punishment and there are certain restraint techniques which present an unacceptable risk when used on young people. It is not therefore acceptable to:

- Use the ‘seated double embrace’ which would involve two members of staff forcing a person into a sitting position and leaning them forward while a third monitors breathing
- Use the ‘double basket hold’ which involves holding a student’s arm across their chest
- Use the ‘nose distraction technique’ which involves a sharp upward jab under the nose

c) The use of reasonable force to search pupils without consent is explained in the school search policy

d) Except in an emergency, only trained staff should use restraint techniques on identified vulnerable students with behavioural difficulties. These are identified by the SEN department and the SSC and reviewed regularly.

iv. Reporting and Recording

i) Any incident involving the use of physical force with students MUST be reported to the Deputy Headteacher responsible for pastoral care as soon as practically possible (or to another senior member of staff in the deputy’s absence)

ii) Any incident involving the use of physical force must be written up in full and recorded on SIMs

iii) The Deputy Headteacher will decide on how best to report the incident to parents/carers
v. Complaints

All complaints about the use of force will be investigated thoroughly, speedily and appropriately by a person appointed by the Headteacher.

When a complaint is made the onus is on the person making the complaint to prove that the allegations are true.

Where there is an allegation against a member of staff of using excessive force the school will use the staff disciplinary policy but suspension will not be an automatic consequence of the allegation.

The school will ensure that appropriate pastoral care is made available to any member of staff who is subject to a formal allegation following a use of force incident.

Where the decision is taken to suspend a member of staff, the Governing Body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action.
Where a member of staff has acted within the law – to use reasonable force in order to prevent injury, damage or disorder – this will provide a defence to any potential criminal prosecution or civil action.

The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.
Appendix 13 Drugs, Alcohol and Smoking Policy

Drug Education forms a part of the statutory order for National Curriculum Science and will be provided in the broader context of PSHE. This provision will be supported by the school’s commitment to a healthy environment in which neither the misuse of drugs (including legal substances) by students, staff or visitors, nor the illegal supply of these substances is condoned. The school will also educate young people about the dangers of alcohol, smoking and the misuse of prescription drugs.

The School has a zero tolerance of any drug related incident, including smoking (including e cigarettes) and alcohol. All instances of drug related incidents will be dealt with through the behaviour policy.

All students at Selston High School are under the age of 18. In accordance with the law, they will not, in any circumstances, either bring alcohol onto any part of the campus including all outdoor areas, or consume alcohol on site.

The school recognises that substance misuse is a common social problem concerning young people and will adopt a flexible tiered approach to substance use, which includes prevention education for non-users and harm reduction education, support and referral to treatment, for those already using substances or at risk of using substances.

If illegal substances are found on school site the following must be considered:
- Child Protection issues – refer to DSL or available member of safeguarding team
- Need for a risk assessment
- Parental involvement
- Police contact
- Education, information and continued support for the child e.g. referral to external agencies

All actions must be fully recorded and line manager or Headteacher consulted at the earliest possible moment.

Students Found Smoking (this includes electronic cigarettes)

First offence: Incident recorded on central smoking log held by SSC. Letter to parents informing them of a one hour Friday night detention with a Senior member of staff from 3pm-4pm. The letter will also inform parents of further consequences should the behaviour be repeated. Incident also recorded on SIMs. Students will be referred to the School Nurse for help stopping smoking.

Second offence: Incident recorded on central smoking log held by SSC. Letter to parents via SSC informing them of one day in the isolation unit until 4pm. The letter will also inform parents of further consequences should the behaviour be repeated.

Third offence: Incident recorded on central smoking log held by SSC. Letter to parents via SSC informing them of SHNK placement, following which parents will be invited in to school to discuss the issue with the Head of Year and a Senior member of staff.

Fourth offence: Incident recorded on central smoking log held by SSC. Letter to parents via SSC informing them of FTE, following which parents will be invited in to school for a formal Re-admittance meeting.

More than four offences: To be dealt with as an issue of repeated, calculated infringement of the behaviour code with potential to go to a Governors Disciplinary Panel.
(Note: Students found congregating with others who are smoking will be treated as if they are themselves smoking and will face the above sanctions. They have all been warned that they must not to associate with anyone smoking on the school site.)

**Students found drinking alcohol on school site or under the influence of alcohol**

Alcohol will be confiscated immediately and searching protocols should be followed to ensure no more alcohol is in the student’s possession. Parents will be contacted and instructed to collect their child and disciplinary action will be discussed. Serious incidents could lead to exclusion procedures. This is regarded as a very serious issue.
The Behaviour Code at Selston High School continues to apply during this difficult time. However there are some additional expectations which must be followed to keep ourselves, other students, staff and our wider community safe.

Our respect ethos covers these additional expectations.

In brief we are asking students to:

Stay alert and respect others by

- Maintaining a good level of hand hygiene
- Keeping a distance of 2 metres wherever possible
- Avoiding shouting, singing or other activities leading to aerosol spray
- Making no physical contact with others
- Covering your mouth/nose with your elbow or a tissue when you cough or sneeze
- Wearing a face covering as required

Stay alert and respect school by

- Lining up outside for every lesson
- Following your correct route around school
- Being in the right place at the right time
- Complying with the NHS track and trace programme
- Following protocols for using toilets and first aid

Stay alert and respect learning by

- Facing forward in lessons
- Remaining in your seat
- Keeping hold of your items
- Avoiding sharing equipment
- Completing home learning during any period of absence of closure

In more detail what is required of all students is the following

**Respect for others**

- Maintain good hand hygiene washing or sanitising hands on arrival to school, when using the toilets, before and after eating and when leaving school.
- Cover your nose and mouth with a tissue or your elbow if you cough or sneeze. Follow government ‘catch it, bin it, kill it’ guidance
- Avoid touching your face as much as possible
- Observe social distancing and keep 2 metres apart from other students and staff wherever possible.
- Do not make jokes about Covid-19 e.g. pretending to cough or enter someone’s social distancing space – remember this virus kills and many of our community have been affected.
- Wear a face covering on public transport or the school minibus or when otherwise required
- No physical contact with other people including holding hands, hugging, fist bumping, high fives
- Avoid shouting, singing or other activities leading to aerosol spray.
- Do not spit or drop litter.
• Do not share drinks or food or equipment with other people.
• Dispose of items like chewing gum, food and drink packaging etc carefully being aware they may carry germs and/or the virus.
• Do not come into school if you feel unwell, have a persistent cough or a temperature or have lost your sense of taste and smell. If you or any member of your family has any of these symptoms you must self-isolate for 7 or 14 days following government guidance.
• If you become unwell whilst at school inform staff immediately and you will be isolated and then sent home.

Respect for school

Whilst at school

• Line up outside lessons waiting for permission from staff before entering or leaving classrooms
• Follow your given route and any one way system around the school buildings ensuring a two metre gap when passing others where possible and walking in single file on corridors
• Be punctual to school and lessons and remain with your supervised groups including your year group at breaks and lunches.
• Ask permission to go to the toilet or for first aid and be prepared to be accompanied by a member of staff to ensure social distancing can be observed.
• Only use stationary and other equipment provided for you by school or brought with you from home. Do not share stationary or equipment with other students.
• Avoid touching things unnecessarily and ensure in the dining hall you take any items you touch.
• Wear your uniform with pride and bring a coat and bag every day.

Outside of school

• Make your way directly to and from school keeping 2 metres distant from anyone who does not live in your household, do not congregate round the school gates or near shops or other facilities on your journey.
• If you become unwell after you have spent time in school ensure the school is informed as soon as possible and self-report to the NHS Track and Trace system.

Respect for learning

• Remain in your designated learning space throughout the time you are in school unless instructed to move by your teachers.
• Face forward during lessons being aware of your proximity to staff and other students – use mitigation measures when less than 2 metres distance from anyone e.g. turn to the side, outdoors
• Ensure your desk is clear of all learning materials at the end of every session.
• Come prepared for learning with the necessary homework, equipment and prior learning, completed so the best possible use can be made of the time in school
• Keep hold of your equipment and do not share with others.
• Report any issues that may affect your learning e.g. bullying, friendship problems, mental illness to school staff promptly so they can be resolved as soon as possible.
• Complete work set on line or given to you on paper on the days you are working from home.
• If we have to lockdown then a full timetable will be available and you will be expected to complete 5 hours learning a day.
• Manage your behaviour so the teacher can teach and others can learn – remember learning is precious.