

Behaviour Policy

This policy is applicable to: South Hunsley School

Intended audience: Parents, Students, Staff

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Mitch Trainor, Deputy Headteacher</p>
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Behaviour Policy

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1. Introduction

The Department for Education states that schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law. This policy, along with the associated policies and the school's monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the '**Exclusion from maintained schools, Academies and pupil referral units in England 2017**' guidance. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

2. Aims of the Policy

- To promote a positive environment in teaching areas and around school where learning can be effective and staff and students feel safe and respected.
- To minimise low level disruption so that the maximum amount of time is available for learning.
- To encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour.
- To ensure that students, staff, parents & governors are fully aware of:
 - the expected behaviour of students within lessons, around school and travelling to and from school and representing school.
 - clearly defined and graduated, rewards for good behaviour and consequences for poor behaviour
- To develop systems of recording that ensure detailed information on student behaviour (positive & negative) can be easily accessed by staff as required.
- To communicate with parents quickly where significant positive or negative intervention has taken place.

3. Principles

- Students are made aware that **they** make a clear **choice** when deciding how to behave and understand how this impacts on their own and other pupils learning and safety and well-being.
- Rewards will be attained by the majority of students and be shown to be given throughout year 7 to year 11.
- The balance should be largely in the favour of celebrating and rewarding positive behaviours. It should bring about a positive ethos where the emphasis is on rewards, but where students, staff and parents/carers are clear of consequences of any behaviour that hinders learning.
- Expectations regarding behaviour will be displayed in all teaching areas. Most expectations will be common across the school. However, flexibility is important and therefore some will be specific to cater for a department's specialist needs (e.g. in technology, science, PE etc.).
- Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for failing to meet expectations.
- Sanctions are clear and escalated fairly and consistently by all staff where a student chooses a behaviour that is inappropriate.

Central to the success of the Behaviour for Learning Policy is the student planner. The student planner is key to ensuring effective and swift communication between home and school and will provide immediate feedback on a student's attitude to learning in terms of both reward and sanction. Due to the importance of the planner if a student does not have a planner on three occasions during a half term, they will receive an after school detention

On entry to the classroom, each student will place their planner on their desk open on today's date

4. Expectations

It is expected that all students follow 'The Hunsley Way'. This is a list of expectations for students to adhere to whilst also creating a culture and ethos of positive behaviour within the school. Students following 'The Hunsley Way' will be credited and rewarded for their positive approach to life at South Hunsley. Any student not following the clear expectations would receive an appropriate consequence for their actions.

Clear expectations are vital in making sure that students know the boundaries in which they should behave. All students are expected to follow 'The Hunsley Way'. The following expectations apply to all students.

- Journeys to and from school should be conducted appropriately and in the best representation of the school and the community. (see details in appendix)
- Come to lessons ready to learn, stay focussed and work to the best of your ability in school and at home.
- Arrive to lesson on time, in correct uniform and with the right equipment
- Follow instructions and from all staff - first time, every time
- Take full responsibility for actions
- Show respect for students, staff and other members of the community
- Engage fully with learning without disturbing others
- Listen carefully when the teacher or another person is talking
- Show good manners, (please and thank you), and hold doors open for one another
- Walk around the school sensibly and quietly
- Follow the designated one-way system and keep to the left-hand side when walking through school buildings
- Respect our environment, the school site and treat resources with respect
- Eat and drink in the right place at the right time
- Bring completed homework on time, every time
- Wait to be dismissed at the end of the lesson

5. Sanctions

Where a student chooses not to follow an agreed expectation, sanctions should be used in a hierarchical way to support learning as shown below:

Stage	Sanction
Stage 1	Verbal warning – S1 given to student, removal of the student planner to the teacher's desk
Stage 2	Written warning – S2 written in students' planner
Stage 3	Second Written Warning – S3 – 30-minute lunchtime detention
Stage 4	Third Warning – subject removal – student displaced to another classroom for the remainder of the lesson – 60 minutes after school detention
Stage 5	Internal Isolation – House Leadership e-mailed due to student refusing to follow instructions
Stage 6	Exclusion

If a student accumulates three sanctions in any half-term they will be placed on whole school report

A student will always start a lesson with a 'clean slate'. Restoring the working relationship and placing the emphasis back onto rewarding their positive behaviour is important. Any unacceptable behaviour from the last lesson should have been dealt with at that time. However, this does not mean that any strategy that has been put in place to support behaviour is ignored. For example, if a member of staff has moved a student within the room then they remain in that seat for as many lessons as the member of staff deems necessary. There may also be a need for a restorative meeting between staff and students if deemed necessary.

Sanctions for out of lesson behaviour

If a student chooses to behave in an inappropriate way around school they will, as a minimum, be given a written warning in their student planner. For more serious behaviours the member of staff will liaise with the House Leadership team and a more severe sanction will be applied.

Typical Behaviours

Typical behaviours which result in a written warning:

- Chewing Gum
- No tie
- Incorrect uniform
- Late to lesson
- Dropping litter
- Lack of equipment
- Failure to have planner signed after reminder from form tutor
- Pushing in a queue
- Not wearing a school jumper and/or blazer
- Failure to follow safety guidance such as the one-way system

Typical behaviours which result in fast tracking straight to lunchtime detention:

- 5 written warnings in a week
- Pulling a tie off another student
- In an out of bounds area
- Communicating during an assessment
- First offence of abuse towards another student

Typical behaviours which result in fast tracking to after school detention:

- Failing to have a school planner on three occasions in a half term
- Failing to attend a lunchtime detention

- In a toilet cubicle with another student
- Removing or crossing out a written warning from the planner
- A repeat of having phone or headphones out
- Truancy

Typical behaviours which result in fast tracking straight to isolation:

- 8 written warnings in a week
- Failing to have a school planner on four occasions in a half term
- Failing to attend an after-school detention
- Refusal to hand mobile phone or equivalent to staff member
- Refusal to hand school planner over to staff member
- Leaving a lesson without permission
- Banned item brought into school (dependent upon banned item)
- Intimidation
- Vandalism of school property
- Abuse towards a member of staff
- Persistent Truancy
- Smoking/vaping

Typical behaviours which result in fast tracking straight to Exclusions:

- Physical altercation
- Banned item brought into school (dependent upon banned item)
- Intimidation
- Swearing directly at a member of staff
- Where there has been serious actual, attempted or threatened violence against another student or member of staff
- Sexual misconduct
- Supplying an illegal drug
- Taking an illegal drug on route to and from school or on school site
- Carrying an offensive weapon
- Any severe form of bullying including racist, sexist or homophobic bullying
- Any action resulting in a serious health and safety issue
- Continuous disruption and defiance

Behaviour Outside School

Students' behaviour outside of the school, for example school trips and journeys travelling to and from school, away school sports fixtures, residential or during Work Experience is subject to the Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if the incident had taken place in school.

For behaviour outside of school, that is not school business related, the policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole or where the behaviour may bring the school into disrepute. If the students' behaviour is in the immediate vicinity of the school or on a journey to or from school is poor and meets the school criteria for exclusion then the Headteacher may decide to exclude. This is also included in the criteria for permanent exclusion. It should be stressed that incidents of cyber bullying or other online behaviours that clearly impact on the welfare and safety of students and staff do come under the remit of 'behaviour outside school'.

6. Support

It is essential that the school works with parents, Governors and outside agencies to support students who are persistently failing to meet our expectations. In our experience, when parents and the school work together in partnership, we are most effective in being able to improve student behaviour.

Pastoral teams will quickly identify students who need support. Pastoral teams may use One page profiles Behaviour reports, Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and intervention from other agencies, such as:

- Education Inclusion Service (EIS)
- Youth and Family Support (YFS)
- Emotional Wellbeing Service
- Child and Adolescent mental Health Service (CAMHS)
- Social Mediation and Self Help (SMASH)
- Mind
- The Hub
- School Nurse
- Safeguarding and Partnership Hub (SaPH)
- Early Help Locality Hub (EHLA)
- Children's Social Care
- Local Policing Team
- Youth Offending Support Service (YOSS)
- For students in imminent danger of permanent exclusion the school may work with parents/carers and students to provide an Alternative Learning Package or Managed Move to another school. In these circumstances, where a managed move is turned down or unsuccessful, the school may deem that it has tried every strategy possible and that it has no alternative but to impose a permanent exclusion.

Training

The Governing Body will ensure that appropriate training is in place to support the implementation of the school's BFL policy.

Monitoring

For the BFL policy to be successful there needs to be a consistent commitment from all staff to operate within the agreed framework. The organised and widespread use of praise and rewards will impact positively on the working practices of all students.

Members of staff who are not consistent in their use of the agreed policy should be prepared to be challenged by a senior member of staff. Senior members of staff must ensure they set the standard by operating within the framework at all times.

To ensure that the implementation of the BFL policy is subject to effective review, systematic monitoring is undertaken through analysis of the data held.

Review

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct a regular review of the BFL policy. The purpose of this action is to ensure that the operation of the policy and associated strategies are effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, students and parents. The outcome of the review will be communicated to all those involved, as appropriate.

7. Exclusions

A decision to exclude any student will only be taken in exceptional circumstances and:

- in response to a serious breach, or persistent breaches, of the school's Behaviour for Learning Policy
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

This decision to exclude a student from school can and will only be taken by the Headteacher or, in their absence, a Deputy headteacher. The decision to exclude a student is a matter of judgement for the Headteacher, who will consider the likely impact of the misconduct on the life of the school. This may include behaviour on the school premises, outside of school (school visits, journeys to and from school, sporting fixtures, residential activities and work experience) that are in breach of standards of behaviour we expect within school.

Exclusion which can be internal, fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are serious breaches of the Schools Behaviour for Learning Policy which could harm the education or welfare of students and others in school:

- Deliberate unsafe behaviour which potentially causes risks to others
- Actions which put the student, or others, in danger
- Verbal abuse directed towards students or staff
- Racial, homophobic, sexist or other discriminatory abuse or aggression
- Physical abuse of/assault against staff or students
- Malicious allegation against staff
- Indecent behaviour
- Damage to property
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Theft
- Serious actual or threatened violence against student or staff
- Sexual misconduct
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- Defiance and /or persistent refusal to accept school sanctions.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Before reaching a decision to exclude either for a fixed period or permanently, the Headteacher will:

- Consider all relevant facts and such evidence as may be available to support the allegations made
- Make every effort to ensure that the student makes or dictates a written statement to give his or her version of events
- Check whether the incident may have been provoked, for example by racial or sexual harassment
- (If necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee
- Keep a written record of the actions taken, including any interview with the student. Witness statements must be dated and should be signed, wherever possible.

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual, attempted or threatened violence against another student or member of staff
- Sexual misconduct
- Supplying illegal drug
- Taking an illegal drug on route to or from school or on school site
- Carrying an offensive weapon
- Any severe form of bullying including racist, sexist or homophobic bullying
- Any action resulting in a serious health and safety issue.

In cases where a criminal offence has taken place, the police may be informed and where appropriate, the Youth Offending Team, Children's Social Services or any other outside agency involved with the student. Should the Headteacher decide to permanently exclude a student they will inform the Local Authorities Exclusions Officer at the earliest possible opportunity.

Drug Related Exclusions

When dealing with an incident involving the potential use or dealing in drugs it should be stressed that if sanctions are applied the school will base its judgement not only on physical evidence but also where the balance of evidence indicates a student or students have taken illegal substances or supplied illegal substances to other members of the school community. This is not restricted to school premises but also includes outside the school e.g. bus, journey home or during school visits and residential activities that is in breach of the standards of behaviour expected by the school and/or where the health and safety of other members of the school community are compromised.

Fixed-term Exclusion

The Headteacher may exclude a student for up to 45 days in any one school year. No exclusion will be given for an unspecified period of time.

Procedures following a fixed term exclusion

The Headteacher will inform the parent/carer of the period of the exclusion and the reasons for it. During this process the school will ensure that the parent or carer is informed of their duties in the first five days.

Where the exclusion is for a period of between one and five days the school will set work and arrange for it to be marked where practically possible. Where a student is given an exclusion of six school days or longer the school will arrange suitable full-time education from and including the sixth day provided there are no health and safety risks in relation to the physical and emotional wellbeing of supervising staff. If a parent or student refuses the offer of suitable full time education, the school will not offer an alternative unless there are exceptional circumstances.

During the period of exclusion, the school will consider strategies to address the student's problems and identify any support that may be necessary to promote a successful reintegration.

The parent/carer has the right to make representations about the exclusion to the Discipline Committee of the Governing Body.

Should any parent/carer refuse to comply with the terms of an exclusion, the school may notify the Children's Social Services Department and the police if, in the Headteachers view, the student or any other person may be

at risk as a result of a failure to meet the terms of the exclusion. If the issues cannot be resolved, the Education Welfare Service will be contacted and the advice of the LA Exclusions Officer will be sought.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Any lunchtime exclusion will be treated in the same way as any other fixed-term exclusion and parents will be informed in the same way. Any student entitled to a free school meal will be offered a packed lunch.

Reintegration following a fixed term exclusion

A reintegration meeting with parents or carers will be held during or following the expiry of all fixed term exclusions. The students should normally attend all or part of the meeting.

The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. A contract will be drawn up which will outline expectations regarding student's behaviour and will also detail support to be provided by the school and or multi-agency partners. The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

A fixed term exclusion will not be extended because a meeting with parents/carers cannot be arranged. In the event that a meeting with parents cannot be arranged, the meeting will still be held with the student and an appropriate adult. The school will keep a record if parents or carers fail to attend and any reason given.

Alternatives to exclusion

South Hunsley School is committed to using exclusion as a last resort. Alternatives will always be considered and may include:

- Restorative practice processes
- Isolation in units such as the Internal Exclusion unit
- A managed move to another secondary school, in line with the locally agreed protocol.
- Alternative provision.

No student will be excluded solely for:

- Minor incidents e.g. failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of the school uniform rules except where these are persistent and/or in open defiance of the rules
- The behaviour of their parents e.g. parents refusal or inability to attend meetings to discuss the behaviour of the student.

Procedures for review and appeal of Exclusion

The Governors of South Hunsley School will make provision for arrangements to review promptly all permanent exclusions and all fixed-term exclusions totalling over 15 days in a school term. Where exclusion is more than 5, but not more than 15 school days in one term, the Governors will review the exclusion, within the statutory time frame, but only if the parent or carer requests such a meeting.

8. Peer-on-peer sexual abuse and harassment

Definitions:

Sexual Abuse/Violence:

In line with DfE guidance, when referring to sexual violence and abuse, we refer to the following sexual offences, under the Sexual Offences Act 2003:

- Rape
- Assault by Penetration
- Sexual Assault
- Causing someone to engage in sexual activity without consent

Sexual Harassment:

Sexual harassment is defined in DfE guidance as ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school.

Core Principles

Our approach to dealing with incidents of peer-on-peer sexual abuse or harassment are as follows:

1. We take a zero-tolerance approach to peer-on-peer sexual abuse or harassment and when identified within school, this will be dealt with seriously.
2. The needs of the students involved come first.
3. We engage in a learning-based approach where we clearly communicate with all students that such behaviour is unacceptable and why. Prevention is better than reaction.
4. As no two instances are the same, each circumstance will be reviewed on an individual basis.

Proportionate Response

Each individual issue is different and therefore so is the response taken. Each circumstance will be dealt with on its own merit and the response will be proportionate to the incident and student involved. Each case will be reviewed in line with relevant guidance¹ and a range of sanctions may be employed up to Permanent Exclusion, where appropriate.

Taking a robust but proportionate approach to sanctioning will ensure that victims feel confident to come forward and report concerns.

Dealing with incidents

All incidents will be dealt with sensitively to safeguard the victim and also to safeguard the perpetrator, in line with published guidance¹. All incidents will be dealt with in such a way as to minimise the risk to those involved.

Multi-Agency Working

Where appropriate, other agencies such as Children’s Social Services and the Police will be involved, where incidents meet threshold for external agency involvement.

In all instances, parents / carers will be informed and involved in the process, unless otherwise advised by multi-agency partners.

1. Sexual violence and sexual harassment between children in schools and colleges. Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads. (DfE 2021)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

9. Reasonable Use of Force

The use of force by staff to restrain or control students to maintain safety for all students will be an extremely rare event.

What the law says

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school or among pupils receiving an education at the school, whether during a teaching session or otherwise. Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

There is no legal definition of when it is reasonable to use force. However, for the purpose of this policy reasonable force and positive handling should be defined as:

- the use of reasonable force necessary for the shortest period of time to prevent a pupil harming himself, herself or others

The scale and nature of physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause.

Using reasonable force

Before using reasonable force staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident, use de-escalation techniques to limit the need for reasonable force wherever possible. Staff should not give the impression of acting out of anger or frustration, or to punish a student and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of reasonable force used could be:

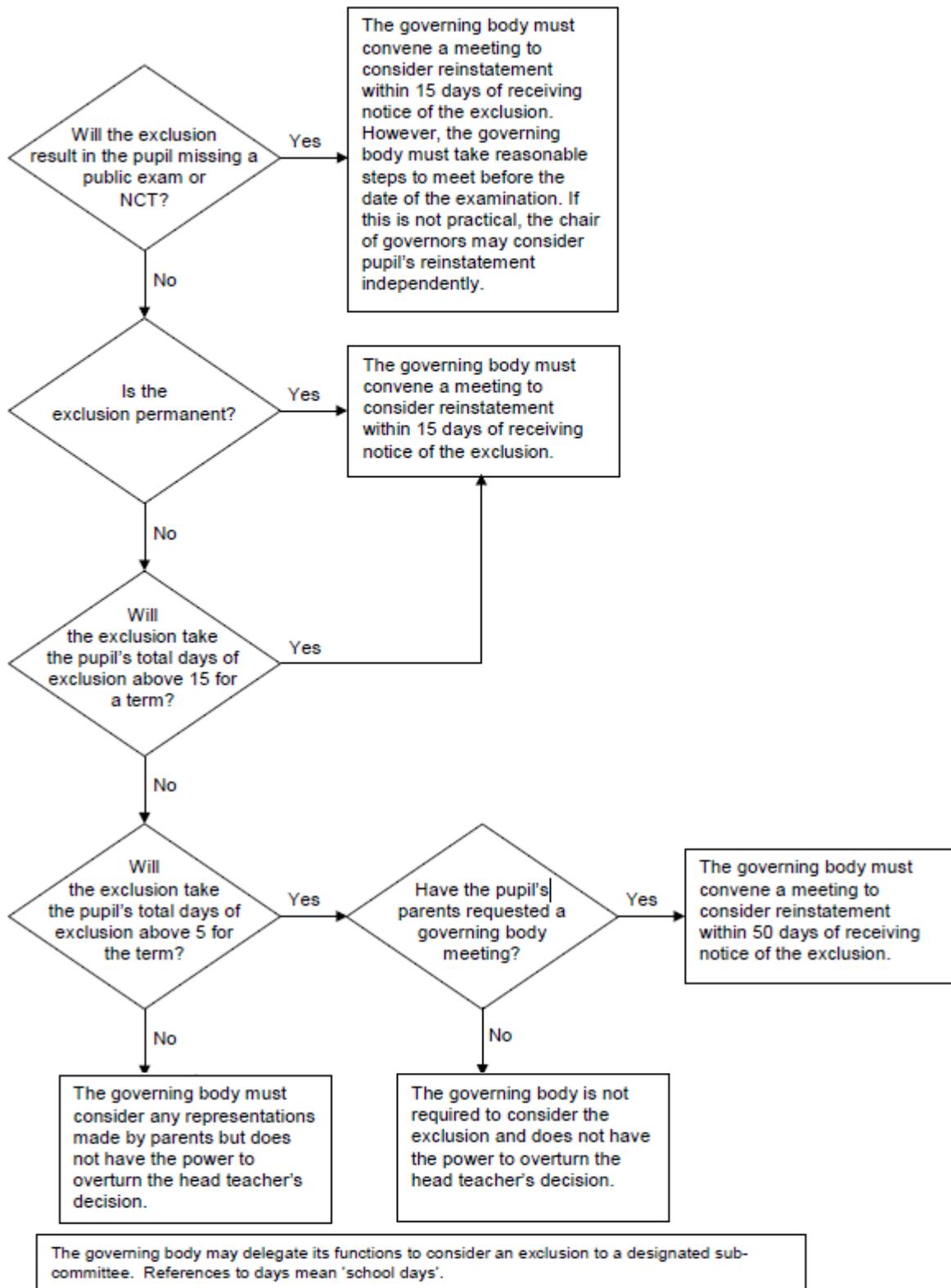
- passive physical contact resulting from standing between students or blocking a student's path.

It could be active physical contact such as:

- leading a student by the hand or arm, one elbow hold
- escorting student, using one or two staff in nearby proximity
- shepherding a student away by placing a hand in the centre of the back
- double elbow escort

In more extreme circumstances, using appropriate restrictive holds may be necessary, but in these cases only staff trained and authorised to use such holds should do so. Whenever a colleague has had to make physical contact with a student, they must immediately record the details of this and report this to either the Headteacher, Deputy Headteacher or DSL)

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



Annex B – Bus Behaviour Guidelines

Safe travel and good behaviour on busses are essential for the school's reputation in the community and with the bus companies. The school maintains close links with the bus companies and will investigate all incidences of misbehaviour or damage on busses using current school policy and procedures. These are centrally logged and are available to tutors and Heads of House.

The school manages behaviour on the busses by knowing which students travel on which bus. By accepting a school pass, students and parents agree to abide by the school 'Bus Behaviour Code' and pass conditions. Any misbehaviour can then be followed up against students who breach this code. Bus drivers will check bus passes as students get on a bus

If a student misses the bus in the morning they should make every effort to attend school, but they should not walk to school. If busses are late at the end of the day, students are asked to wait, following the staff guidance, until they arrive. They must not walk off site and a member of staff will supervise students whilst they wait.

Staff on duty have no responsibility for collecting fares. That is the responsibility of the bus company. Student departing school without the correct fare and boarding a bus will be refused access by the driver. Provided that they do not do this on a regular basis and that a member of the duty staff will confirm this to the driver, a single journey should be agreed. However persistent infringements of fare avoidance will not be allowed and offending students referred to HOH for further action to be taken.

Reporting of incidents

To ensure that a consistent and informed method of reporting incidents is available to all, the Buswise programme has a single point reporting system that can be accessed via the ERYC Buswise website or telephone. This also ensures timely actions are taken. This may consist of warning letters, short or medium term bans, permanent ban, payment of damages or prosecution where justified and appropriate following a police investigation.

Bus Behaviour Code

All students who travel on buses must follow the bus code to ensure safe travel.

1. Show your pass to the staff on duty/the driver. Please note you may only travel at reduced fare if you show the concessionary pass to the driver. You will be asked to pay full fare if you do not have your pass.
2. Keep your ticket for inspection.
3. Remain in your seat until near your stop
4. Standing is only allowed downstairs when the bus is full. You must not stand on the platform near the driver.
5. Do not sit on the ledge of the front window on the top deck of the bus.
6. Do not open the emergency exits.
7. Do not lean out or throw objects out of windows.
8. Do not distract the driver.

SMOKING IS NOT ALLOWED ON ANY OF THE BUSES

THE HEADTEACHER, EAST RIDING OF YORKSHIRE COUNCIL AND THE BUS COMPANY RESERVE THE RIGHT TO CONFISCATE YOUR PASS FOR ANY MISBEHAVIOUR OR MISUSE OF THE PASS

Annex C - PE Code of Conduct

Code of Conduct

To represent South Hunsley School is an honour and a privilege and all students doing so should act in a manner befitting the school and its values. Students are encouraged to demonstrate the school's culture of respect for ourselves and others, honesty and high aspiration at all times. Students should show sportsmanship before, during and after fixtures, combining passion and a drive to succeed with adherence to rules and regulations, codes of practice and guidance on health and safety, for the benefit of all participants.

When representing the school students should:

- Alert subject staff to any absences and catch up on any missed work.
- Work with a level of effort in line with teacher expectations in all PE, games and examined PE lessons.
- Wear the correct kit to and from lessons and fixtures (in some circumstances this may be at the discretion of the team coach or leader) and adhere to the school's kit policy.

Students who regularly represent the school in fixtures and who consistently demonstrate school values will be eligible for consideration for an award at the Sports Awards evening. Awards are made to students who have made an impact on school life and sports teams, and are decided by the PE teaching team. Students will also be eligible for sports captains roles and those of sports ambassador.

If students are causing serious concern in their day to day school lives, their right to represent the school may be removed. This would be discussed by the PE department, Heads of Years and Senior Leadership Team Links. Any student repeatedly receiving sanctions will be put on a "notice to improve" and any further sanctions will result in parental involvement, with any selection being at the discretion of the PE department. Any students removed from PE, GCSE, BTEC or A-Level lessons on grounds of behaviour, repeated poor attitude, non-completion of work, rudeness to members of the PE department or failure to follow instructions is liable to removal from the next competitive fixture, in addition to any usual school sanctions.

Any action that brings the school into disrepute is likely to result in a student becoming ineligible for selection for school sports with immediate effect. This includes:

- Violence (this does not remove the right for students to defend themselves or others from aggression).
- Swearing, rudeness or a lack of respect towards officials, supporters or members of academic establishments, including South Hunsley School.
- Deliberately endangering other participants, staff or officials.
- Any form of discrimination including, but not limited to racism, sexism, homophobia.

Changing room Protocol for Students

- Students should not enter the changing rooms without staff permission. They should line up/ wait for their member of staff in the designated spaces.
- As students leave and return to the changing rooms they should be escorted to the relevant sports facility by the staff member, and should not move around the site unattended.
- Staff will provide a collection point for valuables, including phones, jewellery, cash personal effects, and these should be locked away during the lesson. If students choose not to hand valuables this is at their own risk. Once all students are changed the changing rooms will be locked.
- Students will not be allowed back into the changing rooms during lessons. This includes students returning or going to music lessons or requiring equipment that they have forgotten.

Annex D – Acceptable use of ICT

South Hunsley School and Sixth Form College expects all users to use ICT facilities and the Internet responsibly and strictly according to the following condition set out in the acceptable use of ICT policy a summary of which is below

1. Users must not use the school's ICT systems for the creation or transmission of obscene, abusive, offensive or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material.
2. Users must not use the school's ICT systems to harass or bully any other person. Any such activity will be treated the same as physical bullying and will be subject to the same anti-bullying policy.
3. Users must not breach the copyright of any materials whilst using the school's ICT systems. This includes, but is not exclusive to:
 - Not copying, or attempting to copy, any of the school's software
 - Not copying the work of another user or engaging in plagiarism
 - Not storing any files in their personal storage area which require copyright permission, and where that permission is not held. Any breach of copyright whilst using the school's ICT systems is the individual user's responsibility and the school cannot accept any liability or litigation for such a breach.
 - a. Users must not download copy or attempt to install any software onto school computers.
 - b. Any attempt by a user to compromise the security or functionality of the school network and its ICT systems, from either internally or externally, will be considered as "hacking". It should be noted that "hacking" is illegal under the Computer Misuse Act 1990 and is prosecutable under law.
 - c. Users must not deliberately attempt to gain unauthorised access to networked facilities or services, including any attempt to probe, scan or test the vulnerability of the system or network.
 - d. Users must not connect any network-enabled personal device to the school's network without the express permission of the IT Manager or the Network Manager.

Social media

Please take care not to make defamatory statements. In law this means a statement that lowers the reputation of a person or organisation in the eyes of a reasonable person.

- Be civil, tasteful and relevant
- Do not post messages that are unlawful, libellous, harassing, defamatory, abusive, threatening, harmful, obscene, profane, sexually oriented or racially offensive
- Do not swear
- Do not post content copied from elsewhere, for which you do not own the copyright
- Do not post the same message, or very similar messages, more than once (also called "spamming")
- Do not publicise your or anyone else's personal information, such as contact details
- Do not advertise products or services
- Do not impersonate someone else

Annex E – Searching & Confiscation

Prohibited Items

Searching, Screening and Confiscation (DFE January 2018) guidance identifies the key points and advice relating to searching and confiscation as follows:

- School staff can search a student for any item if the student agrees.
- Headteachers and staff authorised by them **have a statutory power to search students or their possessions, without consent**, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items include:

- 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.
 - To cause personal injury to, or damage to the property of, any person (including the student).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as a banned. For the purposes of this policy, all items identified as banned in the main policy are able to be searched for.

Searching with consent

Schools' common law powers to search

School staff can search students with their consent for any item.

Also note:

- Schools are 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 if the teacher can look in the student's bag or locker and for the student to agree.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out 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 detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

School staff here means a teacher or someone who has lawful control or charge of the child. The ability to give consent must be considered.

Details of searches will be recorded by the school using the school's online Child Protection Management System (CPOMS).

Schools are not legally required to inform parents of a search taking place, however, it is good practice for the school to inform parents of student searches whether the results are negative or positive.

For the purposes of this policy unsuccessful attempts to seek consent will in most cases lead to contact with parents and or police. However, the school acknowledges that it has rights to search with or without consent as outlined in the DFE guidance on *Screening, searching and confiscation (January 2018)*.

Searching without consent

The Headteacher or other member of school staff authorised by the Headteacher is able to search a student without consent.

Searches without consent may take place where an authorised staff member has reasonable grounds for suspecting that a pupil is in possession of a prohibited item, as outlined above.

In line with current legislation and guidance, the staff member conducting the search will be of the same sex as the student and this will be witnessed by another staff member (if possible, the witnessing staff member will also be of the same sex).

There are exceptions to this rule. Authorised school staff can carry out a search of a pupil of the opposite sex and / or 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.

Extent of the search

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, outer clothing includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions should 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.

Also note:

- The power to search without consent enables a personal search, not an intimate search as described in *Searching, Screening and Confiscation (DFE January 2018)*

Where there is concern that a student is in possession of an **illegal** item and that this is concealed in a way that could not be searched for in the above, police advice will be sought.

Use of Force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for those items listed as prohibited above. Such force cannot be used to search for item banned under school rules.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Where an item is confiscated this will be stored in a locked cupboard with a clear inventory, until it can be collected by a parent, in the case of a legal item, or

police officer in the case of an illegal item. Where there is uncertainty regarding the legality of the item, police advice will be sought.

The school retains the right to retain, destroy, return to a victim or hand to police any prohibited item found as part of a search with or without consent, where it is deemed appropriate, following detailed guidance provided in *Searching, Screening and Confiscation* (DFE January 2018).

Electronic Devices

Under statutory powers, the school has the right to examine an electronic device found as part of a legal search where there is good reason to suspect it has been or is likely to be, used to commit an offence or cause personal injury or damage to property. In this instance authorised school staff may examine any data files on the device and also delete data files, unless the device is to be handed to police.

Detailed guidance on 'good reason' and circumstances where a device would be handed to police can be found in *Searching, Screening and Confiscation* (DFE January 2018).