

Behaviour For Learning Policy

This policy is applicable to: South Hunsley School

Intended audience: Parents, Students, Staff

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Name and Title of Author:	
Name of Responsible Committee/Individual:	Local Governing Body
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Target Audience:	All Staff, Parents, Students
Related Documents:	Suspension and Exclusion, Attendance, Anti-Bullying, Uniform, Child Protection and Safeguarding, Physical Intervention and Restraint, Mobile Phone, Equality and Diversity, Special Educational Needs and Disability and No Smoking.
Version	

Behaviour for Learning 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 **'Suspension and Permanent Exclusion 2023'** guidance.

The aim of this policy is to create a safe, respectful and supportive learning community where positive relationships underpin behaviour and every student is guided to make constructive choices.

2. Aims of our policy

- To promote high levels of student engagement with all aspects of their learning and to minimise incidents of low-level disruption, enabling all students to thrive.
- To nurture learning environments where students feel connected, engaged and supported, reducing barriers to learning.
- To embed clear routines and explicitly teach learning behaviours so students know how to meet our high expectations.
- To ensure that the efforts of all our students are regularly and consistently recognised through praise and rewards.
- To allow students to take responsibility for their behaviour, both in lessons and around the schools site, so that the students, staff and visitors enjoy a purposeful, calm and welcoming environment.
- To empower students to understand the impact of their actions and to repair relationships when needed.
- To promote positive, purposeful learning environments.

For a Behaviour for Learning policy to be effective, it is essential that all staff apply it consistently and work within the agreed framework. A clear and purposeful use of praise and rewards plays a significant role in shaping positive learning behaviours and improving students' engagement and outcomes. Clear and purposeful use of praise and rewards underpins the Behaviour for Learning policy as it is fundamental in shaping positive learning behaviours and supporting strong outcomes and high levels of student engagement.

Students are supported to understand and accept the consequences of both positive and negative choices as part of developing responsibility and accountability. Expectations and consequences are clearly communicated, ensuring that there are no surprises for students, only a fair and consistent approach applied by all.

3. Principles

- Students are encouraged to take personal responsibility for their behaviour choices and understand how this impacts on their own learning and that of others.
- Staff and students are encouraged to engage in relational practices that support positive wellbeing and cultivate a sense of belonging..
- Positive behaviour is taught, modelled and reinforced through strong relationships, clear routines and shared values. There will be explicit teaching and modelling of expected behaviours.

- The balance should be largely **in favour of rewarding success and positive behaviours**, where the emphasis is upon rewards, it enables a positive ethos to prevail, where staff, students and parents/carers are clear of the consequences of any behaviour that hinders learning

4. Expectations of South Hunsley School and Sixth Form

We work together to uphold 'The Hunsley Way', a shared set of values that help everyone feel safe, respected and ready to learn. This is key principles that students are expected 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.

Classroom and social time etiquettes will be explicitly taught to students in order to support a positive culture which underpins 'The Hunsley Way'.

Social Time Etiquette	Classroom Etiquette
 We act responsibly around the school site and take pride in keeping it clean and tidy.  We listen to and follow instructions given by all staff.  We share school facilities and equipment, such as benches, fairly with others.  We stay in the correct, designated areas during social time.  We respect personal space and keep our hands to ourselves.  We play ball games only on the 3G pitch, not in other areas.  We always queue sensibly and with respect.	 We arrive on time, in full uniform, with the correct equipment.  We follow instructions first time, every time.  We show respect to staff, students, and our school community.  We listen carefully when others are speaking.  We stay focused and allow everyone to learn without disruption.  We use good manners at all times.  We take care of our school environment and resources.  We complete and hand in homework on time.  We wait to be dismissed at the end of the lesson.
The Hunsley Way: Community	The Hunsley Way: Community

Classroom Routines

Routines will be explicitly taught by teachers to students across the year in lessons and form time. These routines help create predictable, calm spaces where students feel secure and able to learn. They include:

- Entering the classrooms.
- Exiting the classrooms.
- Attracting whole class attention by signal, pause, insist.
- Recognise and Reward.

To support students to meet our high expectations, regular, consistent key messages will be communicated to students. These key messages will be through form time, weekly year group assemblies and weekly key messages. This induction and re-induction into the behaviour for learning policy, systems, rules and routines will ensure that all students understand the policy and know how to meet our high standards through consistent messages.

Where a student has a recognised educational need or disability that requires reasonable adjustments to be made, this will be taken into account and communicated to all staff to ensure that we are consistent and equitable in our application of the policy.

All teaching staff will strive to create a positive climate for learning by ensuring:

- Lessons are well planned, prepared and resourced.
- That students are met by their teacher at the start of each lesson.
- That the school expectations are modelled frequently by us all.
- That any failure to meet South Hunsley School and Sixth Form expectations is addressed consistently and fairly as set out in the Behaviour for Learning policy.
- That pupils are recognised and rewarded appropriately.

The use of the student planner

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 rewards, resets and reminders. Planners are checked weekly by Form Tutors to collate the stamps received throughout the previous week that will build throughout the year. Parents and carers are asked to check the planner weekly and sign as part of our ongoing communication between school and home.

Students must carry their planner with them at **all times** around the school site. If students arrive at school without a planner, they will be issued with a replacement planner sheet by their form tutor.

The following actions will be taken each time a student forgets their planner.

How many times in half term	Action	Further Action
First forgotten Planner Sheet	Planner sheet is given to student and logged by member of staff on Arbor	Student hands in the planner sheet to the tutor the following day
Second forgotten Planner Sheet	Planner sheet is given to student and logged by member of staff on Arbor	Lunchtime detention is served by the student Student hands in the planner sheet to the tutor the following day
Third forgotten Planner Sheet	Planner sheet is given to student and logged by member of staff on Arbor	After school detention is served by the student Student hands in the planner sheet to the tutor the following day
Fourth forgotten Planner Sheet	Planner sheet is given to student and logged by member of staff on Arbor	A day in school remove is served by the student Student hands in the planner sheet to the tutor the following day

5. Rewards

All members of staff within the school are expected to recognise, praise and reward all students as a matter of agreed policy. This is the first key area of consistency. Staff intentionally notice and celebrate students' efforts, progress and positive contributions, strengthening relationships and reinforcing our

shared values. Students' achievement, effort and positive attitudes will be recognised and celebrated in a number of ways. Below are some examples of how we celebrate and praise students for their achievements and positive attitudes:

Stamps

Students will regularly receive stamps, which they can save up and spend in the school rewards shop. The basic rule of thumb is a penny a stamp. The awarding of stamps will be based around the Student Planner. The awarding of stamps by staff gives immediate positive feedback to students. Stamps can be awarded both within and outside of the classroom and are awarded by all staff. The stamps lead to further recognition through our system of certificates.

There are four levels of certificates which will be awarded in assemblies or on other appropriate occasions.

- Form Tutor Certificate: 1000 stamps
- Head of Year Certificate: 1500 stamps
- Senior Leader Certificate: 2250 stamps
- Headteacher Certificate: 3000 stamps
- Governor Certificate: 3500 stamps

Students who receive the highest stamps in their year group become the 'star of the week' and the winners receive a prize.

The top house that week is displayed on the tutor message board and around the school on the screens and all the stamps/points are added into the House Cup. The House Cup is awarded at the end of the year to the winning House.

Praise Phone Calls Home

At times throughout the year, staff may phone the parents and/or carers of the students who have made significant contributions within lessons or to the school community.

Postcards Home

Postcards are sent home for sustained hard work over a number of lessons or for a significant contribution to our community.

Attendance Draws

Our attendance rewards programme is designed to recognise and celebrate excellent attendance throughout the year. All students achieving 100% attendance at the end of each half term and full term now receive a postcard home in recognition of their commitment and positive attitude to learning. To encourage attendance during key periods of the school year, we have replaced weekly prize draws with themed attendance competitions such as *Hop to Eggcellence*, *February Feast* and *Movie March*. In addition, students can achieve attendance "Streaks" for maintaining strong attendance over 5, 10, 15, 20, 25, 30 and 35 consecutive weeks, with rewards presented at each milestone. Tutor groups with the highest attendance are recognised through certificates and celebration assemblies, helping to promote a positive culture where excellent attendance is valued and rewarded across the school.

Award Ceremonies

Award ceremonies give the school a chance to celebrate the exam results or achievements of students over the year.

‘Well Done’ Breakfasts

Students who have received the most House Points during a half term will be invited to breakfast during form time.

Golden Tickets

Golden tickets are awarded to students who behave courteously and kindly around the school site. The students who have been nominated will go into a prize draw each half term. The prizes include sweets, amazon vouchers, and free break-time snacks.

End of Year Rewards Activity

Students who show a consistently good attitude to learning throughout the year will be eligible for our end of year rewards events. These could include visits to theme parks etc or activities in school e.g. a film afternoon.

6. Resets, Reminders and Outcomes

For the Behaviour for Learning Policy to be effective, it is important that when a student's behaviour disrupts learning or affects others, staff use supportive reminders and restorative conversations to help them re-engage positively. Outcomes are part of a clear and supportive framework and are not intended to be open to negotiation or debate. Consistency in this approach is essential in helping all students understand expectations and feel secure within the school environment.

Where a student has an identified special educational need or disability, any necessary reasonable adjustments will be carefully considered and discussed with parents and carers. While the behaviour policy continues to apply to all students, appropriate adjustments may be made to ensure individual needs are supported fairly and effectively. These adjustments are intended to provide support and understanding, while still maintaining high expectations and appropriate levels of challenge.

The following staged resets and reminders will be applied if a student fails to meet the principles of 'The Hunsley Way'. The Hunsley Way principles are clearly displayed around school, in classrooms and in student planners. Written codes will be given for poor behaviour in, or outside of, lessons, (**Reminder** codes) or for poor punctuality, missing equipment, lack of homework, or incorrect uniform (**Be Ready** codes).

The following supportive steps help students reflect, reset and re-engage with learning.



The codes which accompany a reminder are written in the planner as an **R code**.

All students will start each week with a clean slate on their reminders and reset planner pages.

Behaviour codes in a lesson		Action	Outcome
Stage 1 (R1)	Verbal Warning	Student asked to place planner on the teacher's desk.	No further action
Stage 2 (R2)	First Written Warning	Member of staff writes in planner with a description of the unwanted behaviour.	

Stage 3 (R3)	Second Written Warning (in that lesson)	Member of staff writes in planner with a description of the unwanted behaviour.	30 min Lunchtime Detention Email sent home to inform parent/carers
Stage 4 (R4)	Third Written Warning (in that lesson)	Student displaced to another classroom for the remainder of the lesson and logged on Arbor**	60 minutes After School Detention Email sent home to inform parent/carers
Stage 5	School Remove – “Staff On Call” has been triggered on Arbor	Student is removed from the lesson or displacement room and escorted to School Remove by a member of staff on duty.	Remainder of lesson is spent in school and a full day is served the following day*
Stage 6	School Remove***		
Stage 7	Internal Suspension		
Stage 8	External Suspension		
Stage 9	Extended period of suspension		

*The vast majority of students never reach Stage 4. It is used to ensure that learning is not disturbed by unacceptable disruption. When a student has received a full day in school remove this will usually be served the following day, but in some situations may be moved to the next most convenient day.

** The highest reset received in the lesson is logged on Arbor. R2 and R3 resets are written in planners. For R4 and above, parents and carers will be notified by email or by the pastoral team.

***Examples of situations that would mean a student would spend time in school remove or receive a suspension can be found below and in the Suspensions and Exclusions Policy on the website.

What behaviour will lead to a verbal, and then a written reset (R2 and R3) in lessons?

- Talking when the teacher is speaking to the class or when the teacher has asked for silence
- Shouting out during questioning
- Disturbing the learning of others
- Not following instructions
- Moving around the class or being out of seat when not asked
- Chewing gum or eating

This is not an exhaustive list and there may be other situations where the leaders make the judgement that lunchtime detention is an appropriate outcome.

If a student receives a Stage 4 (R4) they will be displaced to another lesson in the department. This will be logged on Arbor and they will receive an after-school detention.

In addition, students will receive **Be Ready** codes (L, H, U or E) for other infringements (no verbal warning is given)

Be Ready codes, incidents that happen outside of lessons, and other reminders

If a student chooses to behave in an inappropriate way around school, they will, as a minimum, be given a written warning in the Student Planner (OLB). For more serious behaviours the member of staff will liaise with the Pastoral Team and a more severe outcome will be applied. More serious consequences are outlined under suspensions and exclusion.

What will lead to written reminder outside of lessons? Examples include:

- Dropping of litter
- Lateness and/or time wasting on way to lessons

- Moving inappropriately around the site
- Not in school uniform or wearing it correctly
- Being in an out of bounds area
- Failure to follow instructions
- Chewing gum

This is not an exhaustive list and there may be other situations where the leaders make the judgement that lunchtime detention is an appropriate outcome.

What behaviours will lead to a lunchtime detention? Examples include:

- **Two written resets** for behaviour in one lesson
- **Four Be Ready reminders** in one week
- **Four Behaviour reminders** in one week
- Removing another student's tie
- Lateness to lesson by **over 10 mins**
- Failing to have a school planner on **two occasions** in a half term
- Inappropriate behaviour in the toilet areas

This is not an exhaustive list and there may be other situations where the leaders make the judgement that lunchtime detention is an appropriate outcome

What behaviours will lead to an afterschool detention? Examples include:

- Receiving a stage 4 (**R4 Reset**)
- **Six Be Ready reminders** in one week
- **Four Behaviour reminders** in one week
- Failing to have a school planner on **three occasions** in a half term
- Lateness to lesson by **over 15 mins** to one lesson or **two or more lates** to lessons in a week
- Deliberate unwanted physical contact
- Rudeness towards staff or students
- Failing to attend a lunchtime detention
- Vandalised planner e.g. crossing out a written warning, tearing a page out or trying to run two planners
- Three mobile phone codes resulting in a parent or carer collecting the phone from reception
- In a toilet cubicle with another student
- Truancy from form time, assembly or a lesson

This is not an exhaustive list and there may be other situations where the leaders make the judgement that after-school detention is an appropriate outcome

What behaviours will lead to one-day in school remove? Examples include:

- Refusal to follow instructions by a member of staff
- **6 written warnings** for behaviour in one week
- Failing to have a school planner on **four occasions** in a half term
- Failing to attend an After School Detention
- Inappropriate or offensive language used in the presence of staff (e.g. swearing in a classroom or corridor)
- Truancy from **more than one** lesson in a week
- Walking out of a lesson without permission from a member of staff
- Banned item brought into school (dependent upon banned item)
- Intimidation of staff and students
- Vandalism of student or school property
- Possession of smoking or vaping materials (first offence)
- Smoking/vaping (first offence)
- Bullying/abuse of other students (first offence)
- Fighting, of equal blame on both sides

This is not an exhaustive list and there may be other situations where the leaders make the judgement that school remove is an appropriate outcome

What behaviours will lead to suspension (internal or external) or permanent exclusion?

Examples include:

- Receiving **3 reminders** in school remove for failure to comply with the rules
- Deliberate unsafe behaviour or actions which potentially causes risks to others
- Fighting with another student
- Walking out of the school remove area without permission
- Refusing to hand over mobile devices when entering school remove
- Repeated bullying/abuse/intimidation of other students
- Unauthorised filming, photographing or recording in school on a device
- Verbal abuse or threatening behaviour against students or staff
- Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression
- Sexual assault or misconduct
- Physical abuse of/assault against staff or students
- Malicious allegations 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
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school reminders, resets and outcomes as well as other interventions have not been successful in modifying the student's behaviour
- Defiance and /or persistent refusal to accept school reminders, resets and outcomes.

The above list is not exhaustive and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate outcome.

Internal suspension from lessons should not be viewed as a 'soft' option and easy alternative to external exclusion. Internal suspension from lessons ensures that students have to tackle work, do not fall behind and have to meet targets.

In addition, where a student has assaulted or persistently bullied another student, the school will also consider restorative approaches and/or class moves, including moves of year half where appropriate, alongside other outcomes.

For further information on external suspension, please refer to the Suspensions and Exclusions policy

Student behaviour outside the school will be dealt with in the same way as behaviour inside the school where it is considered that there is a clear link between the inappropriate behaviour outside the school, and the risk of it harming the education, welfare and discipline among the students as a whole.

Conduct outside the school premises, including online conduct, that schools might sanction students for include misbehaviour:

- when taking part in any school-organised or school-related activity.

- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a student at the school.
- that could have repercussions for the orderly running of the school.
- that poses a threat to another student.
- or that could adversely affect the reputation of the school.

[Behaviour in schools: Advice for headteachers and school staff, September 2022]

Every lesson begins with a fresh start for all students, allowing them the opportunity to reset, rebuild working relationships, and focus on recognising and reinforcing positive behaviour. Any concerns or instances of unacceptable behaviour from the previous lesson should already have been addressed at that time.

However, this does not mean that agreed strategies to support behaviour are set aside. For example, if a student has been moved within the classroom, they will remain in that seat for as long as the member of staff considers appropriate. In some cases, a restorative conversation between staff and students may also be needed to help repair relationships and further support a positive learning environment.

7. Support

It is essential that the school works with parents/carers, 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 work proactively with students and families to understand underlying needs and strengthen relationships that support positive behaviour. Pastoral teams may use One-page profiles Behaviour reports, Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and intervention from other agencies.

As part of an initial support programme students may be placed on a report that is completed daily for form time and each lesson attended. This allows teachers to give ongoing feedback about lessons and for a daily check-in with a member of staff. Reports are taken home every night for parents and carers to check and sign. This again forms a strong communication method and provides information about how a student has managed the school day.

The types of report a student could be placed on for support are:

- Form Tutor Report – green
- Head of Year Report - orange
- SLT Report – red

As well as the report there are variety of different methods of support that the school can provide for students. Examples of these are:

- 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 Off-site Direction to another school. In these circumstances, where off site direction 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.

Off-site direction and Managed Moves

These are a supportive mechanism offered by the school in an attempt to improve a student's behaviour.

Off-site direction is when the school requires a student to attend another educational setting to improve their behaviour. Off-site direction will be used when targeted interventions and targeted support have not been successful in improving a student's behaviour. It will be used as a short-term temporary support measure, utilizing either another mainstream school or alternative provision (AP) for support.

Depending upon individual circumstances, the off-site direction to alternative provision may be full-time, or part-time. The length of time a student spends in another mainstream school or alternative provision (AP) will depend on what best supports the students' needs and potential improvement of their behaviour. The school will always follow the guidance from the East Riding regarding off site direction and managed moves.

Where a student is in imminent danger of permanent exclusion, the school may work with parents/carers and students to provide an Alternative Learning Package.

Training and Development

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

Monitoring

For the Behaviour for Learning 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 Behaviour for Learning 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 Behaviour for Learning 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.

8. Suspensions

South Hunsley schools follows The Education Alliance School Suspensions and Exclusion Policy which can be found on the school website.

9. Legislation and Statutory Requirements

This policy is based upon:

- Department for Education (DfE) expectations
- Behaviour in Schools September 2022
- School Suspensions and Permanent Exclusions Guidance May 2023
- Searching, screening and confiscation at school September 2022
- The Equality Act 2010
- Use of reasonable force in schools 2013
- Supporting students with medical conditions at school 2015
- Special educational needs and disability (SEND) code of practice 2014

Annex A – Bus Behaviour Guidelines

Safe travel and good behaviour on buses 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 buses using current school policy and procedures. These are centrally logged and are available to tutors and Heads of Year.

The school manages behaviour on the buses 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. Students 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 HOY 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
2. fare if you show the concessionary pass to the driver. You will be asked to pay full fare if you
3. do not have your pass.
4. Keep your ticket for inspection.
5. Remain in your seat until near your stop.
6. Standing is only allowed downstairs when the bus is full. You must not stand on the platform near the driver.
7. Do not sit on the ledge of the front window on the top deck of the bus.
8. Do not open the emergency exits.
9. Do not lean out or throw objects out of windows.
10. 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 B - 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 Year and Senior Leadership Team Links. Any students displaying poor behaviour, repeated poor attitude, non-completion of work, 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 C – 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 D – Searching & Confiscation

Prohibited Items

Searching, Screening and Confiscation (DFE July 2022) 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 as identified in the Searching, screening and confiscation (DFE July 2022) are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence.
 - to cause personal injury to, or damage to the property of, any person (including the student).
- An article specified in regulations (The Schools -Specification and disposal of articles - Regulations 2012
 - Tobacco and cigarette papers.
 - Fireworks.
 - Pornographic images.
- Headteachers and authorised staff can also search for any item banned and has been identified in the school rules as a banned. For the purposes of this policy, all items identified as banned are above but in addition include vapes, vaping accessories and energy drinks.

Authorised Staff

For the purpose of this policy the following staff have been authorised by the Headteacher to request a search

- Deputy Headteacher
- Assistant Headteacher for student support
- Director/Head of Student Support
- Deputy Designated Safeguarding lead

The Student Support and safeguarding group have been given authorisation to search students in line with this policy and have been trained in how to lawfully and safely search a student.

Searching with consent

Schools' common law powers to search

School staff can search students with their consent for any item. Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them opportunities to ask any questions. The member of staff may use a metal detector to assist with the search.

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 student 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.

Also note:

- 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.

Details of searches will be recorded by the school using the school's online Child Protection Management System (CPOMS). The member of staff conducting the search must record the following information:

- Who authorised the search
- The date, time and location of the search
- Who conducted the search and who else was present
- What was being searched for and the reason for searching
- What items were found, if any, and what follow up action was taken

Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parent of what, if anything, has been confiscated and the resulting action the school has taken, including any outcomes applied in line with this policy.

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 (July 2022).

Searching without consent

The Headteacher or other member of school staff authorised by the Headteacher is able to search a student without consent. For the purpose of this policy only the Headteacher and the Deputy Headteacher have authority to search a student who is not co-operating.

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

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 July 2022)

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 items 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 July 2022).

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 July 2022).