



**RYECROFT**  
C.E. MIDDLE SCHOOL

# Behaviour for Learning Policy

## *The Vision of the Staff, Pupils and Governors of Ryecroft C.E. Middle School*

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Ryecroft CE Middle School aims to enable every pupil to achieve their God-given academic and personal potential, so they can make a positive impact in the world.

We seek to be a community built on knowing God's love. Our values underpin all we do; we welcome all into our loving, happy and safe school.

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*We listen to each other, respect one another and show kindness to all.*

*Matthew 5:42 – "Give to those who ask, and don't refuse those who wish to borrow from you.*

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## **1.0 Introduction**

1.1 At Ryecroft CE Middle School, we recognise that it is the responsibility of all members of the school community including staff, children, parents, governors (LGB) and volunteers to ensure that we collectively establish a caring community with shared values. We recognise the privileged position that we hold as leaders and teachers and recognise that together we can and do make a difference. At Ryecroft we are 'loving and learning together'.

1.2 We believe that for young people to flourish they must develop self-discipline and be given autonomy to make the right choices within a clear framework of high expectations that are driven by our school values of **respect, responsibility and resilience**.

## **2.0 Pupil Values**

2.1 These values are embedded within our daily practice and routines. From the first day at school, pupils are expected to adopt and develop these values in everything they do.

### **2.1.1 Respect**

- Be polite and well mannered
- Be kind and considerate
- Listen to others without interruption
- Respond quickly and positively
- Keep yourself and others safe

### **2.1.2 Responsible**

- Look smart (Adhere to our school uniform expectations)
- Accept responsibility for the choices you make
- Take pride in your work and the environment
- Be independent, conscientious learners
- Attend, be punctual and equipped

### **2.1.3 Resilient**

- Approach learning with a positive 'can do' attitude
- Persevere when learning is challenging
- Absorb yourself in learning
- Accept that failure is necessary for success
- Work hard

2.2 We have high expectations of our pupils and will not compromise or accept excuses. We will however, always listen and support the individual needs of every pupil in a 'child centred, progress focused' way. Although meeting our expectations for some pupils maybe challenging, we do expect all pupils, without exception to live by our values 100% of the time. This includes when pupils are:

- In learning
- Out of class during unstructured time (Corridor movement, break and lunchtime)
- Taking part in any school or MAT-organised activity.
- Travelling to and from school.
- Whilst wearing school uniform in public.
- In some other way identifiable as a student at our school.

2.3 If they do this, their hard work will be recognised. However, the school will not hesitate to challenge, correct and sanction individual pupils who do not meet the expectations. After all, our priority is the learning, progress and wellbeing of all our pupils and no one individual should be allowed to jeopardise that for others without consequence.

2.4 This policy is supported by regular staff CPD and staff practice sessions focusing on: core routines and developing appropriate strategies for managing behaviour; bespoke teaching and learning strategies and how to ensure the highest quality of provision for all pupils including those with special educational needs and disabilities.

### **3.0 School Uniform Expectations**

3.1 At Ryecroft we will uphold the highest standards of uniform. To 'look smart' is the first step towards demonstrating our pupil values.

3.2 Pupils are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in and top button fastened
- School tie
- Plain black tailored trousers, with no ankles showing
- Plain black school skirt – just above the knee
- Ryecroft jumper with logo
- Formal plain black, flat shoes with a solid base/bottom
- Plain black, full length socks must be worn

3.3 The only items of jewellery permitted to be worn are one pair of earrings that are no bigger than a 5p coin and a watch.

3.4 Items that should not be worn:

The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style.
- Trainers, sandals, flip flops, plimsolls, ballet style shoes, high heeled shoes, shoes with fashion logos on or boots.
- Bandanas of any colour

- Headbands that are not plain black
- Shoe laces other than black.
- Hoodies
- Hats
- Jumpers/Cardigan/ hoodies with designer logo or non-school motifs/logos
- Body, facial or tongue piercings including plastic retainers
- Ankle/trainer socks/ coloured socks

### 3.5 Makeup

Pupils are not permitted to wear make-up. False nails, such as acrylic/gel, and any coloured nail varnish are not regarded as acceptable. Brightly coloured dyed hair which is not natural looking, hair that has patterns shaved into it or other types of extreme hairstyles will not be accepted.

### 3.6 Mobile Phones

The school does not permit the use of mobile phones, earphones or smart watches whilst on site, phones should be turned off and stored in lockers if they are in school. Pupils seen with a mobile phone, wearing earphones or using a smart watch will have such items confiscated. Following 3 occasions when items are confiscated, parents will be notified and asked to collect on a pupils' behalf.

If a pupil chooses to bring a phone into school they are responsible for their device.

### 3.7 Supporting the Uniform Policy

As a parent you are encouraged to contact the school before buying/sending your child to school with anything you feel may be deemed unacceptable due to the expectations stated above. Pupils in breach of school uniform expectations will have items confiscated and placed in the school safe. Pupils will be able to collect the items at the end of the week from the school office from 3.40pm. Where items of non-school uniform cannot be removed/confiscated, parents will be contacted in order to rectify. Where this is not possible pupils will be placed in the consequence room until resolved. The school will provide items of uniform for pupils to borrow temporarily for the day (e.g. a school tie) whilst parents seek to rectify the items deemed to be not in line with our policy.

## **4.0 Pupil Behaviour during Unstructured Time**

4.1 Pupils at Ryecroft are expected to demonstrate the highest standards of behaviour at all times, this includes when they move around the building and during break and lunch time. Pupils should always conduct themselves in a responsible and respectful way that maintains a safe and secure environment.

## 5.0 Corridor Expectations

### **Pupils will:**

- Always walk on the left in single file
- Avoid socialising and moving in large groups
- Avoid physical contact and respect other people's space
- Use inside voices, and use appropriate language
- Follow the instructions and requests of all adults at all times
- Be prompt to learning, moving along corridors with **pace and purpose**.

## 6.0 Attend, Be Punctual and Equipped

6.1 Punctuality is a core life skill and something we value a great deal at Ryecroft. When pupils are not punctual vital information is missed and will be detrimental to progress. Learning is disrupted when pupils arrive late and therefore affecting others too.

### 6.2 Lateness to school:

Pupils should be in school by **8:45am** as the gate will be locked shortly after. Any pupil arriving after the gates are closed at 8:45am will need to enter via the office.

### 6.3 Lateness to lessons:

All pupils are expected to take the shortest route possible in order to attend learning on time. If a pupil arrives at lesson late, without a reasonable explanation, the number of minutes they are late will be recorded. This lost learning time will be recovered after school once a threshold of 15 minutes have been recorded.

### 6.4 Being Equipped

We expect every pupil to arrive every day to school fully equipped. This means they must have:

- Blue/black pen – not biro
- Purple pen (for marking/next steps)
- Pencil + sharpener
- Coloured pencils
- Highlighter
- Ruler & eraser
- Glue stick
- Scissors
- Art shirt/Apron
- P.E kit
- Casio Scientific calculator (KS3 pupils only)

- Water bottle – not metal
- Reading book of their choice linked to our Accelerated Reader scheme.

Clutch bags/man bags are not permitted as these are not sufficiently big enough to carry all required items.

## **7.0 Recognition and Reward**

7.1 At Ryecroft we encourage and celebrate the success of all our pupils in all areas of school life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded. We acknowledge the importance of praise and reward and seek to promote and reinforce our pupil values of:

- Respect
- Responsibility
- Resilience

7.2 We recognise that pupils thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can inspire and motivate those who may be disenchanted. Finding ways to reward our young people is at the heart of our teaching.

We will reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently

7.3 We ensure that pupils of all ability levels in all year groups across our school can benefit from our rewards processes and that there is consistent application of policy across departments, year groups and from teacher to teacher.

7.4 Rewards in our school are linked to:

- Approach to learning
- Attainment and progress
- Pupils who demonstrate the core student values consistently
- Good attendance (At least 95%)

7.5 The rewards highlighted in this document have been developed together with pupils and staff from the school.

The strategy will:

- Support the vision and ethos of our school

- All pupils will make at least good progress
- All pupils are respectful, responsible and resilient
- Promote good behaviour and a positive attitude to the school
- Support policies by valuing the achievements of all pupils and recognising the widest range of pupil success
- Support learning by enabling pupils to recognise their achievements and the achievements of others
- Support personalised learning through encouraging student engagement and responding to the flexibility of pupils' achievements
- Develop and promote a climate of encouragement, praise and respect for achievement by supporting pupils to value their own successes and those of others
- Motivate pupils through the celebration of improvements and progress as well as attainment and consistency
- Be applied consistently and regularly across school by all staff

## 7.6 Rewards

It would be impossible to list all of the strategies used due to their extensive nature but they include:

- Termly awards of Gold, Silver and Bronze certificates for effort. Presented in assemblies and data posted home to parents and distributed to form tutors.
- Weekly positive phone calls home from form tutors or class teachers
- Individual subject certificates
- Presentation assemblies and evenings
- Public recognition of achievements through our social media platforms and website
- Praise letters or postcards to parents
- Positive feedback on written work
- Celebration assembly each Friday

## 7.7 Achievement Points

Achievement points can be awarded by any member of school staff for a range of positive contributions including (not an exhaustive list): excellent effort, positive work ethic, good verbal contributions, positive contribution to school life, displaying school values, outstanding work, and exemplary attitude. Points will be recorded on SIMS and shared with parents and carers via School Gateway.

7.8 Achievement points are collated each term, giving pupils opportunities to be rewarded with achievement certificates, breakfast/afternoon tea with the Headteacher, a House led reward voted for by pupils.

## 7.9 Rewards Strategy



<b>Timescale</b>	<b>Award</b>	<b>Reward</b>
<b>Daily</b>	-Positive points recorded on SIMs on the day, verbal praise, check in and check out. -Subject/teacher specific rewards.	1 or 2 positive points, automated message home.
<b>Weekly</b>	-Form attendance certificate. -Teacher led celebration assembly-star of the week/displaying values. -Positive phone call home (subject/form). -Top 10 positive points earners of the week.	-Free time session in ICT suite. -Certificate and 5 positive points.  -2 positive points. -5 positive points. -Que jump during lunch time for the week/or priority access to the ICT suite/library.
<b>Termly</b>	-Celebration day. -100 club. -Bronze, Silver & Gold awards (5, 10 & 15%). -Highest points score in each form. -Zero negative points award. -House shield. -Highest form attendance. -Top 3 points scoring form. -Headteacher star awards for school values.	-All pupils on positive points. -£10 gift voucher provided by FORM. -Extra break time, film/activity afternoon & £5 voucher/pass. -Enter into prize draw. -Prize for winning house. -Prize for winning form. -10 positive points. -Breakfast with the Head Teacher.
<b>Annual</b>	-House shield. -Highest points scores in each form. -Top 3 points scoring forms. -Zero negative points for the year. -100% attendance for the year. -Subject awards. -SATs achievement awards. -Headteacher award. -Governors star awards for school values.	
<b>Other</b>		

## **8.0 Consequence System in Learning**

8.1 Our consequence system is designed to give pupils choices and an opportunity to 'get it right'. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the pupil's own learning or that of others. If unchecked this sort of behaviour disrupts lessons and undermines the authority of the teacher.

8.2 During lesson time where teachers feel that the flow of learning is being disrupted by an individual or group of individuals, a series of warnings will be issued, providing an opportunity for pupils to 'correct their actions and get it right'. Where pupils do not respond positively, despite these warnings, pupils will be removed from the lessons and a series of sanctions will follow. (Listed below)

8.3 The consequence system works in conjunction with our pastoral system, a progressive system of structured intervention led and designed by our team to address underlying causes of poor behaviour and disengagement wherever possible.

## 8.4 Detentions

8.4.1 The expectation at Ryecroft CE Middle School is that no pupil will disrupt the learning and progress of themselves or others. Where this happens a detention will be used in the first instance. We expect all parents to support this sanction without question.

8.4.2 It is stated in the Education Act of 1997 that the Academy does not require permission from parents/carers to keep pupils for a detention. "Detentions outside school hours are lawful despite absence of parental consent". However, they will be notified.

8.4.3 Detentions will run as 'next day detentions' for either 30 or 60 minutes.

### **8.4.3.1 30-minute detentions may be issued for the following reasons:**

C3 in learning,  
Incomplete ILT or Incorrect Uniform after 3 reminders/warnings.

### **8.4.3.2 60-minute detentions may be issued for the following reasons:**

Non-attendance to a 30-minute detention,  
Failing a 30-minute detention or receiving two C3 logs in one day

8.4.3.3 Non-attendance of a 60-minute detention, failure in a 60-minute detention or more than 2 C3 logs issued in one day will result in an escalation of the sanction to a Consequence Room day, which will finish at 4.00pm.

8.4.4 Parents/Carers must ensure they have logged on to their School Gateway account where they can monitor their child's progress, attendance and behaviour. Parents/Carers will be informed of detentions via a text or phone call.

## 8.5 Consequence room:

The Consequence room is sanctioned for more serious incidents or for persistent low level disruption (See appendix 1). Pupils can spend from 1 to 5 days in isolation. **The school day for pupils in the Consequence room starts at 9:00am and finishes at 4.00pm.** Pupils will be asked to arrive and leave at school at these times. Learning set will reflect the pupil's normal curriculum offer. The use of the consequence room as a sanction is a last resort before a fixed term exclusion is issued.

## 8.6 Internal suspension:

Pupils will serve between 2-5 days within the consequence room or at an alternative setting. A readmission meeting will be held between parents, the pastoral leader and a member of the senior leadership team **upon the pupils' return to their usual timetabled lessons.**

## 8.7 Managed Moves

Pupils at the risk of suspension can sometimes benefit from a managed move to an alternative school for an allocated period of time. Managed move documentation is completed alongside a pre-visit for the pupil and parents/carers as stated by the Local Authority. A managed move as a preventative measure or as an alternative to permanent exclusion should involve the agreement of the family.

## 8.8 Alternative Provision

For some pupils, securing an alternative provision is an option. In the case of on-going difficulties, the parents/carers will have been involved in meetings with middle and senior leaders, including the Headteacher/Deputy Headteacher/Pastoral Lead.

## **8.9 Off-site direction**

8.9.1 Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school.

During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

8.9.2 When possible, in-school interventions or targeted support from AP schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

8.9.3 Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

8.9.4 The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 201022 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative provision guidance section does legally apply to maintained schools, academy trusts are also encouraged to follow this guidance.

8.9.5 The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. For maintained schools, the governing board must ensure that parents (or the pupil if 18 or older) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day.

8.9.6 Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing board hold a review meeting. When this happens, governing boards must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

8.9.7 The length of time a pupil spends in another mainstream school or AP and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.

8.9.8 The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews.

8.9.9 For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g., a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.

8.9.10 The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.

8.9.11 To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

8.9.12 The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

## **8.10 Suspensions**

8.10.1 Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted'. (DFE suspension from maintained schools, Academies and pupil referral units in England)

8.10.2 All decisions to suspend are serious and only taken as a last resort. All decisions will be lawful, reasonable and fair. The Academy pays due regard to the principle legislation, namely:

- the 2011 Education Act
- the School Discipline Regulations 2012
- the Education and Inspections Act 2006
- the Education Act 1996
- the Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007, as amended by the Regulations 201
- The most up to date guidance released by the DfE

8.10.3 When making a decision regarding a suspension we are mindful not to discriminate against children on the basis of protected characteristics such as disability. Children with identified special educational needs and disabilities (SEND) will need more support to meet expectations, although they must not present a health and safety risk to staff or students and must be within the control of the academy. The Headteacher will pay due regard to the SEND Code of Practice when suspending a child with an identified need. Reasonable adjustments for identified children will be agreed under the direction of the Director for Inclusion.

8.10.4 A pupil may be suspended for one or more fixed-term periods (up to a maximum of 45 school days in a single academic year) or permanently. Pupils can be suspended for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Where the Headteacher believes an incident may warrant more than a five day suspension, the school has the duty to make an arrangement for education following the fifth day. Where pupils are suspended for the same repeat incident the number of days suspension sanctioned will increase with severity.

8.10.5 The school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable and will use appendix 1 as the guideline for setting sanctions. Conduct outside the school premises, including online conduct, that we will sanction for:

- when on any school-organised or school-related activity
- travelling to and from the school
- when wearing school uniform

- when in some way identifiable as a pupil at the school
- where there will be repercussions for the orderly running of the school
- posing a threat to another pupil
- adversely affecting the reputation of the school.

## **8.11 Roles and Responsibilities of all parties with regards to suspensions**

### **8.11.1 The Headteacher**

Only the Headteacher has the power to suspend a pupil and this is only on disciplinary grounds. When establishing facts, the Headteacher must apply the civil standard of proof: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher has the right to direct a child to off-site education. Parents will be informed initially by telephone. This will be followed up with a letter.

### **8.11.2 The Parent/Carer**

The parents have a duty to ensure their children are not in a public place at any time during the school day. Failure to comply with this could lead to a fixed penalty notice 18 or prosecution. The parent may write to the Advisory Group to ask them to review a suspension, although the Advisory Group does not have the power to overturn such a decision if it is less than five days.

In the case of a permanent exclusion, a meeting will be arranged and the parent may arrange representation and/or bring a friend. Parents have the right to apply for a review by an independent review panel within 15 days of the notification.

## **8.12 Reintegration**

Following any fixed term suspension, the school will take reasonable steps to meet with parents/carers and the pupil to ensure there is clarity around the reasons for the action and also to discuss the pupil's reintegration. The meeting will be chaired by a member of the senior leadership team. At the meeting, the strategy for reintegration and managing the pupil's behaviour will be discussed.

## **8.13 The decision to permanently exclude**

A decision to exclude a pupil permanently should only be taken:

- In response to serious or persistent breaches of the School's Behaviour for Learning Policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2015 guidance)

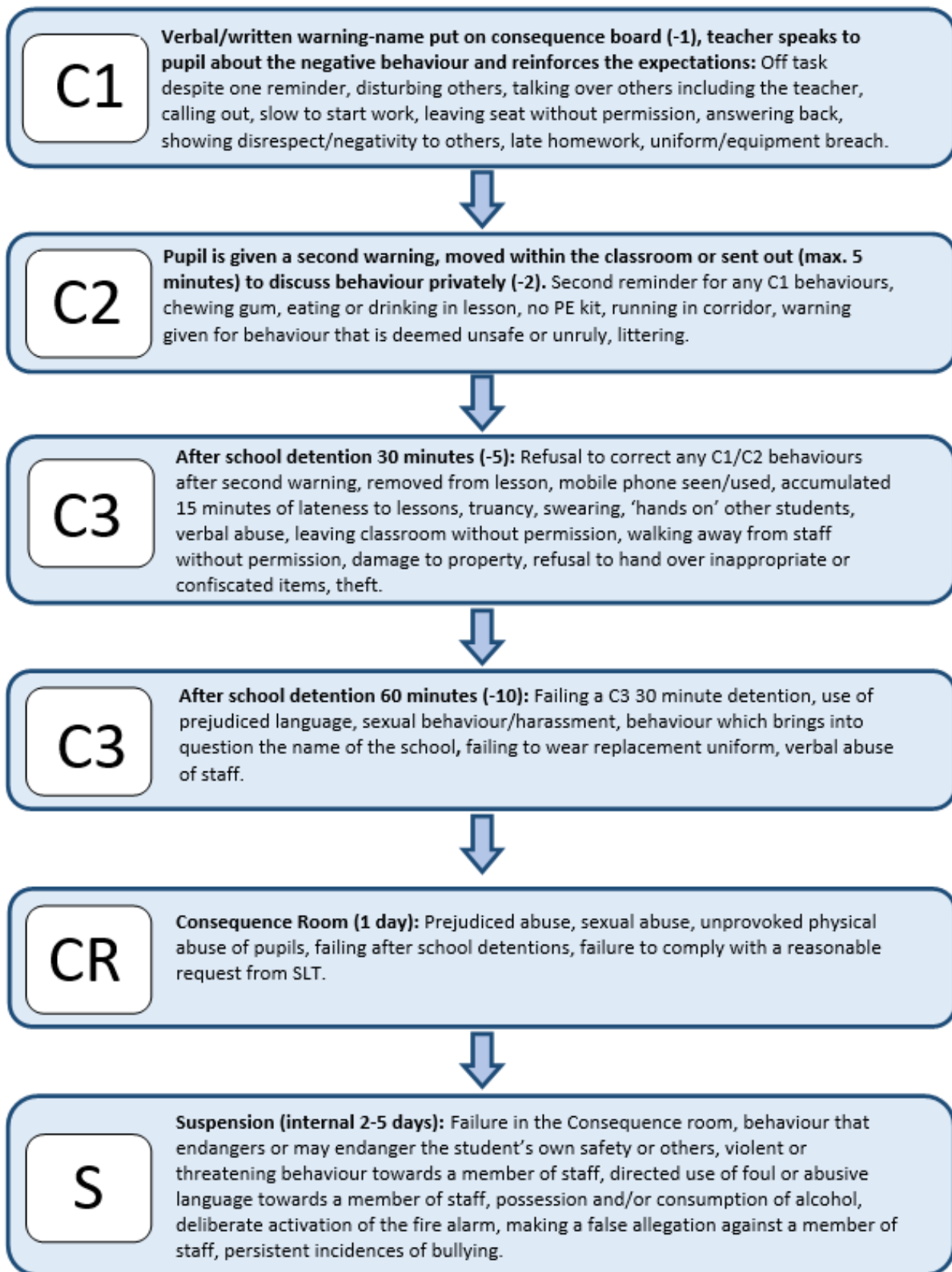
The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence.

## **9.0 Monitor and review**

9.1 The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Positive Behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Local Governing Board informed. The Local Governing Board will annually review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.



## Appendix 1: Consequence system framework





**A member of senior staff will be 'on call' for any incidents which require additional support. Refusal by a pupil to follow an instruction issued by any member of staff will result in an after school detention.**

- Staff are expected to record behaviour points issued on the **day of the incident** so that parents can be informed.
- **The Behaviour Lead will monitor detentions and behaviour points, and ensure after school detentions are completed.**
- Staff are expected to follow the chart consistently and **explain** the next steps clearly to the pupil, whilst reminding them (and the class) of the behaviour expectations within the lesson.
- Good communication between staff is expected in order to maintain good levels of behaviour. Form tutors should be informed about detentions issued or any patterns of repeated behaviour from individuals.
- Form tutors will be the first point of contact for any parent wishing to express a concern or need to contact the school. Form tutors will seek to resolve the concern, recording communications with parents or carers on SIMS. If they are unable to, or there are repeat concerns, the Behaviour Lead will be informed and support issued. If the Behaviour Lead unable to resolve the concern, or there is an escalation in need for support, the Deputy Headteacher will become involved. The final point of contact will be the Headteacher. It is essential that all communication whether face to face or over the telephone is **recorded on SIMS**. The school's preferred method of communication is face to face or over the telephone.

## **Appendix 2: Supplementary guidance to aid the implementation of this policy**

### **The School's Guidance on Offensive Weapons**

The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into our school. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Academy to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

### **Screening, Searching and Confiscation**

Ryecroft CE Middle School follows closely the guidance from the DfE:

‘Screening, Searching and Confiscation. Advice for Headteachers, staff and Governing Bodies’.

Where there are serious concerns that a pupil may have on their possession a contraband item, the Headteacher, or other designated member of senior staff may search a pupil, following the guidance below from the DfE:

*“School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.”*

In addition to the practice identified in the DfE guidance, any item brought into school with the intention of the item being sold or passed on to other pupils which, in the Headteacher's opinion will cause disruption to school or be detrimental to school practice will be confiscated.

- School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to reception as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head Teacher thinks there is a good reason to do so.
- Where the school finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order

and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.

- Where alcohol has been confiscated the school will retain or dispose of it. This means that the school can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the pupil).

- Where a member of staff finds tobacco, cigarette papers, lighters, matches they will be disposed of. These will not be returned to the pupil. The same also applies to vapes and e-cigarettes.

- Staff will also confiscate the following items if they are seen or heard anywhere on the Academy site:

- Mobile phones, MP3s, headphones, personal game players/cameras, hats/bandanas (except a plain woolly hat in very cold weather), non-regulation jewellery e.g. body, nose and tongue studs (including retainers).

- Mobile phones will be confiscated for the day, unless this has been directed by staff) and maybe collected by pupils from the school office at 15:40pm on the same day.

- All other items including MP3 players, earphones or any other items listed above will be confiscated until Friday of that week.

- If, at the end of the year, the item has not been reclaimed then the school reserves the right to destroy the item.

The school is not responsible if any of the above items are lost or stolen whilst in the possession of pupils.

### **Peer on peer sexual harassment and violence**

School will respond to all concerns and reports of child on child sexual harassment, including those which have happened outside of school and / or on-line. Victims of sexual harassment or violence will be supported via the school and their accounts will be taken seriously. When necessary multi-agency support will be sought and all incidents will be managed on a case-by-case basis with the DSL taking a leading role using their professional judgement, supported by other agencies such as children's social care and police as required.

### **Malicious or unfounded allegations against staff**

Ryecroft CE Middle School will investigate all allegations about staff misconduct and allegations that staff actions have comprised the safeguarding of pupils (see Safeguarding policy).

If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those pupils involved in making the allegation. This may include fixed term, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and for the reputation of the school.