Horizon Community College Behaviour For Learning Policy

This policy should be read in conjunction with a range of associated college policies.

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BEHAVIOUR FOR LEARNING POLICY

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Section 1 Aims of the Policy

Aims of the Policy

The core purpose of Horizon Community College is to ensure all students are 'school ready, work ready, life ready'. We believe this is achieved through quality first teaching, recognising, and rewarding achievements, providing opportunities for all, and upholding high standards of discipline, attendance and punctuality.

The College works in partnership with Parents and Carers to promote positive discipline and encourage students to make the right choices. Parent/Carer involvement and interest are actively encouraged through communication (Parentmail, telephone calls, parental meetings, and annual Parent/Carer Evenings).

We believe raising standards is the **collective responsibility** of all staff and students at College. Students will be encouraged to uphold high standards and help create a sense of community throughout the College. Staff will consistently seek to adopt a positive approach to student discipline in ensuring a safe and secure environment in which learning can flourish and prosper.

The Behaviour for learning Policy also links to the following policies:

- Safeguarding and Child Protection Policy
- Anti-bullying and Harassment Policy
- Drugs, Alcohol, and Illicit Substances Policy
- RSHE Policy
- SEND Policy
- Managing Parent and Visitor Conduct Policy

Section 2 Non-Negotiable Expectations

Around the College

- Follow instructions and all reasonable requests from all staff – first time and every time
- Wear full College uniform smartly at all times (hats, scarves, hoodies are not allowed to be worn inside the College building.)
- Show respect for other people and College property
- Always place litter in bins
- Follow the one-way system
- Move promptly from one lesson to another
- Do not enter out of bounds areas
- Eat and drink in the right place and at the right time – whilst eating remain seated, don't shout, or raise your voice, dispose of litter, and then leave the canteen
- Keep unnecessary, personal equipment away e.g., Mobile phones, AirPods, earphones, gadgets etc.

In the Classroom

- Arrive to lessons on time
- Do not block corridors whilst waiting outside
- Sit in the seating plan the teacher has implemented
- Speak respectfully to staff and other students
- Follow instructions from all staff – first time and every time
- Remain silent when the teacher is talking to you
- Be ready to learn with all required equipment – pen, pencil, ruler
- Stay on task and complete all tasks to the best of your ability (including home learning)
- Do not disturb another student for any reason
- Keep unnecessary, personal equipment away e.g., Mobile phones, earphones, smart watches, gadgets etc
- Leave when dismissed by the teacher – in an orderly manner
- Leave the room tidy

Trips/Visits

- Remember you are a positive role model for the College
- Behave in a mature and sensible manner
- Listen to staff instructions carefully
- Follow staff instructions
- Pay particular attention to meeting times and places
- Behave well on the bus or other mode of transport and follow any necessary safety regulations
- Keep the bus tidy and clean

Work Experience and Work Placements

- Take reasonable care for the health and safety of yourself and those around you – do not use anything if you have not been shown how to use
- Do not behave in a way that would put anyone at risk of harm
- Do co-operate with the company – take notice of any guidance, training, or instructions
- Ensure you wear personal protective clothing where required

Section 3a Core Values

Horizon Core values are promoted through lessons, form period, assemblies, displays, College website and parent/carer evening. There is a College wide, monthly focus which is shared with all staff and students. An effort grade is collected at each data collection throughout the year and reported home to Parents/Carers. Students are given an effort grade which reflects their character and attitude to learning. Following each data collection, there are celebratory opportunities, as well as further support options where necessary.

Our Core Values are:

- Aspiration
- Independence
- Resilience
- Pride
- Respect
- Kindness

Section 3b Character in the classroom

Students are encouraged to reflect and develop their 'character within the classroom'. This involves students taking ownership and responsibility of their learning, having high expectations of themselves and developing a positive, growth mindset.

All staff are encouraged to promote 'character in the classroom', which in turn supports our ethos of students becoming a 'positive role model'. Each classroom across the College displays a poster with the important characters, and qualities that we feel students should aim to demonstrate at every opportunity

See Figure 1a. Character in the classroom

Section 4 Praise and Rewards

We believe in rewarding effort, recognising achievement, and encouraging students to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A student, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the College community. A clear framework for rewards and praise allows all students to be recognised, rewarded, celebrated, and recorded.

We use an extensive range of rewards: e.g., positive conduct points, verbal praise, achievement points, certificates, postcards, 'Proud Thursday', Gold pin badges, Celebrating Learning cards, celebratory breakfasts, and reward trips. Students' achievement points are recorded weekly in their planner. Achievement points are also communicated to Parents/Carers through each of the data collection reports that are posted home.

As a College we offer a range of rewards to:

- Recognise the value of students' achievements, progress, and effort within the College
- Give positive encouragement to students to succeed and to contribute to College life
- Enhance student/staff relationships within the College
- Improve a student's sense of self confidence and worth

What should we praise? - *The things which encourage a 'growth mindset'*

- Hard won achievement or improvement; intellectual leaps that are impressive for that student
- Resilience
- Reflection and independence
- Kindness and thoughtfulness to other students
- Service to the College and the community
- Collective endeavour in order to achieve challenging goals

All Teachers are expected to:

- Recognise and reward students through Achievement Points through the effective use of the classroom Praise board. A student's name is recorded on the board for their achievement and contribution during the lesson. An Achievement Point is awarded and logged on SIMs which generates an automatic text home
- Award a 'Star of the lesson' (5 Achievement Points). This can only be awarded to one student per lesson. This is logged on SIMs which generates an automatic text home to inform Parents/Carers of this achievement
- Nominate and share students' work for 'Proud Thursday' and encourage students to share and be proud of their own learning
- Award Positive Conduct points (in the student planner). For every 5 positive conduct points, log on SIMs
- Teachers may also use Praise Postcards, Stampers, Stickers and other incentives

All Subject Leaders are expected to:

- Ensure all teachers and support staff create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy with consistency
- Regularly analyse praise and rewards data across the subject area and identify and address relevant issues and needs through use of the achievement's dashboard
- Select and present subject awards at the end of year Celebration Evening

All Pastoral teams are expected to:

Following each data collection:

- All students ranked No. 1 receive a certificate and join the Principal for the 'star student breakfast'
- Praise Postcards to the most improved 50 students in effort ranking for the data collection
- Award gold pin badges to the top 10% of students in each year for effort

Every half term:

- Attendance – Prize draw in an Attendance celebration assembly (one for each year group) – 5 x £5 vouchers for students with 100% that half term. 5 x £5 for students with 100% attendance so far, all school year

- Celebrating outstanding behaviour – Praise assembly for each year group to award £50 worth of vouchers to put towards Prize draws to recognise outstanding effort and behaviour
- Awarding of any student certificates for achieving thresholds for Achievement Points - **Bronze, Silver, Gold, Platinum**
- Promote and share the celebrations on the College website and college Twitter

Praise Thresholds

Bronze Award – 100 **net** Achievement Points – Certificate in form Period, name on website.

Silver Award – 200 **net** Achievement Points – Certificate in Assembly, name, and picture on website.

Gold Award – 300 **net** Achievement Points – Presented by a member of CLT, name and picture on the website, invite to a rewards trip run by school team.

Platinum Award – 450 **net** Achievement Points – Award at Celebration Evening at end of school year, parents, and student attend this.

At the end of each term:

Principal's Award – A certificate is awarded and presented by the Principal to one student in Year 7 to 11. Students are selected, based on one of a variety of reasons including being in the top 10% of students gaining the highest number of 'outstanding' effort grades in lessons at a data collection, supporting a school event – showing responsibility, outstanding contribution to the local community or school life, representing the school at a local/national level, enthusiastic participation in enrichment activities.

All form tutors are expected to:

- Provide students with a weekly update on their achievement points and attendance figures. Ensure all students record this in the correct area of the planner
- Present Bronze Certificates in form period
- Engage in positive behaviour management strategies for students through form time activities
- Share the weekly snapshot with students, discuss any concerns / achievements with individual students

All students are expected to:

- Behave courteously at all times showing respect and consideration to other students and staff at all times
- Demonstrate Horizon Core values at every opportunity

Section 5 Roles and Responsibilities

Role	Responsibility
Subject Teachers	• Meet and greet students, and take the attendance register accurately and complete the 'Do now 'task • Complete equipment checks in lessons – issue a negative conduct point if students don't have a pen, pencil or ruler. • Have high expectations of behaviour and establish a framework for discipline, using praise and consequences consistently and fairly • Establish and maintain good relationships with students • Engage in restorative conversations, incuding following a C3 • Communicate with home following behaviour incidents resulting in a C3 or a C5 • Review seating plans to promote positive behaviour at all times
Form Tutors	• Meet and greet students, and take the attendance register accurately • Complete equipment checks in lessons – issue a negative conduct point if students don't have a pen, pencil or ruler • Follow up absence or lateness where required by speaking to students and discuss with school team • Follow up on achievements and behaviour concerns appropriately by speaking to Tutees • Engage in the planned form period programme • Promote and support in restorative conversations between students where necessary • Check equipment, issue missing equipment and record as a negative conduct point in the planner • Check that students meet uniform expectations • Deliver the weekly Student Bulletin in form time • Deliver the Votes for School activity • Carry out the voting and submit the voting before the deadline
Subject Leaders	• Conduct drop-ins within their subject areas • Give advice, and support staff, to deal with behaviour issues • Monitor praise using the achievement dashboard • Monitor behaviour incidents that take place within the department using the Behaviour dashboard and implement behaviour strategies to support students and staff • Support staff with restorative conversations following a C3 • Communicate behaviour concerns and staff training needs in line management meetings

Duty Staff	• To arrive promptly in your assigned duty area wearing a high vis jacket • To actively monitor students and pre-empt any issues/incidents arising • To support in restorative conversations • To issue positive or negative conduct points where appropriate
Pastoral Team: **Associate Vice Principal** **Head of Lower/Upper** **Heads of Year** **Student Learning Officers** **Student Well-being**	• Investigate behaviour incidents • Implement and develop proactive strategies for individual students to promote positive behaviour within the year group • Conduct drop- ins across the College to support a positive learning environment • Promote a positive climate for learning • Communicate with home following behaviour incidents • Support staff with behaviour incidents through 'on call' • Provide appropriate paperwork to support the Head of Key Stage and Associate Vice Principal – Behaviour and Standards, in making decisions on reflection and internal suspension • To lead reintegration meetings following Internal Suspension and Suspension • Co-ordinate Reflection • Carry out Restorative Practice where appropriate and support staff with restorative conversations following a C3 • Revisit and remind students regarding expectations and College systems through assemblies and use of student bulletin • Collect, collate and monitor year group data on attendance, punctuality and behaviour • Ensure new students to College arriving throughout the academic year are clear on expectations and school systems - as part of the induction process • Counsel and mentor vulnerable students • Monitor and log bullying and peer on peer abuse incidents • To supervise College detentions as part of the rota • To attend School/College contract meetings • Escort students to Reflection or Internal Suspension (when required) • Attend weekly School team meeting and share minutes • Attend Inclusion meeting with representatives from SEND, The Base, The Hub and Wellbeing • Monitor students on behaviour reports
College Leadership Team	• Support staff in ensuring there is a positive climate for learning. • Conduct drop -ins to support staff with students/classes • Support staff with 'on call'

	• Supervise Internal Suspension, Reflection and Timeout as part of a rota • Support with restorative conversations where necessary • Provide governors with termly updates on behaviour trends (Associate Vice Principal – Behaviour and Standards) • Collect, collate and monitor whole College data • Ensure staff are provided with continuing professional development to support positive behaviour
Principal	• The Principal has strategic responsibility for 'Behaviour for Learning' across the College. The Associate Vice Principal – Behaviour and Standards leads on this · The Principal is responsible for, and makes all decisions, regarding Suspensions and Permanent Exclusions
HLC Members (formerly Governors	• Chair/Vice of Horizon Local Committee (HLC) to attend College contract meetings · Monitor rewards and behaviour trends
Parents/Carers	• Send their child to school regularly and on time, ready for the day e.g., Uniform, planner, books and equipment. (pen, pencil, ruler) Notify the College if there is a legitimate reason why their child is absent or late, or of any other issues that might affect their child's progress • Support the College in upholding sanctions if their child fails to comply with rules/expectations • Be available for contact throughout the course of the school day and to attend meetings to discuss their child's progress, as and when required

Section 6 Choices and Consequences in Lessons

Behaviour	Consequence/Behaviour strategies
Chewing, uniform issue, general conduct Lack of equipment in lessons – no pen, pencil or ruler	**Positive rule reminder** on entry to the class/lesson or at the start of the lesson **Negative Conduct Point**
First negative choice Examples include: • Poor work rate • Failing to follow instructions • Talking	**C1** – **Verbal warning** Name written on the Consequence board and tick next to C1 No SIMs log required at this point
Second negative choice	**C2** – **Behaviour point issued on SIMs**

	Spoken to by teacher and teacher has offered a solution to help him/her correct his/her behaviour e.g. moving seats, setting time limits to complete work, adapting activity Name on the board. C1 and C2 are ticked
Due to lack of impact of C1, C2 student's behaviour is such that he/she needs to be removed from the lesson	**C3 – Parking** Name on the board and C1, C2 and C3 are ticked Student is 'Parked' to the allocated parking room for the remaining part of the lesson. Teacher issues a 'Reflection' sheet Student to arrive at 'Parking' room within 5 minutes. The member of staff within the 'Parking' room will sign and record time of arrival on the Reflection sheet, student to complete the Reflection sheet and take it back to his/her teacher at the end of the lesson When the student arrives at the end of the lesson, a restorative conversation takes place. If not appropriate at that time, it can be rearranged. Pastoral teams and subject leaders support where needed. Questions include: What happened? Who has been affected by this? What needs to happen now? Record the incident on SIMS. 'Action taken' recorded as 'Parking – C3 and a email/message or phone call home to parents/ carers. Tick the box on sims to confirm the phone call has been made. The student is also issued with a 30 minute C3 Parking detention. If the student fails to attend this 30 minute C3 Parking detention (without advance discussion and agreement with pastoral team) they will be issued with a 60 minute C5 detention.
'On call' if : There is a safeguarding concern Student displays extreme behaviour	**C5** If student fails to return at the end of the lesson, incident is recorded as C5 on SIMS with a brief

Student refuses Parking Student causes disruption in Parking room	description of the incident. The student is issued a 60 minute C5 detention on SIMS A message/email or phone call home is made by a relevant member of staff.

Choices and Consequences during unstructured times

Behaviour	Consequence/Behaviour strategies
Chewing, Uniform issue, general conduct	**Positive rule reminder** – speak to student and remind him/her of the College rule/expectations Log a negative conduct point in the student's planner
Defiance around college	Recorded on SIMS as 1 behaviour point. A further consequence may be issued by the Pastoral team if appropriate
Mobile phone or electronic device if seen (e.g. visible in pocket) or heard (doesn't need to be actively used).	The device must be handed over to the member of staff requesting it, and 1 behaviour point is recorded. This should be collected at the end of the day from Student Reception
Internal truancy Student is out of bounds Smoking/vaping by association	Sanction can range from C5 detention to Internal Suspension; the decision on consequence would be based on prior behaviours and any aggravating/mitigating factors.
Smoking/vaping Failure to attend 2nd chance C5 detentions Persistent truancy Refusal to hand over mobile phone (requested by a member of staff) Persistent Defiance Online harassment Physical/ Verbal Abuse Breach of Health & safety Use of electronic devices to record on college site Use of online technology to bully, harass or impersonate others.	Reflection or Internal Suspension. To be determined by Associate Vice Principal, Associate Principal or Principal, depending on any mitigating/aggravating factors.

Extreme acts of violent or dangerous behaviour.	To be determined by the Principal

Behaviour Consequences and Intervention

The C1- C5 Consequence system is designed to support learning by tackling low level disruption. The system is not a replacement for good classroom management techniques.

There are a range of consequences and interventions to help students manage and correct their behaviours. These are outlined below.

Detentions

C5 detentions are 60 minutes in duration. C3 Parking detentions are 30 minutes in duration. They take place on Wednesday, Thursday and Friday each week. Although Parent/Carer consent and 24 hours' notice to Parents/Carers is not required, they will normally be notified of a detention by phone call or text message as a matter of courtesy.

If a student misses a detention, they will be given a second chance on the next available slot. Failure to attend a second chance detention, with no valid reason or prior discussion, will result in an escalated sanction.

On-Call Procedures

We operate an On-Call system for teaching staff during lesson time. All lessons are supported with an appropriately trained member of the School's Middle and/or Senior Leadership on duty. As a rule, On-Call should only be used for matters of aggressive defiance, emergencies or safeguarding issues.

Restorative Practice (RP)

Students and staff are encouraged to build and maintain positive relationships. At Horizon College we advocate RP as a way of strengthening relationships and resolving issues. All teaching staff have received in house training in RP and can facilitate a restorative meeting following a C3 or C5. Pastoral staff work with individual students on a one-to-one basis or as part of a group, to help students resolve any issues which are affecting their behaviour and well-being in College.

Report Cards

Student behaviour and conduct is monitored through a daily report card when they have received 9 behaviour points or more in one week. A student may be placed on report without meeting this threshold if parents and/or the Pastoral team feel it is appropriate. The Pastoral team is responsible for monitoring students on daily report and will review this at the end of each day, or the following morning. Parents/Carers also need to review and sign the report each day. At the end of the period on report, it will be reviewed whether the student can successfully complete their report or whether they will remain on it. The outcome of this decision will be communicated to parents/carers and teaching staff.

Monitored unstructured times

A student may be directed to spend their break and/or lunchtime in the Time Out room supervised by a member of the School Team in order to prevent inappropriate conduct in and around school.

Reflection

Horizon Community College has a Reflection room to help manage student behaviour. Students are provided with an iPad and electronic resources (English and Maths), or paper-based work from Science, Geography and History. Students are expected to work in silence for the period of time they are booked in for – this is stated on the Reflection booking sheet for each student. All reintegration meetings following suspensions require the student spending some time in Reflection before re-joining mainstream lessons.

Whilst in Reflection, students are expected to work in silence and are provided with toilet breaks and a lunchbreak. Students must also continue to adhere to the College uniform requirements while in Reflection. Students must also hand in their mobile phone on arrival.

A Pastoral Support Plan will be initiated to support students who are in a cycle of persistent poor behaviour.

Links with external Agencies

Effective working links and regular communication is maintained where necessary with a variety of external agencies including:

- Targeted Youth Support
- CAMHS
- MIND
- COMPASS
- Social Care
- BSARCS
- EHA Team
- Family Support Workers
- 0-19 School Health
- Prevent
- Spectrum
- Attendance and Pupil Welfare Service
- Educational Psychology Service
- WayThrough

Head of Year Contract

When a student is displaying persistent issues with behaviour they is monitored on a Head of Year Contract. Parents/Carers and the student are invited to a meeting to set targets to help improve behaviour. They attend subsequent half termly meetings to monitor and discuss progress towards targets.

Head of Lower/Upper School Contract

If the behaviour of the student does not improve, the student may be placed on a Head of Upper/Lower School contract reporting to the relevant Assistant Principal. Parents/Carers and the student are invited to a meeting to set targets to help improve behaviour.

College Contract

When a student is at risk of Permanent Exclusion, the student may be monitored on a College Contract by the Associate Vice Principal and the Chair of HLC (formerly governors). Parents/Carers and the student are invited to an initial meeting to set targets to help improve behaviour. They attend subsequent meetings at the start of each half term to monitor progress towards targets and agree support/intervention where required.

Internal Suspension

Internal suspension is used in response to extreme behaviour which undermines the positive climate for learning for all students.

Following an internal suspension, a reintegration meeting will be held with the relevant Head of Year or Head of Lower/Upper School, Parent/Carer and student. Other professionals, such as staff from Safeguarding, Student Wellbeing, Inclusion, SEND dept. may be invited if relevant to the needs of the student. The meeting provides an opportunity to discuss any concerns or issues which need to be addressed, to allow the student to be successful. The student will not be able to access mainstream lessons without a successful reintegration meeting.

Suspensions

The Principal will issue a suspension when a student has displayed extreme behaviour. The individual needs of the student will be considered carefully before issuing a suspension.

When issued with a first suspension, a Pastoral Support Plan for the student may be put in place to help identify and address underlying causes of poor behaviour. This is monitored by the College.

Suspensions are issued in accordance with DfE statutory guidance (May 2023). All suspensions include an initial phone call home to inform Parents/Carers of the incident/situation. A letter is sent to Parents/Carers which states the type and length of the suspension and arrangements for reintegration. Work is provided for students who have been issued a suspension.

The reintegration meeting will be held with the Associate Vice Principal for Behaviour and Standards, Head of Lower/Upper School or Head of Year, Parent/Carer and student. Other professionals such as staff from Safeguarding, Wellbeing, Inclusion, SEND dept. may be invited if relevant to the needs of the student. The meeting provides an opportunity to discuss any concerns or issues which need to be addressed to allow the student to be successful.

Following the reintegration meeting, the student is required to complete a period of time out of timetabled lessons (typically a day in Internal Suspension) before joining mainstream lessons. There will be an opportunity for a restorative conversation during this time or at an appropriate time if decided in the reintegration meeting.

Specialist Intervention

Inclusion is at the heart of Horizon Community College, and we are committed to ensure we are doing all we can to engage students in a learning experience, which meets the needs, aspirations and interests of all. We recognise and acknowledge that sometimes students need extra support in order to achieve their full potential. We are recognised as a Flagship Centre by the Inclusion Quality Mark organisation which acknowledges the outstanding provision and support in place for our students.

For any student with SEND, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student. See SEND policy for specific information about meeting the needs of students with SEND.

Permanent Exclusion

A Permanent exclusion is a decision made by the Principal and is not a decision taken lightly. It can be a result of a one-off serious incident or a series of incidents over a period of time. Any permanent exclusions are made in accordance with the DfE statutory guidance (May 2023).

See Figure 2. Behaviour Flow Chart

Section 7 Searching, Screening and Confiscation

Aim

To provide guidance for all stakeholders on searching, screening and confiscation. To support all parties involved to ensure the safety and welfare of students and staff.

Legislation and guidance

Education Act, 1996
Searching, Screening and Confiscation July, 2022
Keeping Children Safe in Education September, 2022
https:www.gov.uk/school-discipline-exclusions/searches
Education and Inspection Act, 2006

Introduction

“Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conductive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish and environment where everyone is safe”. (*Searching, Screening and Confiscations, 2022)*

“Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working together to safeguard children. Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which students can learn”. (SSC guidance, 2022)

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. Searches are used to ensure the safety and wellbeing of the College community. Any search will be completed away from communal areas, public viewing and in a suitable location. Searches will, wherever possible be done with the consent of the student, with clear aims, expectations and support available being shared.

Horizon Community College’s Behaviour for Learning Policy, include date and the Keeping Children Safe in Education Policy makes clear that all school staff have a responsibility to provide a safe environment in which students can learn.

Consent

Searches are used to ensure the safety and wellbeing of the Horizon community. The College and staff will always aim to complete a search with the consent of a student. DfE guidance states that “The authorised member of staff should always seek the co-operation of the student before conducting a search”. Searching, Screening and Confiscation - GOV.UK However, the school does not need consent to search a student if they think the student has a prohibited item.

Requirements of a search

“Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item” Searching, Screening and Confiscation - GOV.UK.

If there is a risk of harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

The Department for Education states that “When exercising their powers, schools must consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a student has a disability.” Schools should consider this guidance when considering the use of a search as an intervention strategy. Searching, Screening and Confiscation - GOV.UK

Searching a student

Searches will be non-intrusive. Any search will be completed in a suitable location with at least 2 members of staff present. Searches will be carried out by a member of staff who has been authorised to do so.

Before carrying out a search the authorised member of staff will:

- Assess whether there is a need for a search

- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets, remove your blazer and scarf and open your bag
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to cooperate, the member of staff will contact the Principal / designated safeguarding lead, deputy safeguarding lead or pastoral team to try and determine why the student is refusing to comply. Parents/carers may be contacted and invited into school (where appropriate) to support the search. The student will remain under supervision and separate from the school community until the search has been completed or other appropriate action taken.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, possessions or lockers.

They will not request the removal of any clothing other than outer clothing.

Outer clothing includes:

- Any item of clothing that is not worn wholly next to the skin (e.g. a jumper, blazer or jacket being worn over a shirt)
- Hats, scarves/snoods, gloves/mittens, shoes, boots.

Searching students' possessions

"Possessions' means any goods over which the student has or appears to have control - this includes desks, lockers, bags etc" Searching, Screening and Confiscation - GOV.UK

Possessions can include:

- Bags
- Lockers
- Outer items of clothing (see above for explanation of what this includes)

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items. An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm, if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff with or without the student in attendance.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item, or any item identified in the

school rules for which a search can be made, or if the student has agreed. An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Metal detectors / Use of metal detector to perform self-search

Schools can use a metal detector to search for prohibited/banned items - they do not have to suspect that a student has a weapon. If a student refuses to go through, or be searched with a metal detector, they can be stopped from coming into school.

Metal detector arches, handheld wands and other recognised technology is permitted to be used.

When a handheld wand is to be used the same pre-search procedure and discussions are to be followed.

Involvement of police and other agencies

As a result of any search, it may be necessary for external agencies or the police "to be involved". Where this is the most appropriate course of action, parents/carers will be informed where appropriate.

Confiscation

The following are prohibited and are not allowed in College:

- Chewing gum
- Energy drinks of any sort
- Any item that may undermine order within the College (e.g. water pistols, whistles)
- Illegal substances of any kind including: alcohol, drugs and legal highs
- Knives/blades or any object which could be perceived as weapons
- Stolen items
- Laser pens of any sort
- Cigarettes, lighters/matches, e-cigarettes, vapes, e-liquids, tobacco
- Pornography
- Data, files or images on electronic devices used to cause harm, disrupt teaching and learning, or break College rules
- Multi-packs of food (including crisps, biscuits)
- Large quantities of any item - as this will be seen as intent to distribute/sell items within College
- Fireworks
- Mobile phones when due in a sanction or alternative provision. Will be confiscated and returned at the end of the day.
- Any other item banned under College rules – Pastoral teams to use professional judgement to decide whether to retain it, dispose of it or return it to its owner.

Any prohibited items (see examples above) found during searches will be held by the College until they can be passed to the relevant parties or disposed of. Items will be stored in a secure location.

Section 8 Use of Reasonable Force

All members of College staff have a legal power to use reasonable force. This can be used to control or restrain students to prevent them from committing an offence, injuring themselves or others, from damaging property, or causing disorder.

'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The decision to physically intervene depends on individual circumstances and the professional judgement of the staff member.

Additional Sources of Information:

1. DfE Behaviour and Discipline in Schools - Advice for Headteachers and School staff January 2016
   https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

2. Searching, Screening and Confiscation – Advice for Headteachers, staff and Governing bodies, September 2022
   https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

3. Use of reasonable force – Advice for Headteachers, staff and Governing bodies, July 2013https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

4. Behaviour in schools – Advice for headteachers and school staff – January 2022 -
   https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf

All members of College staff have a legal power to use reasonable force. This power applies to any member of staff at the College. It can also apply to people whom the Principal has temporarily put in charge of students, such as unpaid volunteers or parents/carers accompanying students on a College organised visit.

Reasonable force can be used to prevent the student from hurting themselves or others, from damaging property, or from causing disorder. In a College, force is used for two main purposes – to control the student or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

College can use reasonable force to:

- prevent a student behaving in a way that disrupts a College event or a College trip or visit
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- restrain a student at risk of harming themselves through physical outbursts

Section 9 Behaviour in the Community

Teachers have the power to sanction students for misbehaving outside of the College premises to such an extent as is reasonable.

We expect all our students to be positive role models in the community. Any incident outside College hours which are damaging to the College reputation will be investigated thoroughly and appropriate action will be taken. Examples of when or where this may take place:

- when taking part in any College organised or school-related activity
- when travelling to or from College
- when wearing College uniform
- when in some other way identifiable as a student at the College
- that could have repercussions for the orderly running of the College
- that poses a threat to another student; or
- that could adversely affect the reputation of the College
- when involved in online bullying

Section 10 Behaviour using Artificial Intelligence or other online technology

Students must use Artificial Intelligence (AI) tools responsibly and in line with the Trust's AI Policy.

AI must never be used to create inappropriate, harmful, misleading, or abusive content, including AI-generated images, messages, or deepfakes.

Students must not use AI or other online technologies to bully, harass, impersonate others, or bypass school systems. Any misuse of AI—whether generating inappropriate material,

submitting AI-produced work as their own, or using AI to cause disruption—will be treated as a breach of the Behaviour Policy.

Section 11 Staff training, Induction and Support

The College runs a comprehensive training programme which is reviewed annually to ensure that it is responsive to the needs of its staff and students. We provide relevant information and training on behaviour management matters to all groups of staff, including:

- Teaching staff
- Support staff including all lunchtime staff
- Other school staff (e.g., buildings and maintenance, administrative and technical support)
- Students undertaking Initial Teacher training

Figure 1

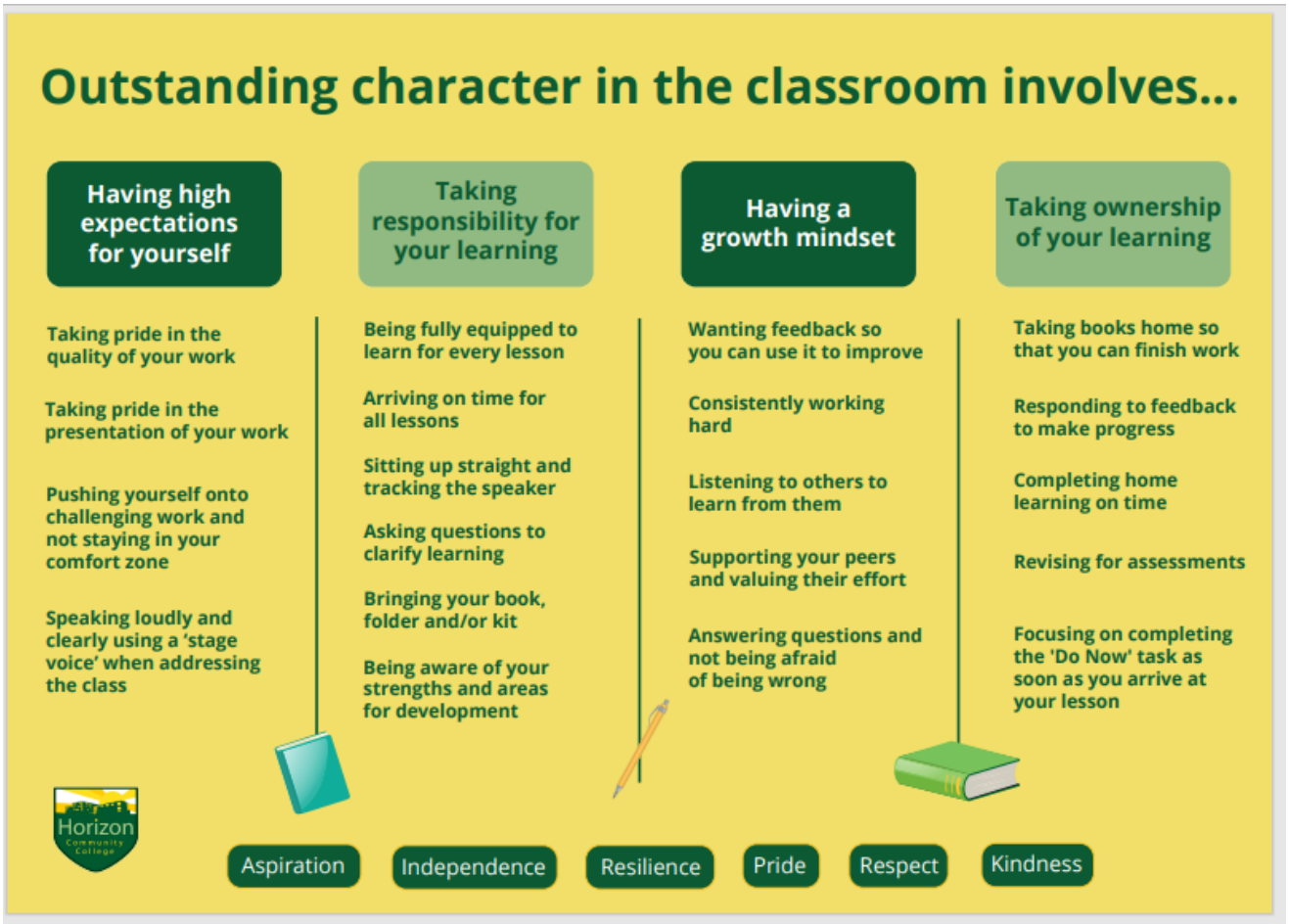
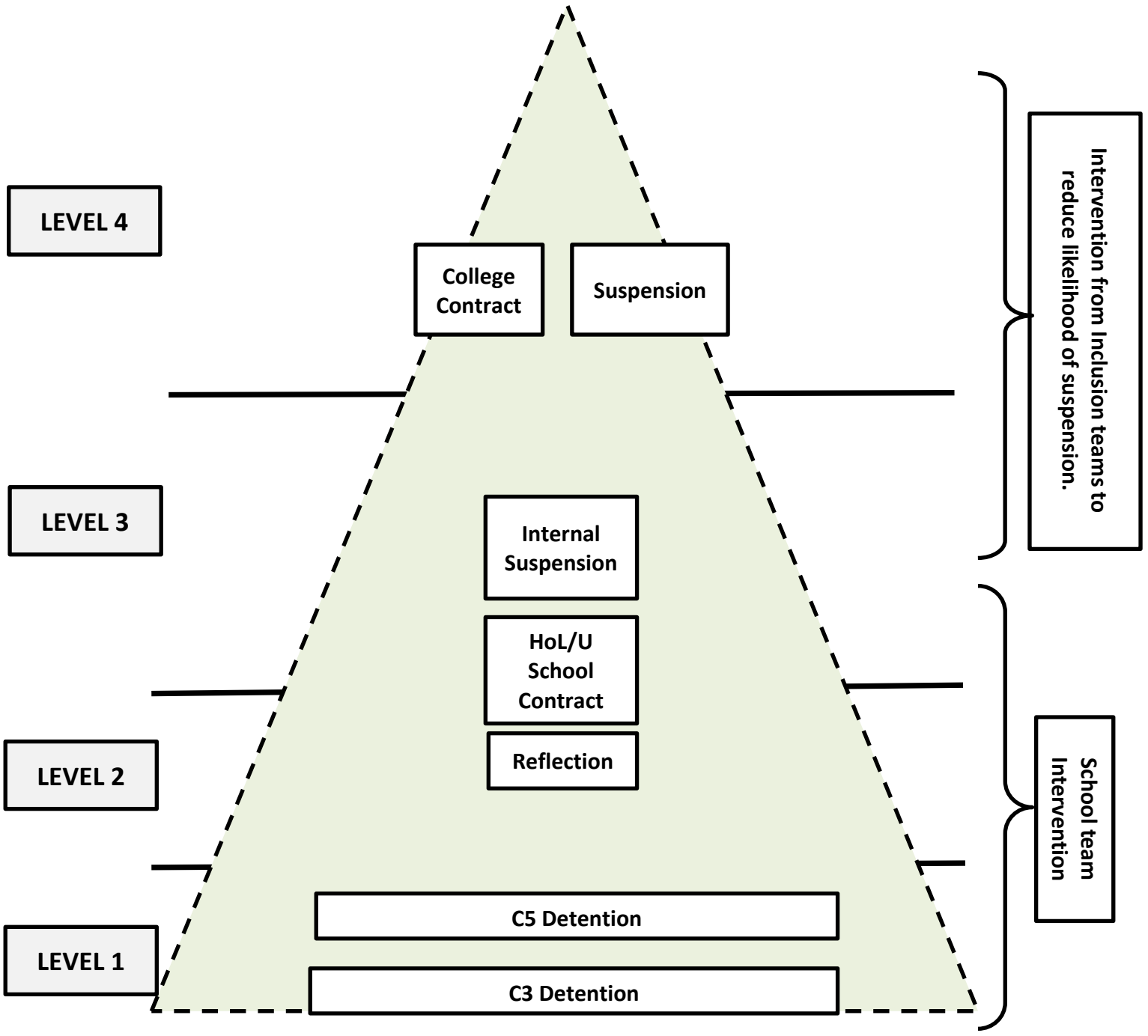

Outstanding character in the classroom involves...
Having high expectations for yourself
Taking pride in the quality of your work
Taking pride in the presentation of your work
Pushing yourself onto challenging work and not staying in your comfort zone
Speaking loudly and clearly using a 'stage voice' when addressing the class
Taking responsibility for your learning
Being fully equipped to learn for every lesson
Arriving on time for all lessons
Sitting up straight and tracking the speaker
Asking questions to clarify learning
Bringing your book, folder and/or kit
Being aware of your strengths and areas for development
Having a growth mindset
Wanting feedback so you can use it to improve
Consistently working hard
Listening to others to learn from them
Supporting your peers and valuing their effort
Answering questions and not being afraid of being wrong
Taking ownership of your learning
Taking books home so that you can finish work
Responding to feedback to make progress
Completing home learning on time
Revising for assessments
Focusing on completing the 'Do Now' task as soon as you arrive at your lesson
Horizon Community College
Aspiration
Independence
Resilience
Pride
Respect
Kindness

Figure 2 Behaviour Flow Chart



A Permanent exclusion is a decision made by the Principal of the College and is not a decision taken lightly. It can be a result of a one-off serious incident or a series of incidents over a period of time.