



POLICY DOCUMENT FRONT PAGE

Behaviour for Learning Policy

CURRENT POLICY

APPROVED BY ALEC HUNTER LOCAL GOVERNING BODY

**THIS POLICY IS REGULARLY REVIEWED
FOLLOWING RECOMMENDED GUIDELINES**



Behaviour *For* Learning Policy

(Student Discipline)

Purpose

The school is committed to providing a calm environment where everyone can feel safe, happy, accepted and integrated. Our behaviour management system, called Behaviour *for* Learning, provides a clear framework which enables effective learning and teaching to take place. The school acknowledges that it is educating young citizens and therefore encourages them to develop skills which will allow them to make a positive contribution to their community in the near future.

The Behaviour for Learning policy applies at any time that a student is in school or elsewhere under the charge of a member of staff, such as on school visits. In addition, the school may apply the Behaviour for Learning policy for incidents in the immediate vicinity of the school where a student is identifiable as being from Alec Hunter Academy, when they are travelling to and from school on a bus or in a taxi or where the incident poses a threat to another student or could adversely affect the reputation of the school. These incidents may have been witnessed by a member of staff or reported to the school by someone else.

The policy will:

- Promote self-discipline and proper regard for authority among students
- Encourage positive behaviour and respect for others
- Ensure high expectations and standards of behaviour
- Ensure that staff are fair and consistent

Students will be encouraged to:

- Respect others' feelings, opinions, cultures, limitations, and individuality
- Respect themselves and have pride in their achievements, standards of behaviour and dress and desire to be 'the best they can be'.
- Respect their environment, the school and community
- Respect the part that they can play in the local, national and global future

Other related policies and documents:

School documents:

- Drugs / illegal substances policy
- Teaching and Learning policy
- Equality policy
- Home School Agreement
- Anti-bullying policy
- Mobile Phone policy
- Uniform policy
- Safeguarding policy
- Behaviour and Rewards ladders
- Attendance policy

Other documents:

- Use of reasonable force (DFE April 2026: link to this document located on Page 10 of this policy)
- Searching, Screening and Confiscation July 2022 (link to this document located on Page 12 of this policy)
- Equality Act 2010
- Behaviour in Schools (DFE October 2022)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE (August 2024))

Keeping children safe in education (DFE September 2022 and annual updates thereafter) Sexual violence and sexual harassment between children in schools and colleges (DFE September 2021).

Roles and responsibilities:

The Headteacher is responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. The Headteacher will ensure appropriate training and support and that the statutory guidelines regarding exclusions are applied.

The School's **Leadership Group** endeavour to be highly visible throughout the school day to maintain the behaviour culture and an environment where everyone feels safe and supported. This is implemented during timetabled lessons by regular learning walks and an 'On Call' rota to support staff in lessons. During social times, the Leadership Group also contribute significantly to the duty rotas, including supervising the lunch time detention room.

The **Leadership Group** also ensure that appropriate training is put in place so that all staff understand the behavioural expectations of the school, the importance of maintaining them and the procedures to do this. All new staff have induction sessions to introduce them to the policy and procedures when they start, as well as ongoing support from their line managers. In addition, there are training sessions organised at the beginning of each academic year and further sessions and updates provided throughout the year as need dictates, such as the SENCO advising staff on how best to deal with a student with additional needs. The school's CPD programme is designed to have a degree of flexibility within it so that there is a more bespoke approach for staff who may need more specific training regarding behaviour, such as those who are on their Initial Teacher training or an Early Careers Teacher.

Teachers and support staff play an important role in establishing clear boundaries of acceptable student behaviour and should model expected behaviour and develop positive relationships so that students are confident to ask for help. All staff should communicate the school's expectations and apply the standards consistently as well as ensure that they challenge students who do not meet these expectations.

Teachers and support staff will be expected to draw on the following principles of good practice:

- setting good habits early to help students establish regular punctual attendance and good behaviour from the start, involving parents in the process
- early identification with prompt intervention where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- rewarding achievements through positive recognition of individual students', classes' or year groups' achievements in good attendance and behaviour, and through mentions in assembly, certificates, or prizes
- supporting behaviour management by employing our traffic light system, peer mentoring and buddying to help improve and maintain high standards of behaviour and discipline
- identifying underlying causes of poor behaviour so that support may be provided to address poor behaviour effectively
- family support via our Home School Liaison Officer may help parents support their own children with schoolwork and our counselling and therapeutic services may help support our students who require this kind of intervention.

Teachers and support staff should make every effort to solve any discipline problems themselves as they arise. However, it is recognised that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Further guidance is given in the procedures section.

Students are informed, before they start at the school, during induction days **and/or** admission meetings, and receive regular reminders via assembly and in tutorial time, of the schools' behaviour standards, and expectations of students both in and out of lessons. Students are also advised where they can get pastoral support that they may need and the consequences of their actions which are clearly laid out in the Behaviour

Ladder. Additional support is given as needed via the students' form tutor, Student Support Leader, Head of Year or the SEN team.

When dealing with behaviour we aim to be 'CONSISTENT IN OUR PRINCIPLES BUT FLEXIBLE IN OUR PRACTICES'. Each incident is judged on its own merits and there may be cases where it is deemed appropriate to deviate from the guidance given in the Behaviour Ladder, such as if staff are aware of contributing factors to the behaviour witnessed. An example of where we may deviate would be for a student who has a recognised condition, and we feel that the misbehaviour is linked to their type of SEN. However, not every incident of a student's misbehaviour may be affected by or associated with their particular needs, hence the importance of reviewing individual incidents and considering the factors involved. When a SEN student is regularly misbehaving, their Student Support Leader and Head of Year will liaise with the SENCO and review the support in place and how this may be adapted to support the student.

Parents are encouraged to support good attendance and behaviour through adhering to the home-school agreement, Attendance policy and this Behaviour for Learning policy as well as attending parents' meetings and reinforcing the school's expectations by upholding similar standards at home. If parents have a concern about the management of behaviour, they are encouraged to contact the student's Head of Year and work with the school to resolve the issue.

The Governing Body will support the policy by attending re-admission meetings if requested, supporting students on Pastoral Support Programmes and challenging staff responsible for behaviour and attendance via monitoring visits.

Rewards

We believe that praise should be sincere, appropriate and reinforce positive attendance, behaviour, and work. Praise motivates, raises self-esteem and self-belief.

We reward all positive behaviours, including:

- Good progress
- Good, sustained effort
- Good achievement and attainment
- Good attendance
- Improvement in subject performance
- Positive contributions to the community
- Good leadership
- Being a good ambassador for the school

It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this: oral praise, written comments on individual pieces of work, house points, , card/letter home, telephone call home to parent, publicise in assembly, on our website and in the Herald. We may also organise rewards trips for students that meet certain criteria. In addition, our administration team also send notifications home when a student is awarded 'Student of the Lesson' and regular updates on the number of house points a student has been awarded.

In Year 11, the School Prom is held in the summer term to celebrate 5 years of working together and to reward positive behaviour throughout Year 11.

Celebration Assemblies are held twice yearly and Awards Evenings annually. Students can achieve the following certificates and prizes either through this or the regular weekly assemblies:

- 100% attendance
- Most improved
- Best attending Tutor Group
- Students of the week
- Subject prizes
- Students who have exceeded expected levels of progress
- Golden tickets – for using the bins and avoiding littering

- For contribution to school life
- Attitude to learning certificates
- House points
- Headteacher award

Sanctions

Sanctions are only effective if used proportionately, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students.

When students fail to meet the expectations of the school, the following sanctions can be applied:

- Traffic light warnings in lessons
- Lunchtime detention
- Phone call home
- Meeting with parent/carer
- 30 minute after school detention
- 60 minute after school detention
- Extended Wednesday detention
- Internal exclusion
- Suspension
- Reporting system
- Individual Behaviour Plan (IBP)
- Pastoral Support Plan (PSP)
- Permanent exclusion

Practice and procedures

General

Teachers are expected to deal with the following in the first instance:

- Attendance and punctuality, equipment, organisation of work, monitoring of effort and achievement, monitoring of homework, chewing in class, removal of outdoor clothing, manners, litter/care for the environment, bad language, misuse of mobile phones
- Students displaying poor behaviour that disrupts the education of peers, does not allow the teacher to teach, or undermines the calm respectful ethos of the school. Persistent offenders may be referred to a colleague or leader.

All staff should complete a referred incident on SIMS for students for the following behaviour: use of obscene/offensive language directed at a member of staff, using racist language, an assault on a member of staff, an assault on another student, fights between students, theft, vandalism, smoking/drug/alcohol abuse, and suspected possession of a weapon. **In addition, if staff suspect that students are under the influence of alcohol/drugs or in possession of tobacco/vapes/alcohol/drugs or a weapon or blade of any kind, then they must alert Call Out immediately so that a search can be arranged.**

Child-on-child abuse, sexual violence, and sexual harassment

Students learn through their Learning for Life lessons, assemblies and work done in tutorials what a healthy relationship is and what behaviours are acceptable. Behaviours that are unacceptable are explored, with clear indications of who to report to if students are aware of this happening, either to themselves or others. Reported incidents will be dealt with using the sanctions on the behaviour ladder and/or by the safeguarding lead as appropriate.

Inappropriate sexually related incidents, such as sexually harassing other students, whether in person or online, should always be reported. Generally, incidents of sexual violence, harmful sexualised behaviour, images of nudes or semi-nudes should be reported on CPOMS and will be dealt with by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Incidents of sexual harassment or sexually abusive language should be reported on SIMS. Sexually abusive language should always be referred and never accepted as 'banter' between students. If referring an incident on SIMS, statements and other relevant evidence must be collated, if possible, by the member of staff at the time with support from 'On Call', or the Student Support Leader and/or the Head

of Year afterwards. This should be done prior to Leadership Group involvement, however the Leadership Group may support if needed.

Behaviour incidents online

Students are expected to exhibit the same standards of behaviour online as they would in person at school. Staff will reiterate these expectations while recognising that managing these can be difficult especially as most of the incidents occur outside of the school day and not on the school premises. **PARENTS ARE RESPONSIBLE FOR MANAGING THE BEHAVIOUR OF THEIR CHILDREN BEYOND THE HOURS OF THE SCHOOL DAY.** However, students may be sanctioned if their online behaviour poses a threat or causes harm to another student, could have repercussions for the orderly running of the school or if the behaviour could adversely affect the reputation of the school. Staff should seek support from the Student Support Leader or Head of Year if they have been made aware of online incidents out of school.

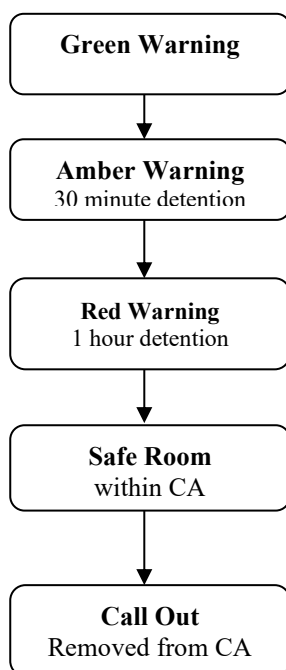
If staff are made aware that a student has sent or received nude or semi-nude images or videos, this must be referred to the Designated Safeguarding Lead using CPOMS.

Practice and procedures

Curriculum

Behaviour *for* Learning: - In class

Behaviour *for* Learning is based on a system of clear warnings. All staff apply the Behaviour *for* Learning strategy consistently and this remains one of its unique strengths. The traffic light approach is used to show clearly how the warnings escalate. Prior to consequences being initiated, staff might use verbal or non-verbal signals to encourage a student to modify their behaviour. Should the behaviour continue, the following actions should be taken:



Green warning: This is the first formal warning. The warning will tell the student what they are doing wrong and what might happen next. Time to modify behaviour is to be given. The warning is recorded by the teacher on paper or a mini whiteboard. If this is the last warning the student gets, it will be recorded on SIMS.

Amber warning: This is the second warning. Students will be informed of what they have done wrong, and the warning is recorded by the teacher on paper or a mini whiteboard. If this is the last warning the student gets, it will be recorded on SIMS with details recorded in the comment box and a 30-minute detention will be set. If a student is on Amber report or above, the member of staff may choose to remove the student to the curriculum area safe room. This is with a view to ensuring that the learning of the majority is not repeatedly disrupted by the minority of poorly behaved students.

Red warning: Student is told they have a red warning and the reasons why; this warning is recorded on SIMS with details given in the comments box and an hours' detention is given. It is the responsibility of the student to record their detention. Parents will be informed of the detention by email and text via the 'in touch' system. However, the school does NOT require parental consent for detentions.

Curriculum area: if the class teacher assesses that the student will continue to disrupt the learning of others, they are sent to the area safe room for the remainder of the lesson. Work must be sent for them to complete. If the class teacher is concerned that the student will not go to the safe room without being accompanied, On-Call may be used. Equally if the student refuses to go to the safe room on-call can be used. If a student fails to co-operate with the request by their teacher to go to a safe room, or with the on-call member of staff, they will be removed to a suitable space, such as a Head of Year office. This will usually result in the student being set an Extended Wednesday detention and the class teacher will need to add a referred incident to SIMS instead of the original detention, giving details of the refusal to follow instructions.

Call out: If a student goes to the safe room but then fails to settle in the safe room or refuses to co-operate with the member of staff in charge of the safe room, the student is warned that a senior leader/middle leader will be called. The senior/middle leader 'On Call' will only assist with the immediate situation; they may choose to remove the student or facilitate a return to the lesson. A 'referred incident' report will need completing on SIMS by the class teacher and a more serious sanction may be given following this. Staff are expected to follow up using agreed strategies and procedures and if support is needed with this, staff should seek assistance from the HoCA or lead teacher in that curriculum area. A record of the use of 'On Call' will be kept by the main office.

It is important that students have a fresh start each lesson. Previous poor behaviour should not be referred to when issuing warnings. Students may be placed in the corridor as a short-term measure especially if they have a 'time out' card, to address unsettled behaviour, but the intention should be to return the student to the lesson as quickly as possible.

Homework

If a student fails to meet a homework deadline they must be formally warned. The class teacher needs to record this on SIMS and set a 30-minute detention for students in KS3 and a 60 minute detention for students in KS4, giving at least two school days' notice. Parents will then be notified and students will be given further notice to attend the detention by their form tutor on the day of the detention. If the homework is submitted to the class teacher 24 hours before the day of the detention, the detention will be withdrawn. Failure to attend this detention will result in the next level of detention being given.

Further details can be found in our Homework Policy.

Practice and procedures

Curriculum and tutorial time

Each student must carry a **responsibility card**, renewed each half term, which has 6 spaces for staff to record any uniform, equipment, or standards infringements on one side. On the other it has space to record positive behaviours exhibited by students and allowing staff to award house points. If a student is late (under 5 minutes but the lesson has begun) to a lesson or tutorial, they will also have their responsibility card signed.

Should a member of staff complete the 6th box, a 30-minute **responsibility card** detention will be issued. If the same misdemeanour has been repeated three or more times, a 60-minute **responsibility card** detention will be issued. If a student does not have their responsibility card, they should be issued with a 30-minute detention and sent to the office to receive a new card. The member of staff giving the detention need to enter the incident and detention on SIMS and write these details in the responsibility card.

Practice and procedures

Outside of curriculum and tutorial time

Lateness

If a student arrives in school after the 08.50am bell, they will be marked as late in the register and if they arrive late more than once in any half term, they will be issued with a lunch detention on the next available date. An 'in touch' message will be sent each day to the parents/carers of all students who were late to school and where no valid reason was given.

If the student persists in being late to school, the following actions will be taken:

Number of lates in a half term	Action
2 - 5	Lunch detention for each late
6	1 hour after school detention and tutor contacts home
7 - 9	Lunch detention for each late
10	Extended Wednesday and Head of Year to organise meeting with Student/Parent/Carer

Incidents in social time

Students lose their social times if behaviour out of lessons is unacceptable. This avoids the loss of any learning time. Students should be entered for lunch time detentions on SIMS with details of why they have been placed in the detention. If students' behaviour is unacceptable in a lunch time detention, they will be set an extended Wednesday detention and repeat the lunchtime detention.

Practice and procedures

Referral for more serious sanctions

Disciplinary action will be taken against students who make malicious accusations against a member of the school's staff. Any accusation will be referred to senior leaders for investigation and a decision will be made on an appropriate sanction based on the circumstances and the nature of the incident.

An **Extended Wednesday detention** may be issued for more serious offences or for repeated poor behaviour; only senior leaders, Student Support Leaders or Heads of Year can refer students to an Extended Wednesday detention. The only exception to this is if a student fails to hand over a mobile phone to a member of staff, in which case the member of staff will set an Extended Wednesday detention. Parents will receive at least two days' notice of an Extended Wednesday detention, and this will be emailed to parents. If there are family commitments that make attendance difficult, parents will be asked to contact the school to discuss this so that the detention can be rescheduled. If the student fails to attend this detention or the parent/carer is unable to support the school's use of Extended Wednesday detentions, the alternative sanction is a day in the isolation room. Extended Wednesday detentions can be issued for situations such as, failing to co-operate with staff, disruptive behaviour, persistent lateness, or failure to attend a 60 minute after school detention. **Students who walk away from staff without permission should be referred to the relevant Head of Year for an Extended Wednesday detention.**

Internal Exclusion. Students who are disrupting the learning of other students or behaving in anti-social ways may be isolated for a period of time, usually a day. This means that they will not attend lessons but will work under the supervision of a member of staff. They also forfeit social time at break and lunchtime and stay behind until 4.20pm. Students who fail to co-operate in isolation will be suspended from school and parents will be required to attend a readmission meeting followed by a repeat of the day in Internal Exclusion. Students may be internally isolated if they fail to attend an Extended Wednesday detention. In this case, students will complete a 2-hour detention after school as part of the Internal Exclusion instead of the usual hour. This sanction may also be used where there is a safety issue, for example in the case of a fight. This sanction may also be used for uniform infringements, for example unacceptable haircuts. In these cases, students will be placed in Internal Exclusion for one day followed by loss of social time for subsequent days until the infringement can be rectified. Only senior leaders may refer students for Internal Exclusion. As students are working in school in the internal exclusion room there is no necessity to contact parents before the sanction, but parents will be informed of the internal exclusion to allow them to reinforce the message at home and to notify them of the after-school detention that is included as part of the sanction. Additionally, if a student has a social worker, they will also be informed as will the Virtual School for a looked-after student.

Student Support Leaders will work with students during their day in Internal Exclusion and ensure that they complete a reflection exercise, encouraging them to consider the behaviour choices which resulted in them receiving the sanction and strategies to avoid a recurrence of similar behaviour. Students will be set work from the lessons that they would have been in on that day.

Parents will be asked to attend a meeting if their son or daughter is a persistent offender.

All incidents and sanctions will be recorded on SIMS and data will be analysed regularly to identify trends, plan interventions and measure impact. Pastoral Teams review data several times during a fortnight and formally within their line management meetings every fortnight. The Leadership Group review data every month and Governors review data every Standards meeting.

Suspensions and Permanent Exclusions

Suspensions and Permanent Exclusions are extremely serious and will be recorded on students' files and references. Suspensions and Permanent Exclusions can only be agreed by the Headteacher or Deputy Headteacher when the Headteacher is not available. For some serious offences such as arson or setting fire, behaviour which endangers others, assaulting a member of staff or threatening to do so (not an exhaustive list) a permanent exclusion for a first offence would be appropriate.

Examples of offences for which students may be suspended or permanently excluded are given in the following list, though these are not exhaustive:

- Acts of physical and verbal abuse
- Arson or setting fire
- Smoking, or being equipped to smoke, including electronic cigarettes or anything which mimics smoking
- Bullying or intimidation
- Vandalism
- Behaviour which endangers others
- Persistent refusal to follow instructions and obey school expectations
- Persistently encroaching on the rights of others e.g. the right to learn or teach

Parents will be informed of a suspension by telephone if possible and by letter. Students will be provided with work to do, and a copy of the letter will be posted and where possible emailed as well.

Parents will be required to attend a re-admission interview with their son or daughter. At this interview the student's behaviour and support, if appropriate, will be discussed. If a student has an EHCP or receives support from the SEN department, the SENCO may be invited to review the existing support and adapt this if necessary. Following a suspension, the student will then go on report to a senior leader. The student must not be outside or near the school during a suspension, particularly at the end of the school day. Parents / carers can be fined if the student is outside or near the school during school hours.

Permanent exclusions are a last resort, and we seek to avoid these and explore all strategies we can to do this, however we will permanently exclude a student in response to a single serious breach or several persistent breaches of this behaviour policy and where allowing the student to remain in school could seriously harm the education or welfare of the student or others such as staff or other students in the school. For any permanent exclusion, the individual needs of a student will be assessed before a decision is made and work is set and marked for students during the first five school days where the student will not be attending alternative provision. In addition, we will make any appropriate referrals to support services or notify key workers (such as a social worker).

The use of reasonable force

Members of staff have the power to use reasonable force to safeguard students and this is deemed as 'using no more force than is needed'. Reasonable force may be used to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline. Force is usually used either to control or restrain and parental consent is not needed if staff deem it necessary to use it, however staff will need to make reasonable adjustments for students with a disability or SEN.

Reasonable force may be used to prevent or stop a student from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

If a member of staff is involved in an incident where they need to use reasonable force the below statutory guidance must be followed:

Recording the use of force (statutory guidance)

Governing bodies of maintained schools and the proprietors of other schools must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006.

Incidents must be recorded in writing as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

In discharging their duty to have a procedure in place for recording use of force incidents, the governing body or proprietor must have regard to this guidance and any other relevant guidance issued by the Secretary of State for these purposes.

Schools should record the following details as a minimum:

- Acts of physical and verbal abuse
- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and the SEN status code
- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, preventative or de-escalation strategies used and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- Brief account of why the use of force was assessed as necessary in that instance
- Any post incident support, such as details of any medical treatment for injuries or other adverse impact.

Schools may also wish to record additional details to support their evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

Staff may also use such force when conducting a search for prohibited items (see next section), though this force may not be used to search for other items banned under the school rules.

Further details are [in Use of reasonable force statutory guidance April 2026](#)

Searching and confiscation

Only the Headteacher and authorised staff 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 from the list below or any other item that the school identify as an item which may be searched for.

The list of prohibited items is:

- **knives and 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 property of any person (including the student)**
- **tobacco and cigarette papers**
- **fireworks**
- **pornographic images**

In addition, staff may search a student for the following items which are designated as prohibited by the school rules: mobile phones and any other electronic equipment (if not used in accordance with school policy), vapes

and any type of e-cigarette, lighters, matches, any sharp objects or items that can be used to self-harm or harm others, fun snaps/throw bangers (snappits), laughing gas and balloons, energy drinks or any items that we believe are being sold for profit.

When a student is to be searched, two members of staff, including one of the same gender as the student, **MUST** be present. A member of staff can search a student of the opposite sex and/or without a witness present **only**:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

The search should take place away from other students and staff and the member of staff should explain the reason for the search and how it will be conducted so that the student understands and so that their agreement is informed. The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction
- are unaware of what a search may involve or
- have had a previous distressing experience of being searched.

If a student refuses to co-operate with the search and the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student should be supervised and kept away from other students.

If the student still refuses to co-operate, the Headteacher, Designated Safeguarding Lead (or deputy) should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in the list above but not to search for items which are identified only in the school rules and the decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder and the use of reasonable force will differ depending on whether the member of staff is searching their possessions or the student themselves.

Staff may search a student's outer clothing, pockets, possessions (such as bags and pencil cases) or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. Staff may examine any data or files on an electronic device they have confiscated because of a search, if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded on CPOMS, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Schools are encouraged to include in the record of each search:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

If a pupil is found to be in possession of a prohibited item, then the staff member should also complete a referred incident so that the pupil should be sanctioned in line with the Behaviour ladder to ensure consistency of approach. Parents will be informed of a search for prohibited items.

Confiscated items

Authorised staff can confiscate items if they suspect that the item:

- Poses a risk to staff or students
- Is prohibited or identified in the schools' rules as one for which a search can be made
- Is evidence in relation to an offence

All confiscated items should be stored in the school safe while determining the course of action.

Item	Action to be taken
Controlled drugs	Deliver to the Police as soon as possible. If unsure it is a controlled drug, treat it as such.
Other substances not believed to be controlled	Deliver to the Police or dispose of if believed harmful.
Alcohol, tobacco, cigarette papers and fireworks	May retain or dispose of as appropriate but must not be returned to the student. We would normally return to the parent.
Pornographic image	Seek guidance from safeguarding lead who will determine whether to dispose of unless they suspect possession constitutes an offence. If this is the case, deliver to the Police as soon as possible.
Stolen items	Deliver to the Police or return to the owner.
Weapons or items which are evidence of a suspected offence or have been (or are likely to be) used to commit an offence	Deliver to the Police as soon as possible.
Items that have been (or are likely to be) to cause personal injury or damage to property	Deliver to the Police, return to owner (parent), retain, or dispose of depending on the circumstances.
Items banned under school rules	Return to owner (parent), retain, or dispose of depending on the circumstances.

More detailed guidance can be found in

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The Reporting System:

The reporting system at Alec Hunter Academy has been created to support the whole community of the school, students, staff, and parents; it is only right that all are involved in the process. Report cards are a way of giving responsibility for conduct and behaviour to students. They are often used after a serious incident to help the student settle back into lessons smoothly. In some cases, a student may be noted to be developing bad habits or poor behaviour. Starting a student on a white report gives them the opportunity to modify their behaviour without serious consequences.

Reports

The purpose of Monitoring Reports is to monitor the work and/or behaviour of students within lessons

- Reports are usually reviewed every two weeks
- Reports go in traffic light colours: Green, Amber and Red, Red being the most serious.
- When a student is successful on report for two weeks they can then move down the colours, usually taking one week on each colour. If clear, sustained improvements have been made to behaviour, a member of staff may choose to take the student off report without the need to go down through all colours in the system.
- When a student is not making satisfactory progress or not adhering to expectations on report, they are moved up the colours of report
- When a student returns from exclusion, they will automatically go on to a minimum of a Red report with one of the Leadership Group. If they were already on amber, then this may be escalated to one of the higher reports (red report, IBP or PSP).

Staff roles:

- Staff issuing Report Cards must supply targets on the card for the student and inform the student of the expectations of being on the card which includes showing the card to the issuing member of staff every evening before going home. It can help students if the staff member indicates where they are likely to be found. Staff should also say what should be done if the issuing member of staff cannot be located.
- Staff need to explain to the student the importance of not losing the card or getting an 'Unsatisfactory' on it, and the likely consequence of doing so.
- Behaviour during social times will be monitored and the report completed the following day after SIMS has been checked for incidents.
- Students Support Leaders will inform parents when a student is placed on report and/or when there is movement from one coloured report to another.
- Heads of Year and Student Support Leaders will liaise with staff running the report so that that they are kept up to date with the impact of the report. They will work with staff on deciding next steps and ensure that the office staff have the most up to date information for the staff bulletin.

Student role:

- To provide the report card at the start of the lesson for the teacher
- Carry the card between lesson and not lose the card
- Present it to their parents each evening for it to be signed
- Have the card signed by the issuing teacher each evening

Parent Role:

- To sign the report card each evening and praise the child when good progress is being made
- To put in place sanctions at home if the student is not meeting the expectations of the report and provide incentives to encourage the student to meet expectations
- To uphold the expectations of the school
- To attend meetings to discuss the progress on report

Office Staff:

- To inform staff via the bulletin of who is on report

Support strategies

Examples of further strategies not an exhaustive list:

- Attitude to Learning reports (completed by teaching staff on SIMS).
- Target card
- HoCA's may remove students from classes to work with other members of staff within the subject area for a short period of time.
- BIGs (Behaviour Improvement Goals)

- School Stages of Behaviour (IBP/PSP)
- Changes of tutor/teaching groups
- Time Out card
- Sensory card
- Peer support
- Key worker / mentor
- Leadership Group mentor
- Formalised parental involvement
- Home visits
- Social Inclusion Group (SIG)
- Shed referral for programs such as Anger management, Escape from exclusion or for counselling.
- Use of Pastoral One Plan
- Assessment by SEN department to check for undiagnosed need
- Review of SDP or EHCP if student is SEN
- Reduced timetable
- Alternative curriculum
- Managed move/Off-Site Direction
- Alternative education
- Extended work experience
- Home School Liaison Officer involvement
- Short term placement in another school
- Heybridge Co-operative Academy referral/KCAT Outreach referral
- CAMHS referral
- Educational Psychologist involvement
- GP or school nurse
- Safer Schools / Community Police
- Youth Offending Team
- Social Care referral
- Family Solutions referral
- Kids Inspire referral
- Coaching
- Aspire Mentoring
- Goodman Project
- Affinity or Power Project
- Children's Society – EYPDAS or CARE referral

Repeat offenders:

The leadership group will discuss and review student behaviour regularly and identify students at risk of permanent exclusion.

A meeting will be arranged, parents and students will be invited. At the meeting, strategies already tried will be reviewed and a programme for improvement will be agreed with dates for a further review.

Students who are regularly suspended or are struggling to get off red report, should have a Pastoral One Plan initiated as the school will explore if there is an undiagnosed SEN which may be contributing to behaviour issues. This will be organised by the student's Student Support Leader.

Students may be placed on the school's report cards, Individual Behaviour Plan (IBP) or Pastoral Support Programme (PSP). The school follows a protocol with IBP/PSPs.

Individual Behaviour Plan (IBP)

This is an 8 week plan and the initial meeting sets targets based on staff responses to a BIGs (Behaviour Improvement Goals) questionnaire and a discussion between the student, parent/carer, Student Support Leader and a Senior Leader. Bespoke support is offered to help the student improve their behaviour. All students on

IBPs are offered appropriate support such as counselling and anger management. Fortnightly phone calls or meetings are made to discuss progress, adjust support, and revisit targets. Should a student be unsuccessful then a Pastoral Support Plan will follow.

Pastoral Support Plan (PSP)

This is a 16 week plan and a supportive Governor is appointed and an initial meeting sets targets based on staff responses to a BIGs questionnaire and a discussion between the student, parent/carer, Student Support Leader, Governor and a Senior Leader. Bespoke support is offered to help the student improve their behaviour. All students on PSPs are offered appropriate support such as counselling and anger management. Fortnightly meetings are held to monitor progress, adjust support, and revisit targets. The Governor is present at week one, eight and the final meeting. Should a student be unsuccessful then an off-site direction, referral to Heybridge Co-operative Academy or permanent exclusion may follow.

If a student is SEND, the SENCO will also be invited to the meetings and be involved in the process to ensure that reasonable adjustments are made to support the student.

Monitoring and evaluating behaviour

Heads of Year, Student Support Leaders and the Leadership Group regularly review data including warnings and Call Outs to identify repeating patterns of behaviour and to plan suitable intervention. The data is also used to determine the impact of these interventions and whether further support is required. Data on all referred incidents is also sent out daily to all middle leaders and the Leadership Group to identify patterns and allow for issues to be highlighted and acted upon.

A report on behaviour and attendance is prepared for each of the Governors' Standards meetings and provides an opportunity for the Governors to interrogate data and trends with senior staff on attendance, punctuality, warnings, call outs, extended Wednesday detentions, Internal Exclusions, suspensions and permanent exclusions.