

ILFORD COUNTY HIGH SCHOOL



BEHAVIOUR & DISCIPLINE POLICY

Spring 2020

Headteacher Signature:	Date: 6th February 2020
Chair of Governors Signature	Date: 6th February 2020

Ilford County High School

Behaviour & Discipline Policy

1. School Ethos and principles

At Ilford County High School (ICHS) we believe that everyone has the right to learn and work in a safe environment and to be treated with respect. We believe that in order to enable effective learning and teaching to take place good behaviour, in all aspects of school life, is essential. ICHS has high expectations of student behaviour. Every member of school staff has a responsibility for promoting and modelling excellent behaviour.

The Governing Body is charged with a duty to set the framework for the school's students' Behaviour & Discipline Policy. The Behaviour & Discipline Policy takes account of the DfE Guidance 'Behaviour and Discipline in Schools' (January 2016). Headteachers, proprietors and Governing Bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. Governing Bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. It acknowledges the school's legal duties under the Equality Act 2010 and in respect of students with SEND. The policy should be read in conjunction with the Anti- Bullying Policy, Equalities Policy and the SEND policy. The aim of this policy is to:

- Fulfil the Governors' duty of care to students and employees
- Promote outstanding teaching and learning to facilitate high standards of attainment
- Promote the wellbeing of all students
- Promote the reputation of the school

2. Rights and Responsibilities

Our behaviour policy is based on a system of rewards and sanctions. The core aim is to promote positive behaviour and support students in developing behaviours that help them achieve their best both academically and socially thus preparing them for life after school. This means that all stakeholders have rights and responsibilities that they must fulfil.

The Headteacher is responsible for:-

- Promoting self-discipline and a proper regard for authority amongst students
- Encouraging good behaviour, respect for others and for striving to prevent all forms of bullying amongst students
- For securing a standard of behaviour which is in accordance with the ethos and expectations of the school and that fosters a positive learning environment
- Regulating the conduct of students

To achieve the above, students will, as appropriate receive information, guidance, and where necessary structured support. This responsibility is delegated to and shared with all staff. Staff are therefore also expected to encourage good behaviour, respect amongst students for each other and to apply all rewards and sanctions reasonably and proportionately. The promotion of students' discipline is also enhanced by the teaching of appropriate programmes of study, well planned, interesting, engaging, challenging and demanding lessons and in the use of an appropriate range of teaching methods which are inclusive of the needs of all students.

The School:

Rights (this is what the school can expect)

- To make clear the school's statutory power to discipline students and that students and any adult involved with the child will need to respect this
- To enforce our school behaviour policy – including rules and disciplinary measures
- To expect cooperation from students and parents' in maintaining an orderly climate for learning
- To expect students to respect the rights of other students and adults in the school

Behaviour and Discipline Policy

- To not tolerate violence, threatening behaviour or abuse by students or parents. If any adult involved with the child does not conduct themselves properly, a school may ban them from the school premises and, if any adult involved with the child continues to cause nuisance or disturbance, they may be liable to prosecution
- To take action which could be a form of exclusion, ban or legal action against students or any adult involved with the child who harass or denigrate teachers or other school staff, on or off premises, engaging external support services, including the police, as appropriate

Responsibilities (this is what the school needs to do)

- We will ensure that this policy is available to stakeholders
- We will refer to this policy with all stakeholders to ensure that it is a working document
- We will establish and communicate clearly measures to ensure good order, respect and discipline
- We will communicate clearly to both students and parents/carers when breaches of order occur, this will be in a timely manner
- We will ensure the school behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities
- We will ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers
- We will ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- We will support, praise and as appropriate reward students' behaviour
- We will apply sanctions fairly, consistently, proportionately and reasonably taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate
- We will make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion
- We will take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- We will ensure staff model positive behaviours and will treat all students or colleagues with dignity and respect
- We will promote positive behaviour through active development of students' social, emotional and behavioural skills
- We will keep parents informed of their child's behaviour and use appropriate methods of engaging them
- We will endeavour to support parents in meeting their parental responsibilities
- We will work with other agencies to promote community cohesion and safety and well-being

Students:

Rights (this is what students can expect)

- To be proud of being a member of the school
- To be treated with courtesy, kindness and respect at all time
- To feel safe and secure in a caring and supportive environment
- To have school rules which are fair and consistently applied
- To be valued for your individuality within all levels of diversity
- To learn in an environment without interruption and disruption
- To have the right resources to help your learning
- To be given challenging work in lessons
- To be given opportunities to make decisions in and out of the classroom

Responsibilities (this is what students need to do)

- Be "At the right place, at the right time doing the right thing"
- Treat others with courtesy, kindness and respect at all time
- Maintain a safe and secure school environment by not bringing nor using or misusing inappropriate dangerous or illegal items
- Know, understand and follow school rules and those laid out for internal/external examinations
- Value others for their individual differences
- Listen to others with respect and work to agreed expectations
- Look after the resources provided by the school
- Work to achieve your personal best whilst allowing others to do the same.
- Develop and take responsibility for your actions

Parents/Carers:

Rights (this is what Parents/Carers can expect)

- To be kept informed about their child's progress, including issues relating to their behaviour
- To know their children is safe, secure and respected
- To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary
- To have any concerns they may raise listened to by an appropriate member of staff and to receive a response within a reasonable timeframe
- To have the right to appeal to the Headteacher/Governing Body, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably
- To have the right to appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel

Responsibilities (this is what Parents/Carers need to do)

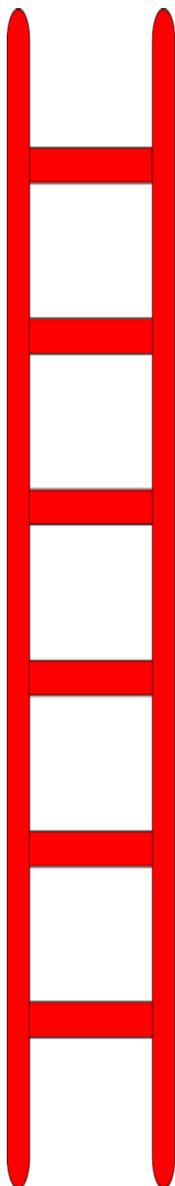
- Respect the school's behaviour policy and the disciplinary authority of school staff
- Help ensure that their child follows reasonable instructions by school staff and adheres to school rules
- Send their child to school each day punctually, clothed in line with the school uniform policy, fed, rested, and equipped and ready to learn
- Ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm
- Be prepared to work with the school to support their child's positive behaviour
- Never attend school under the influence of drugs or alcohol or bring unlawful items onto the school premises or any item that could put the schools community at risk
- Attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, to attend a reintegration interview with the school at the end of a fixed period exclusion

We reserve the right to discipline students for any action that might undermine the effective and efficient education of others, or whose actions might bring the name of Ilford County High School into disrepute. Whether or not these actions took place on the school premises.

3. Rewards and sanctions

At Ilford County High School we use a "Snakes and Ladders" system to encourage positive behaviour and to apply sanctions when necessary. The charts on the next two pages are visible around the school and give an indication of the rewards and sanctions that are used with students. Examples given are for guidance onl

ICHS SNAKES & LADDERS



REWARD 5: Attention to Learning - Full Day Trip (Yearly) for any Student who meets the following criteria:
Deemed eligible for 2 previous ATL trips and met ATL ½ day trip criteria for Term 3

REWARD 4: Attention to Learning - ½ Day Trip (Termly) for any Student who meets the following criteria:
97% + attendance
1s for Effort in all Subjects in PCs
No School Card entries
No Sanction 4 entries

REWARD 3: Celebration Assembly (Termly)
Winning Form House Points Total = Non Uniform Day
Clean School Card = Prize Raffle Entry
Outstanding contribution to Subject = Subject Prize
100% Attendance = Certificate + Non uniform Day

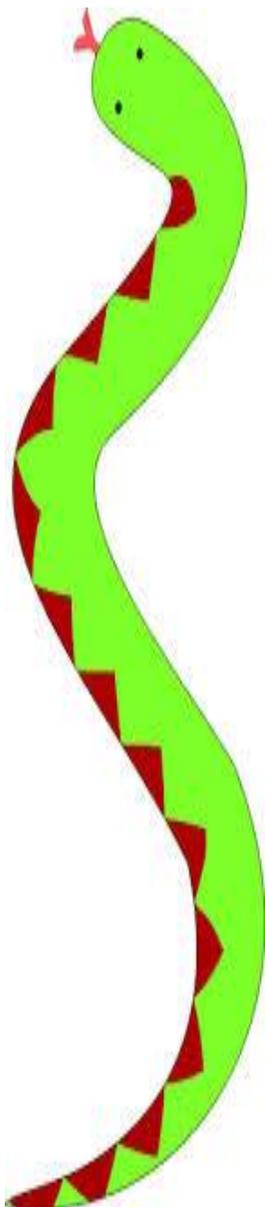
REWARD 2: School Postcards/E cards - awarded for outstanding contribution to any area of school life

REWARD 1: Achievement Points

- Top 10 (Weekly) = Canteen queue jump pass (valid for 5 days)
- Top 20 (Monthly) = Sports hall use after school/ computer room use at lunch
- 50 Points (Yearly) = Bronze Award (Awarded in Form Time)
- 75 Points (Yearly) = Silver Award (Awarded in Form Time)
- 100 Points (Yearly) = Gold Award (Awarded in House Assembly)
- 125 Points (Yearly) = Platinum Award (Awarded in Celebration Assembly)

All staff have the right to praise students, this may include contacting parents, as and when they choose to do so.

ICHS SNAKES & LADDERS



SANCTION 1: Verbal Warning/School Card (minor offences)

SANCTION 2: 10 min detention at break/lunch/after school

SANCTION 3:

Department detention (30/60 minutes) + Class Charts Behaviour S3 entry (1 x missed department detention = School detention)

House detention (30 minutes) + Class Charts Behaviour S3 entry (1 x missed house detentions = School detention)

SANCTION 4: Declassing Automatic School detention administered + letter home + Class Charts Behaviour S4 entry

SANCTION 5: School detention (90 minutes) + Class Charts Behaviour S5 entry
2 x missed school detentions = Internal exclusion (1 day) + School detention

SANCTION 6: Internal Exclusion

SANCTION 7: External Exclusion + Parental meeting with SLT

Please remember that this is meant to keep you out of trouble and support your learning. If any incident is serious enough during a lesson, a member of staff may move you directly to Sanction 3. Any argument during the lesson about a sanction given will immediately result in you being moved up to the next sanction.

Behaviour and Discipline Policy

	S1	S2	S3	S4	S5
Examples of behaviour	<ul style="list-style-type: none"> Late to lesson from period 2 Inappropriate language Incorrect equipment Play fighting Eating Uniform issue Visible/inappropriate use of a mobile phone 	<ul style="list-style-type: none"> Disrupting learning Shouting out Rudeness Off task Chatty Homework issue Minor Bullying Misuse of School property 	<ul style="list-style-type: none"> Continued shouting out Continued failure to follow instructions Continued inappropriate behaviour Failure to complete satisfactory classwork, homework or coursework Rudeness to staff Offensive language directed at an individual 	<ul style="list-style-type: none"> Authority of the school has been persistently challenged (Subject based) Absolute refusal to cooperate Swearing at staff Intimidating/threatening behaviour Fighting Carrying a weapon/ carrying or use of drugs 	<ul style="list-style-type: none"> Persistent rudeness Persistent defiance Wilful vandalism Theft Misuse of services (Internet) Failure to attend Department/House detention Declassing
Who deals with it?	<ul style="list-style-type: none"> Subject teacher (if subject based) Form Tutor (if School based) Anyone who encounters the above behaviour 	<ul style="list-style-type: none"> Subject teacher (if subject based) Form Tutor (if School based) Anyone who encounters the above behaviour 	<ul style="list-style-type: none"> Class Teacher (Subject based) <ul style="list-style-type: none"> ➤ Informing HOD Form Tutor (School based) <ul style="list-style-type: none"> ➤ Informing HOH 	<ul style="list-style-type: none"> HOD (Department declassing) SLT on call (automatic S4) HOH/Pastoral AHT <ul style="list-style-type: none"> ➤ Informing Pastoral Deputy 	<ul style="list-style-type: none"> Head of Department <ul style="list-style-type: none"> ➤ Informing HOH Head of House <ul style="list-style-type: none"> ➤ Informing pastoral AHT
Example of Sanctions	<ul style="list-style-type: none"> Class Charts S1 behaviour point. House detention (4 x S1 behaviour points) 	<ul style="list-style-type: none"> 10 minute detention during break/lunch or after school Movement of student within classroom 	<ul style="list-style-type: none"> Department detention (Subject based) Movement of student within classroom Subject report to HOD House Detention (School based) Green report to Form Tutor (if school based) 	<ul style="list-style-type: none"> Declassed via Department Timetable School Detention Internal exclusion Red report to AHT Possible referral to Intervention group External exclusion 	<ul style="list-style-type: none"> School detention Orange report to HOH (School based) Red report to AHT Possible referral to Intervention group Possible internal exclusion or external exclusion following investigation
Recording	<ul style="list-style-type: none"> Class Charts Behaviour 	<ul style="list-style-type: none"> Classroom white board Student Planner Class Charts Behaviour after 3rd warning. 	<ul style="list-style-type: none"> Class Charts Behaviour Phone call/letter home 	<ul style="list-style-type: none"> Written statement taken Class Charts Behaviour Phone call/letter home Reintegration meeting 	<ul style="list-style-type: none"> Written statement taken Class Charts Behaviour Phone call/letter home
Informing Parents/Carers	<ul style="list-style-type: none"> At Staff discretion 	<ul style="list-style-type: none"> Parent to sign planner HOD (Subject based) HOH (School based) 	<ul style="list-style-type: none"> Letter/phone call Meeting with HOD/HOH (if required) Report signed daily 	<ul style="list-style-type: none"> Letter informing of reasons for and date of meeting Right of appeal 	<ul style="list-style-type: none"> Letter/phone call Meeting with HOD/HOH (if required) Report signed daily

4. Classroom management guidance used within the school

Classroom

- Know the names and roles of any adults in class
- Meet and greet students when they come into the classroom
- Display rules in the class - and ensure that the students and staff know what they are
- Display the tariff of sanctions in class
- Have a system in place to follow through with all sanctions
- Display the tariff of rewards in class
- Have a system in place to follow through with all rewards
- Have examples of good work on the walls or available to students
- Follow the school behaviour policy

Students

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand students' special needs and follow any specific Learning Support Plans

Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Have clear and consistent routines for transitions and for stopping the class
- Teach children the class routines

Staff are expected to use the reward system within ClassCharts to acknowledge positive contributions by students. Capturing positive behaviour is essential to promoting a positive atmosphere and ensuring students feel valued.

Positive behaviour includes (but is not limited to):

- Contributing to class discussions
- Following expectations without reminders
- Trying hard to succeed even when things are challenging
- Being honest
- Completing work promptly and to a high standard
- Having an excellent attendance and punctuality record
- Engaging positively with students, staff and visitors
- Wearing the correct uniform
- Showing respect for others

Unfortunately there are occasions when students do not meet expectations. When this occurs in lessons staff use the following framework for guidance:

S1 = School Card entry

If the student fails to meet expectations a S1 should be entered for the following:

- Late to lesson from period 2 onwards
- Inappropriate language
- Incorrect equipment
- Play fighting
- Eating in class/corridors
- Uniform issues

S2 = 3 strike system (warning/choice/consequence)

A verbal warning followed by a final verbal warning may be issued for a student who shouts out, does not respond to reasonable instructions or behaves inappropriately. These verbal warnings are not to be recorded on Class Charts Behaviour, but should be noted by the class teacher e.g. on the board, in planner etc. Teachers need to be calm and decisive in giving a warning to a student. Examples of where S2 can be communicated to a student are:

- Talking whilst the teacher is talking or making a comment to another student which causes them to react
- Calling/shouting out
- Not responding to reasonable instructions from a teacher or other adult
- Behaving inappropriately e.g. moving around without permission

As part of the strategies for effective teaching and learning to take place, we try to give students time to correct any misbehaviour (warning/choice/consequence). If the student fails to meet expectations for a third time (strike 3), the teacher should enter a S2 on Class Charts Behaviour. There may be occasions where it is necessary for the teacher to issue an immediate S2 (for example breaches of Health & Safety rules). The student will receive a 10 minute detention at a time convenient to the class teacher. The teacher should use this time to reinforce expectations and provide the student with an opportunity to reflect on how they will look to meet these expectations during the next lesson.

S3 = Department/House detention

If a student continues not to meet expectations within a lesson, in addition to the S2 negative Class Charts behaviour point, the student should be given a brief time out (2 minutes) to reconsider their behaviour. At this time, the teacher should inform the student that the length of their detention is extended and they will be issued a department detention of 30 to 60 minutes. Students should also be given a warning that, should this continue, they will be declassified (S4), a letter will be sent home and a School detention will be given (S5). This must be entered on Class Charts Behaviour and parents/carers provided with 24 hours notice of the detention. An S3 sanction may be given due to an escalation of warnings (S2) or assigned due to the severity of the incident (See automatic S3 behaviours below). At this time, students may also be placed on subject/house report to facilitate the monitoring of their behaviour by Heads of Department or Heads of House.

S3 after escalation of warnings in class:

- Continued shouting out
- Continued failure to follow instructions
- Continued inappropriate behaviour
- Failure to make reasonable efforts to complete satisfactory classwork, homework or coursework

Automatic S3:

- Rudeness to staff
- Offensive language directed at an individual
- No homework submitted

S4 = Declassing

If a student fails to meet expectations and is persistently disrupting the learning of others, they may be removed from the lesson (declassified) via the department's "Declassing Timetable" and the behaviour will be investigated further by the Head of Department. The student will need to return to the class teacher at the end of the school day for the class teacher to reinforce expectations.

Any teacher or adult that feels that the authority of the school has been challenged may issue an immediate S4 sanction. The challenge to the staff member's authority has to be more severe than all of the reasons that are listed for an S3 sanction. S4 incidents must be referred to the Head of Department for further investigation. All S4 incidents must be recorded on Class Charts Behaviour. The admin team will be automatically informed by Class Charts via email and a letter will be sent home to inform parents/carers of a school detention (S5).

Automatic S4 via SLT on call:

- Being unsafe within a department e.g. during a Science practical/within the Swimming Pool
- Absolute refusal to cooperate
- Swearing at staff
- Intimidating/threatening behaviour

Behaviour and Discipline Policy

- Fighting
- Carrying a weapon/carrying or use of drugs

S5 = School Detention

This sanction is issued by senior members of staff and results in a 90 minute detention on a Friday evening. Any staff member can make a request to a senior staff member to place a student in a school detention. Where a request is because of persistent poor behaviour, the ClassCharts Behaviour log should reflect previous interventions.

Automatic S5:

- Failure to attend Department/House detention
- Declassing
- Any behaviour that falls short of school expectations but is not deemed serious enough for internal or external exclusion

Remember – reasons for giving sanctions must be made clear. Students should know why they have received the sanction, how to modify their behaviour and what consequences will be issued if they continue to behave inappropriately.

5. Uniform

Students are expected to take pride in their appearance and should wear full uniform throughout the school day, including their journey to and from school. Students are expected to wear their blazers in the corridors at all times, unless instructed otherwise. Any student out of uniform is expected to produce a note from home or in the school planner, detailing the reasons and requesting permission to attend lessons. Year 7 to 11 students must have this note countersigned by their Form Tutor, Head of House or alternatively by the Assistant or Deputy Headteacher prior to the start of school day. Year 12 & 13 students must have their note signed by a member of the sixth form leadership team.

Teachers can discipline students for breaching the school rules on appearance or uniform. This will be carried out in accordance with the sanctions identified within the Behaviour Policy is usually an S1 sanction. The Headteacher, or a person authorised by the Headteacher, may instruct a student to briefly return home to remedy a breach of the school's rules on appearance or uniform. When making this decision, consideration of the student's age will be taken into account. Students who are sent home to change will be considered an authorised absence rather than an exclusion; however if the student continues to breach uniform rules in order to be sent home and avoid school or takes longer that is strictly necessary to effect the change, their absence may be counted as unauthorised. In either case the student's parent/carer will be notified and the absence recorded. Best value for students and their families has been achieved by identifying two local school uniform suppliers, who work in competition. This helps to keep uniform affordable and does not act as a barrier to parents when choosing a school. The school uniform policy is fair and reasonable and fulfils the school's obligations under the Human Rights Act 1998 and Equality Act 2010.

6. Mobile phones

We accept that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. However students have a responsibility to ensure that their phone is only used at these times. It is the responsibility of students who bring mobile phones to school to abide by the guidelines outlined in this policy. If a student brings a mobile phone to the school, it must be switched off on entry to the school, kept out of sight and only switched back on when the student has left the school site at the end of the day. Mobile phones should not be used to "check the time" during the school day.

If a student is found using their mobile phone in the school, or is found to have used it in the school to send messages, make calls or use social network sites:

- The mobile phone will be confiscated until 3:30pm on a Friday evening when it can be collected from the school office. Parents/carers will be notified by text message
- If the student does not hand over their mobile phone straight away, or argues with the member of staff, it will be confiscated for a longer period

Behaviour and Discipline Policy

- Each confiscation will be logged on ClassCharts
- If a mobile phone is confiscated for a second time before the next school holiday it will be held in the school office until 3:30pm on the last day of that particular half term.

Important Note: If mobile phones are brought onto the school premises, this is done at the students' own risk. The school takes no responsibility for their loss or damage.

The school will not overturn confiscation decisions unless significant new evidence highlights that the sanction is unfair or unreasonable or there are other **exceptional** circumstances (e.g. the student concerned is a registered carer). If parents/carers believe that they have such evidence they should submit it, in writing, to the Assistant Headteacher (Pastoral) who will liaise with the Deputy Headteacher and a final decision will be communicated to parents/carers.

7. Bullying and Harassment

Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts or harms another individual or group, either physically or emotionally. Bullying can take many forms for instance, cyber-bullying (via text messages or the internet) and is often motivated by prejudice against particular groups - for example on grounds of race, religion, gender, sexual orientation, sexual adjustment, because a child is adopted or has caring responsibilities. It may be motivated by actual or perceived differences between children.

Harassment is any unwanted physical, verbal or non-verbal conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading humiliating or offensive environment for them. A single incident can amount to harassment.

Bullying and harassment of any type will not be tolerated and will be dealt with using the sanctions system for incidents occurring in lessons or at break and lunchtimes. Incidents that occur outside of the school, such as bullying via social networking sites, will also be investigated by the Head of House and/or members of the designated safeguarding team. Parents/carers will be contacted and the police will be informed, where relevant. Subsequent action will be determined by the circumstances of the incident and will follow school procedures. If required, support for victims will be put in place within the school. This may include a personalised schedule, break and lunchtime support, safe spaces or the support of a designated student mentor or member of staff. The school will also follow any protocols described in the Anti-Bullying Policy document.

8. Behaviour during examinations and/or any activities taking place outside of school

Students may be disciplined for any misbehaviour when they are:

- taking part in any school-organised or school-related activity
- travelling to or from the school
- wearing school uniform
- in some other way identifiable as a student at the school

Whether or not the conditions above apply, students may also be disciplined for any misbehaviour which:

- could have repercussions on the orderly running of the school
- poses a threat to another student, staff member or the general public
- brings the school into disrepute
- breaches internal or external examination rules and regulations

9. Smoking, Drugs, Alcohol and Substance Abuse

The definition of a drug incident is 'the suspicion or evidence of any situation or specific event involving a drug' either within the school or when under the direction of school staff. This could relate to a student, parent/carer or staff member. 'Drugs' refers to all drugs, including medicines, volatile substances, alcohol, tobacco, illegal drugs, e-cigarettes and "legal highs".

Drug-related incidents may fit into the following categories:

Behaviour and Discipline Policy

- a student is found in possession of unauthorised drugs or associated equipment
- a student is found to be supplying an unauthorised drug on school premises. Within the context of our policy, the term 'supply' may be used to describe:
 - students sharing drugs
 - students being coerced to supply drugs
 - a group of friends taking it in turn to bring drugs in for their own use
- students selling drugs to others
- a student is thought to be under the influence of drugs
- drugs or associated equipment is found in the school grounds
- a staff member has information that the illegitimate sale/supply of drugs is taking place in the school grounds
- a student discloses that they or a family member/friend are using drugs

Incidents will always include the involvement of the police, designated school safeguarding staff and where available, local drug support agencies. **Supplying drugs within the school or when under the care of school staff will not be tolerated and is likely to lead to permanent exclusion.**

All students will receive education about drugs in their PSHEE/Citizenship lessons, with possible input from local drug support agencies. All confiscated 'drug' items will be held securely in the school until collected by the police or dealt with by two senior members of staff who are following police instructions.

10. Screening, Searching and Confiscation

Searching

Following guidance in - 'Screening, Searching and Confiscation' (DfE 2014) school staff can search a student for any item if the student agrees. Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. School staff can seize any prohibited item found as a result of a search, this includes deleting electronic images or passing illegal material onto the police. Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable. Confiscated weapons, knives or bladed items, items believed to be stolen and illegal drugs will be passed onto the police or disposed of by the school.

Authorising members of staff to undertake searches.

The Headteacher will decide who to authorise to use these powers. There is no requirement to provide authorisation in writing. Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives. When designating a member of staff to undertake searches under these powers, the Headteacher will consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Searching with consent

- School staff can search students with their consent for any item
- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree
- Schools should make clear in their school behaviour policy and in communications to parents and students what items are banned
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy

Behaviour and Discipline Policy

- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What can be legally searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Items banned by the school rules that may be searched for without consent:

- E-Cigarettes, Vaping equipment or similar items
- Bladed instruments including pointed scissors
- “Legal Highs” including gas canisters
- Mobile phones when there is a legitimate child protection, safeguarding, bullying or behaviour concern

Possession of any bladed item on school premises will not be tolerated and is likely to lead to permanent exclusion.

At Ilford County High School the Headteacher or a member of senior staff authorised by the Headteacher will lead any “without consent” search. The member of staff leading the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. This would be an extremely exceptional circumstance.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

When undertaking a search of a student the guidance in the DfE February 2014 document “Searching, screening and confiscation - Advice for Headteachers, school staff and Governing Bodies” (or any subsequent updates) will be followed.

Screening

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. Schools’ statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening. Any member of school staff can screen students. An example of screening is the checking for mobile phones at the entrance to the hall before examinations.

Behaviour and Discipline Policy

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. Data/files retrieved during investigation may be stored in a secure folder on the network.

11. Electronic Devices

School staff may examine data files held on personal devices during a search if they believe they have good reason to do so. The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

All school staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the school's approach to it is reflected in the child protection policy. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published the advice – "Sexting in schools and colleges - responding to incidents and safeguarding young people".

12. Use of reasonable force and other physical contact with children

School staff have a power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Generally we use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. Senior staff and key pastoral leaders have undertaken relevant training in techniques designed to positively manage physical interventions while minimising the risk of injury to the student involved.

Who can use reasonable force?

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

When can reasonable force be used?

Behaviour and Discipline Policy

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. 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. The next paragraph is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to remove disruptive children from the classroom where they have refused to follow an instruction to do so, prevent a student behaving in a way that disrupts a school event or a school 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, and to restrain a student at risk of harming themselves through physical outbursts. Reasonable force can also be used to search without consent for items on the DfE prohibited list but cannot be used to search for items banned under the school rules. Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

When the use of reasonable force is necessary we acknowledge that we have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). We do not require parental consent to use force on a student and in line with DfE guidelines we do not have a 'no contact' policy. This decision is based on the real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a student causing harm. We will always make a reasonable attempt to speak to parents about serious incidents involving the use of force and how the incident will be recorded. When deciding whether an incident is serious staff will use their professional judgement and consider the:

- student's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the student or member of staff
- the student's age

All complaints about the use of force should be made, in writing, to the Headteacher or the Deputy Headteacher with responsibility for safeguarding. Any complaints will be investigated thoroughly and as speedily as possible. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension will not be the automatic response to a complaint or accusation of using excessive force. We will refer to and follow the appropriate section of the DfE "Keeping children safe in education statutory guidance for schools and colleges September 2016" document.

It is **not** illegal to touch or make physical contact with a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where touching/physical contact with a student might be proper or necessary:

- when comforting a distressed student
- when a student is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to ensure safe machinery/equipment usage in a workshop or science lab
- to give first aid

13. Decision making

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. (DfE 2016 - Exclusion from

Behaviour and Discipline Policy

maintained schools, Academies and student referral units in England). The school uses the 'balance of probabilities' test when considering evidence and subsequently issuing sanctions at all levels. All sanctions at Inclusion or Exclusion level are independently reviewed by a second member of senior staff.

14. Collective responsibility

If a student is part of a group that is involved in any activity that:

- violates the school rules/expectations
- risks harm to others
- causes distress or posts inappropriately about staff or students via social media
- breaches school systems (including electronic systems)
- compromises the validity of school based tests/assessments or external examination regulations
- uses collective power to intimidate staff, parents or other students
- or generally brings the school into disrepute

and does not take reasonable actions to stop this from occurring then they will be considered as guilty as the person who physically commits the actions. For the purpose of this policy, the definition of reasonable action is "informing a member of staff (or their parents who can then inform a member of staff) at the earliest possible stage in order to prevent the behaviour from occurring or to minimise its impact".

At ICHS we value our staff and trust in their professional judgement to make fair, reasonable and proportionate decisions. In cases where concerns are raised we will investigate via the line management system and decide whether the concerns are legitimate. Should staff conduct not meet expectations then training will be offered, guidance will be provided by a senior member of staff and where necessary any relevant disciplinary procedures will be followed. Repeated, unfounded concerns against a member of staff may be deemed malicious and will be dealt with in line with procedures detailed later in this policy.

15. Detaining students

Students may be detained for 10 minutes at the end of the school day, by any member of staff, without parents/carers being informed. In usual circumstances, for detentions longer than 10 minutes, the school will inform parents by providing at least 24 hours notice. Parents will be informed in one of the following ways:

- A note in the school planner
- A telephone call home
- A text from school
- An e-mail
- A letter sent home

Senior staff and Heads of House may detain students after school without prior notice should circumstances warrant this. An example of this would be a situation whereby information provided indicates that a student may come to harm by leaving the school site at the end of the day. Should this action be deemed necessary then the school will make reasonable attempts to inform parents at the earliest opportunity.

16. School Sanctions

Department Detentions

This sanction is issued at S3 level by subject staff and/or Heads of Department and lasts for 30 to 60 minutes depending on individual circumstances. This sanction is usually issued for repeated subject based misdemeanours at S2 level, failing to complete work/homework, failing to complete coursework or when a student's actions are deemed to disrupt learning but fall short of the need to declass by senior staff. Parents will be informed in one of the following ways:

- A note in the school planner

Behaviour and Discipline Policy

- A telephone call home
- A text from school
- An e-mail
- A letter sent home

The school will not overturn departmental decisions unless significant new evidence highlights that the sanction is unfair or unreasonable. If parents/carers believe that they have such evidence they should submit it, in writing, to the relevant Head of Department. This will then be considered and a final decision will be communicated to the parents/carers.

House Detentions

This sanction is by Heads of House or senior staff and lasts for 30 minutes. This sanction is usually issued for repeated misdemeanours at S1 level, lateness, failing to behave appropriately outside of lesson time, poor conduct within tutor time. Parents will be informed in one of the following ways:

- A note in the school planner
- A telephone call home
- A text from school
- An e-mail
- A letter sent home

The school will not overturn House Detention decisions unless significant new evidence highlights that the sanction is unfair or unreasonable. If parents/carers believe that they have such evidence they should submit it, in writing, to the relevant Head of House. This will then be considered and a final decision will be communicated to the parents/carers.

School Detentions

This sanction is by senior staff and lasts for 90 minutes on a Friday afternoon. This sanction is usually issued for misdemeanours at S4 level, persistent lateness, failing to behave appropriately outside of lesson time, missed department or house detentions and poor behaviour outside of school that falls short of inclusion/exclusion. Parents will be informed in one of the following ways:

- A telephone call home
- A text from school
- An e-mail
- A letter sent home

The school will not overturn School Detention decisions unless significant new evidence highlights that the sanction is unfair or unreasonable. If parents/carers believe that they have such evidence they should submit it, in writing, to the Assistant Headteacher (Pastoral). This will then be considered and a final decision will be communicated to the parents/carers.

Internal Exclusion (Inclusion)

This type of inclusion emphasises the fact that there has been a serious breach of the school rules. However, it may be used where it is the student's first offence or to prevent a longer term external or permanent exclusion. This inclusion requires the sanction of a Deputy Headteacher in the school, acting under the authority of the Headteacher, for a period usually between 1-5 days. Parents are informed by telephone and this is followed by a letter which confirms in writing the reason(s) for the Internal Exclusion. The student is withdrawn from all lessons and break times while in Inclusion. Work is provided by subject teachers and is completed under supervision of a member of staff in the school's Inclusion Room.

The school will not overturn Inclusion decisions unless significant new evidence highlights that the sanction is unfair or unreasonable. If parents/carers believe that they have such evidence they should submit it, in writing, to the Deputy Headteacher. This will then be considered and a final decision will be communicated to the parents/carers.

Behaviour and Discipline Policy

External Exclusion

Only the Headteacher can exclude a student from the school. If the Headteacher is absent from school, the acting Head or most senior teacher also has the power to exclude. They will then make it clear that they are acting in the Head's absence. If necessary, the person acting will exclude for a briefer fixed term period, which the Head could extend or make permanent. A decision to exclude a student will be taken:-

- In response to serious breaches of the school's Behaviour & Discipline Policy
- Once a range of alternative strategies have been tried and have failed
- If allowing the student to remain at the school would seriously harm the education or welfare of the student or other students

Some examples for which students may be excluded:

- Possession of cigarettes on the school premises and/or whilst under the school's jurisdiction (this includes the journey to and from school)
- Possession of alcohol, drugs or 'legal highs' in school
- Consuming alcohol or other substances in the school or on the way to and from the school
- Persistent refusal to comply with the school uniform code
- Continued and persistent breaking of school rules
- Continued and persistent low level disruption
- Abusive language
- 'Birthday Beats' – whereby a student assaults another under the pretence of celebrating the victim's birthday
- Bullying
- Racist abuse
- Wanton damage
- Theft
- Actual or threatened violence towards any members of the school community
- Misuse of social media and electronic communications
- Behaviour which brings the school into disrepute

This list is not exhaustive.

A Temporary 'Arranged Move'

Where a fixed term exclusion exceeds 5 days the school must make provision for the student from the sixth day onward. We have a mutual agreement with other local schools and alternative provision services whereby the student is temporarily educated at the other establishment.

Fixed Term Exclusion (up to 45 days in one academic year)

This is for serious situations, when it is thought appropriate to remove a student from the school. Parents will be informed immediately and an interview arranged as soon as possible. Such exclusions will follow statutory guidance as laid out by the Department for Education (DFE).

Positive Referrals

Prior to permanent exclusion it may be possible for the school to work in partnership with an outside source, such as the BEP group or other local establishments, to provide a student with a place in an alternative educational setting for a period of time, to encourage significant improvement in behaviour. This form of support is highly bespoke and is set up through extensive information sharing and negotiation. The student's behaviour will be monitored throughout the time away from

Behaviour and Discipline Policy

school and reintegration will only be considered when significant improvement has been demonstrated. If a student fails to show the required improvement within two school terms, permanent exclusion may take place.

Managed Moves

ICHS operate a managed move protocol, lasting between 8-12 weeks, which is initiated and organised by the Redbridge Inclusion Panel (RIP), of which the school is a member and a regular attendee. Schools will accept a student for a trial period which, dependent upon behaviour, may result in a permanent placement. We will endeavour to work collaboratively, wherever possible, with other schools to support students rendered vulnerable through their persistent negative behaviour or poor attendance.

Permanent Exclusion

Permanent exclusion is the most serious sanction and will be only taken in response to the following situations:

- serious or persistent breaches of the school's Behaviour & Discipline Policy
- persistent and defiant misbehaviour which may also include bullying and harassment of others in the school community

The Headteacher will consider all the relevant facts and evidence to support the allegations made. A fixed term exclusion may be made in the first instance to give the Headteacher time to investigate the case fully. The Headteacher will then decide whether to extend the fixed term exclusion or make it permanent.

There are, however, exceptional circumstances where, in the Headteacher's judgement, it might be appropriate to permanently exclude a student for a first one-off offence.

These may include:

- Where there has been serious actual or threatened violence against another student or member of staff
- Sexual misconduct or assault
- Supplying an illegal drug, possession or misuse of an illegal drug, medicines or solvents
- Carrying an offensive weapon, or the use of any implement as an offensive weapon
- Making a malicious and false allegation against a member of staff
- Setting off or possession of fireworks
- Persistent and defiant misbehaviour including bullying
- Where the school believes that a student's presence in the school represents a serious threat to others

This list is not exhaustive and there may be other 'one off' offences which in the judgement of the Headteacher warrant permanent exclusion.

Right of Appeal regarding External Exclusions

Please note that with regard to exclusions the school will follow the appropriate Government guidance, which is inclusive of a right of appeal.

17. Support Systems

In addition, the school has developed a wide range of pastoral/academic initiatives to support students with regard to their behaviour and achievement. These include:

- Action and advice by Senior staff, Heads of House, Heads of Departments, Form Tutors and Subject teachers and support staff

Behaviour and Discipline Policy

- A team of LSA's within the SEND department
- Groups and individual students being mentored by staff
- Special Educational Needs (SEND) Support co-ordinated by the school SENCO
- An Intervention Team lead by the Assistant Headteacher (Pastoral)
- Facilitation of external counselling services
- A range of outreach support services provided by the London Borough of Redbridge
- Homework club
- Peer Tuition
- Peer Mentors
- Time out cards/passes
- Formal pastoral reports graded Green (Form Tutors), Orange (Head of House), Red (Senior staff)
- Departmental reports
- Short term behaviour monitoring reports (coloured Blue and overseen by Senior staff) which are implemented after 1 to 1 discussions with students
- Engagement with parents and supported referrals to wider agencies to assist with access to housing, social care and parenting classes

This list is not exhaustive and some support mechanisms are heavily dependent on available funding and staffing levels.

18. Staff development and support

Training is provided through a variety of channels to support staff in developing good practice and helping to maintain high behaviour expectations. Examples of training methods include:

- Inset Days
- Joint Practice Development Groups (JPDG's)
- Professional Development sessions
- Staff meetings
- Staff briefings
- Bespoke "In House" training
- London Borough of Redbridge events
- External training
- Liaisons with outside agencies
- Examination board courses
- Professional reading
- Union briefings, training and guidance
- Lesson observations
- Line management support and challenge

19. Liaison with students, parents and other agencies

As a school we recognise the importance of establishing a constructive and mutually supportive relationship with parents. We therefore aim to establish clear communications between home and the school when behavioural concerns arise. Through meetings and other forms of communication the school seeks to employ the resources at our disposal to resolve such issues. In the main, such communication will be via our Heads of House, Heads of Department, SENCO, Form Tutors or support staff. With more serious behaviour issues communication is likely to be via our Assistant Headteacher (Pastoral) and the Deputy Headteachers. Behaviour concerns in the sixth form are usually handled directly by the Assistant Headteacher (Head of Sixth Form) or the Deputy Head of Sixth Form although, if appropriate, the SENCO may also be involved. Serious behaviour concerns with sixth form students will also be supported by the Deputy Headteachers.

We consider parental feedback through a variety of channels including our Home School links groups, questionnaires (available at every Parent Teacher Consultation evening), governor 1 to 1 discussions (available at most Parent Teacher

Behaviour and Discipline Policy

Consultation evenings), Parent Governor input into our Governing Body, learning points from parental complaints and from general discussions with parents during the course of the working day.

We also publish the following guidance to parents:

At ICHS, we have a commitment to strong and clear lines of communication with all our parents and carers. This means that all issues raised will be assigned to an appropriate member of staff. If you need to contact the school regarding an issue please either phone the main school number on 020 8551 6496 or email the school on enquiries@ichs.org.uk We will inform you, within 48 hours and often sooner, as to which member of staff is directly handling your concern. Any concerns will be investigated fully and you will be provided with a response in one of the following ways:

- Telephone conversation
- E-mail from a staff member
- Formal meeting
- Formal letter from the school

Parents and carers who arrive at reception without a pre-arranged appointment will be asked to register their concerns with the office team member on duty. The concern will be assessed and then passed onto the most appropriate member of staff as detailed above. Anyone who does not have a pre-arranged appointment should not expect to be able to meet with a member of staff at that time or on the same day. We would ask you to treat our office team with respect and in the manner in which you would wish to be treated yourself.

If the issue raised is either an emergency or requires an immediate response, we will of course deal with this straight away. Emergency or immediate response situations are usually those in which a child is missing or at risk of harm. Please note that discussing sanctions is not deemed as an emergency situation or one that requires an instant response. Failure to disclose the nature of any concern to the office team member on duty will result in the school deciding that it is not an emergency or immediate response situation.

This system will ensure that all parents and carers have the opportunity to meet with the appropriate member of staff, at an appropriate time, in order to find a solution to any problems that have arisen. This also allows the staff member to collect any necessary information that would help in those discussions.

The school has also published a Complaints Procedure should parents wish to escalate concerns after the initial contact and feedback from the school.

Multi-Agency Support

Students who display continuous disruptive behaviour will receive internal support through intervention strategies as detailed in section 17 of this policy. We may also consider a reduced timetable or 1:1 support within the SEND provision. The student may also receive short term mentoring with a designated member of staff or members of staff from agencies. The school may also work closely with the student and their parent/carer by implementing a Common Assessment Framework (CAF), which is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

Police Liaison

If an act of misbehaviour seems likely to constitute a violation of the criminal law, the Headteacher may make a decision on the evidence available to them. The police and the courts may make decisions based on somewhat different criteria.

IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE INDEPENDENT OF EACH OTHER.

We are fortunate in having a linked school police officer who is able to support our students in understanding our expected behaviour standards, the law and behaviour expectations within the context of wider society. In addition to delivering sessions and assemblies which promote individual safety and sensible decision-making, the police officer will advise school staff and parents/carers on aspects of the law which may relate to them. They may also run 1 to 1 or small group sessions with students to give guidance if serious behaviour concerns are identified.

Behaviour and Discipline Policy

When incidents have occurred we may seek police guidance at an early stage. Examples include:

- Possession of items on the banned list
- Discovery of drugs/drug taking
- Discovery of a weapon
- Discovery of sexting/explicit pornographic material
- For searches without consent
- To ensure the safety of staff, students or members of the public

At ICHS we are committed to professional information sharing and will always liaise with outside agencies in an open and truthful manner, this includes providing information to the Police in response to active investigations.

School Council and student liaison

Through the school's Student Council and Student Voice meetings we provide students with the opportunity to express their views with regard to the all aspects of school life including discipline, rewards and anti-bullying policies. In addition, the school will use feedback from student questionnaires to help shape future practice. Focus sessions are held with small groups of students to share ideas and obtain more informal feedback on school based issues. Students can always speak to staff within the school and often raise ideas informally. There is a suggestion box and an anti-bullying box available so that students can raise issues discretely, confidentially and anonymously if they wish.

20. Malicious allegations

Complaints against staff are always investigated thoroughly in line with the DfE "Keeping children safe in education statutory guidance for schools and colleges September 2016" document. If after full and thorough investigation, it is the considered view that that allegation against the member of staff was unfounded and malicious any record of the incident will be removed from the member of staff's file. Support will be considered for both the staff member who was targeted and the student or students making the allegation. Any specific needs of a student will be considered (SEND/LAC etc.) but those involved in making the allegations will be disciplined according to the severity of the case up to and including exclusion. The Senior Designated lead and Headteacher will refer necessary cases to the LADO (Local Authority Designated Officer) for Safeguarding.

21. Legal duties

We acknowledge the school's legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting students with special educational needs.

All sanctions will be applied fairly and consistently, and will ensure that no students is treated less favourably for reason of gender, race, religious belief, sexual orientation or a disability as defined by the Disability Discrimination Act. The school can also make arrangements for this document, and related documents to be reproduced in different formats and languages if required. Please contact the school with regard to any such requests.

We aim to include students with a variety of needs in all areas of school activity and maximise their achievements. Students with learning and behaviour difficulties will receive support that can take several forms; either within normal lessons, individual tuition or withdrawal into small groups. Progress, including behaviour, is regularly assessed and monitored and reported to parents/carers through Individual Education Plans (IEPs) or Education Health Care Plans (EHC's); whilst outlining strategies for students and staff to enable progress in learning and behaviour.

For parents/carers who are challenged by educational needs or for whom English is an additional language (EAL), issues linked to learning and behaviour may need to be passed on verbally through meetings arranged by the Senior Leadership Team, SENCO or Head of House. Where EAL is an issue, the school will aim to arrange for the translation of documentation and to provide an interpreter for face to face meetings. Where this policy states that appeals against sanctions must be in

Behaviour and Discipline Policy

writing, we can arrange for an office team member to record verbally expressed concerns if parents face language barriers or have an identified special educational need.