

BEHAVIOUR POLICY 2021



KING HAROLD
ACADEMY

Challenge • Support • Inspire

Aim

King Harold Academy is a caring community, whose values are built on mutual trust and respect for all regardless of their gender, age, disability, colour, race, ethnic or national origin, socio-economic group, sexuality, religious or political beliefs. King Harold Academy continues in its strive to develop its students both academically and personally in a vibrant, safe and supportive educational environment that values and promotes the traditional principles of politeness, respect, honesty, courtesy and reasonableness. The school is passionate in its commitment to further develop positive relationships across the school and with its parents/carers and into our local community. Our school believes that it has a fundamental responsibility to develop, within its students, lively and enquiring minds, in order that they eventually leave with the knowledge, skills and understanding to become engaged citizens and responsible and successful adults. King Harold Academy is a community of learners who aspire to achieve excellence in everything they do and the school expects the highest standards of dress, behaviour, attitude, attendance and effort from all members of its school community both and outside of school.

King Harold's Behaviour Policy aims are:

- To foster a safe, stimulating, productive and happy learning environment for all members of the school community.
- To provide students and staff with an environment that is conducive to focused learning.
- To promote respect for individual differences.
- To ensure that a consistent and positive approach to behaviour management is adopted throughout the school.
- To ensure the emotional, social and learning needs of individuals are addressed appropriately.
- To recognise, encourage and promote positive behaviour.
- To establish clear procedures for dealing with and managing unacceptable behaviour.
- To encourage the active and early involvement of parents/carers in supporting positive behaviour.
- To establish an approach to behaviour management that is consistently applied and fully understood across the school.

Introduction

It is a primary aim of King Harold Academy that every member of its school community feels valued and respected, and that each person is treated fairly and appropriately. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. As detailed in the Government guidance entitled 'Behaviour and discipline in schools – A guide for head teachers and school staff' (Jan 2016), teachers have the power to discipline pupils for misbehaving outside of the school premises, as well as when the students are on-site, "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006, paragraph 25).

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school. This can include at weekends and evenings.
- We **WILL NOT** discipline students where social media is being used by children who are not age appropriate for certain APPs. This remains the **PARENTS** responsibility for allowing their child to use it and for the content of their child's phone. Please see www.internetmatters.org for guidance.



Teachers may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member (this includes school trips).

Guidelines

King Harold Academy's Rules in a nut shell:

- Students must not bring the name of the school into disrepute either by their words or actions, whether these be physical or electronic (social media).
- Students are expected to behave in a polite, courteous and considerate manner at all times and to all members of the school community and should behave sensibly, quietly and walk when within the school buildings. This includes behaviour that could cause distress to others; For example, since the Covid-19 outbreak, students spitting in any context or even threatening to spit, students who cough deliberately towards staff or other students or students who refuse to follow social distancing when applicable.
- Students must not leave the school site at any time during school hours, including break and lunchtimes, without prior agreement between the school and parents/carers.
- Students are expected to be punctual and to be in the right place at the right time.
- Students must not use electronic methods eg. social networking sites, text messaging or email to post or share pictures, videos or comments relating to any member of the school community without their express permission.
- Students are expected to wear the correct school uniform and conform to the school's expectation on jewellery, makeup, hair colour and style.
- Head phones, airpods and speakers will NOT be tolerated in the school and will be confiscated if seen.
- Students should not bring chewing gum into school, if caught they may be made to clean school desks.
- Students should bring an appropriate bag to school every day and carry with them basic equipment (pen, pencil, ruler, calculator) Key Stage 3 students should carry a reading book.
- Should a student wish to bring a mobile phone to school, they must turn it off between 8.25 and the end of the school day, and must not send or receive calls or messages until they have finished school for the day. Any contravention of this mobile phone rule will result in the student's phone being securely stored until the end of the day or until a parent/carer is available to come in to collect the phone. If this is a 2nd offence, the phone will be confiscated for 5 days and held in the school safe. A simple way to remember this is;

IF IT'S SEEN OR HEARD IT WILL BE REMOVED

Note - the school is unable to accept responsibility for any items of value brought into school that are either lost or damaged, such as, but not exhaustively, mobile phones, laptops, ipods, games consoles, bicycles or money. Students may hand these in to the office to be placed in the school safe for the day.

Prohibited Items

The following are a list of “prohibited items” (as detailed by the Department for Education) that must not be brought to school: * knives and weapons * alcohol * illegal drugs * stolen items * tobacco and cigarette papers * fireworks (includes snaps) * pornographic images * any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and In addition, the following items are "banned items" within King Harold Academy: * Drug paraphernalia * Matches or lighters * Solvents * E-cigarettes (called vapes) * Legal highs * Energy drinks * Laser pens * Shisha pens * Catapults * Guns of any kind including replicas and BB guns * Offensive material (pornographic, homophobic, racist etc.) * Permanent markers

The Department for Education's document from January 2016 in which behaviour and discipline in schools is discussed can be found on the Governments Website. This document lays out both the responsibilities and the powers that schools have re. this area.

Uniform

There is a strict policy on school uniform at King Harold Academy which must be adhered to by all students. The school follows the Department for Education advice regarding dealing with uniform issues, and as such should a student breach the school's uniform policy, this will be seen as defiance of school rules and a failure to abide by the terms of the Home/School Agreement that all students and parents/carers have signed. As such the student will be subject to school sanctions, including a detention on the day of the uniform issue and/or, if the situation is deemed to demand it, they may be removed from their normal classes. In addition, following Department for Education advice, for serious or repeated breaches of the school's uniform policy, the student may face higher level sanctions including exclusion even if the student does not otherwise display poor behaviour (see <https://www.gov.uk/school-uniform>).

Classrooms

The following approach is to be used by every teacher for every lesson/mentor time:

- Greet students at the threshold to the door, whilst keeping an eye on the corridor outside their classroom.
- Students to be sat/positioned as decided by the teacher.
- At the start of the lesson, students are to get their equipment and diaries out on the desk.
- Establish clear routines for transitions and for stopping the class. Students to be taught these class routines.

Routines to be consistently applied

- Follow through on rewards as per the agreed approach.
- Follow through the Behaviour Policy consistently.
- At the end of the lesson, students are to pack away and stand quietly behind their desks until they are instructed, in a managed way, to leave the classroom

Positive Behaviour

King Harold Academy recognises that the motivation and happiness of students is critical in achieving high standards of students' behaviour and high levels of pupil engagement. The focus on recognising good behaviour is central to the school's teaching and learning methods; and to the way rewards are offered for good work and conduct. Achieving exceptional levels of student behaviour hinges, amongst other things, on

the school’s ability to motivate and engage students. Research shows that behavioural difficulties often stem from low self-esteem. Therefore, the school believes that praising and rewarding its students is a critical factor in achieving the desired levels of motivation and behaviour, examples could include:

- The explicit word of acknowledgement, thanks or encouragement.
- Positive and praising comments on a student’s work.
- The display of work, both in and out of the classroom or school.
- Use of e-mail to inform the students’ mentor of positive comments.
- Referral to a more senior member of staff and/or Principal for commendation.
- Public word or praise in front of a group, class, year or whole school.
- Public written acknowledgement eg. a celebratory letter or postcard.
- Public acknowledgement by presentation at an assembly or by giving some special responsibility.
- A system of marks, grades and assessment for behaviour as well as work
- Prizes which reflect endeavour, not least by way of services to the community.
- Letters to parent informing them specifically of some action or achievement deserving of praise.
- Affording students opportunity to undertake specific areas of responsibility e.g. student forum representative, student leader structure, represent the school sports team etc.
- Awarding students Praise Points as per the agreed approach.

Recognition

King Harold Academy believes in publically recognising excellence, high levels of commitment, engagement and endeavour and overcoming adversity. As such the school has embedded three annual awards assemblies which publically recognise and celebrate a significant number of students. These awards are set by subject teacher and are for Effort in a subject and Attainment in a subject. Certificates are presented to all who win these awards. There are also awards for Attendance and Praise Points.

Poor Behaviour

3C'S Early Warning	
<p>Chance (You have a CHANCE to turn it around)</p>	<p>First Warning</p>
<p>Choice (You CHOSE not to take the first CHANCE)</p>	<p>Second Warning</p>
<p>Consequence (Face the CONSEQUENCE of YOUR behaviour)</p>	<p>A detention with class teacher, negative on Sims and a phone call home.</p>
<p>Challenge • Support • Inspire</p>	

King Harold Academy operates an in-class Behaviour for Learning Policy/approach that is focused on the concept of choice. This approach is used by all teachers with all their classes and is referred to as the 3 C’s Early Warning, as shown in the graphic. The process is of a hierarchical nature. A student shall be given a clear first warning that their behaviour is not acceptable and their name entered onto the first section of the board. It is this point the student has the CHANCE to improve their behaviour.

If they continue with the poor behaviour they have made the CHOICE to receive a 2nd warning. A third warning will lead to the CONSEQUENCE as detailed by the board.

To avoid students moving through the levels there are actions in place which may include:

- Clear generic boundaries/expectations and a reminder of the Behaviour for Learning Policy will be shared regularly with year group/Colleges
- Clear subject specific boundaries/expectations shared with the class by the teacher/CTL at the start of term or carousel or more regularly if appropriate.
- Positive behaviour management techniques integrated by teacher/ CTL eg. seating plans, positive language, effective communication, establishing engaging and appropriate learning opportunities and offering effective and regular oral and written feedback.
- Should a student disengage with their learning and/or disrupt the learning of others, the student is given a 'Final Choice', this is entered onto Sims and results in Conduct Points being allocated.
- Should the student continue to disengage with their learning and/ or disrupt the learning of others, the member of staff may send for an 'On-Call' where a member of the SLT will remove the student from the lesson. They then will be 'Parked' in another class with work where appropriate.

Consistently Poor Behaviour

All students are subject to the Behaviour Policy with staff being consistent in their application of this Behaviour Policy.

- Departments should monitor, challenge and support students in order to establish productive learning environments.
- Subject staff should liaise with their Curriculum Team Leader (CTL) for support with certain individuals or classes.
- Curriculum Team Leaders should liaise with their leadership line manager for additional support as required.
- Curriculum Team Leaders can use subject reports as a strategy to establish the required level of compliance, engagement and hard work required as expected.
- Curriculum Team Leaders and teachers can use detentions, communication with home etc. as strategies to establish the required level of compliance, engagement and hard work required and expected.

Serious Behaviour Issues

In terms of dealing with very serious behaviour issues, King Harold Academy has a very strict and clear policy. Any student who possesses, supplies or uses illegal drugs on the school site or assaults an adult member of the school community will be **permanently** excluded from the school. In addition, **permanent** exclusion will be the likely course of action for the following circumstances, all of which are deemed to be serious breaches of the core values and rules at KHA:-

- In response to a serious incident of theft, violence, causing danger to others or bringing the school into disrepute.
- In response to continual disrespect to staff, incidences of theft or incidents of bullying following previously recorded warnings.
- In response to continual disruptive behaviour which would seriously harm the education or welfare of others in the school.
- In response to the carrying of an offensive weapon.
- In response to sexual misconduct / violence or continual sexual or racial harassment.
- In response to Peer on Peer abuse.

Mentors / Form Tutors

Mentors play a key role in maintaining high academic and social standards. As such mentors should review the behaviour points' data for their mentees regularly and respond in accordance with the expectations. Mentors will be ever vigilant for members of their mentor group who fail to conform to the school rules and should respond accordingly whether this be on the first occasion(s) talking through the issue with the student or, should issues be more serious or persistent, phoning home, having meetings with parents/carers, or liaising with their Head of Year. Mentors should use sanctions as they deem appropriate for their mentees such as detentions and also are encouraged to put students onto 'Report' should they deem it appropriate to monitor their behaviour. Mentors should liaise with their Head of Year should they wish advice or support.

Head of Year / Curriculum Team Leaders

If a student fails to respond to the mentor / tutor monitoring and support processes to address a concern parents/carers will be notified and if necessary, invited in to school to discuss the issue. If there is still no improvement, the student should be referred to the Head of Year for further intervention and monitoring. The Head of Year will enact approaches as they deem appropriate eg. a 'Head of Year Report' or 'Curriculum Report' could be used to monitor progress, detentions imposed in addition students may be placed in internal isolation etc. with this logged centrally on existing systems.

Senior Leadership Team (SLT)

If a student fails to respond to the monitoring/support/challenge carried out by their Head of Year, parents/carers will be contacted and the student will be discussed with the most appropriate Assistant Head Teacher or the Deputy Head Teacher.

Behavioural Outcomes

If students are unable to make changes to their behaviour, King Harold will use, some or all of the following to aid the student to make changes to allow them to progress. This is not an exhaustive list.

Reports

Students can be placed on a number of reports in their time at King Harold Academy. Reports come in various types and will all have 3 targets. Targets are designed for the individual and are set to be achievable. Reports can run for 2 to 8 weeks depending on the type and level. The types of report are as follows:

- Form report or Subject Report
- Pastoral Managers Report Green, Amber or Red
- Head of Year Report Green, Amber or Red
- SLT Report Red
- Behaviour Contract
- Personal Support Plan (PSP)
- Reintegration Report

Parents are expected to look and sign the report every night. Students are expected to meet with the report issuer at the end of every day to have it signed. No report will carry over to the following academic year as we believe a student has the right to a fresh start. This is with the exception of a contract or PSP.

Round Robins

On occasions, 'Round Robins' will be sent around for staff to fill in, often these documents are required to be completed quickly if an incident has progressed and requires swift attention. These Round Robins must be filled in as a matter of urgency and should be treated confidentially and written in a professional manner that gives full and accurate information.

Detentions

Teachers have a power to issue detentions to pupils (aged under 18). Legally, **parental consent is not required** for detentions. Although within KHA we feel it is appropriate to inform parents/carers of any detentions and as such this policy wishes to clarify that parents/carers should be informed of any after school detention that lasts longer than 20 minutes, unless there are circumstance that may preclude this.

With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable. Please note that students picking up their siblings from other schools is **NOT** a valid reason to miss a detention.
- Whether suitable travel arrangements can be made by the parent/carer for the pupil.

If a student is unable to attend a detention for a genuine reason, it is the parent's responsibility to inform the school when the detention can be carried out. The school will always look to work with parents/carers in resolving issues. Failure to attend a detention will result in it moving to the next level. This means a 5 minute detention can easily become a 1 hour Friday detention in less than 2 weeks.

The types of detention listed below are not an exhaustive list and are as a guide only;

- 1) Teacher detention – 5 to 20 minutes (Any day at break, lunch or after school)
- 2) After school detention – 30 minutes on a Monday or Wednesday (can sometimes be Friday)
- 3) Senior Leadership detention – 1 hour on a Friday
- 4) Heads detention – 4 hours on a Saturday

During detentions students may be given community jobs to complete, this can include litter picking etc. All H&S equipment will be issued to allow them to complete the tasks.

Internal Isolation

There may be occasions when it is deemed appropriate for a student to be isolated from certain mainstream teaching classes or for whole day(s). Only members of SLT can sanction this and the relevant form should be completed and stored within the student's file. This approach may take place following consultation with Curriculum Leaders or other staff. Staff of the Inclusion Team will enact a standard process whereby students hand in their phones etc. for the duration of the isolation, with parents/carers informed and if appropriate called in to discuss the issue(s). The student will be supplied with work for the day in line with their timetable and will be given time to use the toilet while in the isolation room. Students will also leave 1 hour later than usual.



External Isolation

Sometimes it may be necessary to have students spend the day at our sister school, Debden Park High School. This will be treated exactly the same as an internal isolation. Parents will be expected to transport their child to the alternative school and collect them.

Fixed Term Exclusion

Should the behaviour of a student be deemed at a level where none of the above would be viable, the student will be given a fixed term exclusion. Fixed Term Exclusions will always be logged and will appear on your child's permanent school record. After a fixed term exclusion it will be the parents' responsibility to attend a 'reintegration meeting' prior to their child returning to the school. During this meeting the incident will be discussed and targets set on how to move forward. If suitable the student will be placed on Reintegration Report for up to 2 weeks / 10 days.

In extreme cases of poor behaviour the school may consider excluding a pupil. Before the school does this they will consider the implications of the Equality Act 2010. Specifically the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

Behaviour Contracts and PSPs

Students who fail to respond to the help offered by the supportive and disciplinary procedures that the school puts into place for them will be required to sign a Behavioural Contract. This contract clearly outlines what the student will do, together with parents and the school in order that they can remain on the roll of King Harold Academy. If the student fails to conform whilst on a Behavioural Contract the Head may enact the highest level of the school's Behaviour Policy and this may include the issuing of a PSP. Any child placed on a PSP will be informed the length of time and the outcomes. Permanent removal will then follow should there be further failure to comply, on the grounds that the education or welfare of other students would be prejudiced by retaining the student in question on the school roll. As a school we believe that we should enact an approach to behaviour management that not only results in the child being held accountable for their actions, whether this be by imposing a sanction or through another course of action, but we also believe that children should make amends for their actions and repair any relationships that have been harmed. Therefore the school subscribes to the sentiments and practice of restorative justice and children who transgress will be expected to repair any harm they have caused.

Restorative Justice (RJ)

Alongside sanctioning and supportive approaches, King Harold Academy has integrated restorative practices within their process for dealing with conflict or breakdown in relationships. Restorative Justice are approaches to dealing with conflicts (issues) where the involvement of the victim is as important as that of the perpetrator. Where appropriate, the victim and perpetrator meet in a controlled environment giving both parties the opportunity to explain the consequences to themselves of the issue by way of a restorative conversation facilitated by a member of staff. The restorative process is one by which the perpetrator of an issue is confronted with what they have done, by being brought face to face with the people they have harmed. Whenever there is a breakdown in a relationship or an issue between two or more parties, the person(s) most affected by the issue will be offered the opportunity of meeting the other person to have a restorative conversation – however should the person(s) most affected by the issue not wish to have this

conversation or should the perpetrator fail to show remorse or a willingness to own up to their mistakes/actions, the restorative meeting will not take place.

King Harold's Legal Rights

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. **Corporal punishment is illegal in all circumstances.**

Use of Detentions

Teachers have a power to issue detentions to pupils (aged under 18). Legally, **parental consent is not required** for detentions.

Use of Reasonable Force

Members of staff have the power to use reasonable force as set out in Section 93 of the Education and Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/section/93> - the degree of force used should be in proportion to the circumstances and the seriousness of the behaviour or consequences it is intended to prevent. The level and duration of the force used should be the minimum necessary to achieve the desired result, such as to restore safety. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The following is an excerpt from 'Use of reasonable force – Advice for head teachers, staff and governing bodies.' DFE, July 2013. (see <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>) In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - To restrain a pupil at risk of harming themselves through physical outbursts.
- Schools cannot use force as a punishment as this is illegal.

It is not possible to describe definitively when it is reasonable to use force and how much may be used, beyond stating that this will depend on the circumstances of the case. Relevant considerations as to whether it might be reasonable to use force and the degree of force to be used could include, for example, the age and strength of the child. In some circumstances it will, of course, be inadvisable for a teacher to intervene without help, such as where a number of pupils are involved; where the pupil is older and physically mature; and where the teacher might be at risk of injury. It is relevant that failure to respond in circumstances which merit it may be deemed as serious as overreacting. In many circumstances, it is not a safer option for a teacher to do nothing or to take very limited action, when to take action could restore safety. This action may involve swiftly alerting a third party. So far as a teacher's duty of care is concerned, an omission can be significant if there is a subsequent claim for negligence. This will depend on the circumstances of the case and teachers would not be expected to intervene to restore safety at the expense of their own personal safety.

King Harold staff should use 'force' judiciously, there may be times when the member of staff may need to intervene, should they feel it appropriate to do so, without delay eg. when a fight ensues or if a student is harming themselves. KHA's policy is that if any member of staff uses 'reasonable force' with a student that a record is made of this intervention on the relevant 'Physical Intervention Sheet' (see Appendix 1). This sheet should be handed to a Safeguarding Lead who will file it accordingly. King Harold Academy has 2 members of staff trained in the use of reasonable force and control.

Although staff have the right to use 'reasonable force' re. the guidance above, force should be used judiciously and should be the last resort, after de-escalation techniques such as giving clear instructions, blowing a whistle and/or showing one's presence have been attempted. However that said there may be occasions where situations progress quickly and thus the opportunity to give time for de-escalation techniques to work may be limited. There are situations where the school dissuades the use of force or restraint – if a student is in a classroom or other area and s/he becomes agitated or focused on leaving the space (and that by so doing the member of staff believes that s/he wouldn't put another individual or himself/herself at risk), then s/he should be instructed that s/he is to stay and that by choosing not to they would be suitably dealt with, however if they choose to ignore the advice they should be given a clear exit route. This matter should then be reported as soon as possible after the event to the relevant member of staff for further intervention.

Search and Confiscation

In January 2016, the DfE published a guide entitled Behaviour and Discipline in Schools - Advice for headteachers and school staff. <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>. In this document a section is devoted to confiscation of items and searching of students.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (see Section 94 of the Education and Inspections Act 2006).
- 2) Power to search without consent for "prohibited items" (See Section 550ZA (3) of the Education Act 1996) including: • knives and weapons • alcohol • illegal drugs • stolen items • tobacco and cigarette papers • fireworks • pornographic images • any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and • any item banned by the school rules (see below for the list of banned items) which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search - Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Although schools are **not required** to inform parents before a search takes place or seek their consent to search their child and there is no legal requirement to make or keep a record of a search. KHA operates a policy where we may contact parents prior to a search. Two members of staff will be in attendance when the search of bags and outer clothing takes place, both of whom will be the same gender as the student being searched (as specified in the Education Act 1996). It is unlikely that a member of staff from beyond the Core Team ie. the Senior Leadership Team and the Pastoral Team would search a student. And as such staff should liaise with a member of this team before considering searching of a student, as they will be given advice and support and it is highly likely the search will be carried out by the people designated above in an area conducive to the search being carried out. No student should be searched without first gaining consent from SLT and/or Safeguarding Officer. It should be noted that KHA has rarely, if ever, needed to carry out a search without firstly gaining the student's consent (in cases where a student is believed to have a "prohibited item" in their possession). If it is deemed appropriate to search a student and the student fails to empty their pockets or allow their bags to be searched etc. then a member of the SLT contacts home and this has proved sufficient for the student to comply fully with the search. It should be noted that a student may only be instructed to remove their outer clothing such as a hat, coat or shoe for the purposes of a search. In circumstances where a student is believed to have a "prohibited item" in their possession and they fail to comply with the search and their parents/carers fail to support the search or manage to get their child to comply with the search. Even though school staff have the legal right to search the student without consent, the school's default position is that the police would be called – as any physical confrontation could cause injury to the member of staff or the student.

The government's 'Searching, screening and confiscation at school' guidance (DfE, January 2018), has been updated. The latest document includes a new section, 'Statutory guidance for dealing with electronic devices'. Other than this section, the previous guidance still holds. A summary of the new section is below:

Staff may lawfully search electronic devices, **without consent or parental permission**, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Time Keeping

All students are expected in school by **08:25** and to register with their mentor / form tutor. A teacher has a legal requirement to take a register by seeing a student prior to marking them in school. Students arriving after 08:25 will have a 'grace' period to get into class quickly as the gates automatically lock. After this period students will be expected to 'sign in late'. This will mean they will have an 'L' placed next to their name in the



register and will be issued with a **30 minute detention that same evening**. Students will be collected from the last lesson to serve this time. Time keeping is a life skill which should become the norm for all our students.

If there is a genuine reason for lateness then the school will expect the parent/carer to inform the school immediately to discuss the situation. Where it may be due to inclement weather etc, then the school will already be aware of the situation and made allowances for such things.

If a student has failed to register but is in school, they will be treated as though they have truanted and face the consequences of such.

Home School Agreement

The responsibilities for students, the school and parents/carers are listed and agreed to in the Home/School Agreement that all three parties signed prior to starting at King Harold Academy.

Students' agreed to;

- I will attend school regularly, in the correct uniform, on time and properly equipped
- I will conform to the school message, rules and ICT Acceptable Usage Policy
- I will behave in a polite, courteous and considerate manner at all times and to all members of the school community
- I will not use electronic methods, social networking sites e.g. Facebook, text messaging or email to post or share pictures, videos or comments relating to any member of the school community without their express permission
- I will work to the best of my ability in school and complete all my homework
- I will ensure that my behaviour within lessons and around the school site does not prevent either the learning, happiness or progress of other students
- I will seek help and advice from staff when difficulties arise
- I will maintain a very good attendance and punctuality record
- On the occasions that I make mistakes I will own up to them, learn from them, attempt to repair the damage I may have caused and try my best not to repeat them

The School agrees to;

- Provide a carefully planned curriculum geared to each student's individual needs
 - Provide regular assessments and reports for students and parents that will detail progress and ways to further improve
 - Arrange opportunities to discuss students' progress with parents
- Teach quality lessons and aim to **Challenge, Support** and **Inspire** our students
- Contact parents if there are problems with such things as attendance, punctuality or equipment and let parents know about concerns or problems affecting their child's work or behaviour.

Parents/Carers' agreement;

- I will ensure that my child attends school regularly, in the correct uniform, on time and properly equipped and will provide medical evidence to support any absence of five days or more and am fully supportive of the school's attendance policy
- I will inform the school of any concerns or problems that might affect my child's work or behaviour
- I will actively support the school's policies and guidelines on discipline, behaviour and uniform

- I will work with the school to make sure that my child understands and adheres to the school's rules and policies
- I will support my child in the completion of their homework and attend Parents' Consultation Days and other meetings with the school to discuss my child's progress

Partnership

King Harold's approaches are only truly effective in helping students to confront and deal with their behaviour when parents/carers work with the school and support the school with the interventions and support that are put in place for their child. On this basis, King Harold Academy is keen for parents to reinforce the importance of maintaining a good approach to behaviour with their children and, on any occasions when they do make mistakes and do things which might be perceived as inappropriate or wrong, that they are encouraged and supported to own up, make amends and learn from these mistakes.

This policy has drawn on:

Essex County Council - Safe Practice for Schools - understanding and supporting behaviour (Including the use of restrictive / non-restrictive physical intervention), Guidance for Schools, Autumn 2019

Keeping Children Safe in Education - Department for Education, 2019

Use of Reasonable Force - Department for Education July 2013

Behaviour and Discipline in Schools – Department for Education, 2016

Education and Inspections Act 2006 – UK Public General Acts

The Equality Act 2010 – UK Public General Acts

Reviewed By: Mr C Freeborn

Checked by:

Review Date: May 2021

Date to be next reviewed: July 2021