



Behaviour for Learning Policy



Policy & Procedure Number: 13

Date of Board of Governors Review: Spring 2021

Next Review Due: Spring 2022

School Link: Mr A Mitchell

Revision Number: v1



Purpose

- To facilitate the school's ethos of 'A Commitment to Excellence'.
- To ensure that all Governors, staff, pupils and parents are aware of the high expectations of the school in terms of behaviour/conduct.
- To ensure absolute clarity about the expected standards of pupils' behaviour.
- To promote positive behaviour and self-discipline.
- To create a secure, safe and calm environment where pupils can be confident and happy, free from disruptive behaviour in the classroom.
- To develop relationships between staff and pupils, and between the pupils themselves, that are based on mutual respect and tolerance.
- To ensure consistency in all our professional practices.

This policy should be read in conjunction with all other Wade Deacon High School policies, especially the, SEND, Learning and Teaching, Antibullying & Drugs.

Aims

- To reward and recognise the right behaviours.
- To promote consistent adult behaviours.
- To outline the roles and responsibilities for everyone.
- To ensure that all pupils are treated equally and fairly in the implementation of rewards and sanctions.
- To support and promote the Anti-Bullying Policy.

Staff Responsibilities

Promoting positive behaviour is everyone's responsibility at Wade Deacon High School. Within the classroom, the teacher has responsibility for the discipline of the class. The teacher should be assertive and proactive in seeking to develop positive relationships and effective learning. The teacher should frequently refer to Pride & Promises to maintain these standards.

All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In serious cases of misconduct, or where a serious offence has been committed, referral should be made immediately to a senior member of staff.

Within the school, we aim to create a positive and supportive teaching and learning environment. We encourage pupils to recognise the benefits, to both themselves and others, of good conduct, co-operation and application to study.

Rights

At Wade Deacon High School, we believe that:



- Every pupil has the right to feel safe in school.
- Every pupil has the right to be listened to and treated with respect.
- Every pupil has the right to learn in a disruption free environment.
- Every pupil has the right to be treated fairly, free from discrimination.
- Every teacher has the right to teach in a disruption free environment.

Standards and Expectations

At Wade Deacon High School, we have incredibly high standards and do not tolerate poor behaviour. The standards and expectations below are to ensure good order within our school so that all pupils are able to learn in a safe and secure environment.

Pupils should:

- Arrive to school and lessons on time, fully equipped and ready to learn.
- Demonstrate positive behaviour and treat themselves and others with respect.
- Be polite and always use their manners.
- Believe in themselves and always give their very best.
- Follow instructions from staff.
- Demonstrate the school's Pride and Promises.
- Wear the school uniform correctly, at all times ('wear it with pride').
- Walk around school in a calm and orderly manner.
- Keep the school clean and tidy.
- Eat and drink in the right areas and at the right times.
- Do not bring the school into disrepute via negative behaviour (including inappropriate use of social media).

Positive Conduct First

Praise and rewards should have emphasis to encourage pupils to participate, perform and progress. Staff members are encouraged to use and follow the methods of providing pupils with satisfaction and pride in their achievements (please note that the following is not an exhaustive list. Please see Rewards Policy for further details).

- Quality teaching first/Planning for positive behaviours and engagement.
- Smiles/Verbal praise.
- Written praise in exercise books or Learning Journals.
- RISE points.
- Telephone calls home.
- Student of the Week / Student of the Half Term / Learner of the Month (subject based).
- RISE badges / Student recognition badges / Badges for roles and responsibilities.
- Displays of pupils' work around school.
- Postcards/Commendation letters/Recognition by Middle and Senior Leaders.
- Recognition assemblies.



Poor Behaviour/Conduct

Sanctions for poor behaviour are in place in order to:

- Ensure consequences for poor behaviour and allow students to learn from mistakes.
- Establish a staged and proportionate response to poor behaviour.
- Identify clear roles and responsibilities for operation.
- Re-establish appropriate expectations of behaviour and restore teacher-student relationships.

At Wade Deacon High School, teachers should not have to suffer the consequences of disruption towards teaching and learning.

With each behaviour incident, it is up to the teacher to decide on a follow up strategy; support will be offered by the Senior Leadership Team for serious offences.

Supporting Positive Behaviour (Staged Approach)

The following is used as a guide and is not an exhaustive list. Although consistency is very important, it is imperative that teachers find ways within the policy to support and promote positive behaviours.

STAGE 1 - CLASS TEACHERS

A pupil is displaying behaviours that are affecting their learning, the learning of others and the ability of the teacher to teach / Low level disruption / Minor misdemeanours.

- Quality teaching first / Planning for positive behaviour and engagement / Always look for opportunities to build deep and positive relationships with pupils.
- Rewards / Recognition of positive behaviours.
- Verbal warning / First reminder / Re-focus on classwork.
- Restorative practice / Academic support / Moved within class.
- Final warning / Removal of pupil journal.
- CI.
- Phone call home.

STAGE 2 - KEY STAGE LEADER / PERSONAL TUTOR

Despite interventions at Stage 1, a pupil is displaying repeated behaviours.

- Quality teaching first / Support with planning for positive behaviour and engagement.
- Positive recognition / reinforcement.
- CI / C2.
- Restorative practice / Buddied out to Personal Tutor or KSL / Loss of free time.



- Monitoring period by KSL / Personal Tutor.
- Observations & suggestions.
- Phone call home / Meeting with parents.

STAGE 3 - MIDDLE LEADERS (SUBJECT / PROGRESS LEADER)

A pupil is displaying undesirable behaviour / Persistent low-level misdemeanours.

- Quality teaching first / Support with planning for positive behaviour and engagement.
- Positive recognition / reinforcement.
- C2 / Restorative practice / Removal to Middle Leader / Loss of free time.
- Meeting with parents.
- Monitoring period by Subject Leader / Progress Leader.
- Observations & suggestions.
- Subject Leader and Progress Leader solutions meeting.
- Student Support Plan
 - Time out card.
 - Mentoring/Academic support.
 - I-page profile sent to class teachers.
 - Class / Band change.
 - Curriculum review / amendment.
 - Timetable review / amendment.
 - Wishes & feelings.
- Referral to the Achievement Centre (internal exclusion).

STAGE 4 - SENIOR LEADERS

A pupil's behaviour compromises the safety and/or order within our school / A pupil is in breach of the school's behaviour policy / Persistent breach of the school's behaviour policy.

- Positive recognition / reinforcement.
- C3 / Meeting with parents / Removal from timetabled lessons.
- Senior Leader solutions meeting.
- Pastoral Support Plan
 - Class teacher review / meeting.
 - Pupil motivation session.
 - SLT mentoring / I-I.
 - SEND review.
 - Class / Band change.
 - Curriculum review / amendment.
 - Timetable review / amendment.
 - Outside agency support.
 - Wishes & feelings.



- Step Out.
- Educational Psychologist review.
- Fixed period in the Achievement Centre (internal exclusion).
- Senior Leader support.
- Loss of privileges.

STAGE 5 - VICE PRINCIPALS/PRINCIPAL

A pupil's behaviour seriously compromises the safety and/or order within our school / A pupil is in serious breach of the school's behaviour policy / Persistent serious breach of the school's behaviour policy.

- Positive recognition / reinforcement.
- C3 / Meeting with parents / Removal from timetabled lessons.
- Fixed term exclusion.
- Committee of concern / Solutions meeting.
- Alternative Curriculum.
- Prolonged period in the Achievement Centre / Behavioural therapy.
- Trust Transfer / Manage Transfer.
- Behaviour Contract / Governor Review Panel.
- Permanent exclusion.

Corrections System

Corrections may be issued for not meeting the school's standards and expectations with the primary aim being to 'correct' behaviour and improve standards. At Wade Deacon High School, we continually strive to promote and encourage positive behaviours. We want the school to continue to be a caring, friendly, happy and safe place where students can flourish.

All students' behaviour around the school should support this aim. Every lesson should be characterised by a relentless focus on learning and free from distractions. This means that poor behaviour, even low-level disruption such as talking, not following an instruction or disturbing others' learning is not acceptable. We also want our students to give the very best of themselves and ensure all classwork and homework is completed to a very high standard. The vast majority of our pupils are exceptional however, it is important that as a school we have a system for improving standards that will benefit all of our learners.

Our new Correction System will provide a swift response for restorative practice to take place. The Correction will allow staff the opportunity to work with the child to reflect on their behaviour, offer support if necessary and reaffirm our expectations. There are three types of Correction that may be issued and all will take place outside of normal school hours.



C1: 30 minute Correction (Same Day). There will be no notification for a C1 however, the class teacher will record the Correction in your child's Learning Journal. If your child receives a C1 their school day will finish at 3.15pm. During the Correction, we will allow pupils to inform Parents / Carers that they are staying behind via their own mobile phone, if they wish to do so.

C2: 60 minute Correction (Pre-arranged). Parents / Carers will be informed via their child's Learning Journal and if possible, a text message / phone call.

C3: 90 minute Correction (Friday). Parents / Carers will be informed via their child's Learning Journal, a phone call and / or letter.

Some parents may have reservations about Same Day Corrections however, The Department for Education (DfE) states that schools do not legally need a parent's permission to detain a child and no longer have to give 24 hours' notice. There is no legal obligation to inform parents that their child is being kept back after school and schools do not need to provide a reason as to why a Correction has been issued. The DfE states (*Behaviour and Discipline in School 2016*) that notice may not be necessary for a short after school Correction where the pupil can get home safely.

As a school, we would like to reassure parents that we would not put pupils at risk therefore, reasonable adjustments will be made if there is a genuine concern. Parents will need to contact their child's Progress Leader if their child is unable to stay behind after school for 30 minutes to complete a C1. Furthermore, if there is an issue on a particular day where a pupil cannot stay for any specific reason, parents / carers should contact the school to let us know. We would ask that all non- emergency appointments / engagements are made after 3:45pm to support the school.

As part of our *Behaviour for Learning Policy*, escalated sanctions will be put in place for pupils who do not engage with the new Correction System to improve and correct behaviours and attitudes to learning. These may include:

- Internal exclusion;
- Parental meeting with a member of the Senior Leadership Team;
- Fixed term exclusion;
- Any other sanction deemed appropriate.

The Corrections System will not be applicable for the majority of our pupils whose behaviour and attitudes are exemplary. However, improving standards will benefit everyone at Wade Deacon High School.

Break and lunch time corrections.

Lunch and break times may sometimes be used, however, predominantly staff will follow the C1-3 system. We will allow reasonable time for pupils to eat, drink and use the toilet during any break and/or lunch time correction.



Assessment and Reporting of Behaviour

Assessment of Behaviour and Attitude to Learning (AtL).

An AtL issue will be identified as a pupil who does not disturb the learning environment, but their actions are affecting their own progress – for example no equipment, poor attitude to home learning (AtHL) or very little work completed in lesson.

A BfL issue will be identified as a pupil who is displaying behaviours that are affecting their own learning, the learning of others and the ability of the teacher to teach – for example a teacher may have to ask the student to stop talking, turning around too often or failing to follow simple instructions.

Every lesson class teacher enters a grade for a pupil's AtL / AtHL / Behaviour. Behavioural incidents are recorded as and when they occur on the school's monitoring system. These records will then inform the final behaviour and attitude to learning grades class teachers will enter at each P2S round. This is monitored by 2i/c, Subject and Progress Leaders, Assistant Progress Leaders and Senior Leaders.

Reporting home to parents/carers.

Behaviour

1: Expected

A pupil consistently meets the school's day to day standards and expectations. When refocussing is required, the pupil responds respectfully and addresses areas of concern.

2: Unsatisfactory

A pupil's behaviour has a negative impact on the progress of the lesson, its learners and hinders the teachers' ability to teach the lesson. When re – focussing takes place, the pupil can lack cooperation and take too long to address areas of concern.

3: Cause for Concern

A pupil's behaviour has been detrimental to the progress of the lesson and its learners. The pupil has failed to respond and improve, despite the range of sanctions that have been put in place. The pupil may have been involved in a serious breach of the Behaviour for Learning Policy and a referral to the Achievement Centre may have taken place.

Attitude to Learning

1: Positive

The pupil is positive about their learning and demonstrates a keen attitude towards improvements. The pupil makes a conscious effort to ensure the quality of work is produced in-line with ability. The pupil makes a conscious effort to improve areas identified by the class teacher – this includes acting upon verbal and written feedback. The pupil completes an appropriate amount of work during the lesson. The pupil attends revision session if required. Homework and revision activities are completed on time and to a standard that is deemed



acceptable in-line with the pupil's ability. The pupil models the school's Pride and Promises ethos.

2: Requires Improvement

There are areas that the pupil needs to improve; he/she is not working to their full potential. The standard of work produced is not in-line with the pupil's ability due to lack of effort. The pupil may demonstrate a lack of motivation and/or a lacklustre approach toward learning activities. The pupil doesn't have the basic or subject specific equipment consistently. The standard of homework is below the pupil's ability and sometimes late/or not submitted. The pupil's attitude towards intervention/catch up sessions is not positive.

3: Cause for Concern

The pupil's effort levels are a major cause for concern. The standard of work being produced is significantly below the pupil's ability due to a serious lack of effort. The pupil's engagement in the in the learning activities is minimal, thus impacting on progress. The pupil is poorly equipped for the lesson. Homework is often not submitted or lacks quality. If the pupil does not dramatically improve their effort towards the subject, progress will be affected.

Attitude to Home Learning

1: Positive

Homework and revision activities are always completed on time and to a standard that is acceptable/in-line with the student's ability. There is evidence of home learning through classwork and MAPs.

2: Requires Improvement

Homework and revision activities are sometimes completed late and to a standard that is below the student's ability. There are some gaps in learning within classwork and MAPs because not enough revision is being completed at home.

3: Cause for Concern

Homework is often not completed unless sanctions are put in place to complete the work. Work that is completed lacks any effort and is completed to a standard that is considerably below the student's ability. Classwork and MAPs highlight that on-going revision is not being completed at home.

Behaviour Plans

Student Support Plans (SSP) may be used as a short-term measure in order to improve a pupil's behaviour and attitude to learning. An SSP will be initiated by the pupil's Progress Leader as a six-week intervention, which the Assistant Progress Leader/Progress Leader will lead. The SSP will have clear targets for the pupil to meet and this will actively involve the pupils' parents/carers. Supportive strategies and actions will be included into the SSP to support the pupil in modifying their behaviours.



A Pastoral Support Plan (PSP) may be initiated upon unsuccessful completion of the SSP or a serious decline in standards. This document will last twelve weeks with a review after six weeks and a final review. If a pupil is unsuccessful in meeting their targets, then this may lead to a period of outreach work (Step Out) at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to further support the pupil. A review of a PSP may take place sooner if the student is failing to meet the targets set within the plan. The PSP will be initiated by the Assistant Vice Principal for that Year Group and led by the Progress Leader.

A Behaviour Contract may be initiated upon unsuccessful completion of previous strategies used to bring about positive changes in behaviour. These may include but are not limited to, a SSP, PSP, Step Out and Managed Transfer. The contract may also be put in place for an isolated incident which is a serious breach of the school's behaviour policy. The contract will highlight support strategies, agreed actions and specific targets the pupil must adhere to. Failure to meet these targets may result in a Governor Review Meeting, Permanent Exclusion or other escalated actions.

A Behaviour Agreement may be initiated for disputes/disagreements between pupils. The agreement will indicate what is expected to ensure we have good order in school and all pupils feel safe and happy. If a pupil fails to adhere to the agreement the school may take further actions.

Exclusions & Governing Body Disciplinary Panel

There is a right for parents to make representations about all exclusion decisions. For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period. For fixed term exclusions of between 6 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. A behaviour plan and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Principal after all reasonable steps have been taken to improve a student's behaviour.

Fixed Term Exclusions

The Principal has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2017) of reasons for exclusion. The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the exclusion begins.
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter.
- Pupils will have the opportunity to respond to the allegations.
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded.



Permanent Exclusion

The Principal has the authority to permanently exclude pupils for violation or gross misconduct. Examples of these acts include, but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour. In all cases, the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Principal, Vice Principal or Assistant Vice Principal.
- Pupils will have the opportunity to respond to the allegations.
- Procedures for appealing against the exclusion will be explained to the parents.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- The Pupil Discipline Committee will be notified of the Principal's decision and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld, a formal letter will be sent to parents and the LA.

Appendices

Core Principles of the Policy

Plan for appropriate conduct by:

- Balancing correction with positive reinforcement: praise and encouragement.
- Establishing consistent rewards and sanctions by making the boundaries clear.
- Using the language of choice to teach pupils to take responsibility for their actions.
- Planning to use language that is positive and motivational.
- Planning alternatives to confrontation, such as speaking quietly.
- Using non-verbal language effectively.
- Knowing how to get help when necessary.
- Making lessons engaging; use a fast pace and a variety of strategies and learning styles.

The use of the Achievement Centre (AC) to support mainstream Teaching and Learning

The Achievement Centre may be used to support the learning of pupils away from mainstream lessons for the following reasons;

- behaviour: documented incidents of lack of co-operation and disruptive behaviour impacting upon their learning and at times, that of other pupils.
- re-integration following a fixed term exclusion.
- whilst an investigation takes place that may involve the pupil.



Pupils may also be directly referred to the Achievement Centre for acts which affect the health and safety of other pupils or are deemed to be a serious breach of the school rules such as verbal abuse of staff/pupil and bullying. (See anti-bullying policy)

Pride & Promises for Pupils

- Arrive in plenty of time and enter the classroom respectfully, greet your teacher and say hello.
- Take out your learning journals and have all your equipment with you (pen, pencil, ruler, compass, protractor and calculator).
- Dress smartly; sit up straight with bags stored in a safe position. Be ready to learn.
- Record the date, title and objective in your workbooks. Please underline all titles with a ruler.
- Show us that you want to learn: get involved in the lesson.
- Take pride in your work: best presentation.
- Respect one another and listen to your teacher and each other.
- Show excellent manners to your teacher and each other.
- Reflect on the lesson today and complete your learning journal.
- Respect your learning environment and leave the classroom tidy.
- Leave the classroom in an orderly manner – say goodbye to your teacher.

Classroom Routines

We should not assume that pupils know how to behave during certain routine times. We need to teach them what sorts of conduct we feel is desirable. We should always give feedback on how pupils are behaving. The classroom routines for Wade Deacon High School will always be:

At the start of the lesson:

- Teachers should SMILE and model polite conduct
- Classes will be greeted by their teacher on arrival and enter in an orderly fashion
- Teachers will decide where pupils sit
- There should be a seating plan
- Pupils will have their Learning Journal available
- All their correct equipment will be available
- A register will be taken during the lesson
- Lesson objectives and challenges will be written on the board.

During the lesson:

- When the teacher talks to the whole class, the pupils must remain silent, listen and concentrate
- If the class is asked a question, pupils put up a hand to answer; teachers must not accept calling out (unless agree as part of the T&L)
- Pupils should not wander around the room unless instructed to do so
- Pupils must follow instructions and not refuse to work as directed.

At the end of the lesson:

- Homework will be written by pupils in their Learning Journal and recorded on Synergy
- Pupils to stand behind chairs quietly and ensure the room is tidy before being dismissed
- Staff supervise pupils out of the classroom and prepare to greet the next class.

We have a series of systems within school to ensure good order and consistency. At Wade Deacon High School, the pupil's Learning Journal is an integral part of our school's behaviour policy and a key form of communication; if a pupil does not have their Learning Journal,



sanctions will be issued.

Attendance, Illness & Re-integration

When a pupil has been absent from school for an extended period of time through fixed term exclusion, truancy, condoned un/authorised absence or because of a period of illness, the process of learning may well have been significantly affected. A re-integration to school may include a period of time in the Achievement Centre. In situations such as this, the following steps would apply:

- Progress Leader meets parents to discuss return to school.
- Progress Leader will meet with the Assistant Vice Principal to discuss the situation.
- If withdrawal to AC is appropriate, the Assistant Vice Principal will agree the extent of the withdrawal with the tutorial support team.
- On leaving the AC and returning to mainstream, a monitoring system will be agreed with the Progress Leader to gauge the success of the reintegration.
- Copies of referrals, updates and monitoring system will be placed on file.
- When a pupil is working in the AC, appropriate work must be set by the mainstream class teacher responsible for that pupil.

Anti-Bullying

Wade Deacon High School is committed to preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all pupils, their families and staff to eradicate and promptly address all reported incidents. An incident of bullying may result in a pupil signing a Behaviour Agreement. We have an Anti-Bullying Policy which should be referred to for guidance.

E-Safety

Pupils are expected to follow all E-safety precautions at all times. It is against the law in the U.K to use a mobile device and social networking sites to frighten or upset people. Please be aware that electronic devices may be confiscated if there is reasonable suspicion that they may contain inappropriate material. Cyber-bullying is taken very seriously and could involve police involvement. Please refer to the school's E-Safety Policy and the Acceptable Use Policy in the Learning Journal.

Movement around the school

We always encourage a calm and purposeful environment. We believe being polite and courteous is important. Pupils should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others. Pupils should always walk on the left when walking up/down stair cases.

Restaurant / Dining Halls

Food and drink should only be consumed in the designated areas. Litter must not be dropped anywhere inside or outside the school site and we ask all members of the school community to take care to keep the school clean and tidy. Plenty of bins are available and pupils are



expected to take responsibility for their areas and pick up litter in and around their immediate vicinity.

School Trips & Educational/Sporting Activities

School trips and sporting activities are a privilege for pupils and they are representing the school at all times during these occasions. Attendance on school trips and the chance to represent the school will be subject to sanctions in line with this policy. If the school feels that a pupil's poor behaviour or poor attitude to learning is a concern then the pupil may not be able to attend school trips or represent the school in sporting or other extra-curricular activities.

Poor Behaviour outside the School Gates

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." At Wade Deacon we will impose reasonable sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. This may also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

Bicycles

If a pupil comes to school on a bicycle they should follow the National Highway's advice and guidance, this can be found at www.nhtsa.gov/road-safety/bicycle-safety. To ensure the safety of themselves and others, pupils should dismount and walk with their bicycles when on school grounds. The School Trust accepts no liability for property brought onto the school site. Pupils who travel to school on a bicycle can store it in our bicycle store facility, this will be locked in a morning at 8.35am and open again at 3.40pm.

Step Out

If appropriate, a period of outreach work may be conducted at a neighbouring school to support the pupil's behaviour/conduct; parents will be contacted or invited into school to discuss this matter.

Mobile phones

Pupils are not allowed to use mobile phones in school; mobile phones should not be seen or heard during the school day unless planned by the class teacher as a tool to enhance learning. Please see Mobile Phone Policy.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. Please refer to Use of Reasonable Force in schools DfE (July 2013).



Searching, Screening & Confiscation

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, fireworks, pornographic images and stolen items. Wade Deacon also enforces a strict ban on tobacco, e-cigarettes and energy drinks which have a detrimental effect to school discipline. School staff can search pupils with their consent for any item if the pupil agrees. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to Screening, searching and confiscation, DfE (January 2018).

Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absences should be treated as unauthorised.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Drugs

At Wade Deacon High School, we recognise that in recent years the involvement of young people and drug misuse has increased. The school does not support the misuse of drugs or the illegal supply of these substances and will take appropriate action when dealing with situations which may arise from their misuse. School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, which enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. At all times we will respond to legal obligations of the Governing Body, please see the Drug Incident Policy for further details.

Uniform

Pupils who do not adhere to the Academy's uniform policy may face appropriate sanctions. These could include: Corrections, report card, phone calls to parents/carers and internal exclusion. Pupils will be required to provide a note from home if they are unable to fulfil any of the requirements of the Academy uniform. The letter needs to state when the pupil will have the correct uniform.



Acrylic/polished nails

Acrylic nails are not allowed to be worn at Wade Deacon. If a pupil is wearing acrylic nails they should receive a uniform card and the pupil will be given two days to have them removed. If a pupil fails to remove the acrylic nails they will be taken off their normal timetabled lessons until the situation is rectified. Repeat offenders will not receive two days grace and will be removed from normal timetabled lesson on the first day of offence.

Polished nails are not allowed at Wade Deacon. Pupils will be required to remove the nail polish straight away. Pupils who repeatedly have polished nails will receive consequences, for example (but not limited to) being removed from timetabled lessons.

Trainers

Trainers are not allowed to be worn for school. Pupils who wear unacceptable footwear for any reason should bring a note from home and will be expected to rectify the situation within two working days. A uniform card will be issued by the Personal Tutor (or equivalent role). This will be honoured on two separate occasions throughout the Academy year; if this occurs more than twice then sanctions will be put in place. As always, any genuine reasons for incorrect footwear will be taken into consideration.

For further information regarding correct uniform please see our Wade Deacon Trust Uniform Policy. If a pupil continues to break uniform rules, parents will be invited into school to discuss the matter further.

Working with the Police

The school will provide all necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police in matters such as assaults / fights that may take place in school. The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement.

Extremism

Please see Safeguarding Child Protection Policy.

Peer-on-Peer Sexual Abuse

Please see Safeguarding Child Protection Policy & and Sex and Relationships Policy.