

# Behaviour Policy

Key Document Details:			
<b>Author:</b>	Trust Vulnerability Lead	<b>Department:</b>	Trust Central Services
<b>Reviewer:</b>	Executive Team	<b>Version No:</b>	2.1
<b>Last Review:</b>	November 2022	<b>Next Review:</b>	October 2023
<b>Approver:</b>	CEO/DCEO	<b>Date Ratified:</b>	24 November 2022

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## Document Change History

Date:	Version:	Description of Changes:
Oct 2022	1.1	Annual Review
Oct 2022	2.0	Update following primary and secondary review process
Nov 2022	2.1	Update on WGS sections

## Mission Statement

*“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”*

## Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Purpose

When dealing with the behaviour of students at The Skills for Life Trust, we aim to: Create a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation as represented in The Education Act 2002 (amended 2011); The Equality Act 2010; The Education and Inspection Act 2006; DFE Exclusion from Academies in England; The Academy Discipline (pupil exclusion and reviews) 2012; The Education Regulations 2017; The Human Rights Act 1998; and the Race Relations Act 1976 (amended 2000);

## Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the school day;

- Provide students and staff with an environment that is suitable for learning;
- Ensure the social, emotional and learning needs are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour;
- Empower students so that they are able to self-manage their behaviour;
- Prepare students for entry into the next phase of their education or employment or further education;
- Praise and reward good work, positive behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour.

## **Monitoring and review**

This policy will be reviewed annually, but may be reviewed and updated more frequently if necessary.



## GREENACRE ACADEMY

### **How are students/staff and stakeholders supported in developing positive behaviours in the academy and community?**

Greenacre Academy follows a robust sanctions system. This is not tariff led. Where possible students are involved in restorative practice which can include, but is not limited to restorative conversation, litter picking, fixing damage to school property, community work.

We strongly believe in the values of the Skills for Life Trust and encourage our stakeholders to uphold them at all times, including when mistakes are made.

### **What are the rewards?**

We believe recognition and praise are paramount for all. When stakeholders do well, we recognise this. Forms of recognition include year points, postcards, random rewards, vouchers, trips, Deputy Headteacher and Headteacher awards, attendance awards, contribution awards, teacher of the year awards and commendation letters.

### **What do we need from stakeholders?**

Stakeholders refers to any person who has contact and interest in the Academy. Therefore, stakeholders represent students, staff, visitors, trustees, governors and parents.

It is crucial that all stakeholders follow and demonstrate these rules at all times. It is crucial that all stakeholders understand the value placed on this policy. By working together students will make the progress they deserve and become an ambassador for Skills for Life after they leave the Academy.

## **Policies this policy is linked to:**

Anti-Bullying policy

Exclusion policy

Relationships policy

Drug/banned substance policy

Keeping Children Safe In Education

SEND policy

Safeguarding and Child Protection policy

## **Code of Conduct**

### **The Greenacre Academy Rules**

1. We use polite language at all times; the use of prejudice language is not encouraged or supported.
2. We conduct ourselves appropriately and quietly around the Academy; We walk on the left, follow one way signs, and arrive punctually. If an area is closed for examination, we make adjustment.
3. We demonstrate all of the Values of the Trust in our Academy and community; we listen, we care, we enjoy, we show integrity, we respect, we collaborate.
4. We respect that we are allowed to bring mobile phones into the Academy; We don't use them during lesson time, or inside the Academy building, without explicit permission from a staff member. If we are asked to hand them in, we do so without argument, if we are using mobile phones or their accessories inappropriately we understand there may be a consequence.
5. We all have equal rights to education; We address bullying, we respect that others have additional learning needs, we demonstrate perseverance when learning is difficult.
6. We understand that everyone in the Trust has a responsibility to safeguard us. Fighting, truanting, refusing an exit room, running in the corridor during lessons and at changeover, smoking and vaping are not allowed at the Academy.
7. We tell the truth and we value integrity. If you make a mistake, take ownership, apologise and accept the consequences of our action. We understand that graffiti, failing to attend detentions, and fighting all result in serious consequences.
8. We wear the appropriate Academy uniform at all times, including correct PE kit and protective wear in practical subjects. If we are asked to remove non-academy uniform items we do so quickly and sensibly.

9. We take our education seriously. We focus in class, we try our hardest, we read at DEAR time, we arrive organised with equipment for lesson, we show respect to all in our class so we can make progress.
10. We take part in restorative conversation. Sometimes we need to apologise if we are in the wrong, we understand what it is to take 'ownership'.

Fail to follow or break these rules will result in a consequence. Please see appendix A for the behaviour system.

Please see appendix B for the Search and Confiscation system.



# WALDESLADE GIRLS' SCHOOL

## Roles and Responsibilities.

### **How are students/staff and stakeholders supported in developing positive behaviours in the academy and community?**

Walderslade Girls' School follows a robust sanctions system. This is not tariff led. Where possible students are involved in restorative practice which can include, but is not limited to restorative conversation, litter picking, fixing damage to school property, community work.

We strongly believe in the values of the Skills for Life Trust and encourage our stakeholders to uphold them at all times, including when mistakes are made.

### **What are the rewards?**

We believe recognition and praise are paramount for all. When stakeholders do well, we recognise this. Forms of recognition include; verbal praise, values points, postcards, attendance badges, trips, Deputy Headteacher and Headteacher awards, attendance awards, contribution awards, teacher of the year awards and commendation letters.

### **What do we need from stakeholders?**

Stakeholders refers to any person who has contact and interest in the Academy. Therefore, stakeholders represent students, staff, visitors, trustees, governors and parents.

It is crucial that all stakeholders follow and demonstrate these rules at all times. It is crucial that all stakeholders understand the value placed on this policy. By working together students will make the progress they deserve and become an ambassador for Skills for Life after they leave the Academy.

### **Policies this policy is linked to:**

Anti-Bullying policy

Exclusion policy

Relationships policy

Drug/banned substance policy

Keeping Children Safe In Education

SEND policy

Safeguarding and Child Protection policy

Behaviour Policy v2.1

## Transitions

The school rules will be explained to pupils at the start to each year. Pupils that start the school mid-year will receive an information session on behaviour expectations as part of their induction.

The WGS rules can be found in appendix D

## Responding to behaviour

### Class teachers

Class teachers will provide a stimulating engaging environment where pupils are able to engage in the curriculum. Where children are not engaged and are not following the school rules staff will follow a stepped approach using scripts as a guide.

Please see appendix C for the behaviour system

### Limit setting approaches.

Where a supportive classroom approach has not been successful, limit setting approaches will be applied. Restorative conversations are always used as a priority; however sanctions can also be applied where necessary.

Sanctions must;

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

### Isolation

Isolation is sanctioned by HOY and agreed by SLT. Students can be placed in Isolation for serious breaches of the behaviour policy.

Work must be provided in advance for the students and staff will be emailed the names of students the day before.

### Behaviour off site

Behaviour off site can have an impact on the safety of pupils in our school community, our behaviour policy applies to our actions outside of school as well as inside school.

### Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils were an allegation has been made.

## **Support**

Pupils will be supported with managing their behaviour through interventions including: ELSA, anger management, counselling and pastoral support.

## **Searching, screening and confiscation**

Full details of banned items and searching can be found in Appendix E.

## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)  
Examples of preventative approaches:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism;
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

## **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then consider reasonable adjustments to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

# CHANTRY COMMUNITY ACADEMY

## General Statement

‘Good discipline is a vital part of school life. It is one of the elements which make up a school’s ethos – that intangible combination of elements which give each school its unique character and atmosphere’.

‘Good discipline helps overall school effectiveness by providing a good learning and teaching environment. It is central to the organisation of school life and to the children’s wellbeing’.

Scottish Council for Research in Education, 1993

## Aims and Expectations

To ensure that every member of the Academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure. To promote an environment which encourages children to enjoy learning and become positive, responsible and increasingly independent members of the Academy community. To foster independent work habits, leading to increasingly focused self-assessment. To provide opportunities to receive a curriculum that suits every child’s interests and abilities.

Both staff and children within the Academy are made aware of their rights and the responsibilities that are associated with such rights.

<b>Right to an identity</b>	<b>Responsibility</b> to respect other people’s religion and culture, the way they dress and look and treat everyone equally.
<b>Right to learn</b>	<b>Responsibility</b> to try to come to School every day and always try our best.
<b>Right to be safe</b>	<b>Responsibility</b> to make sure our actions do not hurt ourselves or other people.
<b>Right to express our opinions and to be heard</b>	<b>Responsibility</b> to be brave and honest, listen to other people’s ideas and opinions without being disrespectful.
<b>Right to play</b>	<b>Responsibility</b> to play games fairly and safely, include others and play with team spirit and good sportsmanship and look after equipment.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the Academy community in aiming to allow everyone to work together in an effective and considerate way.

The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

When a teacher has concerns about the behaviour of the pupils in their class they should first consider the following:

- Curriculum design and differentiation;
- Challenging goals and feedback;
- Parental/community involvement;
- Safety of environment;
- Classroom management.

Academy staff should:

- Ignore secondary behaviour;
- Stay with the facts;
- Let children save face;
- Use solution focussed questions;
- Describe the problem and the consequence;
- Consistently use the agreed behaviour management strategies.

### **Behaviour Management Strategies**

Green Days (Good to be Green) is the main behaviour strategy to be used throughout the whole school. Nursery has its own individual system of rainbow, sun and cloud. Each class has a wall hanger with the name of each child. In the single named pockets there are three cards a green, amber and a red. The black and white cards are held in a spare pocket to be used accordingly. Some children may have their own highly personalised behaviour plan designed in consultation with specialist teachers.

**Green** - Every child starts every day on a green card.

If a child is making the wrong choice then a verbal warning to be given.

**Amber** - This is a first warning. This can be reversed back to green. The aim is for the card to be reversed – adult encouragement and prompting will be required.

**Red** - This is the second warning. A red card will be logged on the recording system and the class teacher will follow up with the child/parent. The behaviour mentor will regularly check the status of red cards during the day so that support/advice can be given to prevent escalation. Once a red card is given, it cannot go back to green. Patterns of red cards will be reviewed at weekly pupil support meetings and if deemed necessary, a behaviour log will be put in place where the number of cards is excessive.

**Black** - is third and final warning. Parents will be informed by the Behaviour Mentor or Deputy Headteacher. When children have 3 black cards, a behaviour log will be put in place and reviewed weekly at pupil support team meetings.

**White** - is the final stage and the child is spoken to by the Behaviour Mentor and the Headteacher to decide the next course of action. Parents are informed immediately.

Other strategies that may support behaviour management in class



The use of body language Reminders of expectations Proximity Appropriate tasks to meet needs Good questions (What should you be doing?) Humour Use 'Thank you' not 'please' when redirecting Distraction Catching and praising immediately the desired behaviour when seen	Private chat Rewind (let's rewind) Accept and redirect (yes but ..... / maybe you were but .....) Give choices with consequences Remove audience A pastoral support plan will be drawn up for any child at risk of exclusion
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If a class teacher is concerned about general class behaviour they need to consider the reasons for the behaviour and discuss this with the Inclusion Team. If the class teacher decides that further action is necessary, then an AEN referral form needs to be completed and submitted to the Inclusion Team. In the same way if a child is giving cause for concern on the playground or during lunchtime a member of staff must refer the child to the Inclusion team by using an AEN referral system and keep the class teacher informed. The SENCO and Inclusion Team hold weekly meetings to discuss children causing concern.

### Rewards

The Academy adopts a positive approach to behaviour management:

- Staff praise and congratulate the children and make it specific – linking with our RECIPE values where appropriate;
- Staff use stickers and charts or marbles in the jar;
- Phone calls or notes home to parents for exemplary work/behaviour;
- Phone calls or notes home to parents for exemplary work/behaviour or improvements to work and behaviour;
- We acknowledge the good work, behaviour and effort of individual children as part of our celebrations' assemblies;
- Class/Year Group rewards;
- Good to be Green rewards.

### Sanctions

The Academy uses a number of sanctions to enforce the Academy rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Every child may misbehave at some time or another and we aim to always find the reason why. On most occasions undesirable behaviour can be dealt with by a verbal reprimand. In the classroom it may be that the child has his/her card changed using the green day chart.

In the classroom persistent misbehaviour can be dealt with by consistent use of the green card system.

If a child is exited from the playground or classroom they need to be taken to a member of SLT. The incident must be recorded. Follow up will then be undertaken by the inclusion team.

Where problems appear to be part of a pattern of behaviour it is important that parents and carers are involved from an early stage. This can be done initially by the class teacher, followed up by the behaviour mentor and if the child does not make progress or the parents do not engage then by the Deputy Headteacher and ultimately the Headteacher.

If a child spends time out of class, the learning will be made up.

It is appropriate in some cases to involve the Welfare Officer and Inclusion Team, Social Services or Early Help team.

In the event of a serious incident a member of the Senior Leadership team will be informed and the child removed from the classroom. A member of staff will complete an incident form. Parents will be contacted immediately and invited in to discuss the incident.

Academy staff understand that at times of stress some children will have difficulty in managing their behaviour and may need time away from their peer group. The Inclusion team will issue 'Time Out' cards and a safe place to calm down for these children. Staff will be informed via staff meetings if children have been given these cards.

**Sanctions must not include:**

- Physical Force;
- Withdrawal from curriculum activities (these are every child's legal entitlement);
- Being left unsupervised anywhere in the Academy building including outside in the corridor or in the entrance hall;
- Threats that cannot be carried out;
- Writing out extra work in an area of the curriculum which might decrease their interest in it.

**Teachers can:**

- Confiscate children's property if it is not appropriate to be in Academy;
- Subject to the Academy's behaviour policy a child may be disciplined for any misbehaviour **when** the child is:

1. Taking part in any Academy organised or Academy related activity.
2. Travelling to and from the Academy.
3. Wearing the Academy uniform or in some other way identifiable as a pupil at the Academy.
4. Could have repercussions for the orderly running of the Academy.
5. Poses a threat to another pupil or member of the public.
6. Could adversely affect the reputation of the Academy.

**Confiscation of inappropriate items**

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



**The general power of discipline:** This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**Power to search without consent for 'prohibited items'** 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;
- Any item banned by the Academy rules 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- the Academy will make the decision to retain, dispose of or hand in to the police the confiscated items. Where a child has knowingly brought a prohibited item into the Academy with malicious intent, the Headteacher may impose any of the afore mentioned approved sanctions or exclusion in extreme circumstances.

#### **Power to use reasonable force**

The legal provisions on Academy discipline also provide each member of the staff with power to use reasonable force (Team Teach following training) to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline within the classroom.

Headteachers and other authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images, fireworks or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under school rules e.g. sweets and toys.

#### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the academy, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within the Academy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

### **The Role of the Parent**

The Academy staff work collaboratively with the parents so children receive consistent messages about how to behave at home and at the Academy.

We expect parents to support their children's learning and to co-operate with the Academy. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions to punish a child, parents should support the actions of the staff. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Behaviour Mentor, SENCO, Deputy Headteacher or Headteacher. If they feel that the situation has not been resolved after consultation with the Headteacher they should follow the Trust's complaints procedure. Details can be found on the Academy Website.

### **The Role of the Governors**

The Headteacher has the day – to – day authority to implement the behaviour policy, the Local Governing Body (LGB) will work with the Headteacher in reviewing the effectiveness of the behaviour policy.

### **Bullying**

The physical and emotional well-being of our children is paramount. If a child hurts or bullies another pupil, the adult dealing with this situation must record this using an incident form and passed immediately to the Behaviour Mentor and/or the Headteacher. The incident will be investigated and sanctions imposed. This behaviour will be logged. The Academy does not tolerate bullying of any kind and if an act of bullying or intimidation of any kind has taken place, staff will act immediately to prevent any further incidents of such behaviour. Parents of children involved will be notified.

### **Fixed – Term Suspensions and Permanent Exclusions**

Only the Headteacher (Deputy Head with Headteacher permission) has the power to exclude a pupil from the Academy. The Headteacher may exclude the pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, parents will be informed immediately and given the reason for exclusion. Parents will be provided with a written letter to advise of the exclusion period, reason for exclusion, date for reintegration meeting and appropriate work for the child to complete during exclusion. Upon reintegration, the child will spend the morning with the behaviour mentor in Pastoral Support before returning to class, behaviour will be monitored.

At the time of parent notification, the Headteacher will make it clear to the parents that the Local Governing Body (LGB) must consider any representations made by parents in line with the

following procedure:

### **Permanent Exclusions**

The Local Governing Body (LGB) must convene a meeting to consider reinstatements within 15 days of receiving notice of the exclusion. The same is true when an exclusion will take the child's total days of exclusion above 15 days for one term.

### **Fixed Term Exclusions**

Where the exclusion will take the child's total days of exclusion above five for the term, if requested by parents the Local Governing Body must convene a meeting to consider reinstatement within 50 days of receiving notice of the exclusion. Where exclusion does not take the pupil's total days of exclusion above five for the term, the Local Governing Body (LGB) must still consider any representations made by parents but cannot overturn the Headteacher's decision.

The Headteacher informs the Local Governing Body (LGB) and Local Authority about any permanent exclusions immediately, and about any fixed – term exclusions on a termly basis.

The Local Governing Body (LGB) itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Local Governing Body (LGB) will consider any exclusion appeals. They will create a panel who will meet to consider the exclusion, they will consider the circumstances in which the pupil has been excluded, consider any representation by the parents and consider whether the pupil should be re-instated. If the panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

*Where requested by a parent the Academy trust will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. The Academy trust will also need to appoint a special educational needs expert to advise the panel, where requested by a parent. The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the Academy has acted illegally, irrationally or in a procedurally flawed manner.*

### **Monitoring**

The Headteacher and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Headteacher reports to the Local Governing Body (LGB) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a variety of records of incidents of misbehaviour. The Behaviour Mentor and pupil support team record behaviour and next steps weekly. The leadership team review the children who receive red, black or white cards regularly as well as identifying classes with only green cards.

The Academy keeps a variety of records of incidents of misbehaviour. The Behaviour Mentor and pupil support team record all cards and all incidents. The leadership team review the children who receive red, black or white cards weekly as well as identifying classes with only green cards.

A Pastoral Support Plan (PSP) will be put into place if a child is at risk of exclusion. Regular meetings will be held to discuss the child's progress towards behaviour targets to identify and support around behaviour management the parent may need at home to support the Academy plan. Those involved with these meetings will be: Deputy Headteacher, Health and Welfare Officer, SENCO, Behaviour Mentor, parents, Early Help team, child and any other agency identified as having a positive impact on the family.

The Academy keeps a record of any pupil who is suspended for a fixed – term, or who is permanently excluded. It is the responsibility of the Local Governing Body (LGB) to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the policy is administered fairly and consistently.

# HILLTOP PRIMARY ACADEMY

## General statement

To prepare our young pupils to be the adults they are to become, by encouraging them to reach their full potential academically through high quality teaching of a curriculum including life skills. Additionally, to introduce all pupils to a wide range of potential careers and mentors from the business world both locally and regionally so they are fully prepared for the world of work when that time arrives.

## Aims and Expectations

To ensure that every member of the Academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure. To promote an environment which encourages children to enjoy learning and become positive, responsible and increasingly independent members of the Academy community. To foster independent work habits, leading to increasingly focused self-assessment. To provide opportunities to receive a curriculum that suits every child's interests and abilities. Both staff and children within the Academy are made aware of their rights and the responsibilities that are associated with such rights.

<b>Right</b> to an identity	<b>Responsibility</b> to respect other people's religion and culture, the way they dress and look and treat everyone equally.
<b>Right</b> to learn	<b>Responsibility</b> to try to come to School every day and always try our best.
<b>Right</b> to be safe	<b>Responsibility</b> to make sure our actions do not hurt ourselves or other people.
<b>Right</b> to express our opinions and to be heard	<b>Responsibility</b> to be brave and honest, listen to other people's ideas and opinions without being disrespectful.
<b>Right</b> to play	<b>Responsibility</b> to play games fairly and safely, include others and play with team spirit and good sportsmanship and look after equipment.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the Academy community in aiming to allow everyone to work together in an effective and considerate way. The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

When a teacher has concerns about the behaviour of the pupils in their class they should first consider the following:

- Curriculum design and differentiation;
- Challenging goals and feedback;
- Parental/community involvement;
- Safety of environment;
- Classroom management.

Academy staff should:

- Ignore secondary behaviours and prioritise primary behaviour need;
- Stay with the facts;
- Let children save face;
- Use solution focussed questions;
- Describe the problem and the consequence;
- Consistently use the agreed behaviour management strategies.

### **Behaviour Management Strategies**

Children respond positively to praise and being noticed when they get things right and this new behaviour policy is designed in such a way that every child is aware of their behaviour and see the positives. It also enables them to make a mistake and then work hard to rectify it, reflect on their actions and reset their day. It is about praising the children and noticing when they are 'Getting it Right'.

For those children that find it hard to manage their behaviour staff will look to identify the reason for this and work as a team with the child and family to help reduce the behaviour that is causing concern. Our Academy culture is to be curious about a behaviour rather than furious.

**Every** day is a new day regardless what has happened the day before.

If a child acts inappropriately and receives a warning from their class teacher/TA they will need to have a quiet word with the child and inform them that they have moved from Green to Amber.

If the same child tries to correct their behaviour and there is an improvement, the member of staff can move the child back to Green, but it is important that they know this has happened; positive reinforcement. If the child does not rectify their behaviour and it deteriorates they will need to be moved to red. A child can only go straight to Red for physical harm to anyone in the Academy community.



## Vulnerable children

Identified children will have a personalised behaviour plan which may deviate from the whole Academy approach but will be in line with the same principles of respect and positivity.

Some behaviour strategies that may be utilised by classroom staff include

The use of body language Reminders of expectations Proximity Control Good questions (What should you be doing?) Humour Use 'Thank you' not 'please' when redirecting Distraction	Private chat Rewind (let's rewind) Accept and redirect (yes but ..... / maybe you were but .....) Give choices with consequences Remove audience A pastoral support plan will be drawn up for any child at risk of exclusion
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If a class teacher is concerned about general class behaviour they need to consider the reasons for the behaviour and discuss this with the Pastoral Team. If the class teacher decides that further action is necessary, then an AEN referral form needs to be completed and submitted to the Pastoral Team. In the same way if a child is giving cause for concern on the playground or during lunchtime a member of staff must refer the child to the Pastoral team by using an AEN referral system and keep the class teacher informed. The SENCO and Pastoral Team hold weekly meetings to discuss children causing concern.

## Rewards

The Academy adopt a positive approach towards behaviour management.

This behaviour policy needs to be child centred with a focus on them 'Getting it right', therefore emphasis needs to be put on the good. Be over the top with the praise, make a point of tell the children that they are getting it right, make positive phone calls home, or send a positive postcard at the end of the week, especially for those children who struggle with behaviour.

These run across the year and staff will be provided with a chart to log this information.

5 green points	Sticker
10 green points	Certificate
25 green points	Pencil
50 green points	Badge
75 green points	Water bottle
100 green points	Own clothes day
125 green points	Movie Afternoon
150 green points	Swim Afternoon

## Sanctions

1 red point	Parents/Guardians will receive a phone call from the class teacher. Pupils can access the Calm Corner for 5 minutes to reflect on their behaviour and use calming strategies, then with support of the class teacher/TA return to mainstream lessons. Conflict resolution techniques will be used to support reducing disagreements between children.
2 red days in two weeks	a second phone call from home from the class teacher and support with emotional regulation.
3 red days in two weeks	a phone call from SLT and a referral to our Wellbeing team which may include allocated time with the school ELSA for additional support. The class teachers and TA's will start to record times and triggers of the behaviour to help us understand the function of the behaviour as well as observations scheduled by the Wellbeing team.

### Sanctions must not include:

- Physical Force;
- Withdrawal from curriculum activities (these are every child's legal entitlement);
- Being left unsupervised anywhere in the Academy building including outside in the corridor or in the entrance hall;
- Threats that cannot be carried out;
- Writing out extra work in an area of the curriculum which might decrease their interest in it.

Teachers can:

Confiscate children's property if it is not appropriate to be in Academy.

Subject to the Academy's behaviour policy a child may be disciplined for any misbehaviour when the child is:

1. Taking part in any Academy organised or Academy related activity.
2. Travelling to and from the Academy.
3. Wearing the Academy uniform or in some other way identifiable as a pupil at the Academy.
4. Could have repercussions for the orderly running of the Academy.
5. Poses a threat to another pupil or member of the public.
6. Could adversely affect the reputation of the Academy.

### Confiscation of inappropriate items

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

The general power of discipline: This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.



### **Power to search without consent for 'prohibited items' 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;
- Any item banned by the Academy rules 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- the Academy will make the decision to retain, dispose of or hand in to the police the confiscated items. Where a child has knowingly brought a prohibited item into the Academy with malicious intent, the Headteacher may impose any of the afore mentioned approved sanctions or exclusion in extreme circumstances.

### **Power to use reasonable force**

The legal provisions on Academy discipline also provide each member of the staff with power to use reasonable force (Team Teach following training) to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline within the classroom.

Head Teachers and other authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images, fireworks or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under school rules e.g. sweets and toys.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the academy, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within the academy.

The Headteacher supports the staff by implementing the policy, by setting the standards of

behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

### **The Role of the Parent**

The Academy staff work collaboratively with the parents so children receive consistent messages about how to behave at home and at the Academy.

We expect parents to support their children's learning and to co-operate with the Academy. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions to punish a child, parents should support the actions of the staff. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Behaviour Mentor, SENCO, Deputy Headteacher or Headteacher. If they feel that the situation has not been resolved after consultation with the Headteacher they should follow the Trust's complaints procedure. Details can be found on the Academy Website.

### **The Role of the Governors**

The Headteacher has the day – to – day authority to implement the behaviour policy, the Local Governing Body (LGB) will work with the Headteacher in reviewing the effectiveness of the behaviour policy.

### **Bullying**

The physical and emotional well-being of our children is paramount. If a child hurts or bullies another pupil, the adult dealing with this situation must record this using an incident form and passed immediately to the Behaviour Lead or the Headteacher. The incident will be investigated and sanctions imposed. This information will be shared with Governors. The Academy does not tolerate bullying of any kind and if an act of bullying or intimidation of any kind has taken place, staff will act immediately to prevent any further incidents of such behaviour. Parents of children involved will be notified.

## **Suspensions and Permanent Exclusions**

Only the Headteacher (Deputy Head with Headteacher permission) has the power to suspend a pupil from the Academy. The Headteacher may exclude the pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a pupil, parents will be informed immediately and given the reason for suspension. Parents will be provided with a written letter to advise of the exclusion period, reason for exclusion, date for reintegration meeting and appropriate work for the child to complete during suspension. Upon reintegration, the child will spend the morning with the behaviour mentor/key staff member in suitable area before returning to class, behaviour will be monitored.

At the time of parent notification, the Headteacher will make it clear to the parents that the Local Governing Body (LGB) must consider any representations made by parents in line with the following procedure:

### **Permanent Exclusions**

The Local Governing Body (LGB) must convene a meeting to consider reinstatements within 15 days of receiving notice of the exclusion. The same is true when an exclusion will take the child's total days of exclusion above 15 days for one term.

### **Suspension**

Where the suspension will take the child's total days of exclusion above five for the term, if requested by parents the Local Governing Body (LGB) must convene a meeting to consider reinstatement within 50 days of receiving notice of the exclusion. Where suspension does not take the pupil's total days of exclusion above five for the term, the Local Governing Body (LGB) must still consider any representations made by parents but cannot overturn the Headteacher's decision.

The Headteacher informs the Local Governing Body (LGB) and Local Authority about any permanent exclusions immediately, and about any suspension on a termly basis.

The Local Governing Body (LGB) itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.

The Local Governing Body (LGB) will consider any exclusion appeals. They will create a panel who will meet to consider the exclusion, they will consider the circumstances in which the pupil has been excluded, consider any representation by the parents and consider whether the pupil should be re-instated. If the panel decides that a pupil should be reinstated, the Headteacher must

comply with this ruling.

*Where requested by a parent the Academy trust will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. The Academy trust will also need to appoint a special educational needs expert to advise the panel, where requested by a parent. The independent review panel will be able to uphold the decision to permanently exclude a pupil: recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the Academy has acted illegally, irrationally or in a procedurally flawed manner.*

### **Monitoring**

The Headteacher and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Headteacher reports to the Local Governing Body (LGB) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps a variety of records of incidents of misbehaviour. Class teachers are expected to award children with their 'green points' daily via Arbor- any children who did not achieve green will have a red recorded. At the end of the week teachers can award children who have demonstrated outstanding standards with a RECEIPE point which is worth the equivalent of two green points. The leadership team review the children who receive red regularly via the weekly Arbor report as well as identifying classes with only green points.

A Pastoral Support Plan (PSP) will be put into place if a child is at risk of exclusion. Regular meetings will be held to discuss the child's progress towards behaviour targets to identify and support around behaviour management the parent may need at home to support the Academy plan. Those involved with these meetings will be: Deputy Headteacher, Health and Welfare Officer, SENCO, Behaviour Mentor, Parents, Early Help team, child and any other agency identified as having a positive impact on the family.

The Academy keeps a record of any pupil who has received a fixed – term, or who is permanently excluded. It is the responsibility of the Local Governing Body (LGB) to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the policy is administered fairly and consistently.

# WARREN WOOD PRIMARY ACADEMY and EVERGREEN CENTRE

## General statement

To prepare our young pupils to be the adults they are to become, by encouraging them to reach their full potential academically through high quality teaching of a curriculum including life skills. Additionally, to introduce all pupils to a wide range of potential careers and mentors from the business world both locally and regionally so they are fully prepared for the world of work when that time arrives.'

## Aims and Expectations

To ensure that every member of the Academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure. To promote an environment which encourages children to enjoy learning and become positive, responsible and increasingly independent members of the Academy community. To foster independent work habits, leading to increasingly focused self-assessment. To provide opportunities to receive a curriculum that suits every child's interests and abilities. Both staff and children within the Academy are made aware of their rights and the responsibilities that are associated with such rights.

<b>Right</b> to an identity	<b>Responsibility</b> to respect other people's religion and culture, the way they dress and look and treat everyone equally.
<b>Right</b> to learn	<b>Responsibility</b> to try to come to School every day and always try our best.
<b>Right</b> to be safe	<b>Responsibility</b> to make sure our actions do not hurt ourselves or other people.
<b>Right</b> to express our opinions and to be heard	<b>Responsibility</b> to be brave and honest, listen to other people's ideas and opinions without being disrespectful.
<b>Right</b> to play	<b>Responsibility</b> to play games fairly and safely, include others and play with team spirit and good sportsmanship and look after equipment.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the Academy community in aiming to allow everyone to work together in an effective and considerate way. The Academy rewards good

behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

When a teacher has concerns about the behaviour of the pupils in their class they should first consider the following:

- Curriculum design and differentiation;
- Challenging goals and feedback;
- Parental/community involvement;
- Safety of environment;
- Classroom management.

Academy staff should:

- Ignore secondary behaviour;
- Stay with the facts;
- Let children save face;
- Use solution focussed questions;
- Describe the problem and the consequence;
- Consistently use the agreed behaviour management strategies.

### **Behaviour Management Strategies**

Good to be Green is a positive behaviour strategy and is the main behaviour strategy to be used throughout the whole school including Nursery and Foundation stage. Each class has a wall hanger with the name of each child. In the single named pockets there are three cards a green, amber and a red. The black and white cards are held in a spare pocket to be used accordingly.

**Green** every child starts each day on a green card. A verbal warning is given before issue of an orange card, the green card will be turned vertical to indicate the verbal warning.

**Orange** is a second warning. This can be reversed back to green.

**Red** will be turned if the orange warning is **ignored**. The consequence of the red card is ten/fifteen minutes at the back of the classroom completing work, and a missed break. Parents will be informed.

**Black** the consequence of a black card is an exit to the Behaviour Mentor where work must be



completed. Parents will be informed by Behaviour Mentor or Deputy Headteacher.

**White** is the final stage and child is sent to the Behaviour Mentor for rest of the day to complete work at a work station. Parents are informed immediately. A same day meeting is arranged.

**Other strategies that may support behaviour management in class**

<p>The use of body language Reminders of expectations Proximity Control Good questions (What should you be doing?) Humour Use 'Thank you' not 'please' when redirecting Distraction</p>	<ul style="list-style-type: none"> <li>•Private chat</li> <li>Rewind (let's rewind)</li> <li>•Accept and redirect (yes but ..... / maybe you were but .....)</li> <li>Give choices with consequences Remove audience</li> </ul>
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If a class teacher is concerned about general class behaviour they need to consider the reasons for the behaviour and discuss this with the Inclusion Team. If the class teacher decides that further action is necessary then an AEN referral form needs to be completed and submitted to the Inclusion Team. In the same way if a child is giving cause for concern on the playground or during lunchtime a member of staff must refer the child to the Inclusion team by using an AEN referral system and keep the class teacher informed. The SENCO and Inclusion Team hold weekly meetings to discuss children causing concern.

**Rewards**

The Academy adopts a positive approach to behaviour management:

- Staff praise and congratulate the children;
- Staff use stickers and charts or marbles in the jar;
- Phone calls or notes home to parents for exemplary work/behaviour or improvements to work and behaviour;
- We acknowledge the good work, behaviour and effort of individual children as part of our celebrations assemblies;
- Golden Time;
- Class/Year Group rewards;
- Good to be Green reward days.

**Sanctions**

The Academy uses a number of sanctions to enforce the Academy rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual

situation.

Every child may misbehave at some time or another. On most occasions this can be dealt with by a verbal reprimand. In the classroom it may be that the child has his/her card changed using the green day chart.

In the classroom persistent misbehaviour can be dealt with by consistent use of the Green card system.

If a child is exited from the playground or classroom they need to be handed to a Behaviour Mentor with a clear explanation of the behaviour that has caused the concern.

Where problems appear to be part of a pattern of behaviour it is important that parents and carers are involved from an early stage. This can be done initially by the class teacher, followed up by the Behaviour Mentor and if the child does not make progress or the parents do not engage then by the Deputy Headteacher and ultimately the Headteacher.

It is appropriate in some cases to involve the Welfare Officer and Inclusion Team, Social Services or Early Help team.

Behaviour 'think sheets' are used to help the child understand their responsibility regarding any inappropriate behaviour they may have been involved with. These need to be completed with the child and placed in the centrally held folder in the Pastoral Support Team Office. The Behaviour mentor will monitor the number of 'think sheets' and liaise with the Inclusion Team to decide on future strategies.

In the event of a serious incident a member of the Senior Leadership team will be informed and the child removed from the classroom. A member of staff will complete an incident form and the child will complete a behaviour think sheet. Parents will be contacted immediately and invited in to discuss the incident.

Sanctions **must not** include:

- Physical Force;
- Withdrawal from curriculum activities (these are every child's legal entitlement);
- Being left unsupervised anywhere in the Academy building including outside in the corridor or in the entrance hall;
- Threats that cannot be carried out;
- Writing out extra work in an area of the curriculum which might decrease their interest in it.



### Teachers can:

- Confiscate children's property if it is not appropriate to be in the Academy;
- Subject to the Academy's behaviour policy a child may be disciplined for any misbehaviour **when** the child is:
  1. Taking part in any Academy organised or Academy related activity.
  2. Travelling to and from the Academy.
  3. Wearing the Academy uniform or in some other way identifiable as a pupil at the Academy.
  4. Could have repercussions for the orderly running of the Academy.
  5. Poses a threat to another pupil or member of the public.
  6. Could adversely affect the reputation of the Academy.

### Confiscation of inappropriate items

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

1. **The general power of discipline:** This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2. **Power to search without consent for 'prohibited items'** 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;
  - Any item banned by the Academy rules 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- the Academy will make the decision to retain, dispose of or hand in to the police the confiscated items. Where a child has knowingly brought a prohibited item into the Academy with malicious intent, the Headteacher may impose any of the afore mentioned approved sanctions or exclusion in extreme circumstances.

### Power to use reasonable force

The legal provisions on Academy discipline also provide each member of the staff with power to use reasonable force (Team Teach following training) to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline within the classroom.

Headteachers and other authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives, weapons, alcohol, illegal

drugs, stolen items, tobacco and cigarette papers, pornographic images, fireworks or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under school rules e.g. sweets and toys.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the Academy, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within the Academy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

### **The Role of the Parent**

The Academy staff work collaboratively with the parents so children receive consistent messages about how to behave at home and at the Academy.

We expect parents to support their children's learning and to co-operate with the Academy. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the Academy has to use reasonable sanctions to punish a child, parents should support the actions of the staff. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Welfare Officer, SENCO, Deputy Headteacher or Headteacher. If they feel that the situation has not been resolved after consultation with the Headteacher they should follow the Trust's complaints procedure. Details can be found on the Academy Website.

### **The Role of the Governors**

The Headteacher has the day – to – day authority to implement the behaviour policy, the Local Governing Body (LGB) will work with the Headteacher in reviewing the effectiveness of the behaviour policy.

### **Bullying**

The safety of the children is paramount. If a child hurts or bullies another pupil, the adult dealing with the situation must record this using an ABC log and sanctions will be imposed. ABC logs must be passed immediately to the SENCO or the Headteacher. This behaviour will be entered onto the

academies behaviour log. The Academy does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour. (See Anti Bullying Policy).

### **Suspension and Permanent Exclusions**

Only the Headteacher (Deputy Head with Headteacher permission) has the power to exclude a pupil from the Academy. The Headteacher may exclude the pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, parents will be informed immediately and given the reason for exclusion. Parents will be provided with a written letter to advise of the exclusion period, reason for exclusion, date for reintegration meeting and appropriate work for the child to complete during exclusion. Upon reintegration, the child will spend the morning with the behaviour mentor in Pastoral Support before returning to class, behaviour will be monitored.

At the time of parent notification, the Headteacher will make it clear to the parents that the Local Governing Body (LGB) must consider any representations made by parents in line with the following procedure:

#### **Permanent Exclusions**

The Local Governing Body (LGB) must convene a meeting to consider reinstatements within 15 days of receiving notice of the exclusion. The same is true when an exclusion will take the child's total days of exclusion above 15 days for one term.

#### **Suspension (previously Fixed Term Exclusions)**

Where a suspension will take the child's total days of exclusion above five for the term, if requested by parents the Local Governing Body (LGB) must convene a meeting to consider reinstatement within 50 days of receiving notice of the suspension. Where suspension does not take the pupil's total days of exclusion above five for the term, the Local Governing Body (LGB) must still consider any representations made by parents but cannot overturn the Headteacher's decision.

The Headteacher informs the Local Governing Body (LGB) and Local Authority about any permanent exclusions immediately, and about any suspensions on a termly basis.

The Local Governing Body (LGB) itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Local Governing Body (LGB) will consider any exclusion appeals. They will create a panel who

will meet to consider the exclusion, they will consider the circumstances in which the pupil has been excluded, consider any representation by the parents and consider whether the pupil should be re-instated. If the panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

*Where requested by a parent the Academy trust will need to arrange an independent review panel to consider the decision of a Local Governing Body (LGB) to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. The Academy trust will also need to appoint a special educational needs expert to advise the panel, where requested by a parent. The independent review panel will be able to uphold the decision to permanently exclude a pupil: recommend that the Local Governing Body (LGB) reconsider its decision; or direct the Local Governing Body (LGB) to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the Academy has acted illegally, irrationally or in a procedurally flawed manner.*

## **Monitoring**

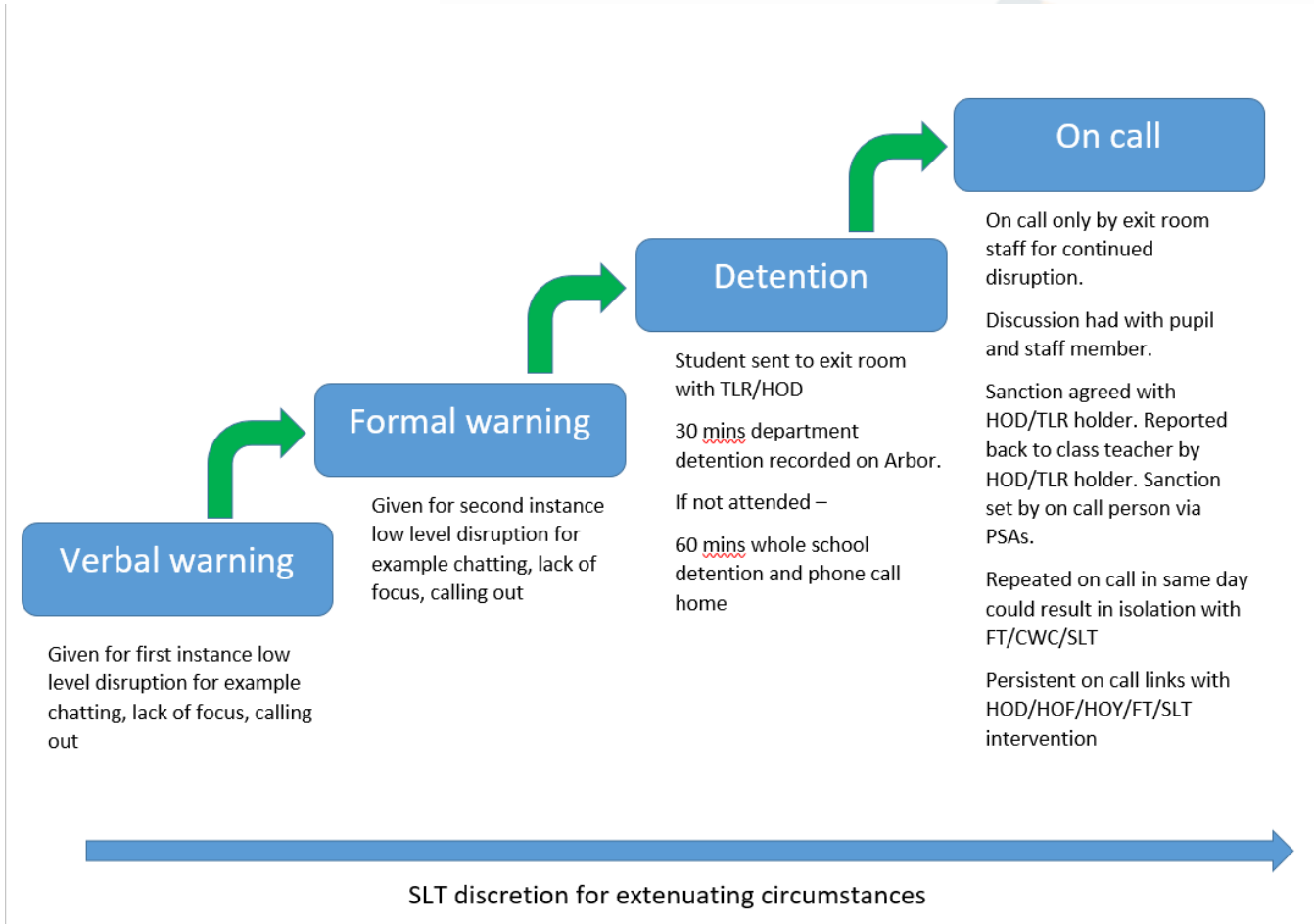
The Headteacher and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Headteacher reports to the Local Governing Body (LGB) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Academy keeps a variety of records of incidents of misbehaviour. The Behaviour Mentor records minor incidents through 'think sheets' and other incidents on SIMs. Leadership team review the children who receive red, black or white cards weekly as well as identifying classes with only green cards. A manual record is also kept of any incidents that occur at break times and lunch times. These incidents need to be reported to the Behaviour Mentor.

A Pastoral Support Plan (PSP) will be put into place if a child is at risk of exclusion. Regular meetings will be held to discuss the child's progress towards behaviour targets to identify and support around behaviour management the parent may need at home to support the Academy plan. Those involved with these meetings will be: Deputy Headteacher, Welfare Officer, SENCO, Behaviour Mentor, parents, Early Help team, child and any other agency identified as having a positive impact on the family.

The Academy keeps a record of any pupil who is suspended for a fixed – term, or who is permanently excluded. It is the responsibility of the Local Governing Body (LGB) to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the policy is administered fairly and consistently.

## Appendix A: The Greenacre Academy behaviour system



## Appendix B – GREENACRE - Procedures for Search and Confiscation

On 1<sup>st</sup> September 2022, the DfE updated its [guidance](#) to Headteachers, Staff and Governing bodies over searching, screening and confiscation.

In line with our values, the Skills for Life Trust recognises that we have a duty of care to students in our Academies. This means that we balance the need to safeguard all students by confiscating harmful, illegal, or disruptive items with the safeguarding needs and wellbeing of students suspected of possessing these items. We are also cognisant that all students have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the European Convention on Human Rights. Any 'interference' with this right by a Trust Academy must be justified and proportionate. We are aware of, and encourage staff to be especially vigilant about, possible biases affecting decisions to carry out or escalate searches. The Headteacher will ensure that a culture of safe, proportionate and appropriate searching is maintained.

### Who can search a Student?

Any search must be authorised, prior to any search being carried out, by either:

- Mrs Bridger
- Mrs Campbell
- Mr Smith
- Mrs Hardie
- Mrs Simm
- Mrs Ranson-McCabe

The Headteacher explicitly grants those staff fulfilling the roles listed below permission, should the need arise, to carry out a duly authorised search and to confiscate any items as detailed within this guidance:

- Members of the Senior Leadership Team, including any Associate Members.
- Heads of Year, including the Head and Deputy Head of Sixth Form.

These members of staff will be provided with a copy of this guidance.

When carrying out a search:

- **The person carrying out the search must be the same sex as the student being searched.**
- There **must** be another member of staff present as a witness to the search - they don't have to be the same sex as the student.

The only exception is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.



If an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

### **When can a Student be searched?**

A student can be searched if:

- They agree to the search;
- The authorised staff member has 'reasonable grounds' to suspect that the student may have a prohibited or banned item.

Reasonable grounds may include, but are not limited to, occasions such as:

- A member of staff has heard the student or other students talking about a banned or prohibited item;
- A member of staff has been told directly of a banned or prohibited item;
- A member of staff has seen a banned or prohibited item;
- A member of staff notices a student behaving in a way that causes you to suspect that they're concealing a banned or prohibited item;
- Review of CCTV suggests that a student may have a banned or prohibited item;
- A member of the public reports that they have seen a student behaving in a manner, before or after school, that suggests that they may have a banned or prohibited item.

When deciding to search a student, the grounds for the search must be balanced against the student's age and any SEND.

### **What constitutes a banned or prohibited item?**

The list of prohibited Items is set out in [The Education Act 1996](#) and paragraph 3 of the DfE's guidance on searching, screening and confiscation. These items are:

- Knives or weapons;
- Alcohol;
- Illegal drugs or Paraphernalia;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence;
  - Cause personal injury (including the pupil) or damage to property.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Banned Items are:

- Vapes or any Vaping Liquids;
- Energy Drinks;
- Sweets and Drinks bought in with the intention of selling them.

## How should the search be conducted?

### *Before a Search*

The Headteacher or authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other students and staff;
- Explain to the student why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it;
- Always seek the student's cooperation.

### *If a pupil refuses to cooperate*

In this case, the authorised member of staff should first consider why this is, and act proportionally.

It may be that the student:

- Is in possession of a prohibited or banned item;
- Doesn't understand the instructions they've been given or what a search will involve;
- Has had a previous distressing experience of being searched.

If the student still refuses to cooperate:

- The Academy may sanction them in line with your behaviour policy;
- If the authorised members of staff doesn't think that a search is needed urgently, they should seek advice from the Headteacher, Deputy Headteacher or DSL. During this time, the student should be supervised somewhere away from other students;
- Assess whether the search would prevent the student from harming themselves or others, damaging property or causing disorder, and therefore it is necessary to use reasonable force to conduct the search. NB - reasonable force can only be used to search for prohibited items.

### *Carrying out the Search*

A student should be searched in an appropriate location that offers privacy from other students.

Authorised staff can search a student's pockets and require students to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes gloves, scarves and shoes.

You **cannot** ask students to take off any further items of clothing.



The person conducting the search should be sensitive to whether a student is wearing outer clothing for religious reasons.

Authorised staff can also search a student's locker or bag in the presence of the student and another member of staff (except in cases as detailed above).

### **How should a search be recorded?**

All searches should be recorded on MyConcern. The record of a search should include:

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

The DSL will review any recorded searches and if the DSL finds evidence that any student is at risk of harm, they will make a referral to Medway Children's services immediately.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search, as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Parents should also be informed of a search for an item banned by the Academy policy.

Any complaints about searching, screening or confiscation will be dealt with through the normal Trust complaints procedure.

### **What should be done with any items confiscated during a search?**

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or students;
- Is a prohibited or banned item;
- Is evidence in relation to an offence.

The table below outlines how confiscated items will be handled:

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

In cases where there are multiple options the member of staff will consider:

- The value of the item;
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning;
- Whether it's appropriate to return the item;
- Whether the item can be practically and safely disposed of.

Items discovered during a search can be confiscated, retained or disposed of as a disciplinary measure where it's reasonable to do so, as set out in [section 91 of the Education and Inspections Act 2006](#). The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. Good reason could be that they reasonably suspect that the device has (or could be used to):

- Cause harm;
- Undermine the safe environment of the Academy or disrupt teaching;
- Commit an offence.

If the member of staff discovers inappropriate images, video, or other material, these should be deleted unless there are reasonable grounds to suspect that their possession is related to a specific illegal offense. In this case, the material should not be destroyed and the device containing the material, should be handed over to the police as soon as possible.

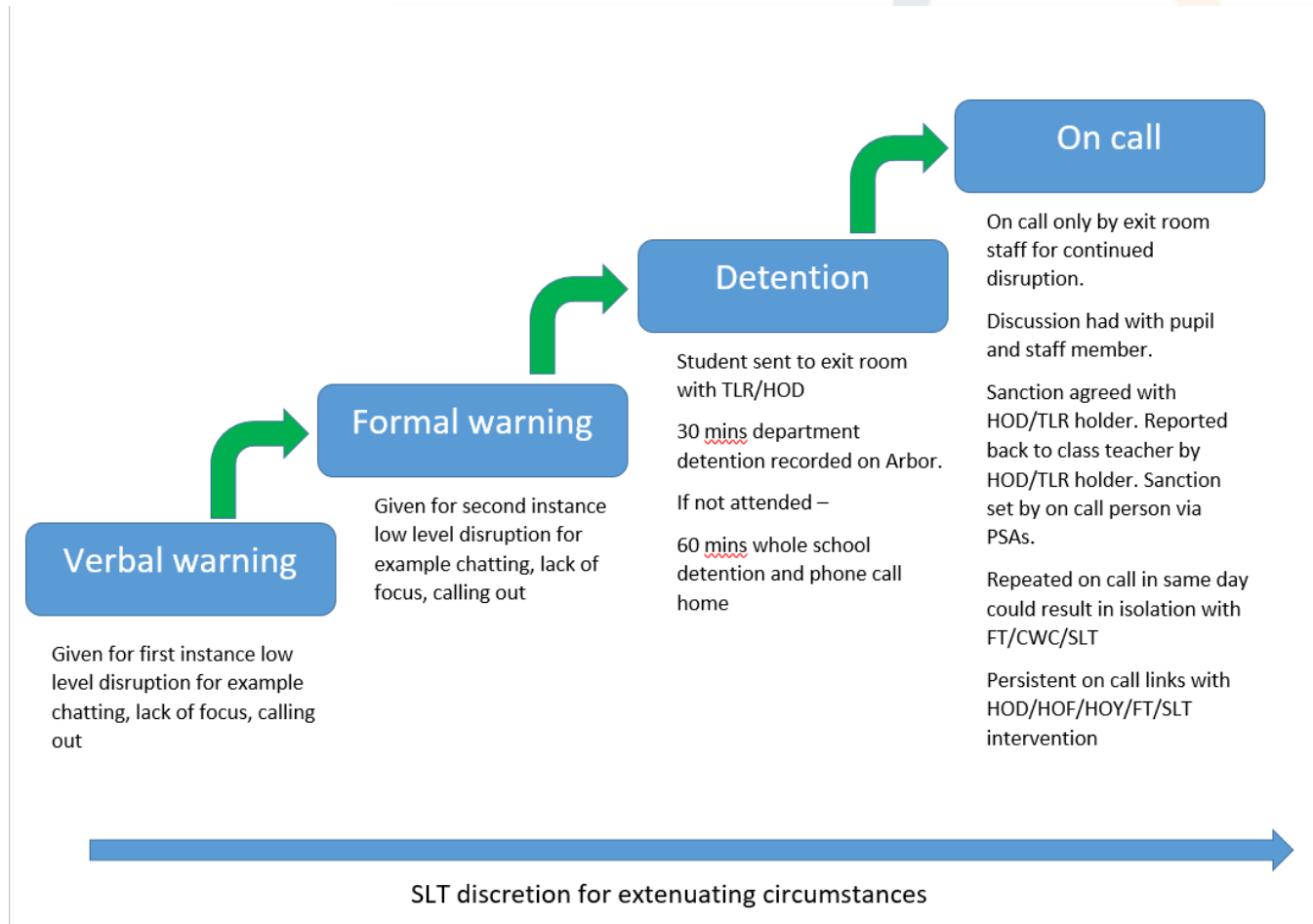
If the member of staff suspects that they may find an indecent image or video of a child on a device, they should avoid viewing it and never copy, share, or save it. They should follow the guidance set out in the Academy's Safeguarding and Child Protection Policy with regards to dealing incidents of the generation and/or sharing of indecent images.

Having searched the electronic device, if no material has been found that necessitates the device being passed to the police, the member of staff may return the device to the student or they may confiscate the device until such time as the device can be returned directly to the student's parent/carer.

## Appendix C – WALDESLADE STAFF SCRIPTS and FLOW DIAGRAMS

In class procedure

Out of class procedure



## Appendix D – WALDERSLADE – The WGS rules

### The WGS Rules

1. We use polite language at all times; the use of prejudice language is not encouraged or supported.
2. We conduct ourselves appropriately and quietly around the Academy; We walk on the left, follow one way signs, and arrive punctually. If an area is closed for examination, we make adjustment.
3. We demonstrate all of the Values of the Trust in our Academy and community; we listen, we care, we enjoy, we show integrity, we respect, we collaborate.
4. We respect that we are allowed to bring mobile phones into the Academy; We don't use them during lesson time, or inside the Academy building, without explicit permission from a staff member. If we are asked to hand them in, we do so without argument, if we are using mobile phones or their accessories inappropriately we understand there may be a consequence.
5. We all have equal rights to education; We address bullying, we respect that others have additional learning needs, we demonstrate perseverance when learning is difficult.
6. We understand that everyone in the Trust has a responsibility to safeguard us. Fighting, truanting, refusing an exit room, running in the corridor during lessons and at changeover, smoking and vaping are not allowed at the Academy.
7. We tell the truth and we value integrity. If you make a mistake, take ownership, apologise and accept the consequences of our action. We understand that graffiti, failing to attend detentions, and fighting all result in serious consequences.
8. We wear the appropriate Academy uniform at all times, including correct PE kit and protective wear in practical subjects. If we are asked to remove non-academy uniform items we do so quickly and sensibly.
9. We take our education seriously. We focus in class, we try our hardest, we read at DEAR time, we arrive organised with equipment for lesson, we show respect to all in our class so we can make progress.
10. We take part in restorative conversation. Sometimes we need to apologise if we are in the wrong, we understand what it is to take 'ownership'.

## Appendix E – WALDERSLADE - Procedures for Search and Confiscation

On 1<sup>st</sup> September 2022, the DfE updated its [guidance](#) of Headteachers, Staff and Governing bodies over searching, screening and confiscation.

In line with our values, the Skills for Life Trust recognises that we have a duty of care to students in our Academies. This means that we balance the need to safeguard all students by confiscating harmful, illegal, or disruptive items with the safeguarding needs and wellbeing of students suspected of possessing these items. We are also cognisant that all students have a right to expect a reasonable level of personal privacy, under [Article 8](#) of the European Convention on Human Rights. Any 'interference' with this right by a Trust Academy must be justified and proportionate. We are aware of, and encourage staff to be especially vigilant about, possible biases affecting decisions to carry out or escalate searches. The Headteacher will ensure that a culture of safe, proportionate and appropriate searching is maintained.

### Who can search a Student?

The Headteacher explicitly grants those staff fulfilling the roles listed below permission, should the need arise, to carry out a search and to confiscate any items as detailed within this guidance:

- Members of the Senior Leadership Team, including any Associate Members.
- Heads of Year, including the Head and Deputy Head of Sixth Form.

These members of staff will be provided with a copy of this guidance.

When carrying out a search:

- The person carrying out the search must be the same sex as the student being searched.
- There **must** be another member of staff present as a witness to the search - they don't have to be the same sex as the student.

The only exception is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

If an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

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A student can be searched if:

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	of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of
Pornographic material that you suspect constitutes a specific offence (i.e. it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

In cases where there are multiple options the member of staff will consider:

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## Appendix F – WALDERSLADE Purple Folder

