Behaviour & Relationships (Secondary Phase) Procedural Instructions

Contents

1. Related Policy

1.1 This Procedural Instruction facilitates the compliant implementation of the Trust's Behaviour and Relationships (Secondary Phase) Policy.

2. Summary

2.1 Promoting positive behaviour, clear expectations and strong relationships is the responsibility of the school community as a whole. Specific roles are key behavioural ambassadors with specific responsibilities. These include:

- The **Headteacher –** in leading the creation and reinforcement of the school culture, ensuring it permeates through every aspect of school life; overseeing the operational implementation the behaviour and relationships policy and procedures, ensuring that it is applied fairly and consistently. It is also the responsibility of the headteacher to ensure the health, safety and welfare of students and staff and for repeated or very serious acts of poor behaviour, the headteacher holds responsibility for making the decision to suspend or permanently exclude students.

- The **School Performance Review Board (SPRB) –** are responsible for challenging and supporting school leaders in their operational implementation of the behaviour and relationships policy and procedures. In addition to this, they will ensure that serious sanctions such as suspensions and permanent exclusions are used only as a last resort by sitting on permanent exclusion review panels.

- **Senior Leaders** – are responsible for supporting the headteacher in the promotion and operational implementation of the behaviour and relationships policy and procedures, ensuring that they are a visible presence around school and known to the students; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students to ensure the culture of the school promotes positive behaviour.

- The **Senior leader responsible for Pastoral Support/ behaviour –** is responsible for monitoring all aspects of the school's behaviour and relationships policy and its application, to promote equality for all students. They are also responsible for ensuring all staff receive appropriate training, including Early Career Teachers, so that they can meet their duties and functions within the behaviour and relationships policy and procedures.

- The **SENCo (Special Educational Needs Co-ordinator)** – is responsible for ensuring that all staff have adequate training and support on how certain special educational needs, disabilities or mental health may students' behaviour and provide provisions, adjustments and interventions to manage this.

- The **Student Liaison Officer (SLO) –** is responsible for maintaining the Trusts high expectations for behaviour by ensuring that each and every student gets the personal attention they need. This involves, liaising with parents, operating the behaviour management system including on call 'red cards', reports, detentions and being a key member of staff to ensure restorative meetings take place to support students to improve their behaviour.

- The **Year Leader –** is responsible for creating a year group team and identity where each student feels a sense of responsibility for helping and supporting others and promoting excellent performance.

- The **Teachers –** are responsible for creating a classroom culture in which all students feel they belong and feel safe; an environment where positive relationships are established that allows all students to thrive as individuals and as learners. This requires building trust, establishing clear routines and boundaries with consistently high expectations.

2.2 This Procedural Instruction will describe the processes applicable to all staff, parents/carers, pupils/students and SPRB members in relation to behaviour and relationships.

3. Praise and Reward

3.1 Acknowledging good behaviour encourages repetition and communicates the Trust's expectations and values to all students. Using rewards and positive recognition provides an opportunity for all staff to strengthen the school's culture and ethos. Every student is special, and we regularly identify, reward and celebrate their many successes.

3.2 These successes can be in any aspect of school life. They include rewards for regular attendance, outstanding achievements or displaying the school's values etc. The Trust encourages use of a wide range of rewards ranging from simply saying well done or phone call home to issuing certificates and prizes. Schools hold regular celebration assemblies and special events, such as the annual presentation evening, to celebrate the achievements of its students.

4. Behaviour Management

4.1 At Pontefract Academies Trust all teachers should use a variety of strategies for managing the behaviour of students. Teachers should refer to the 'Classroom Culture toolkit' and use the appropriate recommended strategies to de-escalate poor behaviour, to re-engage and to avoid disruption to students own learning and that of others.

4.2 The classroom culture toolkit techniques will be used to prevent students from entering the Consequences system and prevent escalation through the consequence system. The Consequences system is not an alternative to the techniques teachers use in their teaching and behaviour management.

4.3 Effective and efficient behaviour management should mean that the consequences system is not used significantly because pace, challenge and positive framing should sustain and enthuse students. If the consequence system has been used significantly in a lesson or with a particular class, the Trust encourages teachers to reflect on the following key questions:

- Have I used preventative strategies from the classroom culture toolkit? Have I been consistent with the consequence system?
- Have I planned for success to ensure I am meeting the academic needs of all students?
- Have I planned an objective-driven lesson and shared my learning objectives and outcomes with students?
- Am I using whole class and precise praise to reward students who are meeting my learning expectations?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I used 'threshold' and greeted students at the door, making my high expectations clear at the beginning of the lesson?
- Is my seating plan, right?
- Have my instructions been clear?
- Have I made compliance visible?
- Are my systems and routines effective?

5. Conduct Outside of School

5.1 Students are encouraged to wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the individual school or wider Trust. If a student is in uniform and on their way to or from school, or engaged in other activities off school premises, sanctions can be issued, and poor behaviour should be challenged.

5.2 Where poor behaviour occurs when a student is travelling to and from the school, the Trust reserves the right to issue a consequence, suspension or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

5.3 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child to the police as soon as possible.

5.4 If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to the school, the senior leader responsible for behaviour/ pastoral support must be informed.

5.5 If they consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the Trust's Safeguarding and Child Protection Policy will be followed.

5.6 For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

6. The Trust's Consequence System

6.1 Pontefract Academies Trust acknowledges that students will not always behave perfectly, and the consequence system is designed to give students choices to correct their behaviour. Its principal role is to support learning by students being able to learn in a calm, orderly, safe environment where all students can thrive and make outstanding progress.

6.2 All teachers will use strategies that support students to adopt good behaviours that supports learning and builds strong relationships. If, despite these strategies, a student's behaviour does not meet the expectations of the teacher, the following system of consequences will be used:

Consequence level	Description of behaviour	Action to be taken
C1 (0 behaviour points)	Disruption to own or others' learning - defiance, shouting out, refusal to work, inadequate work, distracting others, general 'carrying on'.	• Teacher records name on board. • No consequences.
C2 (-1 behaviour point)	Further disruption to own or others' learning - defiance, shouting out, refusal to work, inadequate work. distracting others, general 'carrying on'.	• Teacher records name on board. • Teacher records C2 on Bromcom. • Student Liaison Officer (SLO) analyses the number of C2s a student receives each week. If a student receives x4 C2s in a week, the SLO will issue a 30-minute detention.

C3 (-2 behaviour points)	Further disruption to own or others' learning - defiance, shouting out, refusal to work, inadequate work. distracting others, general 'carrying on'. Indirect foul language/ swearing. Failure to bring correct PE kit and not borrowing kit provided.	• Teacher records name on board. • Teacher records C3 on Bromcom. • Student receives 30-minute detention. • Teacher records detention and reason in student's planner. • When appropriate, the teacher should make time for a pastoral discussion using restorative practice to ensure the pupil understands why they received the C3 and what they need to do in the future to improve their behaviour. • If student does not attend 30-minute detention, the SLO will issue a one-hour detention the following day.
Red Card (-4 behaviour points)	Continued disruption after a C3 or a one-off severe incident of negative behaviour.	• Teacher sends Red Card Alert. • SLO collects student from classroom. • Student completes the rest of the lesson in the reset room. • Student completes reflection form to support them identify where their behaviour was inconsistent/ inappropriate. • SLO to have a pastoral discussion using restorative techniques to ensure the pupil understands why they received the Red Card and what they need to do in the future to improve their behaviour before they return to lessons. • Once restorative conversation has taken place, student to return to next lesson. • If student does not meet expectations in the reset room, extra time maybe added. • Where appropriate, the SLO will facilitate a restorative conversation with the teacher.
Homework (0 behaviour points)	Student does not complete homework/appropriate standard.	• Teachers to give students one opportunity per term to have a deadline extended*. • Any other occasions, teacher to record on Bromcom and issue 30-minute detention. • Teacher records detention and reason in student's planner. • *If homework has been a regular concern in any previous term, Teachers reserve the right to give students a detention in any new term and not give them the opportunity to have a deadline extended. • Teachers record all homework on Satchel one so students have clear expectations of what homework is set and the deadline.
Equipment (0 behaviour points)	Student does not have one of the following items: black pen, purple pen, pencil, ruler, planner. Student planner has graffiti.	• Form Tutor checks equipment daily. • Form Tutor records equipment log on Bromcom. • SLO analyses the number of equipment logs each week. If a student receives x2

		• equipment logs in a week, the SLO will issue a 30-minute detention. • Form Tutor to alert SLO if a student does not have a planner/the planner is graffitied.
Poor behaviour on corridors/social times (-1 behaviour points)	Physical contact, out of bounds area, any behaviours that an SLO/SLT deems to be inappropriate/ unsafe.	• SLO/SLT to record on Bromcom. • Student receives 30-minute detention. • SLO/SLT to record detention and reason for detention in student's planner.
Late to School (0 behaviour points)	Student arrives late to school	• Students given one warning per term (Autumn, Spring, Summer). Late to school recorded on Bromcom, no detention issued. • Student given a 30-minute detention for 2nd Late per term (Autumn, Spring, Summer). Late to school recorded on Bromcom, 30-minute detention. • Student given a 60-minute detention for 3rd late and any other occasions of lateness within the term (Autumn, Spring, Summer). Late to school recorded on Bromcom, 60-minute detention issued.
Severe (Severe level sanctions can only be determined by the Senior Leadership Team)	The following are given as examples and is not an exhaustive list: • Failure to meet expectations in the reset room. • Failure to attend a 1-hour detention. • Failure to borrow uniform due to wearing incorrect items. • Persistent red cards. • Violence, verbal abuse or assault. • Possession of drugs/alcohol. • Damage to property or theft. • Bullying. • Child on child abuse. • Fighting. • Failure to comply with a reasonable request from SLT. • Breaches to health and safety. • Sexual misconduct. • Smoking/ Vaping. • Truancy. • Significant Lateness to School. • Using an electronic device on school grounds with the intent to record audio or video or take images of staff/pupils. • Taking covert images, audio or video recordings of staff or pupils.	The following actions will be considered: • One-hour detention. • Two-hour SLT detention. • 1-5 periods in the reset room dependent on the severity of the behaviour. • EWO (Education Welfare Officer)/SLO/SLT meeting with parents/carers. • Referral to outside agencies. • Referral to Social Care Direct. • Multi agency assessment. • Step out at another school. • Managed move. • Partial timetable. • Alternative provision. • Suspension. • Inclusion panel. • Permanent exclusion.

6.3   The behaviour concerns listed in the matrix are not an exhaustive list. Any other behaviours which have a negative impact on learning or damage the reputation of the school or Trust will be sanctioned at a level which the school or Trust deems most appropriate.

7. Detentions

7.1 The school will issue a 30-minute detention for a breach of the Trust rules. Where possible, parents/carers will be notified in advance through the planner, phone call, email or text. The half hour detention will take place on the next available day. 30-minute detentions start at 14.35 and finish at 15.05pm.

7.2 The school will determine what is inappropriate and unacceptable at all times. Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a detention.

7.3 The school will issue a one-hour detention where a student fails to attend a 30-minute detention or for cases of lateness as per the Attendance and Punctuality Policy. The one-hour detention will take place on the next available day. Where possible, parents/carers will be notified in advance through the planner, text, phone call or email. One-hour detentions start at 14:35 and finish at 15:35pm.

7.4 Senior Leadership also reserve the right to issue a two-hour detention for severe incidents, repetitive breaches of the behaviour and relationships policy or where students have accumulated a large number of one-hour detentions. Parents/ carers will be notified via phone call. Two-hour detentions run from 14:35 – 16:35pm.

7.5 During detention, where appropriate, an opportunity for a restorative conversation will take place. The pupil will receive guidance about what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.

7.6 Students will be also offered support where necessary or given the opportunity to inform the member of pastoral staff of any perceived obstacles to improvement, such as their home circumstances.

8. Report Card System

8.1 When a pupil has exceeded the following triggers for negative behaviour, they will be placed on monitoring reports.

Report	Trigger	Actions to be taken
Form Tutor Report (green)	15+ behaviour points	• Letter to be sent to parent/carer. • Form Tutor to have a daily check in with student and check report. • 30-minute detention can be set once a week at the discretion of the form tutor. • If student completes a week of 'zeros' on report. Form tutor to make phone call home to parent/carer and student to be taken off report.
SLO Report (yellow)	30+ behaviour points	• SLO to have telephone conversation with parent/carer prior to the report being issued. • SLO to have a daily check in with student and check report. • 30-minute detention can be set daily at the discretion of the SLO for any student who doesn't get their report signed, student receiving three or more C3s/red cards in a week. • SLO to arrange meeting with parent/carer if they believe the students behaviour is not improving and their behaviour may escalate to the next report level.

		• If student completes a week of 'zeros' on report. SLO to make phone call home to parent/ carer and student to be taken off report.
SLT Report (red)	55+ behaviour points	• SLT to arrange meeting with parent/ carer prior to the report being issued. If parent/ carer cannot make a meeting discuss over the phone. • SLT to have a daily check in with student and check report. • One-hour detention can be set daily at the discretion of SLT for any student who doesn't get their report signed, student receiving three or more C3s/red cards. • 2-hour detention can be used at the discretion of the SLT member. • SLT to explore other actions listed in the 'severe' behaviour matrix if there is no improvement in a student's behaviour. • If student completes a week of 'zeros' on report. SLT to make phone call home to parent/carer and student to be taken off report. • If student receives three or more C3s or a red card, student will go back onto SLT report and stay on the report until the end of the term.

8.2   At the end of each term all students will be taken off report.

9.   Reset Room

9.1   The reset room is considered to be a serious sanction and will only be used when necessary for a limited time. If a student spends time in the reset room, a member of the pastoral team will facilitate a restorative conversation and facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to avoid such behaviours in the future.

9.2   The reset room may be used for the following reasons:

- A student receives a red card and has been removed from a classroom for persistent or serious disruption or defiance following all other behaviour strategies in the classroom being attempted.
- During an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and or a decision on next steps.
- For a period of reflection following a persistent breach of the detention and/or reporting system.
- For a period of reflection following a severe misbehaviour/incident.

9.3   Whilst in the reset room the student will wherever possible, follow their normal timetabled curriculum.

9.4   Should the student fail to comply with expectations in the reset room they may have additional time added to the sanction or in extreme cases, they may receive a suspension.

9.5   The school will consider additional approaches to support students who are frequently removed from lessons such as meetings with SLO/SLT, referrals to EPS, consider if any learning assessments need to take place in order to evaluate if the student has any additional needs etc.

9.6   The use of the reset room (internal isolation) from the school community is the preferred alternative to any suspension.

10.   Partial Timetables

10.1   As an alternative to suspensions the Headteacher may, in limited circumstances, make use of a partial timetable to support a student. These must only be in place for a maximum of six weeks.

11.   Managed Moves

11.1   A managed move will be considered for a student at risk of permanent exclusion with reference to the Behaviour in schools - GOV.UK (www.gov.uk).

11.2   A managed move involves the transfer of a student who may be at risk of permanent exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. This is usually arranged via the fair access protocol.

12.   Suspensions

12.1   The school will use Fixed Term Suspensions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Fixed Term Suspensions will also be used when the good order of the Trust is threatened and/or student behaviour could potentially damage the reputation of the Trust.

12.2   The Headteacher may suspend for the following reasons:

- Serious breaches of the Trust rules.
- Repeated breaches of the Trust rules.
- Refusal to engage with inclusion/internal support.
- Repeated disruption whilst in inclusion/internal support.
- Failure to comply with a reasonable request from the headteacher.
- Failure to meet expectations in the reflection room.
- Persistent or serious breaches of health and safety rules.
- Persistent or serious verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Persistent Red Cards.
- Persistent or serious willful damage to property.
- Persistent or serious bullying.
- Sexual misconduct (including up skirting which will be considered a serious and deliberate breach of the policy).
- Child on child abuse.
- Theft.
- Making a serious false allegation against a member of staff.
- Persistent or serious behaviour which calls into question the good name of the individual school or Trust.
- Persistent defiance or disruption.
- Assaults or fighting.
- Other serious breaches of Trust rules.

12.3   All decisions to suspend are serious and only taken as a last resort.

12.4   The length of any suspension is at the Headteachers discretion, and the length of exclusions may increase, over time, to reflect the continuing failure of a student to adhere to the Trusts rules.

12.5 No student will receive greater than 45 days' suspension in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that a Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days.

12.6 The Trust is keen to ensure a balance is met, between the use of Fixed Term suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, it has been decided to use a maximum Fixed Term Suspension period of five days for any single incident.

12.7 Whilst a suspension may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, mental health issues or has been subject to bullying or provocation.

13. Permanent Exclusion

13.1 Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a student, the headteacher must seek advice and guidance from the Executive Leadership Team.

13.2 A decision to exclude a student permanently should **only** be taken:

'In response to serious or persistent breaches of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in school' – DfE Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

13.3 The Headteacher will make the judgment, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These circumstances might include:

- Serious actual or threatened physical assault against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.
- Making a malicious serious false allegation against a member of staff.
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

13.4 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Trust community.

13.5 The Headteacher may also permanently exclude a student for:

- Individual circumstances as described above; or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Possession and/or use of an illegal drug or drug paraphernalia on school premises.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Any serious incident which the school deems to be of an extremist nature.

- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

14.   Suspensions and Exclusion review panels

14.1   All Trust schools are supported and challenged by SPRBs. Their primary function is to ensure that leaders in the schools are held accountable, in general terms but also how we deal with behaviour.

14.2   In line with DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England', a meeting of the SPRB must be convened by the Clerk when:

- a student has received over 15 days' exclusion in one term.
- recommendation of permanent exclusion is made by the headteacher for a one-off incident, or through the Consequences system.
- it would result in the pupil missing a public examination or national curriculum test.

14.3   The SPRB panel will comprise of 3 members of the SPRB, or other voluntary members of the Trust's Governance structure where necessary, who can hear the case impartially. If any panel member has a connection with the student, knowledge of, or other connection to the incident that led to the exclusion which could represent a conflict of interest, which could affect their ability to act impartially, they should step down.

14.4   The SPRB can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

14.5   The meeting must be convened before 15th school day after the date of receipt of notice to consider the exclusion.

14.6   The Clerk will circulate the paperwork for the SPRB meeting to all parties invited to attend at least 5 days in advance of the meeting.

14.7   The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible prior to the meeting. The parent/carer may bring a friend or a legal representative if they wish.

14.8   The Headteacher and a member of the Senior Leadership Team will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting, however they are only permitted to make representations to the panel with the panel's express permission.

14.9   Within one school day of the meeting, a letter will be sent detailing the decision of the SPRB. Following a permanent exclusion, the letter will also detail the procedure for Independent Review which will be heard by an Independent Review Panel convened by the Local Authority.

14.10   The parent/carer has 15 school days after the day on which notice in writing was given of the SPRB, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

14.11   Where the SPRB declines to reinstate, they will draw the attention of parents/ carers to relevant sources of free and impartial information on whether to and how to seek a review of the decision. This will include statutory guidance and information on the First- Tier Tribunal who deal claims of discrimination.

15. Independent Review Panel

15.1   The Local Authority will convene an Independent Review Panel and a parents/carers' right to apply to this Independent Panel will be outlined in the letter sent to them following the SPRB declining to reinstate following a permanent exclusion.

15.2   Parents/carers will be informed of their right to request a special educational needs expert at the Independent Review Panel hearing.

15.3   The legal time frame for an application to the Independent Review Panel is set out in the DfE guidance.

16. Reintegration

16.1   Re-integration meetings are held between the SLO, a member of SLT, the student and the parent/carer when a student returns from a suspension. At the meeting, the student's behaviour will be discussed, and an individual reintegration plan (IRP) will be created. Targets from the plan will be emailed to staff.

16.2   Parents are responsible for their child's behaviour, and it is important that they attend the meeting and explain how they intend to address their child's behaviour.

17. Additional Support and Inclusivity

17.1   Pontefract Academies Trusts ambition is for all students to progress on their journey to developing into the best version of themselves. To support them with this, there is a team of people available to care for them in each individual school, including:

- A dedicated form tutor who they will see daily.
- Student Liaison Officers.
- Safeguarding and Inclusion Officers.
- Year Leader.
- SENCo.
- Class teachers, leaders and other support staff.

17.2   The Trust is mindful that behaviour can be indicative of an un-met need or underlying abuse. Staff are trained to look out for changes in behaviour which could include:

- A student who is withdrawn and unable to make friends.
- A student who is unable to concentrate in class.
- A student who may display disruptive, aggressive and/or dysregulated behaviour.

17.3   In such cases, any emotional/behavioural difficulties will be determined through a restorative meeting with the child's SLO. Students will be given the opportunity to express their thoughts and feelings. The school may take the decision to refer to an outside agency for additional support where this is needed. Any necessary action will be taken in line with the Trusts Safeguarding and Child Protection Policy.

17.4   Pontefract Academies Trust aims to create a fully inclusive behaviour management approach and as such we recognise and understand that there are some children who have very specific difficulties with behaviour and regulation due to variety of needs and external factors as a result of:

- Trauma and Adverse Childhood Experiences (ACEs).
- Special Educational Needs and Disabilities (SEND) / Social Emotional Mental Health Needs (SEMH).

17.5   Staff are trained to support students with SEMH, SEND or suffer from ACE. If a student displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND policy should be followed.

17.6   The Trust also recognises that in line with the requirements of the Equality Act 2010, Children's and families act 2014 and the SEND code of practice 2015, some students may need a personalised approach and reasonable adjustments sometimes need to be made.

17.7   When this is the case the Trust and its schools will work closely with the SENCo, student and parents, seeking expert advice from outside agencies such as Educational Psychologists, CAMHS and other partners in order to meet every child's individual needs in an effective and suitable way.

17.8   The following examples of personalisation and adjustments may vary dependent on school context and will be implemented alongside and with the support and advice of external agencies where necessary. This list is not exhaustive:

Wave One	Wave Two	Wave Three
• Transition support • In class group work for core/curricular subjects • SENCO advice regarding QFT adaptations • Personalised resources • Seating plan • Additional adult whole class support • Visual timetable • Short breaks • Subtle reminders • Managed sensory stimulation • Adapted learning materials • Access to extra-curricular activities • Positive framing • Peer mentoring • Short instructional tasks • Repetition • Parental meetings • 1-1 restorative meetings	• SMTL / MSP Targets • Pen portrait • Personalised transition arrangements • Pastoral group work (e.g. ELSA) • Education psychology group work • Additional adult in class group support • Access arrangements • SENCO support • Future in mind support/in school CAMHS team • Peer/adult mentor • Social skills group work • Social stories • Positive reward chart • Socially speaking • Lego therapy • Musical interaction • Thrive group work • Resilience based intervention • 'Calm Space' • Wellbeing walks	• SMTL/MSP/EHCP • Personalised access to pastoral support • Early help worker support/ social worker • Individual behaviour plan • Risk assessment • In class support • Lunchtime support • In class personalisation • Personalised timetable • Access arrangements • Support plan from EPS/WIESENDS/CAMHS • Outreach PRU support • Inclusion panel support/ intervention • BEAM • Youth offending team • Police liaison office • School exclusion team • Drawing/talking • Sensory breaks • Thrive 1:1 • Picture exchange system (PECS)

	• Time Out Pass	• Now/next boards
		• Choice boards
		• Widget communication
		• 5pt scale
		• Task trays/task planner
		• Workstation
		• Timers
		• Sensory aids

18. Use of Reasonable Force

18.1 In some cases, it may be necessary for members of staff to use reasonable force and all have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit. Please refer to the DfE guidance 'Use of Reasonable Force'. Whenever a member of staff uses reasonable force, this must be recorded, and the parent must be informed.

19. Use of Screening, Searching and Confiscation

19.1 The Trust pays due regard to DfE guidance on Searching, Screening and Confiscation. In addition, school staff can seize any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider may be used to cause disruption or be harmful or detrimental to other school users. These items include, but are not limited to the following:

- Knives or other weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers and vapes.
- 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.
- Electronic equipment (including mobile phones and smart watches), jewelry.
- Other expensive items.

19.2 The Trust's general power to discipline, as set out in Section 91 of The Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. The headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

19.3 Where a person conducting a search finds items that present any risk of harm (e.g. **alcohol**, **fireworks, cigarettes, vapes**) they will not be returned to students regardless of timing or circumstances. Where they find **weapons and knives and extreme pornography** or **controlled drugs**, these must be delivered to the police.

19.4   Where they find other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be a 'controlled drug', they should treat them as controlled drugs as outlined above.

19.5   Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner.

19.6   **Jewellery** will be confiscated. The first time it is confiscated a student will be permitted to collect it at the end of the school day. In cases of subsequent instances in a term, parents will be required to pick up the item at their earliest convenience.

20.   Anti-Bullying

20.1   All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

20.2   The Trust's Anti-Bullying Policy is available on the Trust and school websites.

21.   CCTV

21.1   CCTV is in operation in school for safeguarding purposes and to maintain discipline and support the school in managing behaviour. The use of CCTV is outlined in the Trusts Information Policy.

22.   Use of Electronic Devices

22.1   The use of electronic devices is not permitted on school grounds. The first time it is confiscated a student will be permitted to collect it at the end of the school day. In cases of subsequent instances in a term, parents will be required to pick up the item at their earliest convenience.

22.2   If an electronic device has been used or suspected to have been used to record audio, video or take photos of staff/pupils (overtly or covertly) then under the Trust's general power to discipline, as set out Section 91 of The Education and Inspections Act 2006 the item will be confiscated and parents contacted. If there is reason to believe that a criminal offence has occurred, the item will be handed to the police for further investigation.

22.3   Under the Trust policy this is considered a serious breach and appropriate sanctions will be implemented.

23.   Malicious Allegations

23.1   Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or a designated member of the Senior Leadership Team will meet with staff, parents and students involved to consider appropriate sanctions.

23.2   Making false allegations is very serious and may lead to a student being suspended or permanently excluded from the school.

24.   Police Involvement

24.1   The Trust will involve the police in all matters where criminal activity has taken place or is suspected of having taken place.

24.2   In addition, the Trust will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.

24.3   A pupil/student/family have the right to contact the police if they feel that a criminal offence has been committed.

25.   Procedural Instruction Author

25.1   This Procedural Instruction and all associated guidance and forms are the responsibility of the **Directors of School Improvement.**

26.   Procedural Instruction Approval

26.1   This Procedural Instruction is approved by the **Executive Leadership Team**. It became effective on **05/07/23**.

27.   Procedural Instruction Review

27.1   This Procedural Instruction will be reviewed in line with the Behaviour and Relationships (Secondary Phase) Policy it supports, every year.

27.2   As procedures are often subject to more frequent change, this Procedural Instruction will be updated to reflect any material changes to Attendance and Punctuality Procedures and will be re-presented to the Executive Leadership Team for approval at that time.

27.3   The formal review date applicable aligned to the associated Attendance and Punctuality Policy will be maintained irrespective of these updates, however the date of approval will be amended to reflect the most recent update.

27.4   Where a formal review results in no material changes, the previous effective date will continue to apply, however the last review date will be specified in this section.

27.5   This Procedural Instruction was last reviewed on **05/07/23**.

28.   Procedural Instruction Distribution

28.1   This Procedural Instruction will be made available via:

- The Trust Website
- School Websites
- The Compliance Library

29.   Version Control

29.1   The changes to this Procedural Instruction over time will be documented in line with the Procedural Instruction Version. For ease of use, this will be located in a separate document that can be accessed here.

8.2   If you spot any broken links or errors within these procedural instructions, please report this to dpo@patrust.org.uk.