

Behaviour Policy

1.0 Haggerston School mission statement

The Haggerston Way: Our Mission

- Aspiration: We strive to be the best versions of ourselves. We work hard everyday to master the knowledge and skills we need to lead successful, fulfilled lives
- Creativity: We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers
- Character: We are articulate, brave and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit

2.0 Policy links to school mission, aims and values

All of the work at Haggerston School is intended to support the delivery of our mission statement in full. This policy is intended to ensure the school remains a positive and safe environment for all our students and staff.

At Haggerston School we believe that high standards of behaviour lie at the heart of a successful school. Excellent behaviour liberates teachers to teach, students to learn and facilitates a positive environment. We are an inclusive learning environment with high standards and high expectations which enables everyone to succeed. The following statements serve as a guidance in ensuring that we have high expectations and we cater for the needs of all in our community:

1. Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
2. All students, staff and visitors are free from any form of discrimination
3. Staff and volunteers set an excellent example to students at all times
4. Rewards and sanctions are used consistently by staff, in line with the behaviour policy
5. The behaviour policy is understood by students and staff
6. Students are supported to take responsibility for their own behaviour
7. Families are involved in the communication around behaviour incidents to foster good relations between the school and home

The Local School Board reviews the Behaviour Policy and expect it to contain information about measures the school must take to ensure high standards of behaviour including how searches will be conducted, the power to use reasonable force or make other physical contact, the power to discipline beyond the school gate and information about how students are supported to improve their behaviour through a range of interventions, including multi agency meetings.

3.0 Statutory framework

This policy is guided by advice from the Department for Education (DfE) on:

- 'Suspension and Permanent Exclusions from Maintained Schools and Academies' September 2023
- 'Behaviour in Schools' 2022
- 'Searching, screening and confiscation' 2018
- 'Keeping Children Safe in Education' 2023
- 'Use of reasonable force in schools' 2013
- 'The Equality Act 2010 and schools' 2014
- 'Special educational needs and disability (SEND) code of practice' 2015

4.0 Purposes

This policy specifically is intended to:

- Encourage a positive, calm and purposeful atmosphere where everyone feels safe, students can learn to the best of their abilities
- Ensure everyone feels valued and treats others with respect
- Encourage young people to take responsibility for their behaviour

- Encourage students to achieve high standards in learning and behaviour
- Celebrate achievement and to discourage negative behaviour
- Tackle incidents/instances of poor behaviour effectively and fairly
- Allow teachers to teach high quality lessons
- Foster an environment where members of the school community will treat each other with respect
- Support teachers in decision making regarding positive and negative conduct
- Explain rewards and sanctions to parents so that they can support the school and their child with ensuring good conduct

5.0 Monitoring

Leaders within the school at middle and senior level will be responsible for monitoring the implementation of this policy and for ensuring its effectiveness. The school's SDP (School Development Plan) includes a section on behaviour and this is monitored termly. Behaviour within faculty areas and year groups will be monitored regularly through line management. The sanctions ladder indicates how behaviour will be monitored by the leadership group and Inclusion Team. Haggerston School takes a safeguarding first approach to behaviour. We will ensure that for all behaviour incidents, safeguarding implications and contributing factors have been considered and acted upon.

The Co-Headteachers are responsible for reviewing and approving this behaviour policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Local School Board is responsible for monitoring this behaviour policy's effectiveness and holding the Co-Headteachers to account for its implementation.

When a matter arises that may not be covered by this policy, the Co-Headteachers will use their skills and judgement, underpinned by their experience and expertise to determine the correct course of action and next steps.

6.0 Links with other policy areas

The policy should be read in conjunction with our policies on:

- Teaching and Learning
- Child Protection, Safeguarding and Early Help
- Child on Child Abuse and Anti- Bullying
- Staff Code of Conduct
- Attendance
- Student Uniform
- Home School Partnership Agreement

7.0 Communication

The information in this policy will be communicated thus:

- For students - In the Sixth Form Student Handbook, start of term presentations, assemblies, tutor time, displays around the school and on the relevant section of the school's website. Students will be reminded of what constitutes expected conduct through staff frontloading instructions at the start of lessons and other activities such as line up and assemblies. Students who join the school mid year will have an induction on expected conduct. For students with diagnosed or suspected SEND that need further support to understand our policy, extra time will be spent explaining the rules and any reasonable adjustments if they have them. This will be done using a range of strategies to aid understanding and ultimately good behaviour
- For staff - in the staff handbook, staff training and in the relevant sections of the school's website. New staff will be given induction training once they have started at the school and staff receive ongoing training which is scheduled each week throughout the year. All staff receive live coaching in lessons and

deliberate practice is used to embed consistency. The Behaviour Policy is shared annually and all staff are expected to read this

- For parents/carers - in the Transition Guidance - Parents A to Z, Home School Partnership Agreement, and in the relevant sections of the school's website

8.0 Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular, this policy demands that we work closely with parents. To this end, each year group has a Head of Year and an Assistant Head of Year who will ensure regular contact with parents for students in breach of the behaviour policy or demonstrating poor behaviour. Each year, every year group is line managed by a member of the Senior Leadership Team. We liaise with outside agencies such as children's social care, police and others where required.

9.0 Policy details

All teachers, teaching assistants and other paid staff with responsibility for students have the power to discipline students in school and (in certain circumstances) outside school.

10.0 Staff roles and responsibilities

We expect staff to encourage an effective learning environment by:

- Adhering to the behaviour policy and whole school strategies for managing behaviour
- Expecting high standards of work and behaviour at all times
- Rewarding student achievement in line with 'The Haggerston Way' and challenge/take action where students do not meet the school's behaviour expectations
- Communicating promptly and effectively with parents/carers about any behaviour concerns
- Being punctual, consistent and fair in ensuring the expected behaviour outlined above is seen in school
- Making lessons appropriate and stimulating, and checking for understanding regularly
- Being visible in the corridor and on their classroom doors when teaching to ensure lesson changeovers are reasonably quiet and orderly and not dismissing students early or significantly late
- Issuing behaviour reminders when moving around the school to challenge or reward student behaviour
- Using techniques such as 3-2-1 SLANT and the school's reminder, correction, study centre routine to maintain positive behaviour in lessons
- Maintaining close home/school contact

11.0 Rewards

We will reward and celebrate the achievements of our students by using the following:

- Words of praise and appreciation in lessons and weekly assemblies
- Awarding credits and citations
- Feedback in books
- Individual/whole class credits
- Termly celebration assemblies
- Special events and activities such as reward trips
- Displaying work and pictures throughout the school
- Annual whole school prize giving
- Termly raffle prize draw
- Jack Petchey monthly rewards
- DPR Rewards
- Highlighted in parent bulletin and the Haggerston recorder
- One citation given in every lesson

We have a rewards chart which we aim to follow to reward students' behaviour. This is also a very important aspect of our school policy.

12.0 Student Expectations

We expect our students to behave well. We expect students to:

- Arrive on time to school and lessons
- Be in the correct uniform and being smartly presented, which includes having their shirt tucked in, ties done up properly and wearing their blazer. Sixth Form Students will follow the University Dress Code found in their Handbook
- Follow instructions first time, every time
- Engage in lessons fully
- Engage with DPR
- Try to complete classwork, assignments and Non-Examination Assessments (NEA)
- Treat other students and all of the school community with respect
- Be helpful, polite and honest
- Show care and compassion to others
- Walk on the right, in single file and remain quiet in the corridors
- Adopt the SLANT position when requested to demonstrate active engagement
- Be clear of the local area that surrounds the school within 30 minutes after their school day ends

12.1 The following are some examples of what we consider to be unacceptable behaviour; the list is not exhaustive:

- Failing to engage with our whole school systems to promote social norms
- Not being at line-up on time, in silence, facing the front
- Not having the required equipment
- Not following SLANT when the teacher asks for it - sitting up straight, facing the front, in silence, tracking the speaker
- Not following teacher instructions first time, every time
- Not completing class work, Non-Examination Assessments (NEAs) or assignments
- Insufficient/not complete homework
- Rudeness, which can include answering back, eye rolling, tutting, face pulling, kissing teeth, ignoring or pretending not to hear
- Distracting others including calling out, silly noises, talking out of turn
- Failure to attend detentions
- Bullying or child on child abuse (including bullying on the grounds of body image/size/obesity, gender identity, cyberbullying, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying, prejudice-based and discriminatory bullying)
- Discriminatory language such as homophobic, transphobic, sexist, racist, disablist
- Disrespecting members of the school community
- Swearing
- Violence or threatening behaviour
- Verbal or physical abuse
- Damage to property
- Being in possession of a weapon or banned item
- Lateness to school or lessons
- Truancy from school or lessons
- Abuse of the school email or ICT network
- Inappropriate use of social media and ICT
- Smoking including the use of vaping and e-cigarettes
- Being in possession of and/or intoxicated with drugs or alcohol
- Bringing the school into disrepute
- Theft
- Sexual harrasment and sexual violence
- Unnecessary physical contact including holding hands, touching, kissing, cuddling, pushing, fist bumps, play fighting

- Using a mobile phone (for Sixth Form Students, this will apply outside of their designated phone areas)

13.0 Consequences for Poor Behaviour

At Haggerston School, we believe that a child's learning is of the utmost importance. Therefore, we cannot and will not accept any kind of behaviour that inhibits another child's capacity to learn in a safe and structured environment.

In lessons, if a student's behaviour does not meet the expectations listed above they will be given a reminder. If they continue not to meet our expectations they will be given a correction. A correction comes with a 20 minute next day detention. If a student is still not meeting expectations we regard this as defiance. The student will be sent to the Study Centre. The Study Centre is a space where students are removed from lessons to complete supervised work. Students sent to the Study Centre will miss the first 10 minutes of their break time (if sent in p1) or lunchtime (if sent in p2) or kept for 10 mins after the end of the day (if sent in p3) as part of the sanction

Out of lessons, students know what the behaviour expectations are as they come through the gate to school. Staff will verbally remind students at the gate if they are not following the uniform policy. All students are expected to be following the Haggerston way in the playground, corridors and at line up. Those students who are not following our behaviour expectations will be issued with a slip. This will be filled out by the member of staff in front of the student so they are clear as to why the slip is being issued. The slip is a correction and comes with a 20 minute next day detention.

13.1 Serious incidents or persistent breaches of school rules

We have a sanctions ladder which we aim to follow to deal with poor behaviour. Reasonable adjustments may be made for some students with a SEND diagnosis. The Co-Headteachers will apply the school's sanction ladder at their discretion.

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion. This includes, but is not limited to, the following:

- Persistent breaches of the school's behaviour policy
- Threats and/or assaults on a member of the school community
- Possession of an offensive weapon such as a knife
- Possession of drugs
- Racist, sexist, homophobic or discriminatory behaviour
- Criminal or alleged criminal behaviour
- Vandalism of school property
- Bringing the school into disrepute
- Sexual harassment and sexual violence, which is any unwanted sexual behaviour that causes humiliation, degradation, pain, fear or intimidation. In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school. This is explained in 'Sexual violence and sexual harassment between children in schools and colleges' - September 2021.

13.2 Internal Exclusions

The decision to place a student in the Internal Exclusion Unit occurs for two reasons. The first reason is for serious infringements of the Behaviour Policy this includes, but is not limited to, the following:

- Bullying or child on child abuse (including bullying on the grounds of body image/size/obesity, gender identity, cyberbullying, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying, prejudice-based and discriminatory bullying)
- Discriminatory language such as homophobic, transphobic, sexist, racist, disablist
- Disrespecting members of the school community
- Swearing
- Violence or threatening behaviour

- Verbal or physical abuse
- Damage to property
- Being in possession of a weapon or banned item
- Truancy from school
- Abuse of the school email or ICT network
- Inappropriate use of social media and ICT
- Smoking including the use of vaping and e-cigarettes
- Being in possession of and/or intoxicated with drugs or alcohol
- Bringing the school into disrepute
- Theft
- Sexual harassment and sexual violence
- Using a mobile phone (for Sixth Form Students, this will apply outside of their designated phone areas)

The second reason a student may be placed in the Internal Exclusion Unit is for repeatedly being sent out lessons to the Study Centre. If this occurs 5 times then this will lead to the student being placed there. This is because the student has persistently disrupted lessons and the aim is to support students to understand that they need to correct their behaviour moving forward.

Prior to or following an internal exclusion parents are contacted as soon as possible. A letter will be sent by post giving details of the internal exclusion and the length. A day in the Internal Exclusion Unit will run from 8.45am to 4.35pm (3.35pm on a Friday) and a student placed there will have a separate break and lunch time to the rest of the school. Whilst there a student will be expected to complete work for each subject that they are timetabled to have that day. Students are expected to complete work to the best of their ability and to work in silence.

13.3 Alternative School Based Exclusion

An Alternative School Based Exclusion (ASBE) means that a student will complete their set work in the Internal Exclusion Unit at another school within the Community Schools Trust, which is staffed by a member of staff at all times. They will also not be permitted to be in the playground at break or lunch times. The letter issued by the school clearly outlines the responsibility of the parent and the expectations of the student during the ASBE.

This sanction is used at the discretion of the Co-Headteachers. This sanction can include but is not limited to the following:

1. There has been repeated disruptive behaviour
2. A serious breach of the school's behaviour policy

13.4 Suspension

The Co-Headteachers may decide to not use an Alternative School Based Exclusion (ASBE) and revert to a suspension. The letter, which is issued when a student is excluded, explains clearly the responsibility that the student should not be in a public place during the period of the suspension. For suspensions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place during school hours during a suspension, parents/carers may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

13.5 Procedures

- If an incident is deemed serious enough to involve a suspension or ASBE, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them
- Work will always be provided on DPR up until day 6 of a suspension
- Parents will be requested to meet with a member of the Year Team or Senior Leadership Team, where possible, on the day that the student returns to school to ensure such events do not reoccur

- Procedures to appeal against a decision are also clearly outlined in the letter

13.6 Direction to off – site provision

In certain circumstances, and at the discretion of the Co-Headteachers, students may be directed to off-site provision. Parents must ensure that their child attends the placement otherwise they will be registered as an unauthorised absence. Poor attendance could result in a penalty notice (fine) or a court order for poor attendance.

13.7 Managed moves

The Local Authority operates a protocol on managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

13.8 Permanent Exclusion

The Co-Headteachers will consider Permanent Exclusion in the following circumstances:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school

Following a decision to permanently exclude a student, the Co-Headteachers will notify parents in writing and follow the steps laid out in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement' January 2023

14.0 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will sanction the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will sanction the student 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, where relevant) will consider whether the student 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 accused of misconduct.

Please refer to our Child Protection, Safeguarding and Early Help policy for more information on responding to allegations of abuse against staff or other students.

15.0 Confiscating items

15.1 Mobile phones

At Haggerston School we operate a 'Never used, seen or heard' mobile phone policy for Years 7 to 11. This is in line with the Government's Mobile Phones in school guidance 2024. If a mobile phone is seen, heard or used it will be confiscated from students in line with any other banned items. A parent/carer will be required to collect the phone from Reception. Students will automatically spend the next day in the Internal Exclusion Unit regardless of the circumstances.

The following items are banned in Haggerston School and will be confiscated if found:

- Excessive items of unhealthy food, drink as defined by the Co-Headteachers
- Any chewing gum
- Vapes, lighters and matches

- Items that are non-school uniform such as hoodies, sunglasses, trainers, caps, jewellery (with the exception of two pairs of studs in each ear)
- Items that are the wrong colour such as hats, scarves, gloves, PE Kit, hair accessories
- Mobile phones and other electronic devices (including smart watches) that are seen or heard or when a pupil has been involved in inappropriate messaging or social media activity
- Air pods, earphones, headphones
- Non essential items that are a distraction or possible danger found on the student's person
- E-scooters and E-Bikes
- From time to time, certain items not listed here may be deemed to be banned by the Co-Headteachers if they reasonably pose a threat to the safety and wellbeing of students or the good order of the school

15.2 The following items are prohibited in Haggerston School:

- Knives and Weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and cigarette papers
- E-cigarettes and vapes
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or damage to the property of a person

All confiscated items will only be returned to the parent. Any items not collected by the end of the half term will be turned over to lost property. Any items not collected by the end of the year may be disposed of.

- If a student refuses to hand it over or pretends it is not theirs, the student will be referred to the Study Centre as well as receiving corrections.

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

In the case of confiscation of a weapon or other illegal items, the police will be informed and the item released only to them.

16.0 Searching students

From time to time it will be necessary for pupils to be searched in order to ensure the safety of themselves and other pupils and staff. Searches will always be conducted with a view of 'safeguarding first' at all times.

The school will follow the Advice for Schools issued by the Department of Education on 'Searching, Screening and Confiscation July 2022'

The following staff have had the training and have been given the authority to search pupils by the Co-Headteachers

- Members of SLT
- Head of Year
- Assistant Heads of Year

Only the Co-Headteachers and members of staff authorised by the Co-Headteachers have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees for another member of staff to conduct a search.

In an emergency situation, permission can be sought from the CoHeadteachers by additional staff members who are not named above.

The person conducting the search will always be the same sex as the pupil being searched and there will always be another staff member as a witness unless it is reasonably believed that there is a risk of serious harm that will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon a witness. These incidents will be rare.

Searches will take place on school premises or elsewhere where the member of staff has lawful control of the pupil for example on a school trip or offsite PE.

Searches will not require the pupil to remove any other clothing other than outer clothing- this is clothing not worn next to the skin. Staff are also permitted to search bags, desks and lockers.

Whilst rare, members of staff can use force if such force is reasonable given the circumstances when conducting a search for prohibited items but not banned items. This should be rare and staff should have received positive handling training as part of their role.

If a child has had reason to be searched by a member of staff, the school will always endeavour to let parents or carers know at the earliest opportunity. All searches will be tracked by the school and senior leaders will review this data regularly to ensure that all correct practices are being adhered to.

Where items are seized as a result of the search: if they are prohibited items, they will be disposed of or passed on to the police. If they are banned items, they will be confiscated and returned to parents or carers at a time suitable for the school. Sanctions will be given in line with the Behaviour Policy.

16.1 Where searches take place, a log will be kept which will be scrutinised by the Designated Safeguarding Lead and the Deputy Headteacher.

1. Reasonable grounds for the search will be established

Reasonable grounds can be defined as:

- Information from another pupil or member of staff that a pupil was seen with the item or had said that they had it
- Information from a member of the public, parent or professional as seen with the item or had said that they had it
- CCTV evidence that the pupil had the prohibited or banned item
- A pupil has brought in the item previously and therefore regular searches are part of their reintegration into school
- Smells, sounds or visible signs that the pupil may have a prohibited or banned item such as the smell of cannabis, a ring tone for a mobile phone or smoke from a vape or cigarette
- The pupil is behaving in a way that causes the school to suspect that they're concealing an item
- This list is not exhaustive and the Co-Headteachers has the authority to determine reasonable grounds for a search ensuring that the balance of probabilities is applied

2. The Co-Headteachers or authorised staff member will do the following:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it

3. The pupil will be asked to cooperate with the search by the authorised member of staff conducting the search

- If the pupil cooperates, the search will take place as outlined below
 - If the pupil does not cooperate the member of staff will first consider why this is and act proportionately. This could be by involving the DSL, another member of school staff, SENDco or parents to help the pupil understand the importance and implications of the search. During this time, the pupil should be supervised somewhere away from other pupils
 - If the pupil still refuses to cooperate the following action can be taken:
 - They will be sanctioned in line with the school Behaviour Policy and Sanctions Ladder
 - If the item is thought to be a prohibited item (weapons, drugs etc - see list above) the Co-Headteachers should assess whether it is necessary to use reasonable force to conduct the search. This will be a last resort and will only be considered if it would prevent the pupil from harming themselves or others. For how reasonable force is used please see the relevant section in the Behaviour Policy
 - Where a child refuses to comply with a search and we suspect criminal activity, we reserve the right to call the police
- 4. The search will be conducted under the following conditions;**
- The person carrying out the search must be the same sex as the pupil being searched
 - There must be another member of staff present as a witness to the search where practicable this person must also be the same sex as the pupil being searched
 - The only exception to this 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
 - The pupil where possible will be searched in an appropriate location that offers privacy from other pupils
 - Authorised staff can search pupil's pockets and require pupils 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. Pupils will not be asked to take off any further items of clothing
- 5. Pupil's possessions may also be searched if deemed necessary**
- Authorised staff can search lockers and bags in the presence of the pupil and another member of staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff)
 - Mobile phones may also be searched. See the relevant section in this Behaviour policy.
- 6. Items seized in a search**
- Prohibited items will be disposed of or passed on to the police
 - Banned items will be confiscated and returned to parents or carers as outlined in the confiscation section of this Behaviour policy
 - Sanctions will be considered according to the school's Sanctions Ladder
- 7. Informing parents**
- Parents will be informed when a search has been completed
- 8. Record keeping**
- Where searches take place, a log will be kept which will be scrutinised by the Designated Safeguarding Lead and the CoHeadteachers

17.0 Use of reasonable force

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DfE document "Use of reasonable force - Advice for Headteachers, staff and governing bodies").

Force may be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

- To remove disruptive students from the classroom where they have refused to follow an instruction to do so
- To prevent a student behaving in a way that disrupts a school event or a school trip or visit
- To prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a student from attacking a member of staff or another student
- To stop a fight in the playground
- To restrain a student at risk of harming themselves through physical outbursts

Reasonable force must not be used as a punishment.

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items': 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.

Force cannot be used to search for items banned under the school rules

18.0 Incidents outside of the school

Under the (Education and Inspections Act 2006) schools have the statutory power to discipline students for misbehaving outside the school premises. The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

School staff reserve the right to ask students to show them social media accounts on their phone or any online activity which may contribute to the progress of the investigation. This does not count as a confiscation and students can expect their phones to be returned to them at the conclusion of the investigation unless they have been found to be involved in bullying or inappropriate social media activity. Any student who refuses to cooperate with the investigation will be referred to the Internal Exclusion Unit.

Examples of when unacceptable behaviour outside the school may be sanctioned:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Wearing school uniform
- Using social media

Examples of unacceptable behaviour include where:

- In extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- Pose a threat to another student or member of the public
- Could adversely affect the reputation of the school
- Criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the school

In rare cases, the school may decide to educate a student elsewhere.

19.0 Resources and support

At Haggerston School, we seek to provide support for families as early as possible. We seek early intervention so that any underlying causes of disruptive behaviour can be identified and acted upon. Appropriate staff will meet

with students and families to share any concerns and put arrangements in place to support (or what are often referred to as interventions) a student to improve their behaviour. Parents and carers may be asked to ensure specific actions are taken at home in order to support the student.

Support is coordinated by the Student Referral Group (SRG). It is made up of a number of professionals who work in or with the school, such as Heads of Year, Assistant Heads of Year, Special Educational Needs Co-ordinator (SENCO), Attendance Officer, Deputy and Designated Safeguarding Leads. This group meets regularly and, where there are continued concerns about a student's behaviour, they consider the most appropriate support for the student. This support includes making referrals to services in and outside of school and reviewing the support put in place in order to ensure it is effective.

20.0 Interventions

Set out below are examples of the interventions provided by Haggerston School or the external agencies we refer students to:

Internal	External
Parent meetings	Young Hackney
Report system	Reach Out
Mentoring	Attendance team -Hackney Education
Educational welfare officer	Child and Adolescent Mental Health Services
Behaviour contract	Safer Schools Police Officer
School counselling (A Space)	New Regents College; restorative outreach programme.
Restorative Meetings	Wellbeing and Mental Health in Schools programme
Pastoral Support Programme	Medical Needs Tuition service
Co-Headteachers' Contract	Specialist teachers ISST

20.1 Communication with families

Where we believe an intervention may support a young person in improving their behaviour, we will work with families in order to seek their permission and ensure they are informed before any work with a student begins. This does not, however, apply in relation to safeguarding or child protection concerns.

20.2 Pastoral Support Programme

There are occasions when the behaviour of a student fails to improve despite interventions being put in place. At this stage, we often place a student on a Pastoral Support Programmes (PSP), depending upon the student's circumstances. It is designed to support students who are at risk of permanent exclusion or becoming disaffected through repeated fixed-term suspensions.

The PSP is a school-based, young person centred approach to address the inclusion of students with challenging behaviour from a range of perspectives. Targets are set for both the young person and for the range of agencies involved with the young person. Key to this process is the regular review of the PSP that enables close monitoring of the young person within the school environment.

No behaviour policy can cover all eventualities. The Co-Headteachers reserve the right to use their discretion to help students make better choices and learn the right lessons.

21.0 Policy documentation control

Responsible for review:	DHT Behaviour/PD
Version:	03
Reviewed:	October 2024
Next review date:	June 2024