George Stephenson High School

Behaviour for Learning Policy

Last revision 13th March 2025

Policy Compliance Governance Page

Governance	Governing Body	
Policy Officer	Deputy Head Teacher	
Policy Version	V1	
Re-adopted by Governing Date	September 2024	
Last Updated	September 2027	
Review Date	September 2024	
Statutory Policy	September 2027	
Uploaded to School Website and Date	Yes	Sept 2024

SECTION	WHO	DATE	FEEDBACK AND PROPOSED AMENDMENTS

www.gshs.org.uk
Southgate, Killingworth, Newcastle upon Tyne, NE12 6SA

Contents

1. Governing Body Statement of General Principles……...2
2. Role and Responsibilities……3
3. Ethos……4
4. ClassCharts……5
5. Uniform……5
6. Behaviour and Attitudes in lessons……6
7. Behaviour and Attitudes outside the classroom……7
8. Behaviour and Attitudes outside of school……8
9. Use of Mobile Phones……8
10.Sanctions……9
11. Suspensions……11

Appendix 1 – George Stephenson High School Behaviour Blueprint……12
Appendix 2 - 2.1 Searching and confiscation……13
2.2 Use of reasonable force
2.3 Use of physical touch
2.4 Reasonable Adjustments
2.5 Glossary of terms
2.4 Important links

www.gshs.org.uk
Southgate, Killingworth, Newcastle upon Tyne, NE12 6SA

1. **Governing Body Statement of General Principles**

General

The Governing Body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour management, taking into account the needs of all students. It will be reviewed annually, or earlier if necessary.

The governors also expect the views of students to be taken into account when the Headteacher draws up and reviews the school behaviour management policy.

School Ethos

The governors expect the school to be a place where all individuals are respected and Their individuality valued; where students are encouraged to achieve; where self-discipline is promoted and good behaviour is the norm.

The School's Moral Code
All of the school's policies reflect our highest moral standards. The school, whilst endeavouring to support each individual with an understanding that every behaviour has an underlying cause, will not tolerate any anti-social behaviour including bullying of any kind.

Rules of Conduct
The Head will draw up and review periodically a positive and constructive set of school expectations that will:

- promote self-discipline and proper regard for authority among students.
- encourage good behaviour and respect for others and prevent all forms of bullying among students.
- ensure student standards of behaviour are acceptable.
- and regulate students' conduct.

This Policy operates in conjunction with the following policies:

- Anti- bullying
- Child Protection and Safeguarding
- Equality Statement
- SEND
- Teaching Learning & Assessment
- Child on Child abuse Policy
- LBQT Policy
- Mental Health Policy
- Relationships and Sexual Education Policy

In reviewing and implementing this policy the guidance contained in the following Department for Education (Jan 2016) document has been followed:

Behaviour and Discipline in Schools. Advice for Headteachers and school staff

Policy Aims

- To create a safe and secure environment that promotes effective learning.
- To promote positive relationships between pupils, staff and our community.
- To provide both challenge and support to achieve high standards.
- To help students to grow and develop academically, socially and personally into
- responsible, caring and confident young people.
- To support the delivery of highly effective teaching that equips children with essential
- knowledge and skills to promote academic achievement and an appreciation of
- learning within a rich and relevant curriculum.

2. Roles and Responsibilities

The Head teacher will:

- Implement the behaviour policy, reinforcing the need for consistency throughout the
- school.
- Report to governors regarding the effectiveness of the policy
- Support staff when dealing with challenging behaviour and the law
- Be a positive role model
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour including rewards events and celebration
- assemblies
- Ensure the promotion of “Ready Respectful, Safe” in and around school
- Ensure appropriate use of sanctions
- Work closely with parents /carers of children displaying challenging behaviours

Staff will:

- Plan and deliver effective lessons taking account of children’s starting points
- Promote the three school rules and values in and around school.
- Reward and praise positive behaviour including awarding LORIC points, Hot Choc
- Friday nominations etc as appropriate and review and adapt to respond to students’
- needs.
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise
- and develop interpersonal skills
- Be a positive role model
- Inform parents/carers about the welfare and behaviour of their children through
- recording information in SIMS and Class Charts
- Follow the behaviour policy consistently and report negative behaviour following the
- correct procedure.

- Work in partnership with senior leadership to ensure all agreed strategies and actions are carried out including the use of Behavioural Pastoral Support Plans and SEND, Pupil Passports.

Children will:

- Follow the school rules
- Uphold the school values
- Be responsible for own actions and their impact on others.
- Learn to work cooperatively
- Accept sanctions and be willing to be reflective to change behaviours

The Governing Body will:

- Approve the Statement of Behaviour Principles to guide the design and review of the Behaviour Policy
- Carry out its statutory duty relating to suspensions and disciplinary issues
- Review the effectiveness of the policy with the Head Teacher

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to members of the Curriculum Leaders and Guidance Managers so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate parents will be signposted to additional support where this is needed.

3. Ethos

At George Stephenson High School, we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel welcome and are able to understand, recognise, uphold and promote our core values of **Ready, Respectful, Safe.**

George Stephenson is proud to be an inclusive school that meets the needs of a range of children. We understand that many children need help to manage and articulate their emotions and need additional support to conform to our behaviour expectations and we strive to support them to achieve those aims. However, we also recognise that all children have a right to feel safe and secure in an atmosphere conducive to learning so this policy is designed to reflect the work we do, striving to ensure all our children can have the very best of starts in life.

We base our behaviour management on promoting our school rules and values, celebrating the positives and incentivising children to make the right choices and therefore

improve their behaviour. However, clear and consistent sanctions will also be enforced as appropriate.

As a school we follow our Five Behaviour Pillars:

1) Model Consistent, Calm Adult Behaviour at all times
2) Pay First Attention to Best Conduct
3) Ensure all staff follow our Relentless Routines
4) Use our microscript for difficult interventions
5) Resolve conflict trough Restorative Conversations

As a staff we need to recognise that we must create a platform around the one behaviour we can control absolutely, our own and model our three **Visible Adult Consistencies** which are:

1. Be Calm, Considered and Controlled at all times: Praise in Public, Reprimand in private, Use the Stepped Sanctions/Microscripting
2. Be Welcoming: Greet students at the doors, dismiss students table by table at the end of the lesson, commit to carrying out Restorative Conversations with young people.
3. Be Relentlessly Positive (With High Expectations for All/First Attention to Best Conduct)

4. ClassCharts

Our behaviour management software system, ClassCharts supports our Behaviour for Learning policy. The system allows us to manage behaviour on a day-to-day basis and lead improvements in behaviour strategically. All staff record both positive and negative behaviour interactions and incidents via our ClassCharts system which in turn writes data back to School Information Management System (SIMS). Pastoral staff use this data on a daily and weekly basis to ensure negative incidents are dealt with efficiently and promptly, this also ensures that students are rewarded in school for their positive choices. Leaders use data from ClassCharts to implement strategic initiatives to continuously improve teaching and learning.

5. Uniform

Our uniform has been designed to be safe, comfortable and practical. Our uniform is an integral part of our Ready, Respectful, Safe ethos and we want students to be proud to wear it.

Students must wear the following:

- Navy blue school sweater with school badge
- School tie – clip on (top button fastened)
- Plain white school shirt with collar
- Black school trousers or black pleated school skirt or school check skirt.
- Black or white socks or black tights
- Sensible plain black school shoes, boots or trainers

With regards to make-up, minimal make up may be worn, however we do NOT allow:

- Any “extreme” hairstyle or extreme hair colouring
- Any jewellery other than one ring only (on either hand), a maximum of two earrings, one
- in each earlobe (simple studs or sleepers) and a watch.
- Any other rings/studs/bars used in face, mouth, ear or body piercing are not allowable in
- school for health and safety reasons.
- Ear expanders must not be worn.
- Acrylic or gel nails or nail varnish of any sort
- Tattoos or body art
- Excessive make up (no false or semi-permanent lashes, no fake tan, no drawn on
- eyebrows)
- Hats or Hoods in school

PE Kit

- Plain black George Stephenson polo shirt
- Plain black George Stephenson sweatshirt
- Plain black shorts
- Plain black tracksuit bottoms (no white lines on the side)
- Plain black leggings
- Black/white sports socks/football socks
- Appropriate footwear

We reserve the right to confiscate or insist that students remove any item which contravenes these guidelines or which is a potential safety hazard. For one off incidents, students may be issues with a breaktime detention. Any student who presents in school in the incorrect uniform will be offered the opportunity to borrow correct uniform/shoes. If they continue to refuse to cooperate they will be placed in Isolation until the correct uniform is worn. If there are exceptional circumstances, please discuss this with your child’s Guidance Manager at your earliest convenience. The school and the Governing Body reserve the right to determine what is acceptable with regards to uniform and footwear.

6. Behaviour and Attitudes

Positive Behaviour

Students are awarded LORIC points for demonstrating the following positive behaviour and attitudes in lessons. Rewards are also given linked to our Success Builder.
Students may also be awarded:

- SPORTS card (for work in PE)
- HotChoc Friday nomination (for brilliant work/attitude)

Negative Behaviour

Where disruption is caused in a lesson the teacher will award a concern as the diagram below shows. All sanctions are recorded via the ClassCharts software.

Every time a non-negotiable incident occurs it will be recorded on Class Charts which parents can access through their ClassCharts Parent App.

Removals from lessons will lead to a same day detention after school. Departments are also able to issue their own detentions for home learning issues or inadequate classwork.

In addition to this, any unacceptable behaviour which may result in learning of others being disrupted will be dealt with via our Behaviour Blueprint Stepped Sanctions before ultimately leading to the removal of the student from the lesson through one of the following mechanisms:

- Unacceptable behaviour which leads to a Relocated from their lesson. (R)
- A serious breach of behaviour which leads to the student being placed in Time Out by Duty Support (D)

7. Behaviour and Attitudes Outside the Classroom

All staff in school will monitor behaviour during lesson changeover and during social times. Students can also receive merits for displaying positive behaviour during this time. Negative
behaviour will be recorded via the ClassCharts system in the following way:

Defiance	Disruptive Behaviour affecting the orderly running of site	Serious Breach of Behaviour Policy
• Failure to hand over food or drink • Refusal to follow reasonable request • Refusing to follow the one way system • Chewing gum • Littering • Walking away from staff • Inappropriate language	• Dangerous behaviour • Dangerous crowding • Being in restricted Areas • Unruly behaviour e.g water fights, picking up snow etc • Smoking or vaping on site	• Direct verbal abuse towards staff • Violence/Vandalism • Physical aggression • Child on Child abuse • Possession and/or use of illegal substances on the school site *Please see separate “Child on Child Abuse” for more details on sanctions and support.
Possible Sanctions	**Possible Sanctions**	**Following an investigation one of the following sanctions may be applied**
• Break/Lunchtime detention • Time Out • Fixed term suspension • Whole School Detention	• Fixed term suspension • Whole School Detention • Time Out	• Removal of social time • Whole School Detention • Internal suspension • Fixed term Suspension • Moorbridge placement • Permanent Exclusion • Time Out

www.gshs.org.uk
Southgate, Killingworth, Newcastle upon Tyne, NE12 6SA

Internal Truancy

Where a student is found to be internally truanting they will be given a same day Detention to make up for lost learning. Should this become persistent, students may be placed in Time Out for a period of time. If we are unable to locate a student on site a phone call home will be made to the parent/carer to advise them that we cannot guarantee the health and safety of the student as they are not presenting in the lesson they should be in. If a child absconds it is not possible for school staff to appropriately safeguard the student.

8. Behaviour and attitudes outside of school

Students at George Stephenson High School are ambassadors for our school when outside of school. During their journey to and from school and on educational visits, by wearing our uniform they represent the ethos and values of the school. As such we insist on high levels of Respect and Safety.

If students become involved in anti-social behaviour outside of school and are wearing the George Stephenson High School uniform the school can put in place sanctions in line with the Behaviour for Learning policy. The school will take steps to address inappropriate behaviour outside of school immediately before and after school if we consider it necessary. Any behaviour during school holidays or weekends will not be deemed to be the responsibility of the school.

Issues involving social media and any form of bullying or harassment which take place outside of school hours should be referred to the Police if necessary. The school will follow national guidelines around the use of social media and will work with parents and carers to ensure students remain safe online, however we do encourage parents to enforce social media age restrictions with their children and to take their own measures to keep their child safe online. We are happy to provide advice and support in school on this but cannot take responsibility for posts made outside of school hours off site.

9. Mobile Phones

Mobile phones are not to be used in school from September 2021. If mobile phones are seen or heard by a member of staff they will be confiscated. Students will be asked to turn off their device and hand the phone over to the member of staff.

Devices can be collected at the end of the day from Student Reception. Failure to comply with this request will be deemed as defiance and further sanctions may apply, in line with the school's Behaviour for Learning policy. If a student has had a phone confiscated twice then parents will have to collect the mobile phone from the school.

Please read the mobile phone policy on the school website for further details.

Please note: the school accepts no responsibility for the damage or loss of mobile phones that have been brought into school.

10. Sanctions

We believe that in order for students to change their negative behaviour it may be appropriate for them to experience a sanction and a restorative action.

The Education and Inspections Act 2006 gives school the legal right to detain students at the end of a school session on disciplinary grounds. At times we feel that Detention is an effective sanction. There are three levels of Detention in school; these are:

- Break and/or Lunchtime Detention
- Curriculum Leader Detention
- Whole School Detention

Break or Lunchtime detentions are used as a direct consequence a consequence of failure to meet behaviour expectations (Ready, Respectful, Safe) in social times or for minor uniform infringements etc.

Whole School Detentions, which are considered to be a more serious disciplinary sanction, are issued to students who have consistently failed to meet the school's expectations. Every time a student is removed due to a Relocation or a Duty Support occurs it will be recorded on Class Charts and a same day detention will be issued.

Detentions may also be issued by SLT/Pastoral staff for other issues, such as truancy from lessons, social time behaviour or lateness to lessons.

Detention times will be as follows:

Relocation = 20 minute detention
Duty Support = 30 minute detention

If students are removed from more than one lesson, the detention time will increase by the times listed above, up to a maximum of one hour. As part of the detention, students will have a restorative conversation with the member of staff who removed them from their lesson, and expectations for next lesson will be made clear.

Parents/carers will be informed of the detention via the Class Charts App, which will also contain details about why the detention is issued.

Failure to attend detention will result in further sanctions.

Curriculum Leader Detention:

Curriculum Leaders have the authority to issue a detention to students where there is Home Learning Issue.

Restorative Conversations

Any student who has been Duty Supported from a lesson the previous day, will be required to attend a Restorative Conversation during their same day detention. The student will only be allowed to return back to that lesson, once the Restorative

Conversation is completed and all parties are satisfied there has been a positive outcome. If a student does not respond well to the Restorative Conversation, they will not return to that lesson until the situation is resolved. This may involve a re-run of the conversation with the Guidance Manager, Curriculum Leader or Leadership Team link present.

Internal suspension in Time Out

Time Out is George Stephenson High School's internal suspension facility. Students who have been in serious breach of the Behaviour for Learning policy or who present persistent disruptive behaviour in lessons and around site will be referred to Time Out.

The aim of Time Out is to support students in reintegration back into lessons, and to support them in understanding why their behaviour choices have resulted in a Time Out referral and how they can avoid this again.

Our Behaviour Support Manager and/or other leaders will meet with the student to reinforce school rules, the expectations of Time Out and set targets.

Time Out can be used to provide an alternative to fixed term suspension. The school believes that learning comes first, therefore the priority is always for students to remain in school where possible as long as in doing so there will be no harm caused to the education or welfare of themselves or others.
Failure to behave appropriately in Time Out may result in further time in Time Out or suspension (fixed term suspension or permanent exclusion).

Additional Support for Persistent Challenging Behaviour

The vast majority children respond positively to the rewards and sanctions system in school and behaviour remains positive. However, some children for a variety of reasons, need further support to amend their challenging behaviours over time. Escalation of sanctions without corresponding support is usually ineffective. The school tailors its approach to the individual circumstance of each child in partnership with parents/ carers and any appropriate support agencies. Support strategies may include:

- A Pastoral Support Plan with clear personalised sanctions and rewards
- Referral to our in- house Student Support Worker or MHST for specific work to meet a range of needs e.g. anger management, low self- esteem
- Use of a report card to monitor behaviour and celebrate success
- Referral to our Special Educational Needs and Disabilities Coordinator for tailored Support

Special Educational Needs:

Students who have been identified as having a Special Educational Need with associated behaviour challenges will be given appropriate support and targets to encourage, promote and model appropriate classroom behaviour designed, discussed and shared with the pupil and parents (a Pupil Passport). The SENDCO will ensure that Pupil Passports for all children including those with an Educational Health and Care Plan (EHCP) are reviewed and any outside agencies are fully involved as necessary.

11. Suspensions

Fixed Term Suspension

It is sometimes necessary for the Headteacher to use Fixed Term suspensions in school. This will be considered on a case-by-case basis and only as a last resort where there is a serious breach of the school's Behaviour for Learning policy, the student fails to cooperate, or if the nature of the incident affects student safety and the orderly running of the site. When this does happen the school will work with parents and other agencies to try and resolve issues.

This may involve using the following strategies:

- Use of TRAX Outreach/ Short Term KS3 Placement to develop learning behaviours and self–regulation
- Involvement of North Tyneside Secondary Support Team
- Additional provision e.g. attendance at North Tyneside Student Support Centre
- Support from Student Support Workers and/or the school counsellor
- An evaluation of the use of alternative provision (schools) applied on a case by case basis

A parent will be informed as soon as possible when a decision to issue a fixed term suspension is made, they will be informed of the reason for the suspension and the length of the suspension. A letter will be sent out detailing the suspension. Parents must ensure that students are not present in a public place during school hours for the duration of their suspension. Upon their return to school a re-admission meeting with parents present must take place with a member of LT and the relevant GM. There will also be an intervention delivered by a member of the pastoral team, tailored to the reasons for the suspension.

Permanent Suspension

A decision to exclude a student permanently may be taken in response to a serious breach, or persistent breach of the school's Behaviour for Learning policy and were allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Any form of illegal activity, such as the use or possession of banned substances, use or possession of a weapon or production of illicit material will result in consideration to permanently exclude. The decision on whether to exclude is for the Headteacher to take. The case will be considered carefully and reviewed by governors and if upheld parents have the right to appeal.

www.gshs.org.uk
Southgate, Killingworth, Newcastle upon Tyne, NE12 6SA

Appendix 1: George Stephen High School Behaviour Blueprint

We believe that everyone at George Stephenson High School has the right to learn and achieve in a safe environment. All people working at George Stephenson High School should be **READY**, **RESPECTFUL** and **SAFE** at all times.

Be READY to	RESPECTFUL of:	Safe in terms of your behaviour
• Arrive in School on time each day • Wear the correct uniform at all times. • Do your Best and fulfil your learning potential every lesson. • Accept challenges and demonstrate resilience. • Stop and Listen when a member of Staff talks to you.	• Yourself • Everyone's right to learn • Other Opinions • People's feelings. • Other people's property • Reasonable requests • Your Environment • Your local environment.	• In lessons (both theory and practical) • At Social Times (break and lunch). • On the school bus - to and from school • In the local community.

www.gshs.org.uk
Southgate, Killingworth, Newcastle upon Tyne, NE12 6SA

Appendix 2

2.1 Searching and confiscation Following guidance set out by the Department for Education (DfE) **Searching, screening and confiscation Advice for Schools, July 2022**, members of staff are authorised to use confiscation as a disciplinary sanction.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

<u>The list of prohibited items is:</u>

• knives and weapons
• alcohol
• illegal drugs
• stolen items
• any article that the member of staff reasonably suspects has been, or is likely to be used:
i) to commit an offence, or
ii)to cause personal injury to, or damage to property of; any person (including the pupil).
• tobacco and cigarette papers
• fireworks.
• pornographic images.

*GSHS will also search for e-cigarettes, vapes and mobile phones as they are an item in this policy which is against the school rules.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil 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.

When exercising their powers, GSHS will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education 2022). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Before Searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item.
- do not understand the instruction.
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy)

or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in the prohibited list but not to search for items which are identified only in the school rules.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a Search

Where
An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who
The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept in CPOMS and should include:

- the date, time and location of the search;
- which pupil was searched;
- 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; and
- what follow-up action was taken as a consequence of the search.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not

worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

Strip Searching

Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C and in line with all guidance as laid out in KCSIE 2022.

GSHS will reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should 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.

Confiscation

Items found as a result of a search - An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made

or

- is evidence in relation to an offence.

Prohibited or illegal items

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the

drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to statutory guidance.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the statutory guidance.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in
- dealing with low value items such as pencil cases, though school staff may judge it
- appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at
- risk of harm; and
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal

injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the Statutory guidance.

Electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education 2022.

In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence. In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Confiscation as a disciplinary penalty

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

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.

2.2 Use of force

Members of staff have the power to use reasonable force to prevent students:

• committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
• committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
• causing personal injury to, or damage to the property of, any student (including him or herself); or
• prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

George Stephenson High School does not encourage the use of force and it will be used very rarely in special circumstances where the safety and well-being of staff and/or students is at risk. In all such circumstances the school follows guidance set out in Department of Education "Use of Reasonable force- Advice for head teachers, staff and governing bodies" July 2013.

2.3 Use of Physical Touch

Government guidance is that schools DO NOT adopt a no touch policy as 'there is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm' Department of Education "Use of Reasonable force- Advice for head teachers, staff and governing bodies" July 2013.

Also the document states:

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid.

At GSHS we follow this guidance for the protection, safety and wellbeing of both pupils and staff.

2.4 Reasonable Adjustments

We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account individual educational needs (IEN) and disabilities as well as the additional challenges that some vulnerable students may face.

The school will strive to make “reasonable adjustments” for those IEN students, however these students will still need to behave within the boundaries set out in the Behaviour for Learning policy. Where this is not the case, the usual sanctions will apply. Students with IEN will sometimes be provided with a Pupil Passport which all staff will read and use to plan the lessons, ensuring that they make reasonable adjustments to cater for their specific needs.

2.5 Key Terms

ClassCharts - The school’s Behaviour for Learning software.

IEN – Individual Educational Needs formerly known as special educational needs. A child or young person has IEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.

Permanent Exclusion - This results in a child being permanently removed from a school’s roll. Permanent Exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school’s Behaviour for Learning policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Fixed Term Suspension - When a pupil is temporarily removed from the school for a fixed amount of time (including suspension during lunchtime), before returning to the school.

Punitive sanction - A sanction that is put in place to act as a deterrent for repeat behaviour.

Restorative action - An action that is put in place to restore learning in the classroom, order on site or a relationship which has broken down in some way.

2.6 Useful links

https://www.gov.uk/government/publications/school-suspension

www.gshs.org.uk
Southgate, Killingworth, Newcastle upon Tyne, NE12 6SA