



Thomas Lord Audley School

Behaviour Policy

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The Thomas Lord Audley School Behaviour Policy

This policy refers to statutory guidance from the Department for Education. It also draws on the following legislation and guidelines:

- Education Act 2011
- Education and Inspections Act 2006
- Equality Act 2010
- Behaviour and Discipline in Schools (2016)
- School Standards Framework Act 1998
- Schools (Specification and Disposal of Articles/Regulations) 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Searching, screening and confiscation at schools (updated 2016)

1.0 Key Principles

Providing safe and happy places in which to learn and teach is essential to achieving school improvement, promoting equality and diversity, and ensuring the safety and well-being of all members of our schools' communities.

Under Section 88 (1) of the Education and Inspections Act 2006 (EIA), Local Governance Committees (LGCs) must ensure that policies designed to promote good behaviour and discipline on the part of its students are pursued. To this end, the LGC has agreed the following general principles to guide the headteachers in determining measures to promote good behaviour and discipline amongst students. It is the expectation that high standards of behaviour will be promoted through rules and processes which make sense and are fairly applied. This applies to all students and members of the school community.

- respecting one another's right to learn and work in a safe, secure and stimulating environment and that no one has the right to disrupt the learning of others and the work of the school;
- respecting one another, listening to each other's views and learning to value one another;
- our schools are a place of learning and work, where achievement and endeavor will be enabled and resilience developed.

It is expected that:

- good behaviour will be recognised, encouraged and when necessary unacceptable behaviour will be challenged and school sanctions will be applied;
- violence, verbal abuse, bullying and discriminatory behaviour will not be tolerated.
- students will adhere to the 3 Rs of 'Ready, Responsible, and Respectful'

There will be an ongoing commitment that the LGC, students, staff and parents will support each other to achieve the high standards and expectations and to reduce inappropriate and unacceptable behaviour.

This policy provides clear advice and guidance as to how good behaviour and discipline are not only promoted by staff but also outlines their powers to search, to use reasonable forces

and to discipline students for misbehaviour outside school. The decision to sanction a student is made only by a paid member of staff who has been authorised by the Headteacher.

1.1 The standard of behaviour by every member of the school:

Every member of the schools has the right to learn and work in a safe, secure and stimulating environment. All members of the schools should be considerate towards the learning needs of each individual and be supportive of each school as a learning community.

- Staff and students are encouraged to show respect for one another.
- Members of each school community will be listened and responded to.
- Good behaviour, including attitudes, which actively contribute to a positive learning experience, will be encouraged and rewarded.
- Sanctions for behaviour that interferes with or prevents learning will be applied consistently, proportionately, fairly, and equitably.
- Appropriate action will be taken to reduce the risk of poor behaviour occurring including particular action to prevent a disproportionate number of issues arising amongst vulnerable groups of students.
- Students whose behaviour and attendance deteriorate due to individual challenging circumstances will be identified and supported.
- Students should act as appropriate ambassadors for each school community on, for example, school trips, work placements, sports events and journeys to and from school.
- Members of each school community should model positive behaviour and promote such behaviour through active development of students' social, emotional and behavioural skills.
- Members of each school community should understand and accept the principles on which this behaviour policy is based, that of being 'Ready, Respectful and Responsible'.

2.0 Promoting good behaviour, self-discipline and respect

All members of staff should implement the systems within this policy to ensure consistency. This approach will give all students a fair opportunity to be successful within a positive environment with no misunderstanding of what is expected of them with respect to their behaviour for learning. This applies to both inside and outside of the classroom. Staff should model the behaviour expected by the school in all interactions with students.

2.1 Students' Rights and Responsibilities:

RIGHTS	RESPONSIBILITIES
I have the right to:	It is my responsibility to see that I:
<ol style="list-style-type: none">1. be treated with respect and fairness;2. expect other people to treat my property with respect around the school;	<ol style="list-style-type: none">1. treat all people with respect and fairness;2. look after school property and property belonging to others with care;3. help to make my surroundings as pleasant and well-kept as possible;

<ol style="list-style-type: none">3. work in pleasant, well-kept surroundings;4. concentrate on my school work;5. feel confident, safe and secure in school;6. be treated as an individual by teachers who are interested in me, consistent and sympathetic to my needs.	<ol style="list-style-type: none">4. behave well and concentrate on my work, helping other students to concentrate on theirs;5. contribute positively to a safe and secure atmosphere in school;6. co-operate with and accept the normal instructions of staff.
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2.2 In the classroom and around the school site:

School Uniform:

- Our students should take pride in their appearance and we expect all our students to wear full uniform throughout the school day, including on the way to and from school. (Please see Appendix A for the Uniform Code.)
- Failure to comply with our Uniform code will result in a sanction, including isolation.

Classroom Rules:

Within the classroom, students will observe the Classroom Rules and will follow the agreed code of conduct. Expectations are clearly displayed in all classrooms and are regularly referred to by teaching staff. These classroom rules are based on the key principles of being 'Ready, Respectful and Responsible.'

- Always ask the teacher's permission to leave the room.
- Do not use abusive language or swearing
- Be calm, no shouting or screaming
- Mobile phones are not allowed to be used during the school day.
- Coats and outdoor clothes will not normally be worn in the classroom

Good Learners:

- Arrive on time, ready, with equipment and in school uniform
- Pay attention immediately to the teacher and follow instruction
- Listen when other people are speaking
- Try their best with every task

Staged Approach:

- If a student chooses to behave inappropriately e.g. not follow instructions, a teacher will use a staged approach to managing behaviour. This will be displayed in each classroom.
- The staged approach will consist of rule reminders, warnings and finally if the student continues to disrupt the learning of others they will be sent to the IER/On-Call Room and a school detention will be issued.

Where a student has been abusive or engaged in dangerous behaviour it is not necessary to go through the staged approach of warnings.

Around the site (and in the immediate vicinity outside the school):

- Students should walk in the corridors and on the stairs and keep to the left.
- Students are expected to respect the school environment and keep it free of litter and graffiti.

November 2021

- School rules apply to the area immediately outside the school and also cover the journey to and from school.

The school community will challenge:

- Poor behaviour in lessons which prevents learning
- Aggression, rudeness and lack of respect
- Violent behaviour and fighting
- Bullying, intimidation and incidents of prejudice.

Mobile Devices:

- Students are allowed to bring mobile phones into school, but they must not be seen around the school and should be switched off and out of sight during the school day.
- If mobile phones and other mobile devices are seen whilst a student is on the school site it will be confiscated by a member of staff, placed in an envelope and handed into the Main Office for collection at the end of the school day.
- We will not allow mobile devices to interfere with teaching and learning. (The only exception to this rule applies when students might be directed by the class teacher to use their phone to support learning in the classroom for a specific reason).
- If a student refuses to hand over their mobile phone or other device, then the school's disciplinary procedures will be implemented for failing to follow a reasonable request by a member of staff. This may lead to internal isolation or fixed-term exclusion if the student continues to refuse to follow instructions.

Please also note:

- The following items are banned: tobacco products, matches and lighters, illegal drugs, other banned substances, chewing gum, offensive material, weapons, pornographic images/material and fireworks.
- Students are not permitted to take photographs, make videos or record conversations at school without permission from staff.
- Serious acts of misbehaviour on school buses may lead to a withdrawal of bus passes for a period.

Ready, Respectful and Responsible

Three simple words – Ready, Respectful and Safe - encapsulate what we want for our community, and everything that we do at school - day in, day out. The key way to work with us is for students to base their approach to all aspects of school life on three key things:

- **Be READY**
- **Be RESPECTFUL**
- **Be RESPONSIBLE**

We believe that if students follow these basic rules – being ready to work, respecting everyone in our community and having the responsibility to keep themselves and everyone else safe, they will achieve great things throughout their time at The Thomas Lord Audley School and on into the future.

Ready, Respectful and Responsible - A Guide for Students	
Before the lesson	Between lessons
<ul style="list-style-type: none"> ● Be dressed in full school uniform, including correct school shoes, with any non-uniform items removed. ● Make sure you have all the equipment and other materials you need for the lesson. ● Complete all homework tasks set to the best of your ability and bring them with you. 	<ul style="list-style-type: none"> ● Move directly to your next lesson; don't use it as a time to meet friends; there is no excuse for lateness. ● To remain seated and behave in a mature manner during lesson changeover. This includes adhering to one-way systems and routes.
At the start of the lesson	Around the school
<ul style="list-style-type: none"> ● Arrive at the classroom on time. ● Enter the room calmly and sit where the teacher directs you. ● Make sure your mobile phone is switched off and out of sight, including headphones. ● Get out all the equipment that you need for the lesson. 	<ul style="list-style-type: none"> ● Take responsibility for keeping the school clean, safe and tidy. ● Think carefully about your actions, to avoid accidental damage or injury. ● Be courteous to others. ● Follow instructions given to you by all staff. ● Uniform must be worn at all times. ● Don't swear or use abusive language. ● Remember violent or intimidating behaviour will not be tolerated. ● Follow the correct routes around the school
During the lesson	In the Community
<ul style="list-style-type: none"> ● Get involved and make the most of your learning. ● Follow the instructions given by staff. ● Treat the learning environment and everyone in it with respect. ● Complete the tasks to the best of your ability. ● If you are not sure what to do make sure you ask your teacher for help. 	<ul style="list-style-type: none"> ● Remember that whilst you are in uniform you are representing the school. ● Ensure that your actions do not bring the school into disrepute. ● Be courteous and polite to everyone in the community at all times. <ul style="list-style-type: none"> ● To walk immediately home and not to wait outside the school at the end of the day.

<p>At the end of the lesson</p>	<p>Cycling to and from school</p>
<ul style="list-style-type: none"> ● Make sure you know what to do for homework. ● Return any equipment to its correct location. ● Clear away any rubbish and leave your area tidy. ● Reflect on what you have learned during the lesson. ● Leave the lesson when dismissed in an orderly manner. ● Move around the school in a safe and calm manner, following the appropriate directional signage. 	<ul style="list-style-type: none"> ● Ensure your bike is maintained and safe ● Use lights and wear appropriate clothing to keep yourself and others safe. ● Wear a cycle helmet. ● Cycle in a sensible and safe manner at all times. Be aware of pedestrians and other road users. ● Be mindful of local residents.

2.3 Home School Agreement:

The aim of the Home School Agreement is to encourage shared responsibility and a close partnership between home and school, so that each student achieves their personal best and, in so doing, contributes to the school community. The Agreement outlines the responsibilities of the school, the parent/carers and the student. (See Appendix B). It must be signed by the school, the student and their parent/carer at the point of admission to the school.

2.4 Rewards recognising progress, effort, consistency:

At TLA we strive to recognise students' achievement in lessons, with homework and when representing the school. We strive to deliver fair and consistent implementation of the rewards system by having 'Rewards Points' generated automatically to recognise these achievements. Rewards Points are gained alongside the school's ethos of the *three Rs*. 'Ready' is rewarded for students arriving at the lesson on time and engaging in the settling or starting activity. 'Respectful' is rewarded for enhancing their own and other student's working environment. 'Responsible' is awarded for positively engaging fully in their lesson.

All staff should look for the positive and encourage students to recognise and embrace their individual successes. Staff are encouraged to award extra Reward Points for going 'above and beyond' the *expected* levels in class. By placing emphasis on the use of rewards as a

November 2021

means of raising levels of achievement, appropriate behaviour will manifest across the school as well as increase students' self-esteem and create a positive learning environment.

A range of rewards are available at TLA. These are awarded as a whole school, within the pastoral system and subject specific achievements and are all used to encourage positive behaviour and achievement. These include:

- Reward points.
- Weekly emails with reward point totals
- Positive emails, texts and phone calls home
- Recognition in the 'Griffin' and local press
- Invitation to events such as the Christmas cinema and bouncy castles
- Pizza lunches
- Doughnut breaks
- Vouchers
- Personalised letters or postcards sent to parent/carers.
- Subject certificates
- Invitation to celebration assemblies/Prize Evening
- Jack Petchey awards for achievement and community endeavour
- Prefect Awards

2.5 Mentoring:

In order to support students with their behaviour for learning the school offers a number of mentoring programmes, including Peer Mentoring, Business Mentors and Academic Mentoring by members of staff and students.

2.6 Anti-Bullying:

We define bullying as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, eg. because of race, religion, gender or sexual orientation.
- Unwanted behaviour that involves a real or perceived power imbalance

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyber bullying – bullying via mobile phone or online (email, social networks and instant messenger)

Bullying can occur during or after school hours. Whilst most reported bullying happens during the school day, it can also happen travelling to or from school, in the neighbourhood or on the internet.

The school will investigate all reports of bullying when they affect the well-being of people within the school community.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and each member of staff has a role in creating a culture where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development. Bullying has no place anywhere in our schools' communities and this applies both to the bullying of students and teachers.

The aims of our School anti-bullying strategies and interventions are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- The Year Teams will use the CRACCed it programme (Conflict Resolution) to prevent and intervene with any incidents of bullying.

3.0 Supporting the conduct of students – the disciplinary sanctions adopted if a student misbehaves

Teachers have statutory authority to discipline students whose behaviour falls below the expected standards, who break the school rules or who fail to follow a reasonable instruction.

All sanctions will be proportionate and reasonable and will take into consideration the student's age, and special educational needs or disability.

If a student misbehaves, acts inappropriately or disrupts the learning of others, we will operate the following:

- Break or lunchtime detentions, including Supervised Lunch.
- After school detention for an hour/ hour and a half¹
- Reports e.g. positive report, tutor report, HoH report.
- Internal isolation (ISU)/ isolation at another school
- Fixed term exclusion (off site and may include an alternative school)
- Discretionary timetable changes, including alternate provision.
- Verbal reprimands.
- Extra work or instructed to repeat unsatisfactory work.

Corporal punishment is not allowed under any circumstances.

Sanction Matrix:

Students have the right to fair and consistently applied sanctions for poor and inappropriate behaviour, which make a clear distinction between serious and minor infringements of the School Rules. Sanctions given by staff take into consideration the principles set out in our Equality Policy. The existing mechanisms for dealing with racism and racial harassment within the aforementioned policy will also be incorporated here. Staff will consider each individual case carefully, particularly the antecedent conditions before imposing a sanction;

¹ In normal circumstances each referral to the On Call Room/IER will result in a school detention.

this may involve consulting the SENCO if the student has special educational needs or if they are a child who is Looked After by the Local Authority. Consideration will also be made as to whether the misbehaviour is due to the student's level of stress or is the result of the student suffering from adverse child experience.

The sanction matrix includes the following but not exclusively:

Level	Examples of infringement	Staff	Consequences
Level 1	<ul style="list-style-type: none"> ● Low level disruption in a lesson. ● Missing homework. ● Incomplete classwork. 	Teachers, Tutor	<ul style="list-style-type: none"> ● Verbal reprimand. ● Warning recorded on G4S. ● Exit from lesson /oncall ● Departmental detentions. ● Discussion with staff within the classroom
Level 2	<ul style="list-style-type: none"> ● Persistent low level disruption in lessons. ● Failure to attend department detention. ● Derogatory behaviour/ comments towards another student, including online. ● Disorderly/ Inappropriate behaviour during break / lunch. ● Smoking on site/near school. ● Incorrect uniform, including make-up and haircuts. ● Truancing from a single lesson. ● Wilful refusal to follow the instructions of staff. 	AHOH/HOH	<ul style="list-style-type: none"> ● Supervised lunch/break ● After school detention ● Exit from lesson/ On Call ● Report Card ● ISU (e.g. incorrect skirt, jeans, leggings etc.).
Level 3	<ul style="list-style-type: none"> ● Serious verbal abuse, aggression towards staff; ● Physical assault on a student; ● Bullying of another student including cyber bullying. ● Sexist, Racist and Homophobic language which causes offence. ● Persistent smoking on site/ near school. ● Persistent failure to wear the correct uniform, including make-up and haircuts. ● Failure to follow the instructions of senior staff. 	SLT/AHT/ DHT	<ul style="list-style-type: none"> ● Isolation internally ● Isolation at alternative school site. ● 1-10 day FT exclusion. ● Loss of privileges.

	<ul style="list-style-type: none"> ● Failure of targets on report. ● Willfully refusing to attend school sanctions ● Failure to behave during after school detention. ● Repeated occurrences of oncall. 		
Level 4	<ul style="list-style-type: none"> ● Possession of controlled substances and/or dealing on site. Possession of a weapon; ● Serious physical assault; ● Physical assault on a member of staff. ● Serious breach of school database (e.g. hacking) ● Premeditated serious assault. ● Persistent and/ or willful failure to follow the instructions of the headteacher ● Refusal of misbehaviour in isolation ● Indecent exposure. 	DHT and HT	<ul style="list-style-type: none"> ● 10- 15 day FT exclusion and possible permanent exclusion. ● Meeting with governors.

3.1 Detentions

In some circumstances it may be necessary to issue a detention (including detention outside of school hours) as a sanction. The times outside normal school hours when detention can be given include:

- any school day where the student does not have permission to be absent
- non-teaching days – usually referred to as INSET days.
- any weekend, other than that which precedes or follows a half-term break.

Parents will usually be given 24 hours' notice, either by letter, by telephone or a note in the planner, if their child is required to attend an after school detention. Parental consent is not required for detentions.

Students may be placed in detention at lunchtimes – supervised lunch. Students will have the opportunity to eat their lunch and use the toilet. The school does not have to inform parents/carers if students are given detention at lunch or break time.

A detention can be issued by teachers, AHOH and, when issuing detentions, staff will consider whether:

- the detention will put the student at risk;
- the student has caring responsibilities;
- the parents/carers have been informed;
- suitable travel arrangements (inconvenience for parents/carers is not a factor).

3.2 Reports and other measures used to support behaviour

Students will be considered for placement on a report card at the request of any member of staff. Report cards are monitored by the tutor, AHOH or HoH or a member of the SLT. A student will also be issued a report card when they return to school after a fixed term exclusion. A student will normally be on report for one week after which the need for a further period on report will be reviewed.

3.3 On-call Room

The supervised room is available to receive students who are removed from class. If the student has broken the Classroom Rules, they will be kept in the IER/On-Call Room until the end of the lesson and will be issued with a School Detention. The member of staff whose lesson the student was removed from must fill in an incident report (Referral form on Go4Schools) on the same day as the incident occurred.

On arrival the student may be required to fill in an incident form stating what has happened. Whilst in the On-Call Room students are expected to work in silence. Details of the incident will be sent to HOY who will discuss the incident with the student.

3.4 Isolation

In some circumstances, disruptive students will be placed in an area away from other students for a limited period in our ISU room.

Student wellbeing is always considered before isolation; this includes safeguarding, student welfare and H&S considerations. Students will be allowed to have breaks to eat, drink and use the toilet.

The length of time will be decided by a member of the senior leadership team in consultation with the student's HoY. Students are not kept in isolation for more time than is necessary. Students will be supervised and supported with their work and may receive mentoring to help them reflect on their behaviour so that they reintegrate successfully into normal lessons. The ISU will also act as a holding area whilst serious incidents are being investigated. This is arranged in consultation with the HOY/AHOH/SLT. Parent consent is not required at this stage; however, parents may be informed.

Students can be placed in isolation as a precursor or an alternative to a fixed term exclusion. Failure to comply with the Rules of Isolation may lead directly to a fixed term exclusion. In isolation the students are expected to do the work set in silence showing the necessary respect for staff and their environment. A student may be placed in the isolation centre in another school within the Sigma Trust as an alternative to FT exclusion.

3.5 Fixed Term Exclusion and Permanent Exclusions

The headteacher will decide to exclude a student for a fixed term, or permanently following consultation with the CEO, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. When establishing the facts in relation to an exclusion decision, the headteacher must apply the civil standards of proof i.e: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

If an incident requires a student to be considered for exclusion, a member of the SLT will place the student in isolation for a period of time while an investigation takes place. If it is necessary to consider excluding a student for a fixed term this will be discussed with senior staff, usually the deputy headteacher or headteacher. Parents will be contacted to explain why this step has been taken.

If a student is excluded for more than 15 days in any one term it will be necessary for the student and their parents/carers to attend a meeting with representatives of the School Governors.

Parents have the right to make representations to the LGC (Independent Review Panel) about an exclusion or make a claim of discrimination in respect of an exclusion either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.

The LGC must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent
- it is a fixed period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- it would result in a student missing a public examination or national curriculum test.

(Please see Exclusion Policy for additional information.)

The school may have identified students at risk of permanent exclusion and it is likely that a package of support will have been offered and in place. The aim is to make the student aware of their behaviour and provide them with the necessary support to help them to modify their behaviour within the school environment. A senior member of staff/HoY with regular contact with parents/carers will closely monitor their progress. Whilst this supports the principles of 'inclusion', persistent disruptive behaviour or a serious breach of discipline will be considered against the wider interests of the school community and may result in a permanent exclusion, Managed Move or Positive Referral to the North East Essex Cooperative Academy (NEECA).

3.6 Behaviour Support Plans

The SLT responsible for behaviour, and the SENCO where appropriate, in conjunction with the HoY, become involved in managing students exhibiting behaviour problems when the behaviour management techniques usually employed by the school are not effective. The appropriate course of action for the individual will be discussed at the Internal Panel Meetings. A range of strategies involving internal measures and external agencies will be considered, actioned and reviewed as necessary. A Behaviour Plan, A School Support Plan (SSP) or Pastoral Support Plan (PSP) may be set up. This process applies to students exhibiting substantial and regular difficulties which interfere with their own learning or that of others, despite having an individual behaviour or education programme.

A School Support Plan (SSP) or Pastoral Support Plan (PSP) will be set up for students where risk of exclusion is high. These might include students:

- with several fixed term exclusions;
- in danger of permanent exclusion;
- at risk of failure through disaffection/alienation.
- demonstrating severe and damaging behaviour towards staff or other students

Students who are already identified on the SEN register should have targets that reflect this. SSPs and PSPs usually last for 8-16 weeks and should be reviewed fortnightly. The maximum number spent on a PSP is 16 weeks. At the final review, consideration could be given to further interventions, possibly accessing additional outside agencies, or

consideration of a managed move to another school, a positive referral to NEECA or permanent exclusion where appropriate.

3.7 Managed Moves

A managed move to another school may be made for a variety of reasons including if a student is at risk of being excluded. The school works with the Behaviour and Attendance Partnership (BAP) and NEECA to organise a fresh start at another local school. This approach will result in a permanent placement dependent on behaviour during the trial period of 6-8 weeks. The process will be discussed and agreed by all parties.

3.8 Positive Referrals

In the case of a student at risk of permanent exclusion it may be possible to work in partnership with the NEECA to place a student in an alternative educational venue for a period of time to allow for significant improvement in behaviour. This form of support is highly individualized and based around a student's individual needs. A student on a Positive Referral is monitored throughout the time away from school and reintegration only considered when significant improvements have been demonstrated.

Positive referrals are tiered in 4 levels:

- Level 1 not return to the original school
- Level 2 return to the original school after an agreed period of time
- Level 3 part-time or outreach support provided by NEECA
- Level 4 advisory support provided by NEECA

4.0 Searching students with and without consent

Searching students with consent:

School staff can search a student for any item if the student agrees². The member of staff is not required to have written consent from the student; it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The school is not required to inform parents before a search takes place or to seek their consent to search their child.

The school will inform the individual's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Searching students without consent:

The headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

2

The ability to give consent may be influenced by the child's age or other factors.

Prohibited items are (N.B. list not exhaustive):

- Level knives or weapons)
- alcohol)
- illegal drugs) Reasonable force can be used
- stolen items) when searching for these items.
- tobacco and cigarette papers)
- fireworks)
- pornographic images)
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or
- cause personal injury to, or damage to the property of, any person (including the student).

If any of the above items are found, as a result of a search, they will be confiscated. The school may retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

- Where an article is thought to be a weapon it will be passed to the police.
- Controlled drugs will also be passed to the police unless there is a good reason not to (The member of staff dealing with the incident should take into account all relevant circumstances and use their professional judgment to determine whether they can safely dispose or a seized article.)
- Stolen items will be passed to the police as soon as reasonably practicable, but may be returned to the owner if the person thinks that there is a good reason to do so.
- Tobacco, cigarette papers, alcohol, fireworks may be retained or disposed and will not be returned to the student.
- Offensive or inappropriate comments/images will be removed either by the school or the student. Copies will be made and kept on file. The school may report the incident to the police.
- Pornographic images will be deleted unless its possession constitutes a specified offence (i.e. it is extreme or child pornography). If this occurs, school staff must inform the school's Child Protection Officer who will follow the school's Safeguarding Policy and Procedures. Child Pornography will always be handed to the police.
- Other items banned under the school rules will be returned, retained or disposed of.

School staff will also seize any item, however found, which they consider harmful or detrimental to school discipline.

The school is protected from liability for damage to, or the loss of, any confiscated item.

Complaints about searching should be dealt with through the normal school complaints procedure.

(See Appendix C for 'If a search is necessary')

5.0 The power to use reasonable force or make other physical contact

There may be occasions when members of staff have to use 'reasonable force'³ in order to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Examples include to:

- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom or school site, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

In the above examples staff will make reasonable adjustments for disabled children and children with special educational needs.

The school will inform parents about serious incidents involving the use of force based on the student's behaviour and level of risk presented at the time of the incident, degree of force used, effect on the student or member of staff, and the child's age.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. (Please refer to the School's Complaints Policy.)

6.0 The power to discipline beyond the school gate

The school believes passionately about the importance of developing strong links with the community; therefore, disciplining beyond the school gate covers the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises (**including online behaviour**) and which is witnessed by a member of staff or reported to the

³ The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

- Force is usually used to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means using no more force than is necessary.
- Control means either passive physical contact, such as standing between students or blocking a student's path.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

school and brings the school into disrepute. This includes any misbehaviour when a student is:

- taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

Or, misbehaviour, at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In all the above cases the headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against the student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should be informed. If the school believes that the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm we will follow our Safeguarding policy.

7.0 Students with Special Educational Needs

Students with long term, identified needs will receive support in order to help them to manage their behaviour. This can include support in lessons by a Learning Support Assistant. It can also involve support from outside agencies. If the school feels that it needs additional support and advice the SENCO will ask an Educational Psychologist to work with the student so that they can provide professional advice on how a student's behaviour can best be supported within an educational setting. (Please refer to the School's SEN Policy for further explanation of how students' SEN needs are supported.) This will be recorded and monitored through the Student One Plan and assessed on a 'plan, do and review' process.

8.0 Malicious Accusations:

Malicious accusations made against school staff will be dealt with appropriately using the school's sanction process. This may lead to temporary or fixed-term exclusion.

9.0 Impact of the Policy and Evaluation of Students' Behaviour:

The senior leadership team will evaluate the impact of this policy through a review of systems and key outcomes on a regular basis. They will seek the views of stakeholders, including students, parents and staff. The success criteria will include the following:

- Lesson observations show that learning continues without interruption and that students' behaviour for learning is strong.
- Students show a mature attitude and display responsible behaviour at all times; in lesson, before and after school, break times, lunch-times, and in their journey to and from the school, particularly on school buses.
- Student outcome data shows that there are improvements in behaviour over time for any individuals or groups with particular behavioural difficulties.
- Referrals, Internal and Fixed-term Exclusions show a decreasing trend.
- Incidents of bullying and racism are extremely rare.

November 2021

- Student achievement and participation in the rewards process is high.

Appendix A: Uniform Code – Thomas Lord Audley School

All students should be dressed appropriately for school, wearing the approved school uniform as listed below. Our dress code should enable students to be comfortably and smartly dressed avoiding any excess of fashions or trends.

Autumn and Spring Term Uniform

- Black school trousers/knee length skirt (our approved design ONLY)
- White shirt (to include a collar and top button)
- School tie
- Navy blue jumper (with school logo)
- Plain black sensible shoes (no coloured markings or decoration)
- Coat or jacket (no 'hoodies' or extra jumpers/cardigans to be worn in school)

In order to avoid any confusion over the design of trousers and skirts, the only acceptable designs of trouser or skirt are those outlined on our link on the school uniform website www.tla.essex.sch.uk. or www.yourschoolwear.co.uk

Boys' PE Kit	Girls' PE Kit
<ul style="list-style-type: none">● Black shorts● Black sports shirt with school logo● White sports socks● Black football socks/Shin pads/Gum shield● Football boots/Trainers (no black soles)	<ul style="list-style-type: none">● Black shorts● Black sports shirt with school logo● White sports socks● Black football socks/Shin pads● Football boots / Trainers (no black soles)

Summer Term Uniform

- Black school trousers/knee length skirt (our approved designs ONLY)
- Navy blue jumper (with school logo)
- Plain black sensible shoes (no coloured markings or decoration)
- Coat or jacket (no 'hoodies' or extra jumpers/cardigans to be worn in school)

Jewellery

Jewellery should be restricted to one set of ear-studs and wristwatch. Nose studs and other piercings are not acceptable in school and contravene Health and Safety Regulations.

Appendix B: Home-School Agreement – Thomas Lord Audley School

Need SE signature - currently HB

AIMS OF THE SCHOOL

Our vision:

The Thomas Lord Audley School aims to provide education of the highest quality for the young people of our wide catchment including the Island of Mersea.

Our mission:

The Thomas Lord Audley School exists to educate its students to achieve their maximum potential and to enable them to meet the opportunities and challenges of the future within a caring, stimulating and enjoyable environment.

Objectives:

Our objectives are:

- 1 To encourage students to take pride in themselves and their school through reaching high standards of work, behaviour and appearance.
2. To provide a clear framework for monitoring and evaluating the school development plan.
3. To positively promote the school to the wider community through public celebration of our achievements.
4. To develop and support staff within a performance management framework to enable them to deliver high quality teaching and learning.
5. To continue to improve and upgrade the premises and facilities of the school to enhance the learning environment
6. To maintain financial stability

As a school we will endeavour to provide:

- a warm welcome when parents/guardians/carers visit the school and the opportunity to contact staff when the need arises.
- a broad and balanced curriculum, supported by a published homework timetable, where appropriate work is set and marked regularly.
- an education based on high expectation, equality of opportunity, high standards of teaching, academic support and individual guidance.
- a wide choice of opportunities and activities within and beyond the classroom.
- a safe, secure, well-disciplined working environment through school rules and sanctions which set out our standards and expectations. The school operates a restraint and reasonable force policy.
- an emphasis on the importance of students attending school every day, being punctual, wearing full school uniform and being prepared with the necessary books and equipment;
- support for the individual student through the school's pastoral system.
- regular information on school events and news.

November 2021

- opportunities during each school year for parents/guardians/carers to:
 - ☒ be involved in important decision-making procedures which affect their child's progress throughout school;
 - ☒ be issued with an interim report to show their child's progress;
 - ☒ be able to discuss each child's progress with school staff.
 - ☒ be provided with annual, detailed, written report.

As parents/guardians/carers we will endeavour to:

- inform the school immediately of any changes to our personal contact details;
- ensure that our child attends school every day on time, with the necessary equipment and wearing full school uniform;
- encourage our child to work to his/her full potential at all times and to participate in the school's extra – curricular activities;
- actively support the school's homework policy by making sure homework set is completed and handed in on time;
- check and sign the homework diary every weekend;
- support the school's codes of behaviour, school rules and sanctions;
- attend parents' evenings and meetings relevant to our child's work, progress and relationships in school and support school functions;
- advise the Form Tutor about anything which might affect our child's work or well-being in school;
- inform the school of absence on the first day, followed by a letter on the day of return if absence is for more than one day;
- not take family holidays during term time;
- support the school's approach to on-line safety and not deliberately upload or add any images, sounds or text that could upset or offend any member of the school community.

As a student I agree to:

- be ready, respectful and responsible;
- attend school regularly;
- be punctual at all times;
- wear full school uniform;
- come to school with the right books and equipment;
- work hard and meet all course requirements;
- ensure all homework details are clearly written down/checked on Google Classroom and that all homework is completed on time;
- be responsible for my own behaviour and follow school rules;
- follow the rules relating to the school computer network;
- behave in a responsible way on school visits and when travelling to and from school;
- share responsibility for the school environment;
- treat all members of the school community and any visitors with respect and understanding;
- follow the school's approach to on-line safety and not deliberately upload or add any images, sounds or text that could upset or offend any member of the school community.

Signature of School:



–

Date:

Name of Parent/Guardian (Block letters) _____	
Signature of Parent/Guardian _____	Date _____
Name of Student _____	Tutor Group _____
Signature of Student _____	Date _____

Appendix C: If a search is necessary:

If a search is necessary, the member of staff must be the same sex as the student being searched and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. However, there is a limited exception to this rule when a member of staff of the opposite sex to the student and without a witness present can carry out a search, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The extent of the search includes clothes, possessions, desks and lockers.

The person conducting the search may not require the student to remove any clothing other than outer clothing (e.g. hats, shoes, boots, gloves and scarves.) It does not include an intimate search, which only a person with more extensive powers (e.g. a police officer) can do.

The headteachers and staff authorised by them can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Where the person conducting a search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Members of staff can erase data or files on the device if it has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Where a student refuses to allow a search to occur the student will be kept in isolation until the schools police liaison officer or police are able to assist with the search.