

John O'Gaunt School
Behaviour for Learning Policy
2023-2024

Date of approval:

Approved by: Local Governing Board

Signed by LGB Chair:

Review date: September 2024



Introduction

Rationale:

John O'Gaunt School is a mainstream comprehensive School. The school believes that high standards of student behaviour and good discipline, support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning:

- Every student has the right to learn in class at his or her best rate and to the highest standard of which he or she is capable;
- Every student has the right to move around school without fear of physical danger, hurtful name calling, threats, bullying, racial abuse, sexual harassment, or interference with his or her property;
- Every teacher has the responsibility to provide an effective teaching programme, appropriate to the needs of the students in each class, and accordingly, has the right to expect the co-operation of students and the support of parents/carers and the governing body in delivering that curriculum.

Standards of behaviour:

We believe that students can only reach their potential if learning is free from disruption. Social and moral development of students is as important as their academic development. John O'Gaunt acknowledges that students bring a wide variety of behaviour patterns to our school, based on differences in home values, attitudes and parenting.

John O'Gaunt follows an ethos of 'Remind. Reset. Reform'. This means that our behaviour approaches are staged, and designed to give students ample opportunities to correct misbehaviour before it needs to be sanctioned. Of course, where behaviour slips below the expected standards, these stages may need to be bypassed or worked through more quickly to prevent disruption of others and ensure the safety of all students.

Whilst most misbehaviour is likely to be considered minor or low-level, John O'Gaunt will treat persistent or repeated incidences of this kind as more serious, because they can be as or more disruptive than less common incidents of serious misbehaviour.

Learning environment:

The classroom should be a positive, safe and encouraging environment so that every student can learn and be successful during their time at school. The environment should be welcoming, and any furniture should be arranged with this in mind. The environment will include displays which should be stimulating to further help create a positive learning environment. Lessons should develop skills, knowledge and understanding in a way that makes learning enjoyable but challenging and supports every learner. Work is assessed regularly in a way and demonstrates how improvements can be made. Praise which is both personal and public should be used and frequently in the classroom environment.

Praise and Celebration:

John O'Gaunt understands that praise and celebration is more effective than punishment in motivating students; they are central to reinforcing good behaviour. Praise and celebration motivate students and help them to see that good behaviour is valued; the most powerful form of reward is verbal praise. Our school is committed to recognising and celebrating good behaviour and may do so in some of the following ways: awarding of positive behaviour points through Class Charts, Prom Points for Year 11s, postcards, phone calls, letters home, certificates, celebration assemblies, reward parties, rewards trips, reward breakfasts and attendance to the Prom.



Movement around school and conduct outside of lessons:

John O'Gaunt has the same high expectations of behaviour on school site and during unstructured times as those expected in classrooms (outside of lessons). If a student repeatedly misbehaves around school, outside of lessons, they may have their lunch breaks withdrawn. A more severe consequence may be implemented dependent on the misdemeanour. The same standards apply to students whilst travelling to and from school and sanctions can be used even after school hours, as referenced in government guidance for schools.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what John O'Gaunt consider to be unacceptable behaviour
- Outline how John O'Gaunt students are expected to behave
- Provide an overview of the roles and responsibilities of different people at John O'Gaunt
- Outline our system of rewards and sanctions

Legislation and statutory requirements:

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

- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils at school with medical conditions](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Keeping children Safe in Education](#)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

In addition, this policy is based on

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.
- This policy complies with our funding agreement and articles of association.

Behaviour statement:

At John O'Gaunt we are committed to the following objectives:

- To create a positive behaviour for learning culture for all students;
- To create an environment which encourages and reinforces good behaviour;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships – modelled at all times by the adults in the school community;
- To ensure that John O'Gaunt expectations and strategies are widely known and understood by students, teachers, support staff and parents/carers;



- To encourage the involvement of students, parents/carers, teachers and other stakeholders in the implementation of this policy;
- To ensure every student is valued and encouraged to develop a sense of responsibility for their own learning and to the community at large;
- To develop a positive school ethos that celebrates all achievement through an effective and consistently applied system of praise and recognition;
- To put in place appropriate interventions to support students with identified behaviour and learning needs, including emotional needs;
- To ensure that there is a strong sense of fairness and respect, including self-respect and respect for others regardless of disability, race, culture, religion, gender, socio-economic background, sexual orientation or ability, and an understanding of the individual and shared responsibilities, which underpin the rights of all members of the school community. This policy takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010;
- To ensure that students understand that violence or threatening behaviour will not be tolerated under any circumstances.

Roles and responsibilities

Teaching and support staff are required to:

- Implement the behaviour policy consistently;
- Model positive behaviour;
- Provide a personalised approach to the specific behavioural needs of particular students; understanding that the quality of learning, teaching and attitudes to learning are inextricably linked and the responsibility of all staff;
- Listen to students;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Treat each student as a unique individual with their own talents and abilities, ensuring fair treatment for all regardless of: age, disability, gender, race, religion or belief, or sexual orientation;
- Where possible consult with students on matters which will affect their life at John O'Gaunt;
- Take ownership of managing behaviour, including entering incidents on Class Charts and contacting home as appropriate;

Students will:

- Treat others with respect, kindness and courtesy;
- Use the one-way system in place to move around the buildings safely;
- Understand the school rules;
- Follow all instructions given by any member of staff without argument;
- Try to do their best to understand the needs of others and offer help when they need support;
- Strive to achieve their personal best in everything they do;
- Let others around them work without disruption;
- Listen to others when they are speaking and take their views seriously even if they are different from their own;
- Remember that everyone makes mistakes, and we can learn from them;
- Never resort to verbal or physical bullying or make sexist, racist, homophobic or other prejudicial comments;
- Never risk the safety or health of another person;
- Never interfere with, or damage, the school's property or the property of others.

Parents/carers will:

- Support their child to fulfil their responsibilities as a student, including through attendance at relevant parental meetings;



- Communicate politely with the school through telephone, email, or letter;
- Fulfil their commitment as a parent/carer to the Home-School agreement, including **supporting decisions made by the school in relation to promoting high expectations and good behaviour.**

Senior Leadership Team (SLT):

- Members of the SLT will have oversight of 'Behaviour for Learning' and are responsible for all related matters at an operational and strategic level;
- Pastoral leaders within John O'Gaunt will work together to share good practice in all matters related to personal development, behaviour, and welfare.

Head of School:

- Are responsible for reviewing and approving this behaviour policy;
- Will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently;
- It's their duty to maintain and publicise the behaviour policy;
- It is their responsibility to bring the school's behaviour policy to the attention of students, parents/carers, and staff at least once a year.

Governors:

- John O'Gaunt governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal/Head of School to account for its implementation;
- Governors must take a close and regular interest in behaviour issues and should ensure that responsible staff are taking appropriate and timely action to tackle poor behaviour and are supported in their roles to do so. To monitor the policy's implementation and evaluate its impact on student outcomes, Governors will:
- Understand how the school's performance compares with national data and LA averages;
- Expect that the John O'Gaunt governing body is alerted by the school's SLT to any emerging problems and notable successes;
- Review the policy annually, or sooner if legislative changes dictate;
- Consider emerging trends across the school and support senior leaders in collaborative working to raise standards.

Types of misbehaviour

At John O'Gaunt we broadly categorise misbehaviour into the following:

Misbehaviour which can be defined as (list is not exhaustive):

- Disruption in lessons, in corridors between lessons and at break times
- Non-completion of classwork or homework
- Poor attitude to both staff and student
- Incorrect uniform, lateness, and failure to bring equipment
- Persistent defiance
- Persistent disruptive behaviour
- Truancy
- Breaches of IT policies

Serious misbehaviour which can be defined as (list is not exhaustive):

- Repeated breaches of the school rules/repeated misbehaviour as defined above
- Persistent defiance
- Persistent disruptive behaviour



- ANY form of bullying
- Vandalism and damage
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Harmful sexual behaviours including but not limited to sexual assault or unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Possession of any prohibited items. These include but are not limited to:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco, cigarettes, vapes and cigarette papers
 - fireworks
 - pornographic images
 - any article a staff member reasonably suspects has been, or is like to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including student)
- Serious breaches of IT policies or misuse of IT; for example, misuse of social media, sharing inappropriate, illicit, or extreme material etc.
- Any other behaviour that is considered to have a serious negative impact on the school and/or its community

Dealing with misbehaviour, consequences, and sanctions

Where students do not comply with our expectations, or where students are choosing to misbehave and disrupt the learning of others, they can expect a range of negative consequences and sanctions to be used. These measures are progressive, usually starting with a warning, potentially resulting in removal from lesson and loss of social time.

At John O'Gaunt a staged system is used to deal with transgressions and provide as many opportunities as possible for students to change their behaviour and prevent further consequences.

The Stages are as follows¹:

- Stage 1 (S1) – first warning
- Stage 2 (S2) – second warning
- Stage 3 (S3) – short-term internal isolation for repeated transgressions or serious misbehaviour
- Stage 4 (S4) – internal exclusion for repeated transgressions or serious misbehaviour
- Stage 5 (S5) – Fixed Term Exclusion

The use of S1 and S2 warnings is to remind students of our expectations help students correct minor misbehaviour. Should misbehaviour continue following an S2, this will lead to an S3 being issued. An S3 will result in removal from the lesson as a supportive measure an after-school detention being set. (Please see below for further explanation regarding detentions.) A student will then be required to work in an alternative room to prevent any further disruption of the teaching and learning for other students. S3 isolations are also used in circumstances where the misbehaviour is deemed serious enough, even for a one-off transgression. Further stages are used for more serious behaviour and an S4 (internal exclusion) will be issued or an S5 (fixed term suspension).

¹ Please see Appendix 1 for a visual guide staged behaviour system



- Where behaviour is deemed serious, the immediate use of S3, S4 or S5 sanctions will be considered
- Some students are placed on an alternative enhanced behaviour system due to high level of concerns; therefore, not all the above applies and this will be discussed with students and parents/carers as appropriate
- Students refusing to go to isolation and sit the allocated time will be sent home on a fixed term suspension and they will be expected to re-sit the isolation on their return.
- Students not behaving appropriately in isolation, including not completing the work set to the best of their ability, will need to either redo their time in isolation or will be given a fixed term suspension.
- Parents/carers and students given a fixed term suspension must have a reintegration meeting with a member of the senior leadership team and/or pastoral team. Students may not be permitted back into lessons if this has not taken place (students may be expected to remain isolated until a meeting with parents/carers has been held if the school deems this appropriate).

Detentions:

There are times when an appropriate consequence for misbehaviour is an after-school detention.

There are 4 types of detention:

- **Same-day Detention** – run at lunchtime by a member of SLT for between 10 to 30 minutes for lateness, uniform infringements, or poor out-of-lesson conduct. Students will be permitted to obtain and eat lunch
- **After School Detention** – run on Monday-Thursday 3.10-4.00pm by staff on a rota. Issued as the result of an S3 in class
- **SLT Detention** – run on Friday 3.10-4.10pm by a member of SLT. Issued for failure to attend an After School Detention
- **Extended Day** – any student receiving an S4 sanction will automatically have their day extended to 4.00pm. Stage 4 sanctions can run any day Monday to Friday.

Communications about after-school detentions and extended days will be made via a telephone call or email. It will also appear as an 'S3' on Class Charts. Students receiving a same day detention will be told on the day and this will appear on Class Charts. Should a student be required in an after school or SLT Detention, parents will receive notification at least the school day before the detention is to take place via an email or telephone call.

Where a student is required to attend an Extended Day due to receiving an S4, the school will contact parents/carers in as much advance as possible, and ideally a day in advance, via email, phone or Class Charts. A day will only be extended at shorter notice if this is reasonable and parents/carers have been spoken to (i.e. if a student receives an S4 **during** the day, the school will not keep them for an extended day *unless* we manage to speak to a parent/carer).

Detentions are not negotiable and cannot be served at another time unless permission is given by the school. The school realises that after-school detentions may inconvenience travel arrangements for students and parents/carers. Whilst the school will try and work with parents/carers to resolve transport issues as far as reasonable, the responsibility for getting children to and from school, even when detentions are set, remains the legal duty of a parent/carer. Therefore, travel issues are **not** a valid reason for a child to miss a detention.



Investigating incidents and written accounts:

General guidance is that, where possible and reasonable, students should have an opportunity to express their version of events. Alleged victims, perpetrators, and witnesses, if applicable, will have the opportunity to make a written account from which members of staff can determine a best-fit outcome to an incident **on the balance of probabilities**.

Written accounts should be supervised by a member of staff; a student should be able to have an adult scribe for them should they not be able to write their own account. Students will sign and date their accounts as a true record of events. Parents/Carers will not be contacted in advance of their child writing an account. Written accounts will be retained by the school.

Where an investigation is taking place, a student may need to be taken out of circulation in school, supervised by an appropriate member of staff until the investigation has concluded. This is not a sanction but can form part one if deemed appropriate by the school.

Serious Misbehaviour:

Sometimes, teachers must act quickly and decisively to stop a student's disruptive behaviour. In cases of serious misbehaviour such as for example, fighting, vandalism, swearing or in some way stopping the entire class from functioning, the student would not receive a warning. That student loses the right to proceed through the stages. Serious misbehaviour calls for an immediate consequence that will remove the student from the classroom, (staff will use the on-call system or in some cases send a 'sensible student' to ask for immediate assistance). All incidents will be logged using our SIMS system or Class Charts. Parents/carers will be notified when their child has received either a positive reward or a negative sanction.

Positive/good behaviour

When a pupil's behaviour meets or goes beyond the expected behaviour standard, staff will recognise it with positive recognition and reward². This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- Verbal or non-verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates or special assemblies
- Whole-class or year group rewards, such as a popular activity

Suspensions and Exclusions

John O'Gaunt will follow [Trust Policy](#) and [government guidance](#) on suspensions and exclusions, unless there is a good reason to depart from it. The school aims to operate within the principles of fairness and natural justice. The suspensions and exclusions guidance states that exclusions can take the form of:

- Fixed Term Suspensions (also known as a Stage 5 or S5 at John O'Gaunt School)
- Permanent Exclusions

² Please see Appendix 2 for a visual guide Classroom Rewards



The school's policy on suspensions and exclusions applies to serious or repeated breaches of discipline occurring on and off the school premises. Only the principal/head of school has the authority to exclude a student.

These sanctions are at the discretion of the Head of School or Executive Headteacher. They may make the decision to issue an external suspension if they feel the poor behaviour of the student warrants it.

Fixed Term Suspensions:

- Fixed Term Suspensions from school are for a set period of days;
- Following a Fixed Term Suspension, a reintegration meeting will be held, usually with at least one member of SLT present;
- The purpose of the meeting is to reset a student and ensure they understand the consequences of their action/s and how their behaviour needs to change. A discussion about potential support needs to help improve behaviour and prevent further sanctions will also be held. A record of notes from the meeting will be retained by the school;
- Possible strategies to support the student on returning to school could include a range of approaches and will be decided on a case-by-case basis. Typically, they will include one or more of the following:
 - Behaviour Support Plans (these may be time-limited)
 - Being placed on Report
 - Adjusted timetable for short periods
 - Use of step-out cards to prevent misbehaviour
 - RAG of timetables to identify areas causing most concern
 - Potential referral to other support mechanisms (e.g. outreach programmes)
 - Offsite direction/Alternative Provision
 - A 'Fresh Start' or 'Managed Move' to another school
- Where a reintegration is required, students will only be permitted back into circulation when it is deemed that they are ready by the school. This can also include reintegration following an S3 or S4.

Restorative conversations:

A restorative conversation is a structured and supportive process that aims to solve problems or issues and are especially important to ensure that parties can move on following a behaviour incident or point of conflict. It is expected that any student sent on a Stage 3 (or S3 - removal from lesson) should receive a restorative justice conversation with the teaching member of staff or a representative from their department. The same approach may be applied following an S4 or S5 suspension. Restorative conversations can be facilitated by a staff member but are most commonly held between the staff member issuing the sanction and the student receiving it. Restorative approaches may also be used to resolve conflict between students and/or peer groups, especially if this led to sanctions being imposed.

Personalisation and Equality:

John O'Gaunt recognises that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student. John O'Gaunt will also consider Safeguarding in all decisions related to behaviour. Reasonable adjustment will be considered where appropriate. John O'Gaunt follows the Fair Access Protocol of the Local Authority within which they are located.



The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Malicious Allegations Against Staff:

Where a student makes an accusation against a member of the John O'Gaunt staff and the accusation is shown to have been deliberately invented or malicious, the Head of School will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

Anti-bullying:

Bullying is never tolerated at John O'Gaunt School and is defined as is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

1. Deliberately hurtful
2. Repeated, often over a period of time

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence



Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	<p>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</p> <p>Under the Education and Inspections Act 2006, the school has the power to regulate conduct outside the Academy and to apply sanctions. If a cyber-crime may damage discipline, as in targeting a teacher, John O'Gaunt can act. Similarly, if cyber bullying affects a student, John O'Gaunt can act accordingly. The Protection from Harassment Act 1997 makes it an offence to pursue a course of conduct amounting to harassment (the Academy would seek police involvement due to a criminal offence being committed).</p> <p>Behaviour that causes alarm or distress is criminal harassment.</p>



Child on Child Abuse	<p>We recognise that children are capable of abusing other children. We understand that the student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately. There is a zero-tolerance approach to abuse and it should never be passed as 'banter' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.</p> <p>Child on Child abuse can take the form of bullying, inclusive of cyber bullying, physical assault, making threats, and name calling. It can also include:</p> <p>Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;</p> <p>Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;</p> <p>Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);</p> <p>Disablist bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.</p>
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Preventative work through assemblies, personal development days, student council, progress leader/pastoral manager 'open-door' during unstructured times, restorative conversation techniques and other activities help to promote positive behaviour.

More information for parents/carers in relation to John O'Gaunt's child protection policy, can be found on the website.

Student support systems:

John O'Gaunt recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special educational needs co-ordinator may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis additionally, John O'Gaunt students have access to wide-ranging support in school, which may include some or all the following: Non-teaching pastoral support staff, Time-out cards, consequences to avoid exclusion, working in welfare, Timetable modifications, Referrals to external agencies such as Education Psychology, Mentoring, small group interventions.



Communication:

Effective communication between and across various stakeholders is important in developing strong relationships and dealing effectively with incidents and in promoting high standards of behaviour and learning. 'Class Charts' is the main form of communication between John O'Gaunt School and parents/carers relating to positive and negative behaviour. The school is not required to seek consent for sanctions prior to them being issued. Where communication with parents is required, the school will adhere to relevant legislation and guidance referenced earlier in this policy.

Use of reasonable force:

Any use of force by John O'Gaunt staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: advice for head teachers, staff and governing bodies* and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and the student's parents/carers will be informed about incidents involving the use of force. Force is never used as a form of punishment.

Searching students:

Informed consent: John O'Gaunt staff may search a student with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent. If the student refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, as defined below, the Head of School, and staff authorised by the Principal/Head of School, may search a student or their possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession. Searches without consent will only be carried out on John O'Gaunt School premises or where the member of staff has lawful control or charge over the student, for example, on school trips.

Prohibited [banned] items:

This means items such as knives, blades or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, lighters, vapes, fireworks, tools, chewing gum, energy drinks, pornographic images and any other items deemed inappropriate by the school. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person including the student; any item banned by the school rules identified as being an item which may be searched for; and any other items as defined in law.

Searches generally:

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of school property, e.g. students' lockers; and / or
- a search of personal property (e.g. bag or pencil case within a locker).



Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff.

Where a student is searched, this will be conducted by members of staff of the same gender as the student; however, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex with a witness present.

Where the Head of School, or staff authorised by the Head of School, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Mobile telephones, electronic devices, and other items:

When used at a time or in a way which is restricted, the mobile telephone/device will be considered a “prohibited item” banned by the Trust/school, and subject to the normal rules on searching, seizure, retention, or destruction.

Mobile telephones, electronic devices, or other items, such as clothing that contravenes our uniform policy, or items causing disruption (for example laser pens, inappropriate fidget toys etc.) may also be temporarily confiscated. Parents/carers may be required to collect these items from school for repeated transgressions.

The school follows a ‘See it, Hear it, Lose it’ approach to devices as follows³:

- Phones/devices MUST be switched OFF and placed ONLY in the student’s bag,
- If a phone/device, headphones, or speakers are seen or heard they will be confiscated:
 - 1st time – student collects at the end of the day
 - 2nd time – student collects at the end of the day
 - 3rd time – must be collected by a parent/carers

The counter for breaches is reset each term. Continued breaches may lead to a ban on bringing the device to school or use of other methods to support such as handing in the phone at the start of the day and then to be collected at the end. Sanctions may also be issued.

Communication and dealing with complaints:

John O’Gaunt is not required to inform parents before a search takes place or to seek their consent to search their child.

- The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. 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.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspects a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

³ Please see Appendix 3 for a visual guide to the mobile phone approach



- School staff can view CCTV footage if available to support decision-making as to whether to conduct a search for an item.
 - There is no legal requirement to make or keep a record of a search.
 - John O'Gaunt should inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt with through the normal school complaints procedure.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.



Monitoring, evaluation, and review

The effectiveness and impact of the Behaviour for Learning Policy will be monitored through the collection and collation of evidence including:

- Achievement data (progress checks)
- Lesson observation, Learning Walk and Climate Walk data
- Attendance data
- Class Charts Behaviour Log data (positive and negative)
- Suspensions and Exclusion data
- Internal Isolation Room data
- Social, emotional scaling tools
- Student and staff voice exercises

Performance will also be monitored and evaluated through Line Management meetings. By evaluating the success of the policy, John O'Gaunt will consider to what extent:

- Combined use of Fixed Term Suspensions and Internal isolation have reduced or match the circumstances facing the school
- Monitoring and evaluation processes judge Personal Development, Behaviour & Welfare to be good or outstanding
- In Academy variance of focus groups, ethnicity and gender is reduced

Particular attention will be given to the data for vulnerable students to ensure that appropriate interventions are in place to support them.

Training

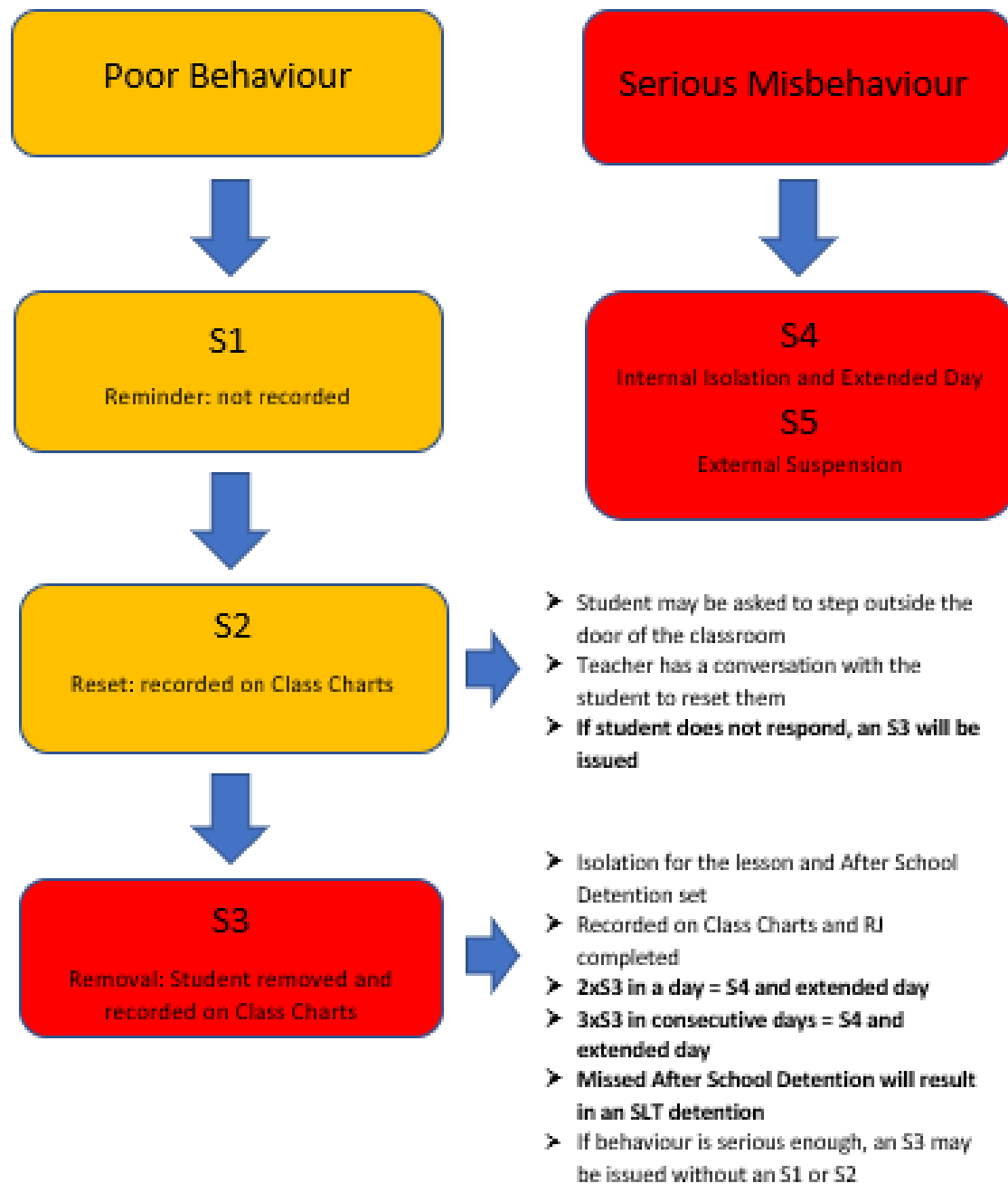
Staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.



APPENDIX 1

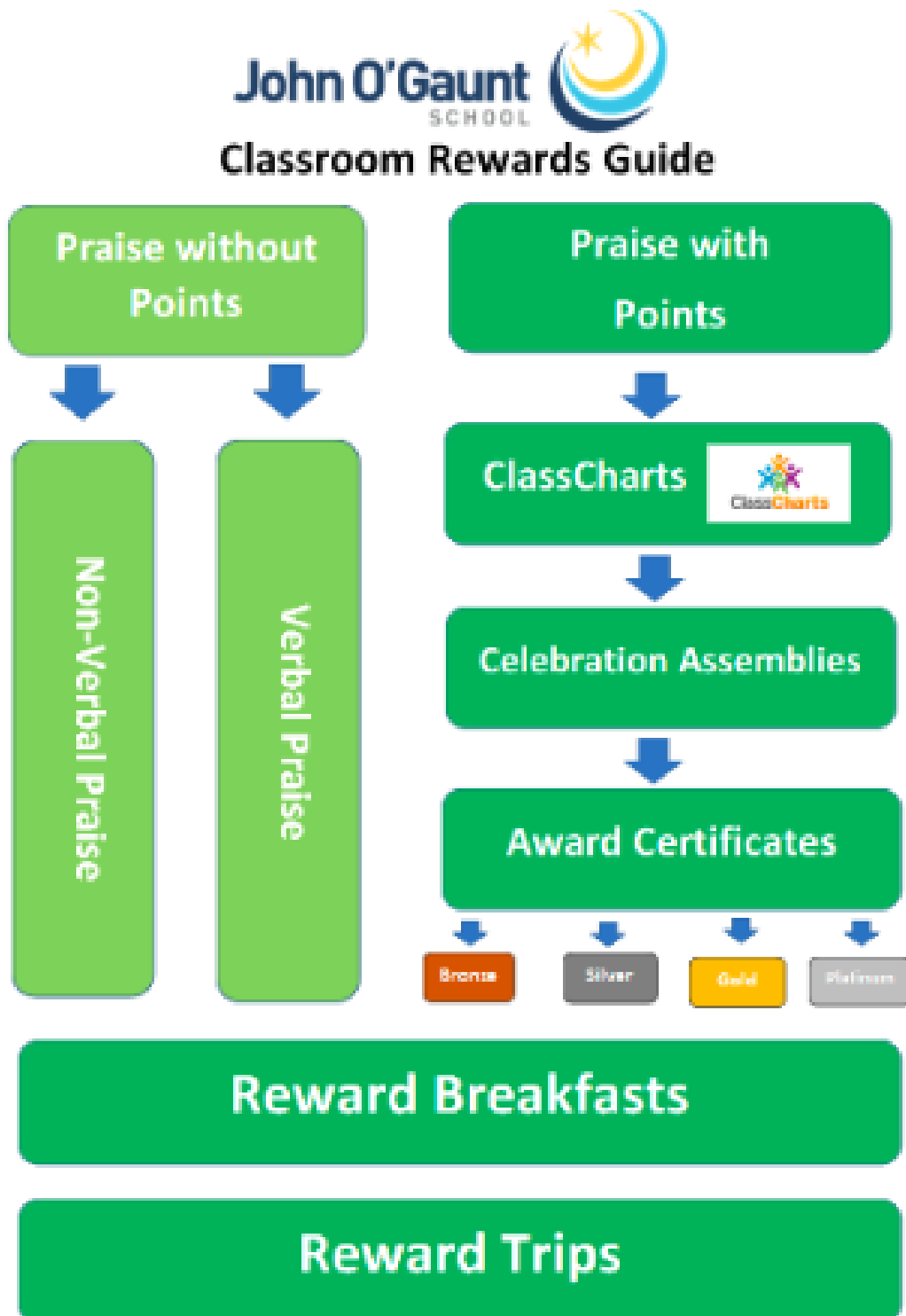


Classroom Conduct Guide





APPENDIX 2



APPENDIX 3

SEE IT





HEAR IT

LOSE IT!





Phones/devices **MUST** be switched **OFF** and placed **ONLY** in your bag.

If your phone/device, headphones, or speakers are seen or heard they will be confiscated

- 1st time – student collects end of day
- 2nd time – student collects end of day
- 3rd time – collection by parent/carer

Continued breaches = ban

