Fairlight Glen Independent Special School

Behaviour and Rewards Policy

Policy, Procedure and Guidance

This is a core policy that forms part of the induction for all Staff. It is a requirement that all members of Staff have access to this policy and sign to say they have read <u>and</u> understood its contents.

Date written: July 2025

Date of next review: August 2026

Signed: _____
Proprietor

Signed   _____
On behalf of the Governing Body

This policy will be reviewed<u> at least</u> annually and/or following any updates to national and local guidance and procedures.

INTRODUCTION

This document is a statement of the aims, principles and strategies for Fairlight Glen.

The policy seeks to achieve excellent behaviour and conduct by:

- Promoting a culture of discipline throughout the school
- Promoting self-esteem, self-regulation, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention when behaviour is not acceptable
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Providing an environment which promotes fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, tolerance of those with different faiths and beliefs, and opposition to extremism or prejudice
- Encouraging a positive relationship with parents/carers and external agencies, by developing a shared approach, involving them in the review and implementation of the school's policy and associated procedures

VISION

At Fairlight Glen, our purpose is to work collaboratively with students to create a safe, inclusive and engaging educational environment. We will help to develop students' confidence and self-esteem by encouraging a culture of ambitious goal setting and the celebration of individual achievements.

Fairlight Glen will support students to attain their very best in a range of qualifications, as well as developing skills and attributes necessary for a successful future. This personal portfolio of accomplishments will enable students to go on to make positive changes in their local communities and live fulfilled lives.

Fairlight Glen Values

Ambition - I will have the drive and determination to achieve my goals and aspirations in my school community and beyond.

Appreciation – I will recognise that I am important and my choices matter. I will value my determination to succeed and the progress I have shown at Fairlight Glen. I

will also appreciate others who are showing a positive commitment to improving their outcomes.

Bravery – I will courageously show mental and moral strength when facing difficulties in my learning, my relationship with others or in any other circumstances.

Loyalty – I will be faithful in my commitment to my education and I will show steadfastness to my school community.

Equality – I believe in fairness and an absence of discrimination. I trust Fairlight Glen to ensure opportunities will be available for all students within the school regardless of any protected characteristics such as race, colour, age, gender, national origin, religion or mental or physical disabilities.

Respect - I acknowledge that I am expected to give due regard to the feelings, wishes and rights of others. I accept the premise that I should treat others as I wish to be treated. I will also respect the resources available to me including the school building and contents.

Pupil Transition and Development

During the initial admission interview of all new students, parents/carers and the child are informed of the schools high expectations regarding behaviour and go over the Fairlight Glen rules, vision and values and reward systems. Parents/Carers and the child also sign the home school agreement to indicate that they have understood how the staff at Fairlight Glen will support their child.

Each lesson at Fairlight Glen is an opportunity for pupils to reflect on how their day is going, teachers look at the data to make informed conversations on what is going well for them and where expectations have or have not been met.

Regular contact is made with parents/carers and external agencies of all pupils to reinforce our expectations of behaviour, as well as informing them of the positives regarding their achievements and academic progress.

The Fairlight Glen Rules, Visions and Values are displayed in every room of the school to allow students have a visual reminder of the expectations that we have, it also allows staff to refer to it at any point.

Pupil Support

Pupils receive 1:1 mentoring from an identified member of staff as well as 1:1 or small group work interventions, these interventions include support for the pupils

SEN needs as well as focusing on anger management, emotional regulation and anxiety issues.

We have an open door policy for external agencies, and support them in working on the school site if necessary to support any SEN, mental health or social and emotional difficulties they are facing.

Roles and Responsibilities

At Fairlight Glen, we believe that high standards of behaviour and engagement are a result of consistent adult behaviour of a high standard. This is reflected in our common approach to the language of learning and our values. It can be seen in the way we approach conflict, through Restorative Justice Practice. It can also be seen in the consistent adoption of the "narration of the positives" approach to managing behaviour within the classroom.

All staff, teaching and non-teaching, have a responsibility for up-holding high standards of behaviour throughout the school that are in line with the school's expectation and culture.

Teacher:

Responsible for creating a productive learning environment in which all students are able to succeed. This is facilitated through our Fairlight Glen Teaching and Learning routines and the Behaviour Policy. Teachers manage issues associated with low level disruption, incomplete and missing work, performance below target and disengagement from lessons.

Senior Leadership Team:

Responsible for ensuring the principles and practices of the policy consistently underpin the management of student behaviour. Severe problems will be dealt with by The Head Teacher and Development Manager. The Senior Leadership Team will support staff in classes, and around the school site with a high presence.

The Head Teacher:

Ensure the policy is followed consistently by students and staff and where appropriate take necessary action when policy and procedures are breached.

Governing Body:

Overall support of the School's Behaviour and Rewards Policy. The annual monitoring of the effectiveness of the Policy through the regular Head Teacher's Report to the Governing Body and an Annual Review.

TEACHING AND LEARNING ROUTINES

The delivery of learning is mindful of the learning styles, behaviour challenges, barriers to learning and social experiences of the cohort.

Fairlight Glen Teaching and Learning Routines

Routine	The Fairlight Glen Way
Transition	• Teacher will meet and greet on the door and say what the lesson objective is • Students will sit at their assigned seat
Do now starter	• 5 minute starter task will be on the board or on the desk • The task will review/introduce/hook the student and should be accessible to all for a successful start to the lesson • To be completed silently and independently – 100% of the time, 100% of the students so the teacher can assess understanding

Main body of the lesson	• Learning Objective on the board • Teacher will deliver a short content • Learning questions will be challenging to support student progress. Each student will have at least one question to answer. • Students will complete a task to demonstrate their understanding. • Task will be set at different levels; easy, medium and hard
	This process will repeat several times during the lesson.

Lesson summary	• Teacher will give a short summary
	• Each student will have a question to determine level of understanding and progress
	• Reward points awarded apprpropriately

Behaviour for Learning	• Track the speaker
	• One person speaking at a time
	• Responses are relevant and appropriate language used
	• Sit in your place on the seating plan
	• Settle to work within two minutes
	• Remain on task for the duration if less than 20 minutes or for at least 20 minutes for extended tasks
	• Set yourself ambitious goals each lesson – I can do the hard tasks today
	• Be brave and persevere until progress is made
	• Keep the work area tidy
	• Respect all resources
	• No physical contact including play fighting
Questioning	• No hands up
	• Teachers should: Pose….Pause…..Pounce……Bounce □ "I don't know" isn't acceptable. If a student doesn't know the teacher will recap and ask the question again
Values	Praise students who have been **ambitious** in their learning; **appreciate** progress and determination; reward **bravery** to face learning obstacles; identify who has been **loyal** throughout the lesson to their own progress; notice those who are **respectful** about their own learning and others learning; and offer **equal** learning opportunities including challenge to all.

Dismissal	- The teacher decides when the lesson is finished - Students pack away and leave the room tidy - Students must tuck their chair under the desk before leaving - The teacher releases students from the room

Fairlight Glen Rules

At Fairlight Glen we want students to stay safe, engage in learning and make progress. In order to achieve this students need to follow the rules. Remember there are rewards if you follow the rules and consequences if you don't follow the rules.

- Arrive at school on time and be ready to learn
- Track the speaker
- One person speaking at a time
- Responses are relevant and appropriate language used
- Sit in your place on the seating plan
- Settle to work within two minutes
- Remain on task for the duration if less than 20 minutes or for at least 20 minutes for extended tasks
- Set yourself ambitious goals each lesson – I can do the hard tasks today
- Be brave and persevere until progress is made
- Keep the work area tidy
- Respect all resources
- No physical contact including play fighting

MANAGING STUDENTS' BEHAVIOUR

All staff have chosen to work specifically with students exhibiting behavioural difficulties and with Social, Emotional and Mental Health needs, all students have an Educational Health Care Plan. The staff have been selected for their own personal skills in relation to individual roles, their previous experience and commitment to the well-being, achievement and enjoyment of young people who have experienced difficulties in school. Staff will be skilled in managing challenging behaviour and will work within the framework of Fairlight Glen's Behaviour and Rewards Policy.

BEHAVIOUR FOR LEARNING

Behaviour for Learning

Perhaps the most powerful lever in exceptional educational leadership, is student culture. Arguably the most visible driver of student culture can be seen through the way students behave. Making this exceptional is dependant of adult behaviour. Consistent adult behaviour across Fairlight Glen is what will make a difference: *"When the adults behave consistently, in the right way, anything is possible"* (Paul Dix – Educational Behaviour Guru).

The most important thing about creating an exceptional student culture, is that the adults share the same high standards across the school: *"The standard you walk past, is the standard you accept"* (Lieutenant General David Morrison).

Emotional constancy

Manage emotions. Students learn more about forming effective relationships in school than any other area of their life. Whilst learning this, students need to be able to figure out how to interact, and even make mistakes, without being judged too heavily. Our job as teachers is to provide feedback that helps students learn, whilst modelling maintaining emotional constancy. This is particularly important surrounding emotions such as frustration and disappointment.

The Betari Box
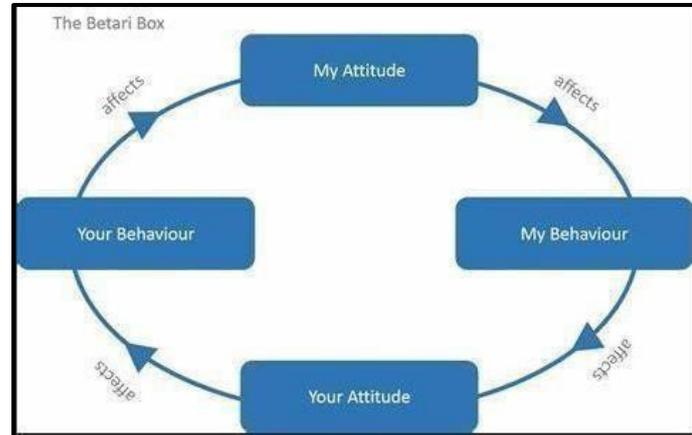
- **Walk slowly.** When approaching an intervention for student behaviour, walk slowly towards the situation to give yourself a few precious seconds to compose and choose your words carefully. This also signals to students that you are calm and composed.

- **Behaviour, not people.** "You are rude" is a comment about the student's personality, whereas "that behaviour is rude" is a comment about a temporary situation. The latter comment can be adjusted to suggest that you don't think it is typical behaviour of the student, for example "it is unlike you to be rude".

- **Take the relationship out of it.** Framing things impersonally takes the emotion out of the situation, alongside focussing the conversation on expectations. Instead of saying you are disappointed in a student (which makes the situation about you), the focus should be on productive learning or socially constructive behaviour.

- **Avoid globalising.** Avoid "You are always…" during an intervention. It suggests that the issue is bigger than the current situation, or that you are judging students based on previous behaviours that they may not even remember. Every lesson with students should be a clean slate.

- **Provide students with emotional constancy in response to academic interactions as well as behavioural interactions.** Avoid shaming wrong answers, for example; "No, we already talked about this. You have to flip the

sign Finley". Also, don't make excuses for students who get answers incorrect, for example; "That's okay Lisa, it was a really hard question". If wrong answers are truly a normal and healthy part of the learning process, they do not need much narration at all. Instead, focus on the process, for example; "not quite, let's try that again. What is the first step?" Alongside this, praise can have a negative effect on students; praising correct answers leads students to think you are surprised they got the answer right, and praising students for being smart encourages students to focus on outcomes as opposed to processes. Instead, acknowledging the correct work and moving on shows students that both right and wrong answers are expected.

Firm calm finesse

- **Catch it early.** Sweat the small stuff and deal with it straight away. If it is frustrating you, you have left it too long. For example, choosing to ignore two students who are still talking when you have instructed them to listen suggests that students have a choice to not do exactly as you have asked and that paying attention and following instructions aren't crucial.
- **Value purpose over power.** Keep corrections tight and crisp. Try to remind students (and yourself) that your expectations are about the students, not you. For example, "I need to see you tracking the speaker" instead of "When I ask you to listen, I want to see you listening".
- **"Thank You" is the strongest phrase.** Firstly, because it signals civility. Second, because it normalises compliance; when you ask, you consider it done.
- **Universal language.** Look for chances to remind students that expectations are universal and not personal. For example, "I need to see you tracking the speaker" reinforces that expectations are a part of being here, not a reflection of personal feelings.
- **Confirmation Glance.** Sometimes a student needs a bit of space to decide that he wants to do the right thing. A confirmation glance can provide that through moving away indicating you believe they will comply but looking back after a short delay to confirm the behaviour has been carried out.

Warm and consistent

When you are clear, consistent and firm whilst being positive, enthusiastic and caring, you send the message to students that having high expectations is part of caring for and respecting someone. This can be made particularly effective through carrying out the following:

- **Explain everything.** Explain why you are doing what you are doing, and how it is designed to help students. For example, "Ben, we don't do that in the classroom because it keeps us from making the most of our learning time".

- **Demonstrate that consequences are temporary.** Show students that once they have dealt with the consequences of a mistake, it is in the past. For example, "thank you for not continuing to talk after your warning. Now, let's look at your hard work".

Use warm non-verbal behaviour. Crouch down to talk to students on their level, using as much discretion as the situation allows.

<u>Narrate the positives</u>

Positive behaviour is that which meets your expectations and instructions fully. Narrating this within the classroom can quickly lead to a small minority of no compliers changing their behaviour to match the norm without requiring direct confrontation from the teacher. At the same time, those students who are getting it right are acknowledged. It is important to avoid the mistake of *praising* the correct behaviour; it is expected not celebrated. Consider the two teachers below:

Teacher 1: Well done to those in the front row that are engaging with the learning. Brilliant that the middle table are tracking the speaker. Just waiting on a few more.

Teacher 2: I see many of you following our values. The front row is engaged with learning, and the middle table are tracking the speaker.

Teacher 1 should have saved their praise ("well done" and "brilliant") for a moment where a student gives a 100% accurate response to a difficult question or a student that sticks with a problem for longer than usual, leading to successful learning.

<u>Precise</u> <u>praise</u>

	Positive Tone	Negative Tone
Corrective Content (response to an insufficient sentence).	*Positive Framing* "Good start. Let me see you write that sentence one more time using the words of a scientist".	*Criticism* "You still haven't used technical terminology".
Positive Content (response to a worthy sentence).	*Precise Praise* "Nice. Not only have you used 'mitosis', but you said the cells divide 'via' mitosis.	*Sarcasm* "Hey! You *can* use scientific vocabulary when you want to"

Radar/Be Seen Looking

- **Radar.** The first step to preventing non-productive behaviour in the classroom is to consistently see it when it happens. Great teachers will scan a room as matter of habit. The position at which a teacher stands when scanning

the room will depend on the positioning of the desks; what is important is ensuring that they scan the entire room every time.

Be seen looking. The second step is to contrive ways to subtly remind students that you are watching them. For example, a teacher could scan the room for two or three seconds after giving an instruction, standing on her tiptoes for emphasis. When a teacher has chosen to crouch to confer with a student; they will flash their eyes briefly across the room to ensure expectations have not slipped.

<u>Least invasive intervention</u>

Maximise teaching time and minimise drama by using the subtlest and least invasive tactic possible to correct off-task students. The following stages

- ☐ **Non-Verbal Intervention.** For example, miming a pen moving to indicate to a student that they should be writing. This only works effectively if the learning continues when they are being carried out.
- ☐ **Positive Group Correction.** For example, "check you are tracking the speaker". The solution is described to the whole class rather than a group of students, correcting the behaviour of those you can (and those you can't) see not following instructions.
- ☐ **Anonymous Individual Correction.** For example, "I am waiting for tracking the speaker from two more students". This suggests the solution, and targets specific students without drawing attention to them.
- ☐ **Private Individual Correction or Precise Praise.** For example, setting the rest of the class on a task, using the opportunity to crouch down next to and quietly redirect a student who is not meeting expectations. This can also be used to give subtle praise to a student. By mixing it up, the teacher reduces the chance that other students will listen for the gossip of the discipline, therefore increasing the privacy for moments where correction needs to occur.
- ☐ **Lightning-Quick Public Correction.** For example, "Thomas, I need your pen moving, just like my students in the back row". The less time the student (and negative behaviour) is the focus of the statement, the better.

Strong voice

Affirming authority through intentional verbal and non-verbal habits, especially at moments where control is needed, allows for effective behaviour management.

- **Use a Formal Register.** For example, asking a student to "sit up straight" when you are leaning against a wall does not support the importance of the message being passed on. Standing up straight and formally, however, does.
- **Square Up/Stand Still.** If you stop moving, you show that there is nothing more than your instructions. Don't engage in other activities at the same time as giving instructions.
  Exude Quiet Power. Speaking loudly and quickly shows that you are scared and anxious. Become slower and quieter when you want control. Drop your voice and make students strain to listen.
- **Use Economy of Language.** Fewer words are stronger than more. Give your message concisely. Then stop talking.
- **Do Not Talk Over students**. This will never be successful.

Brighten lines

Changes in activities and milestones in the lessons need to be perceived clearly by the students. There should be a clear start (for example, "ok students, you have 3 minutes to complete this task") and finish (for example, "pens down in 30 seconds, try to finish your final thought… 3, 2, 1 pens down"). This allows students to self manage and reduces the chance of disruptive behaviour.

Work the clock

- **Show the Clock.** Show students how much time they have to complete a task using a timer. Edit this if necessary. However, ensure that students do not get wise to this and slow their pace because they know that you will change the time set.

- **Use Specific, Odd Increments.** Saying "you have 10 minutes" or "you have two minutes" sounds like an estimate. Saying "you have 7 minutes" or "you have
  2 and a half minutes" makes it sound like you care about and value the time spent in your lesson.

- **Countdowns.** Use short countdowns for simple tasks but be aware that it will interrupt work in the room; therefore, give students time warnings in the lead up
  (For example, "in ten seconds the timer will be going off"). Narrate compliance during a countdown, for example "Three… Nick is showing his respect value…

two… the middle row have joined him… one… I am waiting for two more sets of eyes to be on me…"

All students are encouraged to take responsibility for their behaviour. Each day has a tutor period with an opportunity for self-review. Students are expected to engage in discussion regarding addressing issues and considering the choices they may make in the future.

EXCLUSIONS/SUSPENSIONS

Permanent exclusion is used in the most extreme circumstances and as a last resort, and we work in collaboration with all external agencies and the Local Authority when making this decision. Students may either permanently or temporarily be placed on an individual programme involving short-term tuition with planned group integration where feasible as an alternative to exclusions. Fixed term suspensions are used where a student's behaviour has exceeded the normal sanctions and the incident is so serious that an FTS is deemed appropriate.

It is not an option to send a student home unofficially. This must be treated as a fixed term suspension. Any suspension must be the decision of the Head Teacher or in their absence a member of the SLT.

THE REWARD SYSTEM

Fairlight Glen has high expectations of its students, all of whom should try hard to value and celebrate their own and others achievements, both in and out of the classroom.

Students are rewarded by staff for meeting behaviour expectations and making academic progress. Points are awarded for personal and group success and both intrinsic and extrinsic rewards are given for short, mid and long term success.

Earning points = rewards. There are daily rewards, longer term rewards and class rewards.

Rewards for Attendance

Students with 95%+ attendance are recognised through certificates, prizes and letters home. Those students with 100% attendance are particularly celebrated on a weekly and termly basis. Punctuality to school is rewarded with positive behaviour points in the behaviour rewards system. The rewards for attendance are presented below:

Time frame	% attendance	Reward
Weekly stand-alone data	95% or better for the week	Treat from the treat box
Accumulative weekly data	95% or better accumulatively	£10 shop voucher for each term (x 6 terms) that attendance remains accumulatively at 95% or better, this will also impact on students earning a place on reward trips
Weekly improvements	Improvement on the week on week data	A treat out of the treat box in Friday reward time

Positive calls home and positive post cards home can be sent for individual achievements outside of the reward system. The school is pleased to nominate students for external awards relating to work both in school or out in the community.

BULLYING

All students have the right to be educated in a non-threatening environment. Bullying in any situation compromises this premise. Many students at the school are likely to use bullying tactics to overcome their own feelings of inadequacy or because they have learned to use threats/name calling/unkind comments/physical gestures/intimidation through their own life experiences. All students are told that there are only two acceptable ways of dealing with these behaviours: to ignore it by showing no emotional response which often results in a reduction in the behaviour or to tell staff/parents in order that they can deal with it.

It is the responsibility of all staff to highlight bullying concerns at the end of each day in the debriefing meeting and to raise these with students when they occur. Where there is a pattern of bullying, staff must inform parents and a "Bullying Log" be opened in where incidents can be tracked over a specific period of time. The student is then confronted with the situation and a Behaviour Management Plan put in place with clear sanctions for any incidents of bullying. In most instances, this will involve the perpetrator immediately being removed from the group and isolated to reflect on the situation and resolve it prior to returning to the group setting once more.   Positive

relationships between students and appropriate social interaction are consistently promoted through tutor time as well as the pro-social modelling of staff in the school.

RACISM

Whilst racist acts and incidents are clearly recognised as bullying, the LEA requires that they are logged and monitored annually. All incidents of racism are dealt with seriously and are regarded as unacceptable behaviour resulting in isolation of any student involved until the matter is dealt with.

Racism is discussed in PSHE and RSHE as well as through cross-curricular themes.

SEXISM AND SEXUAL HARASSMENT

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:
  • Ask them to apologise to anyone the comment was directed at
  • Support and educate them to improve their behaviour
  • Monitor their behaviour for any recurrence
  • Escalate the sanction to a meeting held with parents/carers if the pupil refuses to apologise in the first instance, this will be conducted with a member of the schools Leadership Team

Our PSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

CHILD ON CHILD ABUSE

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the sexual bias of child on child abuse (i.e. that it is more likely that girls will be "victims" and boys "Perpetrators") and that it can manifest itself in many ways and can include (but is not limited to):

- Bullying – including cyberbullying
- Abuse (including emotional abuse) in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment between children
- Causing someone to engage in sexual activity without consent,
- Up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Abuse linked to the sex of an individual - such as being sexually touched or initiation rituals
- Gangs and youth violence
- Initiation/hazing violence or rituals
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

Child on child abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing child on child abuse. All child on child abuse will be taken seriously.

Staff are trained in and students are aware of the three categories of child on child abuse:

- Sexual Harassment
- Sexual Violence
- Harmful Sexual Behaviour

Students are made fully aware of the consequences these can result in, including police and criminal action.

The School has systems in place for pupils to confidently report abuse, including:

- Who can I talk to posters around the school
- The Senior Leadership Team (DSL and DDSL)

The School takes the following steps to minimise the risk of child on child abuse:

- The expectations of pupils are made clear in the school visions and values and the school rules and policies
- Tutorials, lessons, competitive sports and school activities are all based on pupils working together and teamwork and respectful collaboration are encouraged explicitly and implicitly

- Pupil led assemblies and Pupil Voice

STAFF TRAINING

Training for staff in the management of behaviour takes several guises but is always high on the agenda. Training occurs through:

➢ daily debriefing meetings where staff share good practices
➢ staff meetings where individual students and strategies are discussed
➢ individual staff attendance on courses in response to training needs identified through performance management
➢ INSET Days
➢ Whole school development (e.g. Restorative justice training; Resilience workshop).

All staff recruited to work within Fairlight Glen PRU have been selected for their previous experience of dealing with challenging behaviour and/or the skills they have demonstrated at the recruitment stage which have been developed through further training within the school.

This policy has been developed through staff discussion, research and development and represents good practice for working with our students. It is formally reviewed annually as well as amended on an on-going basis.

<u>Fairlight Glen Arrival Routines</u>

Punctuality

- You are expected to arrive at school on time

Phones/Vapes/Sweets and drinks. These are items banned by the school:

- You must hand over your mobile phone in the morning.
- You must hand over **ALL** Cigarettes, Vape Machines, Tobacco, Filters, papers and lighters in the morning.
- You must hand over all sweets and drinks in the morning.

No drugs or any paraphernalia or alcohol are allowed on school site.

- If you arrive at school and it is confirmed that you are under the influence of drugs and or alcohol, you will not be allowed on school premises, a phone call will be made to parents/carers asking them to collect you and the school may also contact the local safeguarding team or police.

Searching, Screening & Confiscation

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Vapes/Tobacco and cigarette papers
- Pornographic images
- Any item that is likely to be used to commit an offence or to cause personal injury to any person or damage property.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item which they consider harmful or detrimental to school discipline. If pupils do not consent then they will be refused entry to the School. Damage to school building/ equipment /property: If damage is caused to the school building, your parents/carers will receive a bill. The Police may also be called.

Appendix two – Behaviour Principles Statement

Behaviour Principles Statement

- Every student is taught that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy has been shared and is clear to all students, parents and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families and external agencies are involved in behaviour incidents to foster good relationships between the school and students' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year.