

HEALING  
SCHOOL



A Science Academy

# Healing School – A Science Academy

## Behaviour, Rewards and Sanctions Policy

Author	Mrs C Gunn
Adopted by Governors	Autumn Term 2018
Review Date	Autumn Term 2019
Consultations/Training	SLT, Learning Coordinators, All Staff, Pupils, Parents, Governors.

# **POLICY STATEMENT**

## **General Statement**

Healing School – A Science Academy demands the highest standards of behaviour and has a range of strategies and procedures in place to promote good behaviour and appropriate conduct. Healing School has a wide range of procedures to acknowledge and promote pupils who exhibit good behaviour and make good progress as well as a range of strategies which we will impose when a pupil's attitude or behaviour does not meet the required standards.

## **Purpose**

- To ensure that all individuals at Healing School - A Science Academy are encouraged to develop their full potential in a positive well-structured, supportive, caring and self-disciplined environment.
- To encourage the idea of the school as a social community and to help pupils understand that every organised society needs to have rules and agreed standards of behaviour and that there are consequences for inappropriate actions.
- To foster in each child the ability to exercise self-discipline and mutual respect and to encourage pupils to co-operate with others in all aspects of school life and to understand the benefits of co-operation.
- To encourage a positive learning environment where children and adults feel comfortable, valued and able to realise their potential.
- To provide pupils, staff and parents a sense of direction and feeling of common purpose.
- To reinforce the positive partnership between pupil, parent and school.
- To modify undesirable behaviour or reverse underachievement by the use of appropriate support, rewards and sanctions.
- To ensure consistency of whole school approach to pupils' behaviour.
- To offer opportunities for each pupil's personal, social and educational development and enable all pupils to thrive in a socially cohesive community.
- To remind all stakeholders that schools have the power to exercise discipline beyond the school gates and that there are high expectations of behaviour outside the school gates and on journeys to and from school.

## Behaviour in School

We have one main rule for all of us in school. It is:

**'Everyone will act with courtesy and consideration to others at all times.'**

This means that:

- 1) You should always try to understand other people's points of view. (We don't have to agree on everything!)
- 2) During lessons, you should make it as easy as possible for everyone to learn and for the teacher to teach. You should:
  - Arrive on time
  - Enter the classroom quietly and sensibly
  - Bring all necessary equipment
  - Always listen carefully
  - Follow instructions properly
  - Help each other when it is appropriate
  - Behave in a way that will not upset the teacher or other pupils.
- 3) You should move around the school in a quiet, mature way.
  - Never run in corridors
  - Do not push others
  - Help others by opening doors or taking something if they have a lot to carry
  - Keep to the left and do not block corridors. (It keeps things flowing)
  - Follow the one-way systems where they are in operation.
- 4) Always follow the school's dress code.
- 5) Always speak to others politely (even if you are in a bad mood). Shouting is very impolite and causes bad feelings.
- 6) Always follow the instructions of **all** staff in school, i.e. teachers, support staff, office staff and premises staff as well as lunch supervisors and prefects.
- 7) Everyone likes a clean and tidy environment so keep it that way. Put litter in bins and do not write or draw on any walls or furniture.
- 8) Everyone works hard to produce displays so don't spoil them by leaning on or brushing against them.
- 9) Even when you are away from the site, you are still a representative of the school. Remember; the school's reputation depends on the way you behave!

## Classroom Conduct

Staff expect the following from all pupils:

- Punctuality at both registration and start of lessons.
- Entry into the room
  - a) wait quietly
  - b) lined up outside or seated inside (staff instructions)
  - c) stand on entry of their teacher
  - d) silence before sitting
  - e) silence whilst register is taken.
- Manners & courtesy
  - a) address staff correctly
  - b) silence whilst staff are talking
  - c) raised hands to join a debate or ask questions.
- Tidy Rooms
  - a) bags left in cloakroom or under chairs if necessary
  - b) coats left in cloakroom or stored in bags
  - c) no debris left behind at end of lesson.
- Care of furniture
  - a) sit on chairs not on desks or other furniture
  - b) use all four legs of chair!
  - c) no defacing desk or other furniture.
- Eating & drinking
  - a) no chewing/drinking allowed (with the possible exception of throat lozenges).
- Appearance
  - a) ties worn at all times, suitable length and in good repair
  - b) no jewellery other than a wrist watch
  - c) conform to all aspects of uniform unless with written permission.
- Visits to the toilet
  - a) only in emergency and only one pupil at a time.
- Visits to Health and Welfare Assistant
  - a) poorly pupils should be accompanied to Health and Welfare Assistant by another pupil, depending on the problem, taking a note of time and name of pupil
  - b) lost property enquiries to be done at break & lunchtimes.
- At the end of lesson
  - a) pupils should stand quietly
  - b) chairs should be put under the desks
  - c) orderly dismissal, a group of pupils at a time.

## **Procedures within Healing School**

Rewarding Achievement and Good Behaviour	-	Appendix 1
Behaviour Management and Sanctions	-	Appendix 2
Pupil Guidance if they are in trouble	-	Appendix 3
Staff Guidance for Effective Practice	-	Appendix 4
Home School Contract	-	Appendix 5
Detention Letters	-	Appendix 6

## **Monitoring and review**

### The Governing Body

The Governing Body, supported by the Principal, will review the policy annually.

### Learning Directors and Learning Coordinators

The Learning Directors and Learning Co-ordinators will monitor behaviour records every term. These will be reported to SLT

### All Staff

All staff will constantly monitor pupil behaviour and report any incidents of unacceptable behaviour to pupil services, Learning Co-ordinator or any member of SLT.

## **Relationships with other School Policies**

SEN Policy

Anti-Racism Policy

Anti-Bullying Policy

Exclusion Policy

Teaching and Learning Policy

Community Cohesion.

# **APPENDIX 1**

## **Rewarding Achievement and Good Behaviour.**

It is essential that we reinforce the school's positive ethos, which prefers to acknowledge good behaviour and rewards achievement rather than always noticing the negative character traits of the pupils.

Strategies that are successfully used in this school:

- Giving praise and encouragement at every opportunity
- Sending pupils with their work to show another member of staff
- Awarding achievement points
- Supporting the 'Aiming Higher' goals for Years 9, 10 & 11
- Presenting subject certificates for outstanding work or effort
- Recognition of good work by mentioning names in class
- Staging competitions and awarding prizes
- Displaying work of pupils around the school
- Publishing articles of pupils' achievements in the 'Healing Hotline' & local paper
- Sending home 'Success Club' Achievement Letters after Assessments in KS4
- Giving recognition to pupils: e.g. special ties, prefect status, peer mentors, Healing Helpers
- Achievement award assemblies and letters home celebrating success
- Staging annual award ceremonies and inviting parents to share the celebration

## APPENDIX 2

### Behaviour Management and Sanctions



# HEALING SCHOOL CONSEQUENCES OF BEHAVIOUR



- **Verbal Warning**  
(low level behaviour - e.g. Shouting out, speaking out of turn, not following simple instructions.)



- Lack of homework. Late for school or lesson (1st time)
- Low level behaviour continues despite warning.

**C1 - Warning**  
Name written on board  
Information on SIMS and in pupil journal.



- Lack of homework. Late to school or lesson (2nd time)
- Low level behaviour continues. Teacher to speak to the pupil individually.

**C2 - 15 minute class teacher detention over either break or lunch time.**  
Information on SIMS and in pupil journal.



- Lack of homework. Late for school or lesson (3rd time)
- Disruption continues. Teacher to discuss with the pupil outside the room (max of 5 minutes)

**C3 - 30 minute class teacher detention over lunch time.**  
Information on SIMS and in pupil journal.



- Lack of homework. Late to school or lesson (4th time).
- Disruption continues. Teacher to send pupil to another member of the department.
- Serious disruption to learning (eg. Foul language, mobile phone, absconding from lesson, etc.) Pupil Services and SLT contacted.

**C4 - 55 minute after school detention.**  
Information on SIMS and in pupil journal.  
**Serious incident may result in inclusion or exclusion. SLT or Pupil Services.**

# Behaviour Management and Sanctions

## Classroom Sanctions and Procedures

### Class Teacher

Options available:

- extra work
- detention
  - break
  - lunch (see Detention Procedure)
  - after school (see Detention Procedure)
  - Main School Detention (through HoF-see Detention Proc.)
- movement
  - within classroom
  - outside classroom (eg 5 mins)
  - longer exclusion from classroom
    - to HoF or colleague in dept.
- contact with parents
  - journal
  - letter\*
  - telephone\*
  - meeting\* \* HoF informed.

### **N.B.**

1. In the event of a threatening incident, or refusal to follow instructions, the **school office** should be contacted immediately. They will organise assistance from a member of the SLT.
2. Pupils should **not** be sent to Pupil Services.

### Head of Faculty

Options available:

- any of the above
- place on subject report (available on Portal or use green report)
- contact with parents (may be preceded by brief discussion with Learning Co-ordinator, who may have some relevant information) HoF should inform Learning Co-ordinator of outcome\*\*
- Learning Co-ordinator may decide to intervene, possibly involving Pupil Services, if
  - incident part of wider picture
  - incident so serious

\*\* record any parental contact

(Continued overleaf)



# Behaviour Management and Sanctions

## SPECIAL NOTES

### Detentions

- preferably should be supervised by the teacher concerned (but may be done as faculty/dept detention)
- parents should be sent detention letter at least 48 hours in advance, in the case of an After-School Detention (see Detention Procedure in Appendix 4). We do have to be flexible, i.e. offer another date if good reason given, **but we have the right to detain - and will!!**
- location should be within earshot of other staff
- work should be set
- detention slips should be forwarded to the relevant teacher
- **Do NOT agree to 2 lunch detentions instead of an ASD. If parents are being awkward, involve HoF → LCo → SLT.**

### Reports (Green/yellow/red/class)

- if a pupil is on report and must be disciplined, the teacher should record it on the report, and then punish the pupil (not expect the report instigator to punish)

### Referral

- for all significant incidents, information should be emailed to Pupil Services or the Learning Co-ordinator and the relevant Head of Faculty and action should be taken by that person
- recorded onto Sims – under behaviour.

# **Behaviour Management and Sanctions**

## REPORTS & SERIOUS SANCTIONS

### **Interim Reports**

Purpose:                    Internal To gain a wider picture of the pupil and their problems.  
  
                                 External To gain evidence of the pupil's progress at the request of a parent.

Initiated by:            Tutor/LCo

### **Green Report**

Purpose:                    To monitor work related problems e.g. classwork, homework, Coursework, meeting deadlines, personal organisation, etc.

Initiated by:            Tutor should refer it to LCo in response to comments in Journal

### **Yellow Report**

Purpose:                    To monitor behavioural problems

Initiated by:            LCo/Pupil Service Manager in response to referral, comments in Journal, or failure to comply with earlier sanctions

Parents to be informed of reason, either on report or by additional communication

### **Red Report**

Purpose:                    To 'flag' with all concerned the seriousness of the pupil's behavioural problems or the fact they are seriously underachieving or consistently not completing homework

Initiated by:            LCo/Pupil Services Manager in response to  
A poor Yellow Report

- A serious incident/parental involvement
- Following a period in the Inclusion Unit

Parents to receive letter  
Normally operates for 1 week only, with the pupil progressing down to yellow report, unless pupil receives crosses on the report

## REPORTS AND SERIOUS SANCTIONS (CONT.)

### **Inclusion Unit**

Purpose: To remove a pupil from circulation around school and from lessons. This is in response to an extremely serious incident or a succession of incidents involving very poor behaviour where other sanctions have been exhausted.

Initiated by: Learning Co-ordinator / Learning Director / SLT

Parents should be contacted by telephone as soon as possible to explain the seriousness of their child's behaviour. This is the highest in school sanction available.

After their period in the Inclusion Unit, pupils should go back into circulation on red report.

### **Fixed-term Exclusion**

Purpose: To indicate to pupil and parent that the school is not prepared to accept in school pupils who

- commit serious offences e.g. unacceptable language at staff, violence, prohibited substances etc.
- have made no positive response to previous sanctions.

Initiated by: Principal / Vice Principals

Usually for 1 or 2 days in first instance. More than 5 days to governors

### **Pastoral Support Programme**

Purpose: A school response to pupils and parents indicating that long-term / final exclusion is a very realistic possibility.

Initiated by: Learning Director / SLT / Learning Co-ordinator

LD and LCo/PSM to meet with parent and pupil. Targets agreed. Rewards and sanctions for both home and school agreed. Review date agreed.

### **Permanent Exclusion**

Purpose: To indicate to pupil and parent that the school is not prepared to accept in school pupils who commit serious offences e.g. violence, drug offences etc.

Initiated by: Principal  
(see Exclusions policy)

## **APPENDIX 3**

### **Guidance for Pupils**

#### **What To Do If You Are In Trouble!**

You're in trouble! The teacher is telling you off or about to give you a punishment.

##### **Think**

Do you deserve the punishment? Saying "they were doing it as well" isn't a reason for you not to be punished. A teacher may not see everything that goes on but what they do see they will deal with.

##### **Think again**

Is getting into an argument a good idea? The teacher's main concern should be getting on with the lesson. Are you stopping them from doing so?

##### **Stay calm**

Getting angry is never a good idea. Do you like people being angry with you? Even if you feel you have been unfairly treated your anger can only make the situation worse.

##### **Bide your time**

If you still want to discuss the matter further, the end of the lesson is a better time. It will give you time to think about what you want to say and how you can say it without appearing rude or angry. If you can't approach the teacher concerned who else could you see? Your Form Tutor, Pupil Services Manager or Learning Co-ordinator will at least listen to your side.

##### **Remember**

If you get a reputation for arguing about every decision a member of staff makes, you will not be respected and adults will be less likely to listen to you!

##### **Beware!**

If you are given a punishment and fail to complete it, there are consequences which will be progressively enforced.

You may be asked to;

- repeat work
- complete additional work
- detention at break, lunchtime or after school.

The following things may happen;

- letter to parents/interview with parents
- involve outside agencies
- exclusion.

# **APPENDIX 4**

## **Guidance for Staff**

### **Effective Practice**

#### **REMEMBER,**

Our success is tested not by the absence of problems but by the way we deal with them.

#### **OUT and ABOUT**

All informal contact contributes to standards of behaviour and development of interpersonal skills. Control that behaviour by taking the initiative at every opportunity.

Expect to:

- give and receive respect, all have positive contributions to make
- take the initiative, greet pupils, start a dialogue, smile and relate, communicate
- set high standards and apply rules firmly and fairly
- deal with all misbehaviour, 'problems' are normal where children are learning and testing the boundaries of acceptable behaviour
- set high standards of speech, manner and dress
- enjoy relating to pupils

#### **IN THE CLASSROOM**

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- arrive before the class and begin on time
- be prepared for the lesson
- use first names
- encourage creative dialogue — confidence in discussion is important
- keep everyone occupied and interested
- extend and motivate all pupils
- mark all work constructively
- set homework regularly and to schedule
- keep an attractive, clean and tidy classroom
- maintain interesting wall displays

# Guidance for Staff

## Do All You Can To Avoid:

- **HUMILIATING** Although there is sometimes justification for modifying behaviour through the use of embarrassment or shame, it is not effective to use this strategy as a matter of course and it can often be cruel and unnecessary. This can breed resentment among other pupils and be a barrier to forming positive relationships in the future.
- **SHOUTING** Protect your vocal cords and everyone else's eardrums! It doesn't do any harm occasionally to let the pupils know how loud you can get but as a general practice it is ineffective and tiring. Remember to use your whole range of vocal strategies. If you speak quietly the pupils will have to be quiet in order to hear you.
- **OVER-REACTING** Don't use all your ammunition on trivial occurrences or when something really serious happens it will be much more difficult to respond appropriately. Keep a sense of perspective (and your blood pressure low!)
- **BLANKET PUNISHMENTS** Peer pressure is a useful tool in many situations but it is unfair to punish the innocent. This, more than most things, will damage a teacher's reputation and create resentment.

## SOME TIPS

- Remember, as a professional, you are only pretending to be angry!
- If you have to exclude a pupil from the lesson, by putting him or her outside the classroom, do not leave them there for long. Either readmit them, having elicited an apology, or if the situation is too serious, refer to Head of Faculty or seek help immediately so that the pupil can be supervised elsewhere
- Use humour if you can find it
- Keep calm to reduce tension all round
- Listen to both sides of every issue before making your decision
- Be consistent and if you have to make threats, always carry them out where the situation requires it.

# **Guidance for Staff**

## **The Way To Good Order**

### Successful strategies in maintaining discipline

It is essential that all staff adopt a whole school approach to discipline and standards that promotes good order and a clear understanding of our expectation for pupils within an effective and efficient learning environment.

**Achievement** Set high standards for work and apply classroom rules firmly and fairly. Give praise, encouragement and awards for achievements.

**Relationships** Positive and purposeful relationships are essential and need to be developed and recognised by staff and pupils.

**Classroom Management** In the main we have excellent classroom management in this school but if things are less than perfect it is positive to evaluate our lessons with regard to content and delivery.

### **Good Practice is:**

- Arriving before the lesson and beginning on time
- Being well prepared with differentiated materials to meet all ability levels
- Ensuring pace and rigour in all lessons
- Marking work promptly and constructively
- Following the homework rota
- Being available to give individual feedback
- Having a sense of humour
- Listening
- Being consistent in your attitude and punishments
- Creating a pleasant and supportive work environment.

### **We are less successful when we:**

- Lose control
- Over react, especially with punishments
- Humiliate children or use sarcasm
- Rely on shouting.

**(CONTINUED)**

# Guidance for Staff

## The Way To Good Order (continued)

### **Maintaining discipline**

We are more credible when we remain calm and are consistent in our expectation for work and behaviour. Children soon learn how far they can go and will identify inconsistent people as weak. It is important to be firm and carry out punishments. Do not let incidents pass; record them in your diary, in the pupil's journal and on the Sims registration page and follow them up.

There is a set procedure for referral of difficulties and associated punishments. **(See Procedures – Classroom Sanctions and Procedures)**

### **Problems**

When problems arise try to remain calm and non-confrontational. It is best to deal with a problem when you are well prepared and have thought out your next action or strategy. When a confrontational situation arises, try to create a situation that avoids further exacerbation of the situation. Follow the line of referral through Faculty, Learning Co-ordinator line management using the agreed sanctions or punishment.

**(See Procedures - Reports and Serious Sanctions)**

Please ensure if the incident is serious that records are kept and passed on to the appropriate person.

### **Around the School**

Children in this school generally have a positive and co-operative nature that we should appreciate and value. It is good practice to show mutual respect by greeting, speaking and developing relationships that recognise pupils as individuals with a variety of needs and expectations.

It is essential to have a whole school response to misbehaviour around school and challenge it when we see it.



# Guidance for Staff

## DETENTION PROCEDURE

After consultation with HoFs and SLT, we have come up with this procedure for (hopefully) a more efficient and effective system. It is initially for an after-school detention (ASD) and then, if necessary, a main school detention (MSD).

### ASD

1. Staff should inform pupil of date (to check no obvious problems with date).
2. Staff should enter the incident on SIMs and complete the detention section.
3. Email Pupil Services informing them of the detention so that a letter can be sent to parents. Please give sufficient time (minimum of 48 hours) so that the letter can be sent home.
4. The detention reply slip should be collected by the teacher concerned.
5. If the pupil fails to attend they are given the opportunity to attend an alternative date. Record the failed detention in SIMs as a separate incident.
6. The Head of Faculty should refer the pupil for a Main School Detention if they fail to attend after this second chance.

### MSD

If the pupil fails to turn up for an After School Detention for the second time and has no valid reason.

1. HoF/LCo refers the Main School Detention to **Pupil Services**.
2. Pupil Services Manager will then instigate a Main School Detention and will inform the pupil and write to the parent.

# Guidance for Staff

## CONTROL AND RESTRAINT PROCEDURE

The use of reasonable force guidance (July 2013) is available at [www.gov.uk](http://www.gov.uk). The guidance is non-statutory. Pastoral staff and SLT have been trained in safer handling techniques and if necessary their guidance should be sought.

**The school advice is not to control and restrain a pupil unless the situation demands.**

- Types of circumstances when restraint may be used: -
  - Committing an offence
  - Causing personal injury to, or damage to property
  - Prejudicing the maintenance of good order and discipline at school, whether teaching sessions or otherwise.
  
- Staff who have these powers are:
  - Any teacher
  - Support staff
  - Staff with temporary authorisation.
  
- No legal definition of when **reasonable to use force**. To be judged as lawful, **the force used** would need to be in **proportion** to the **consequences** it is intended to **prevent**.
  
- SEN students must:
  - Not be treated less favourably
  - Have reasonable steps taken to avoid putting them at a substantial disadvantage
  
- Staff may use force to prevent behaviour that prejudices the maintenance of school discipline, regardless of whether the behaviour constitutes a criminal offence in line with the school behaviour policy
  
- Reasonable force may also be used to search pupils without their consent for weapons. **Advised to call the police to undertake the search, in liaison with Learning Co-ordinators / SLT.**
  
- **It is unlawful to use force as a punishment.**

### Reducing situations

Range of strategies suggested:

- Calm, orderly and supportive school climate
- Developing effective relationships
- De-escalation techniques
- Recognising challenging students
- Effectively managing individual incidents

- Warning pupils that force may have to be used before using it.

### Deciding if force is appropriate

Staff need to make the clearest possible judgement about the:

- Seriousness of the incident, assessing the effects of injury, damage or disorder
- Chance of achieving the desired result by another means
- Relative risks associated with physical intervention compared to using other strategies.

### Risk assessment

Individual risk assessments may be needed for particular pupils.

### Using force

Before using force, staff should tell the pupil to stop misbehaving in a calm and measured manner. If needed, pupils should be informed of the likely use of force. Types of force are:

- Passive physical contact - standing between pupils or blocking a pupil's path
- Active physical contact - leading by the arm or hand
  - Ushering away by hand in the centre of back
  - Extreme circumstances – using appropriate restrictive holds, which may **require specific expertise and training**
- If there is a high and immediate risk of death or serious injury staff can take any action necessary
- Staff should avoid touching or restraining in any way that can be interpreted as sexual conduct.

### Recording and reporting incidents

- Systematic records of every significant incident where force has been used must be kept by completing the pupil referral form which is available on the Portal
- Records need to be completed by all staff involved; parents informed and follow up action decided. All injuries should be recorded in the Accident book and medical assistance sought
- Parents have the right to complain and the Principal should follow school procedures for this to be investigated.

# Guidance for Staff

## SEARCHING FOR PROHIBITED ITEMS

### GUIDELINES FOR STAFF

Head teachers 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. The authorised staff are: - SLT, PSM or LCo, although permission to carry out a without consent search should always be sought from a member of SLT.

**However, this must never take place if there is a risk to staff or pupils. In these circumstances, the police must be called.**

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Legal highs
- Stolen items
- Tobacco or cigarette papers
- Electronic cigarettes
- Fireworks
- Pornographic images
- Any item that staff reasonably suspects has been, or is likely to be used
  - To commit an offence
  - To cause personal injury or damage to the property of any person

### Confiscation

School staff can seize any prohibited item found as the result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### Records

Staff are required to make a written or electronic record filed in SIMS of the search as soon as possible, noting specifically whether anything has been found.

The record should include:

- The pupil's name
- Grounds of suspicion
- Time and place
- Who searched
- Who else was present
- What if any force was used, and if so why?
- How the search began and progressed
- The pupil's response and how this was managed

- Outcomes and follow up actions

## Guidance for Staff

### SEARCHING FOR PROHIBITED ITEMS

#### Aim

At Healing School – A Science Academy, our priority is always to persuade pupils not to carry any prohibited items by educating them on how to behave well, how to resolve conflicts without violence and about the dangers as well as the illegality of, and penalties for, carrying identified prohibited items.

#### No-Contact or Low-Contact Screening

Although we have the right to screen pupils for the identified weapons without consent and without suspicion using no-contact or low-contact devices, this is not something we wish to become a regular occurrence at Healing School.

#### Procedure

Where staff suspect a pupil is carrying a prohibited item, they should first send for a senior member of staff (SLT) or member of the Pastoral Team and then together they will seek to confirm or allay the suspicion by questioning the pupil.

If this confirms the suspicion, the pupil should be asked to surrender the prohibited item, reminding the pupil about the key points of the school policy and school rules.

#### With-Consent Search

If suspicion remains and the pupil does not surrender the prohibited item, staff should ask the pupil to consent to a search. The person conducting the search should be of the same sex as the pupil searched and this must only be done in the presence of one other member of staff. The pupils have a right to a reasonable level of personal privacy. When the pupil's possessions are searched, the pupil and a second member of staff must be present but the staff member can be of either sex.

#### Without-Consent Search

If the pupil refuses a with-consent search and all other options have been exhausted, then a without-consent search can take place. This must be carried out under the same conditions as a with-consent search above

At all times staff should use "talking down" techniques to calm the pupil and prevent or reduce any risk of the exchange escalating.

**IF AT ANY POINT A MEMBER OF STAFF DECIDES IT IS NOT SAFE, OR A PUPIL IS LIKELY TO RESIST A SEARCH PHYSICALLY; CALL THE POLICE.**

#### Information

School staff can also search a pupil outside the school premises where the pupil is under their lawful control or charge eg. during an offsite visit. In these circumstances, it is recommended staff rely on the police rather than another member of staff to carry out a dual search.

#### Follow Up

The searcher may confiscate anything which they suspect is a threat to pupils and should pass it on to the police as soon as possible. A formal record should be kept of the search and the findings. The parents should be informed and on an annual basis the Governing Body informed of how many searches or screenings took place and the findings.

# **APPENDIX 5**

## **Home School Contract**

### **PUPILS' GOOD BEHAVIOUR**

It is a policy of this school that:

***All individuals at Healing School – A Science Academy are encouraged to develop their full potential in a well-structured, supportive, caring and self-disciplined environment.***

#### **The school will contribute to achieving this aim by:**

- preventing all indiscipline throughout the school with the concerted effort of staff in partnership with parents
- allowing teachers to teach the whole class rather than dealing with the indiscipline of one or two. The school's policies are drawn up to avoid the disruption of teaching and learning caused by a minority
- ensuring that rewards and sanctions are appropriate throughout the school and that parents are fully informed about all aspects of their child's behaviour and progress.
- advising pupils to keep safe in all aspects of life including online safety.

#### **The pupils will contribute to achieving this aim by:**

- following the code of conduct which is published in the pupil handbook
- acting with courtesy and consideration to others at all times
- attending all lessons with the intention of making it easy for everyone to learn and the teacher to teach
- moving around the school in a quiet and mature way
- complying with the school rules relating to uniform, makeup, jewellery and mobile phones
- looking after the school environment, displays, furniture and buildings
- remembering that the school's reputation depends on the way they behave.
- using social networking sites responsibly and refraining from any negative discussions about individuals (both pupils and adults). Any concerns about individuals should be passed on to the Pupil Services Team / Leadership Team immediately.

#### **The parents should contribute to achieving this aim by:**

- supporting the school's code of conduct as published in the pupil handbook
- contacting the school promptly to discuss any concerns which may arise
- disapproving of negative behaviour and celebrating their child's successes
- ensuring that their child complies with the school's rules relating to uniform, makeup, mobile phones and jewellery
- providing a note of explanation relating to any periods of their child's absence
- checking on their child's homework and signing their journal each week considering the school's point of view as well as their child's.#

- refraining from using social networking sites to discuss sensitive issues relating to the school. Any concerns / complaints about the school, or a member of staff, please contact the school immediately. The school's formal complaints process can be found on the school website.

**THE ANTI BULLYING CONTRACT**

Everyone is entitled to feel safe and happy; therefore, Healing School will not tolerate hurtful behaviour towards others. Any form of bullying is totally unacceptable.

The pupils' role:

1. I will treat all my fellow pupils as I would like to be treated.
2. I will not hurt another pupil physically or verbally.
3. I will not deliberately intimidate another pupil either in person or by using electronic communication e.g. Cyber Bullying.
4. I understand that action will be taken if I do not abide by 1, 2 and 3.
5. I will do my best to help any pupil who is being hurt by other pupils.

✂-----

Please sign and return this reply slip to your son/daughter's tutor.

**We agree to follow the strategies and conditions of the Good Behaviour Contract and the Anti-Bullying Contract:**

**Pupil .....**Tutor Group.....

**Parent/Guardian .....** **Date**.....

**Form Tutor, (on behalf of the school) .....**

# APPENDIX 6

## Detention Letters

### After School Detention Letter

Dear Parent / Carer

#### **AFTER-SCHOOL DETENTION**

Following the guidelines of The Education Act 1997, this notification has been sent to you because your child has been given a School Detention.

We wish to share with you our concern about what has occurred and we ask for your support in maintaining our high standards within the school.

Your child should be aware that failure to turn up for this detention would result in a longer Main School Detention.

Please do not hesitate to contact the school if you wish to discuss the matter further.

Date: **08 November 2018**

Member of Staff:

Date of Detention:

Time:

**15:15 to 16:10**

Location of Detention:  
-----  
-----

(TEAR OFF REPLY SLIP)

Pupils Name:

Tutor Group:

Member of Staff:

Date of Detention:

Time:

**15:15 to 16:10**

Location of Detention:

Nature of Offence:

**PARENT: I acknowledge receipt of the detention slip and have made appropriate transport arrangements where necessary.**

Signature ..... Date .....

**This slip MUST be brought to the member of staff concerned the day after its issue.**  
**Main School Detention Letter**



Dear <PARENT>

**MAIN SCHOOL DETENTION**

I am writing to inform you that <PUPIL> has been given a Main School Detention on Wednesday <DATE>. The detention will run from 3.20pm to 4.40pm, at which time you may collect your child from the main office. This Main School Detention is one of the most severe sanctions imposed by the school, and is not given lightly.

In this instance, <PUPIL> has been given a Main School Detention for <REASON>

Please be aware that failure to attend this Main School Detention will result in <PUPIL> being placed in the Inclusion Unit until this is discussed with you. Further failure to attend the Main School Detention may result in a fixed-term exclusion from this school.

We are very concerned about what has occurred and we ask for your support in our endeavours to maintain the high standards of behaviour within the school.

Please do not hesitate to contact the school if you wish to discuss the matter further.

Yours sincerely

**Pupil Services Manager**

✂.....

**REPLY SLIP – TO BE RETURNED TO THE PUPIL SERVICES MANAGER**

Pupil: Tutor Group:

Date of Main School Detention: Time: 3.20 – 4.40pm

**PARENT: I acknowledge receipt of the Main School Detention letter and have made appropriate transport arrangements where necessary.**

Signature ..... Date .....