



THE **CORBET** SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Approved by: Welfare

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

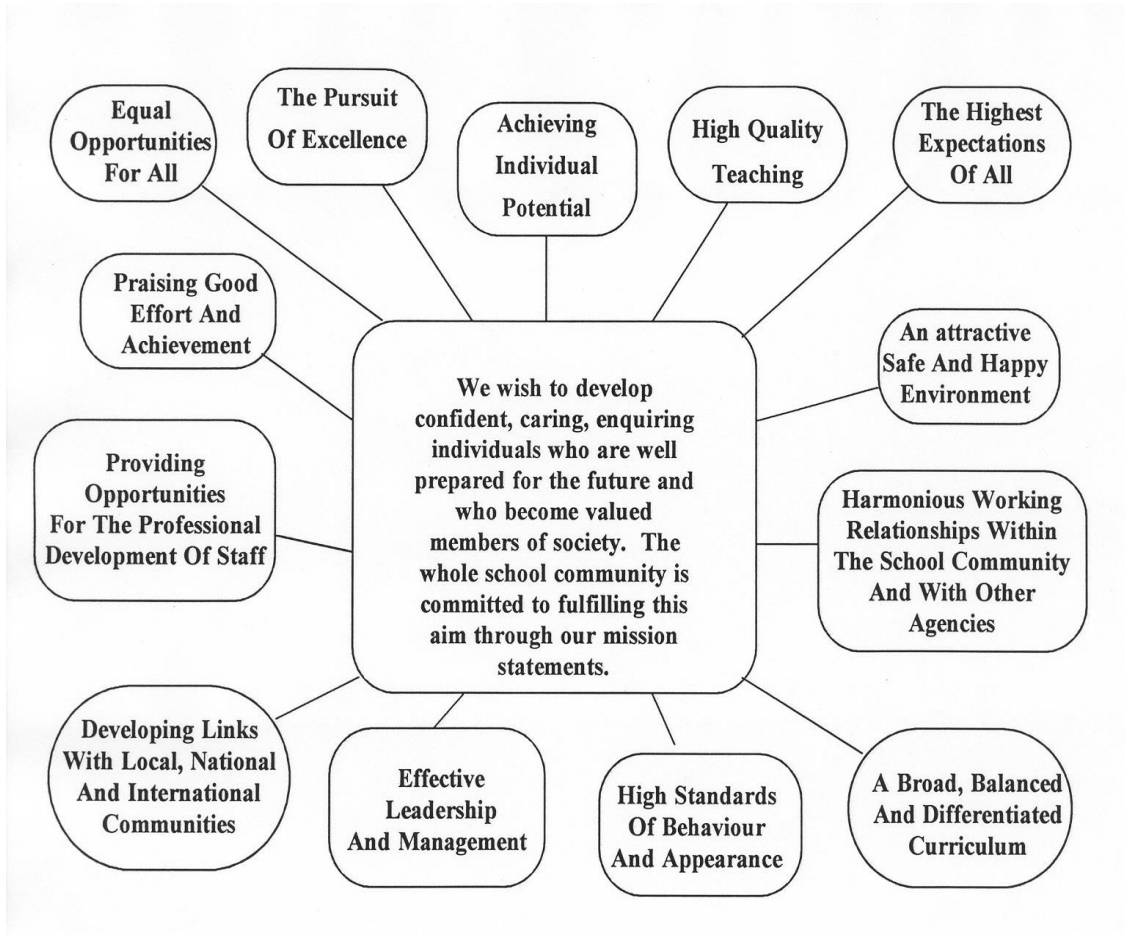
Governors Statement of General Principles for a Behaviour Policy

1. All pupils should be encouraged to have respect for themselves, for their peers and for adults. Self-respect and a high self-esteem foster respect for others and positive efforts are needed to encourage them. The school's "Aims and Mission Statements" are shown in Section B.
2. Self-discipline and pupil awareness of individual responsibilities must be encouraged. Violence, including verbal violence, cannot be tolerated. The school holds clear expectations in these matters, and the school community should disapprove of any misbehaviour.
3. The provision of good educational opportunities in a safe, secure, and happy environment for pupils is a matter of paramount importance. A clear understanding of the characteristics that go towards the school's ethos (e.g., honesty, trust, fairness, respect, politeness, tolerance, and compassion) can be delivered by ensuring:
 - an appropriate curriculum
 - simple, clear school rules including the pupil "Code of Conduct"
 - consistent use of rewards and sanctions
 - staff role models
4. However, the school does have a significant responsibility to the individual pupil, even to those who find great difficulty in conforming to normally accepted behavioural expectations, but the needs of the majority may well take precedence over those of an individual.
5. Persistent poor behaviour is often the result of some underlying problem. Efforts will be made to identify these problems and take appropriate courses of action.
6. Early notification and discussion with the parents of the persistently offending pupil is essential. The partnership between school and home is vital in all matters, positive and negative. Effective use of the student planner is an appropriate way for this to be facilitated.
7. Those individuals who do not improve their behaviour in school may be referred to the special education support services e.g., Educational Welfare Officer, Educational Psychologist, Inclusion Services or to the Social Services Department, as appropriate.

8. Problems with a pupil's behaviour should be addressed with a combination of the identification and the eradication of the cause of unacceptable conduct. Unacceptable behaviour will be met with appropriate sanctions, which should be given out quickly, firmly, fairly and in proportion to the offence(s) committed. (See Rewards and Sanctions and Appendix 3).
9. Good behaviour must be rewarded. Rewards can be more effective than sanctions in promoting pupil achievement. (See Rewards and Sanctions and Appendix 3).
10. The expectation that children should have a proper respect for authority places a heavy responsibility on those in authority both to exercise it fairly and to respect pupils and their views in return. Fairness and consistency of treatment in dealing with pupils is therefore essential.
11. In extreme circumstances it might be necessary for staff to use Restrictive Physical Intervention (physical restraint).
12. Members of the Governing Body will refer to this policy when considering cases of pupil exclusions and any appeals.

THE CORBET SCHOOL

OUR AIM & MISSION STATEMENTS



2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011#
- 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 online

This policy complies with our funding agreement and articles of association.

3. Definitions

Acceptable and Unacceptable Behaviour

This School defines acceptable behaviour as that which promotes courtesy, co-operation, and consideration towards others by all members of the school community in terms of relationships between pupils, between pupils and teachers or other school staff or between pupils and visitors or other persons within the school premises or outside.

The school identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening, language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist, and homophobic abuse) as examples of unacceptable behaviour. The school also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

The school regularly communicates the standards of acceptable and unacceptable behaviour to pupils, parents and carers through newsletters, individual letters, assembly, form tutor and PSHE (Life Skills) lessons.

The school communicates the standards of acceptable and unacceptable behaviour to staff through the Continued Professional Development Programme.

Unacceptable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes and travelling to and from school.
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious unacceptable behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting and serious assault
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons/ ammunition
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/ e-cigarettes /Vapes)
- Matches and lighters
- Fireworks
- Pornographic images
- Any article a staff member 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 pupil)

4. Bullying

Bullying 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:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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: <ul style="list-style-type: none">• 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-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour detention incidents via satchel:one

Behaviour Support and the Senior Leadership Team will support staff in responding to behaviour incidents.

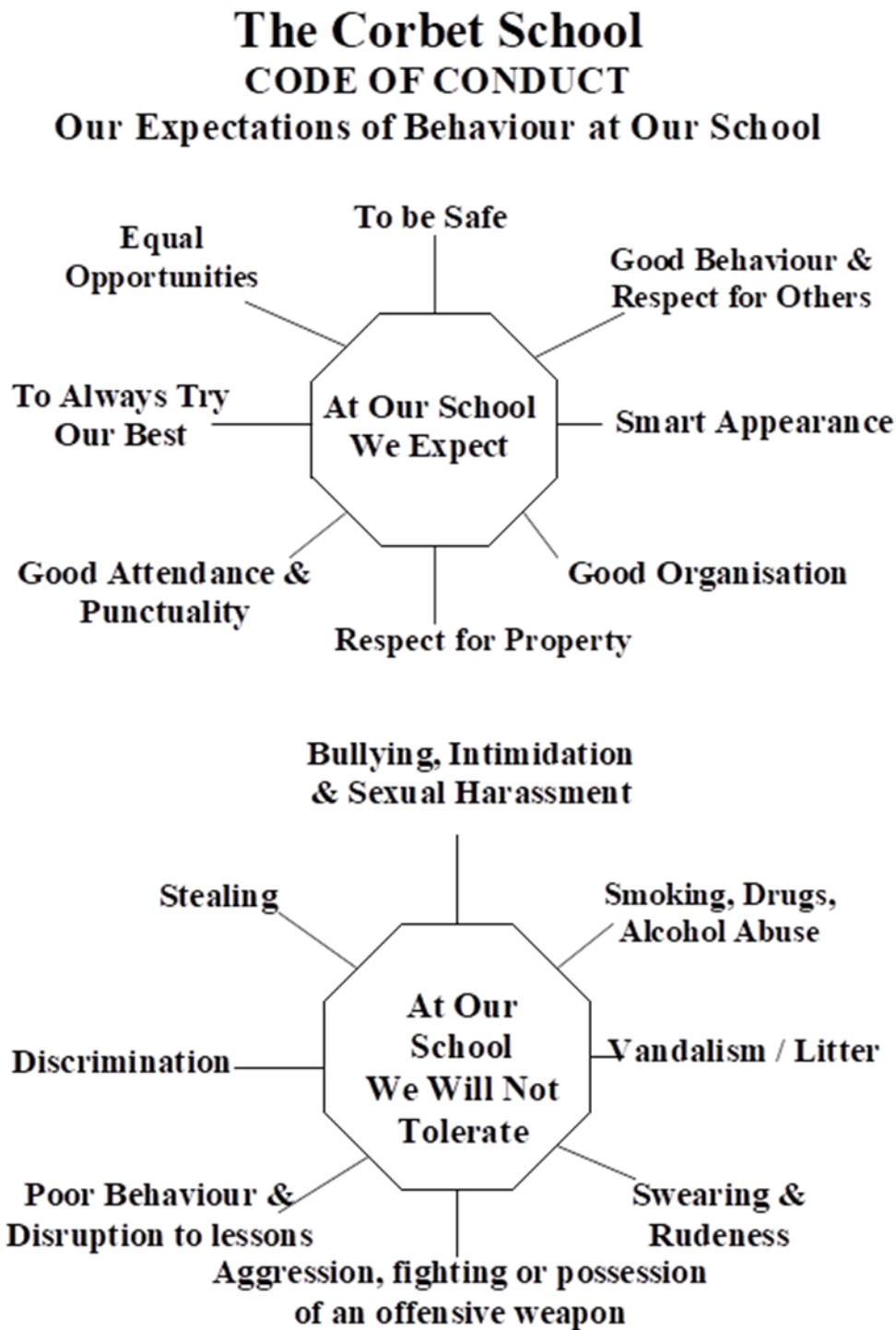
5.4 Parents

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct and the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

The Code of Conduct was produced by The Corbet School pupils. See also, The School Rules (Appendix 1) and Actions and Consequences (Appendix 3) which works in conjunction with the Code of Conduct.



7. Rewards and Sanctions

7.1 Rewards and Sanctions

The school will promote good behaviour and improved behaviour by pupils through a rewards system that is consistent and meaningful to pupils. The most effective rewards are those given immediately and on the spot by teachers. It is important that all staff use the reward system consistently to praise genuine cases, thereby giving value to any prize that is awarded.

Positive behaviour will be rewarded with:

- praise
- display of work
- granting of privileges
- giving special responsibilities
- House Points in all years
- certificates at celebration evenings
- satchel:one badges
- letters, emails, or postcards home
- acknowledgement in reports to parents
- acknowledgement in behavioural reports

Good teachers can create an environment where motivation is positive, where children work hard, and praise is common with sanctions appropriately used. As a school we recognise that it is important to acknowledge praiseworthy achievements and understand that rewards are more likely to be effective where:

- they are meaningful to the pupil and parents
- they are given without undue time delay
- they are perceived to be awarded fairly and consistently
- there are clear reasons why rewards are given

As a school we like to celebrate achievement regularly, most assemblies will therefore allow time to acknowledge pupils' achievements with the distribution of certificates, pens, prizes, and vouchers.

Achievement within the House System is recorded by staff via satchel:one and monitored by the Senior Leadership Team. House Points are collated across the whole school to enable us to award the winning House with a trophy at the end of the school year.

Rewarding pupils for positive attitude and achievement is a very powerful tool for teachers to use. The use of rewards can serve to boost the pupil's self-image, increase motivation, and promote positive behaviour thus reducing the use of disciplinary sanctions and in some cases rendering them unnecessary.

At The Corbet School there are a number of rewards that are used to acknowledge pupils' achievements. It is important that all staff use the reward system consistently to praise genuine cases, thereby giving value to any prize that is awarded.

Praise

This can be verbal or written. Praise can be given in front of the peer group in lessons or in front of the whole year group during the weekly assembly. This can be particularly useful where there are no obvious formal rewards. The Corbet School marking policy states that all staff will comment on (praise) the areas in which the pupil did well within a piece of work or within a topic.

Display of Work

Display of good pieces of work is a good motivational strategy. This is powerful when labelled with the name of the pupil.

Publication of Achievement

Pupil successes are publicised in regular newsletters. The Corbet School also has strong links with local newspapers and regularly provide stories of achievement. Successes are also presented on the school's website.

Positions of responsibility

Pupils' positive qualities are recognised by their appointment to posts of responsibility. Each year a cohort of Ambassadors are appointed from Year 11 pupils, four of which are then subsequently elected as Senior Ambassadors – Head Boy and Girl – Deputy Head Boy and Girl

Each House elects a male and female pupil as House Ambassadors from Year 11 and each department selects Year 11 pupils as Subject Ambassadors. Each Form group in all years also appoint a male and female Form Captain.

Other pupils are appointed to posts of responsibility from within a number of curriculum areas – Librarians, Team Captains, Young Leaders etc.

Departmental Certificates

Many departments recognise achievement within their subject specialism by presenting pupils with certificate or postcards. The P.E. department annually award selected pupils with Sporting Colours. Staff are also able to distribute virtual badges via satchel:one.

Annual Reports

Are used to praise individual pupils' achievements, in addition to informing parents of progress.

Annual Celebration Evenings

During the summer term, In June, The Corbet School hold two celebration events, the first for Years 7 and 8 and the second for Years 9 and 10. During these events, pupils are rewarded for effort, achievement, behaviour and progress within all subject areas. Pupils receive official invites and receive certificates when they win an award.

A breakdown of the House Points System can be found in appendix 2.

Sanctions (see Actions and Consequences in Appendix 3)

Sanctions should be applied, when necessary, in a firm and fair way after careful thought and an appropriate investigation where applicable. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 91 of the

education and Inspections Act 2006). However, punishment must be reasonable and proportionate to the incident.

The school will consider the pupils age, any special educational needs and/or disability they may have, and any religious requirements affecting them. Reasonable adjustments will be made if deemed necessary after senior leadership consideration.

Sanctions could include: -

- A verbal reprimand
- Loss of privileges (e.g., leaving school early to attend fixtures, school trips)
- Confiscation of pupil's property
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal Exclusion of a pupil in the Isolation room
- Fixed Term Exclusion
- Permanent exclusion

To manage poor behaviour effectively it is important that sanctions used:

- Are fully explained to the pupil
- Are as immediate as possible
- Are seen as fair and are consistently applied by all
- Provide an opportunity to put things right
- Are related to behaviour expectations

A return to appropriate behaviour will lead to a fresh start without prejudice.

Detentions

Members of staff who have the right to hand out detentions, include teachers who work at the school, and in addition any other person who has been given the authority by the Headteacher. These include, cover supervisors, support staff, supply teaching staff, teaching assistants and staff on duty at break and lunchtime.

Since September 2011, parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put pupils aged under 18 in detention, this includes detention outside of school hours. However, to work successfully with parents, 24 hours' notice will continue to be provided at The Corbet School for all detentions after 3.20pm.

There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, considering the circumstances of the pupil.

- Behaviour Support or a Member of the Senior Leadership Team makes the decision to retain the pupil after school hours for their own safety, this would not count as detention.

For all break and lunchtime-based detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Pupils can be detained for up to an hour at the end of the day. Parents must be given 24 hours' notice, and this should be via satchel:one, email or telephone call. Notification should clearly state why the detention has been given, who has given the detention, where it is being held and for how long.

The Corbet School uses various levels of detentions, which are outlined below.

- Break or Lunch Time Detentions (15 minutes)
- Lunch Exclusion Part (15 minutes)
- Lunch Exclusion Full (40 minutes)
- After School Detentions (40 minutes)
- Behaviour Manager Detention (1 hour)

Detentions will be recorded on satchel:one.

Failure to Attend a Detention.

If a pupil fails to attend an after-session detention for a disciplinary offence without reasonable excuse, normally a more severe sanction should follow.

Circumstances for Not Detaining a Pupil

- For certain pupils, an after-school detention might never be reasonable however poor their conduct. For example, an after-school detention could probably not reasonably be imposed on a pupil who lived so far from school, if the pupil's only means of travelling home was in a bus leaving at the end of the school day and there was no other way the pupil could get home. However, the onus is on parents to demonstrate any unreasonableness about the proposed detention. Simple inconvenience to a parent or pupil in making alternative transport arrangements would not be sufficient reason to withdraw the detention.
- The pupil has known caring responsibilities which mean that the detention is unreasonable.

Pupils who have had serious behavioural incidents or many lower-level incidents may not be allowed to go on school trips. This decision will be taken prior to the school trip being launched and will be decided by the Behaviour Manager in collaboration with the Assistant Behaviour Manager and the Senior Leadership Team. Parents will be made aware of this decision. If a child is not allowed to participate in one school trip, it does not mean that they will miss out on all trips, especially if their behaviour significantly improves.

We may use the Isolation Room in response to serious or persistent breaches of this policy. Pupils may be escorted to the Isolation Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. We may ask pupils to work in the Isolation Room for short periods following a serious incident and during the investigation. The Isolation Room is also used as an Internal Exclusion sanction.

Sanctions are recorded by staff using satchel:one. All information relating to sanctions and behaviour will be stored on the pupil's file. Department heads and Behaviour Support will monitor the database regularly to ascertain which pupils require intervention, support and/or greater sanctions.

Pupils who receive a Behaviour Manager's Detention may be asked to carry out their detention in the Isolation Room from 3.20pm -4.20pm.

The Isolation Room is managed by The Behaviour Manager.

Exclusions

There are three types of exclusions.

- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Internal Exclusion – the pupil is placed in an Isolation Room to complete their work. Whilst in Internal Exclusion, the pupil will receive work from subject teachers and will be supervised by staff. Pupils will have access to lunch and break facilities, and toilets but will not be allowed to socialise at lunch or breaktimes with peers. A sanction of an Internal Exclusion can be given for half a day, a full day or several days depending on the action.

Some examples of behaviour that can warrant an Internal Exclusion are.

- Inappropriate language or rudeness which is deliberately discriminatory, i.e., racial, homophobic, or sexual
- Inappropriate use of social media
- Repeated Bullying
- Rudeness to staff

Please see the actions and consequences table for further examples. Parents/carers will be informed of the sanction via a letter and/or a phone call.

Fixed Term Exclusion - the pupil is temporarily removed from school. The pupil can only be removed for up to 45 school days in one school year, even if they have changed school. Work will be provided by the school to be completed at home during the exclusion. Prior to returning to school, the Headteacher or member of the Senior Leadership Team, parents/carers and the pupil will meet; this is called a re-integration meeting and will be used to formulate and outline plans to prevent further exclusions.

Some examples of behaviours that can warrant a fixed term exclusion are.

- Persistent bullying
- Threatening behaviour towards staff
- Sexual or serious assault

- Possession of smoking materials, drugs, or alcohol

Please see the actions and consequences in appendix 3 for further examples.

Parents/carers will be informed of the sanction via a phone call and a letter.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g., at a pupil referral unit.

Permanent Exclusion - the pupil is permanently excluded; the local council must arrange full-time education from the sixth school day.

A decision to exclude a pupil permanently can only be made by the Headteacher and should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

When permanently excluding a pupil from The Corbet School, the school will ensure that the statutory guidance from the Department for Education - Exclusion from maintained schools, academies and pupil referral units in England will be followed <https://www.gov.uk/government/publications/school-exclusion>

7.2 Zero-tolerance approach to sexual harassment (including sexual violence)

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Corbet School will utilise the full range of published sanctions (See Appendix 3) for sexual harassment and violence following investigation.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding policy for more information

7.3 Off-site behaviour

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 (on and off the buses)
- 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 or member of the public
- 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 the staff member (e.g., on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding policy.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including themselves).
- Prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

➤ Be recorded and reported to parents

The staff to which this power applies is any teacher who works at the school and any other person whom the Headteacher has authorised to have control or charge of pupils.

There is no legal definition of reasonable force. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

The Corbet School expects staff to always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it.

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a pupil to prevent violence or injury.

The judgement on whether to use force with pupils with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Schools do not require parental consent to use force on a pupil.

8.3 The Right to Search Pupils

Schools' obligations under the European Convention on Human Rights (ECHR).

Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

School staff can search a pupil for any item if the pupil agrees.

Formal written consent from the pupil is not required, it is enough for the teacher to ask the pupil to turn out his or her pockets, or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

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 other offensive weapons
- Guns, Ammunition & Imitation guns
- Illegal Substances (e.g., drugs) or other harmful substances (e.g., legal highs)
- Alcohol
- Tobacco, cigarette papers, electronic cigarettes, shisha pens, any other smoking materials
- Lighters or matches
- Fireworks
- pornographic images including contents of phones

- any article that the member of staff reasonably suspects has been, or is likely to be, used
 - i. to commit an offence,
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)
 - iii. 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.

Should a member of staff suspect a pupil of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent. All members of the Senior Leadership Team and Behaviour Support, in addition all members of staff whilst carrying out their 'On Call' duty. However, all members of staff can search if they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

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

The search must take place in a suitably private area and never in front of another pupil, unless a group of pupils (the same sex) are being searched and it is with their consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats, blazers, shoes, coats, jumpers, boots, gloves, and scarves.

The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g., a police officer) can do. Should a search not reveal anything, and the member of staff remains certain that a pupil may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.

Any search of a pupil must be recorded as a Referred Incident and processed in the normal manner. In addition, should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Child Protection Officer. Searches must be recorded even if nothing is found.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips. The powers only apply in England. Therefore, a member of staff conducting a search without consent whilst on school trip in Wales, would be acting unlawfully.

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

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned after discussion with senior leaders and parents, if appropriate.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil 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 pupil, 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.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition from Year 6 into Year 7, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Staff are provided with training on managing behaviour throughout the school year and as part of their induction process.

Behaviour management training will also form part of continued professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Pupil Welfare Committee annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (section 1) will be reviewed and approved by the Pupil Welfare Committee annually.

12. Links with other policies

The Behaviour Policy also links to the following policies:

- Attendance
- Anti-Bullying
- Child Protection and Safeguarding
- Equal Opportunities
- SEN
- Health and Safety
- Homework
- School Security
- Marking and Assessment
- Keeping Children Safe in Education

Appendix 1: School Rules

THE CORBET SCHOOL RULES

The highest standards of personal behaviour are expected from pupils both in school and on the way to and from school and in all other school activities.

Travelling to and from School

Pupils are expected to:

- Wear school uniform
- Be courteous to all members of the public
- Obey all traffic and pedestrian laws
- Remember they are ambassadors for the school
- Be aware of their own and others safety
- Place litter in bins
- Follow the Mobile Phone Code of Conduct

Transport

- Bicycles may be brought/ ridden to school
- Bicycles must not be ridden on the school premises
- Mopeds may be ridden to school once a pupil is of the legal age to do so.
A request must be made in writing to school before being granted permission

Buses See page 9 of the Student Planner

Pupils are expected to:

- Not kneel on seats or stand during the journey
- Be seated before the bus moves
- Always wear a seat belt
- Keep the noise to a minimum so not to distract the driver
- Place all litter in bins

Arrival at school

Pupils are expected to:

- Enter / exit the school grounds via the bus turn before school or after the bell at 3.20pm
- Arrive before school starts so they can be in the correct place
- Remain in school and not leave the site once they arrive before morning registration
- Be aware where they should be (form room, assembly, etc.)
- Arrive promptly to their destination in full school uniform in the correct appearance
- Sign in at reception if they are late or arrive during lessons
- Visit the toilet if needed prior to the bell

Form Tutor Time

Pupils are expected to:

- Arrive to the form room on time with the correct uniform and appearance
- Enter the room in an orderly manner

- Remain silent for the register
- Be aware the register is a legal document
- Follow form tutor instructions
- Take part in tutor-based activities
- Listen carefully to all messages and notes
- Collect and take home any information given out

Between Lessons

Pupils are expected to:

- Move purposefully from one lesson to another
- Not to delay their journey with unnecessary actions
- Not drop litter
- Avoid unnecessary chatter
- Use paths, keeping to the left
- Not cut across grass and planted areas
- Not run around the school inside or out, except when allowed on the field
- Not 'shout,' 'yell' or use vulgar, obscene, or derogatory language when walking around the school inside or out
- Not lean out of windows
- Not enter the staffroom
- Not enter out of bounds areas

During Lessons

Pupils are expected to:

- Arrive on time with the correct uniform and appearance
- Follow departmental procedures on lining up
- Not block corridors whilst waiting outside
- Enter classroom as instructed
- Sit in any seating plan the teacher has implemented
- Bring the necessary equipment to each lesson
- Listen quietly & carefully to all staff instructions
- Follow all staff instructions
- Complete classwork and homework to the best of their ability
- Take responsibility for their own learning
- Ask in a sensible way if there is a problem
- Not to disturb the learning of others
- Treat all members of the class with respect
- Be respectful of others learning styles and abilities
- Not 'shout,' 'yell' or use vulgar, obscene, or derogatory language
- Not to use banned equipment in lessons
- Leave the room quietly
- Leave the room tidy
- Never disrupt the right of other pupils to learn
- Never disrupt the teachers right to teach

Break/Lunch

Pupils are expected to:

- Visit the toilet if needed prior to the bell
- Behave in a mature and sensible manner
- Place all litter in the bins provided
- Not 'shout,' 'yell' or use vulgar, obscene, or derogatory language

Trips/Visits

Pupils are expected to:

- Follow the trip rules
- Remember they are ambassadors for the school
- Behave in a mature and sensible manner
- Listen to staff instructions carefully
- Follow staff instructions
- Pay particular attention to meeting times and places
- Behave well on the bus or other mode of transport and follow any necessary safety regulations
- Keep the bus clean and tidy

Fire Drills and other Emergency Situations

Pupils are expected to:

- Behave in a mature and sensible manner
- Travel to the assembly point as quickly and safely as possible
- Be aware of the gravity of the situation
- Be registered as soon as possible
- Follow all staff instructions

School Uniform

- Pupils must wear the correct school uniform (as written on page 6 & 7 in the Student Planner), in school and to and from school
- Pupils must wear the school uniform correctly, in school
- Non-school uniform items: jewellery, trainers, jumpers, and hooded tops are not permitted in school
- School jumpers must be worn to school, during registration and assembly
- Coats must be removed in lessons, for assembly and tutor time
- Coat hoods and hats are not to be worn inside the school buildings
- Jewellery or make up must be removed if worn and referred to the Form Tutor

Use of Technology in School

Pupils are expected to:

- Only bring a mobile phone / smart watch into school if they need to
- Ensure mobile phones are switched off and left in bags at all times
- Comply with staff instructions if caught using a mobile phone or smart watch (for communication purposes)
- Follow the Mobile Phone/ Smart Watch Code of Conduct (See appendix 4)

Other electronic devices such as IPAD's, IPOD's etc are not permitted in school

Prohibited Items

- Knives or other offensive weapons
- Guns, ammunition & imitation guns
- Illegal substances (e.g., drugs) or other harmful substances (e.g., legal highs)
- Alcohol
- Tobacco, cigarette papers, electronic cigarettes, shisha pens, any other smoking materials
- Lighters or matches
- Fireworks
- Pornographic Images (including contents of phones)

Other prohibited items

- Laser pens
- Energy drinks
- Chewing gum

General Behaviour (in School, on the way to or from School or on any School trip or activity)

- Fighting, slapping, aggressive or violent behaviour is not permitted
- Smoking is not permitted
- Consumption of alcohol is not permitted
- Taking illegal substances (e.g., drugs) or other harmful substances (e.g., legal highs) is not permitted
- Sexual harassment or sexual violence is forbidden
- The use of abusive or obscene language is forbidden
- Racism, sexism or homophobic remarks, language or abuse is forbidden as is any other language or actions that are deemed discriminatory or inciting tension, including expressing extreme views and opinions
- De-kegging (the pulling down of a pupil's clothing by another pupil) is forbidden
- Bullying of any kind is forbidden
- Pupils must not graffiti
- Pupils must not vandalise school property
- Pupils must not steal school property or the property of members of staff or other pupils
- Pupils must report any incident of poor behaviour that they see another pupil commit

Other

- Unless permission has been given, pupils must not leave the school premises during the school day
- Pupils must not bring high sugared drinks into school
- Pupils must not bring large bottles of soft drinks into school
- Pupils must not sell any items or goods in school or on the bus
- Smart watches are allowed without a camera, but must not be used to communicate with anyone (this includes checking messages)

Appendix 2: The Corbet School House Point System

During the school year, House Points are awarded to pupils in recognition of:

- Exceptional / sustained effort in lessons
- Exceptional / sustained effort with homework
- Excellent standard of classwork
- Excellent standard of homework
- Outstanding achievement / progress
- Prizes for competitions
- Being extremely helpful / positive contribution towards school events

Teachers should inform the pupils when they are awarding a House Point and add it directly to the pupil via satchel:one. Parents will also be able to see the addition of a House Point by using satchel:one.

Years 7, 8 and 9 pupils are awarded the following rewards as they accrue House Points:

10 House Points	Certificate
20 House Points	Engraved pen
30 House Points	Prize
50 House Points	Achievement pin – Yellow
75 House Points	Achievement pin – Blue
100 House Points	House Point Medal
150 House Points	House Point Trophy
200 House Points	Headteachers Award and Certificate

Year 10 and 11 pupils will be awarded a pen for five House Points and a prize for Ten House Points. For every House Point awarded to a pupil, they will be entered into a termly raffle to be in with a chance to win one of three £10 vouchers.

At the end of the school year, a House Points Cup is presented to the House with the most points. Along with points achieved through Inter-House activities, the House Points contribute towards the House of the Year Shield.

Appendix 3: Actions & Consequences

Actions & Consequences

Some Examples of Standard Sanctions at The Corbet School

	Lunch Exclusion Part	Break/Lunch Detention	Lunch Exclusion Full	After School Detention	HOD After School Detention	Behaviour Manager After School Detention	Internal Exclusion	External Exclusion
Blatant Rudeness or Defiance to Any Member of Staff			✓	✓	✓	✓	✓	✓
Possession/Use of Smoking Materials (Including E-Cigarettes/Vapes/Lighters), Drugs, Alcohol							✓	✓
Aggressive Behaviour/Fighting	✓	✓	✓	✓	✓	✓	✓	✓
Possession Of an Offensive Weapon							✓	✓
Intimidation & Bullying	✓	✓	✓	✓	✓	✓	✓	✓
Sexual Harassment	✓	✓	✓	✓	✓	✓	✓	✓
Inappropriate Use of Social Media/Photographs	✓		✓			✓	✓	✓
Racism/Discrimination e.g., Homophobic Comments	✓	✓	✓	✓	✓	✓	✓	✓
Vandalism	✓	✓	✓	✓	✓	✓	✓	✓
Theft						✓	✓	✓
Truancy - On or Off Site	✓		✓			✓	✓	
Out Of Bounds Within the School Site	✓		✓			✓	✓	
Acts Likely to Endanger Others e.g., Throwing Coins	✓	✓	✓	✓		✓	✓	✓
Bad Language	✓	✓	✓	✓	✓	✓	✓	✓
Poor Behaviour Outside of Lessons	✓		✓	✓		✓	✓	✓
Poor Behaviour on Bus or Whilst Travelling To/From School	✓		✓			✓	✓	✓
Repeated/Continuing Problems with Homework		✓		✓	✓	✓		
Lack Of Effort/Continuing Lack of Effort in Lessons		✓		✓	✓	✓		
Poor Behaviour or Disrupting Lessons		✓		✓	✓	✓	✓	✓
Persistent Lateness to Lessons or Registration	✓	✓	✓	✓	✓	✓		
Eating/Chewing in Class		✓		✓	✓	✓	✓	
Chewing Gum	✓	✓	✓	✓	✓	✓		

Failure To Follow Uniform and Appearance Rules	✓		✓			✓	✓	
Failure To Report for Break/Lunchtime Sanctions	✓	✓	✓	✓				
Failure To Report for After School Sanctions				✓	✓	✓	✓	
Use Of Mobile Phone/Smart Watches (See Separate Rules)	✓	✓	✓	✓	✓	✓	✓	

• **This list is not exhaustive**
 • **Repeat of actions or behaviours would mean more serious consequences**
 • **Pupils may be sent home to correct appearance if appropriate**

- At times individual circumstances or the Equality Act 2010 may alter sanctions. Fixed Term and Permanent Exclusion is always at the discretion of the Headteacher.
- This guide is not exhaustive. No guide can ever contain every action a child may commit.
- Staff must use their judgement if a negative behaviour choice is not listed above. If in doubt staff should consult their line manager.
- Data from sanctions is analysed by middle leaders and The Senior Leadership Team. Where patterns are identified intervention strategies must be applied.

Appendix 4: Mobile Phone / Smart Watch Code of Conduct for pupils

Pupils must obey the following rules if they choose to bring their mobile phone or smart watch to school:

1. Pupils must not use their mobile phone during lessons.
2. Smart Watches are allowed to be used to tell the time but not to check messages or communicate with.
3. Phones must be switched off and left in bags when they enter the school site and for the duration of the school day (not just put on 'silent').
4. Pupils **MUST** not use their mobile phone in the toilets or changing rooms. This is to protect the privacy and welfare of other pupils.
5. Pupils may use their mobile phones when sat on the school bus or travelling to and from school, but it should be turned off and placed in school bags before entering the school site.
6. Pupils cannot take photos or recordings (either video or audio) of school staff or other pupils without their consent.
7. Pupils should avoid sharing their contact details with people they don't know, and don't share other people's contact details without their consent.
8. Pupils should not share their phone's passwords or access codes with anyone else.
9. Pupils must not use their phone to bully, intimidate or harass anyone. This includes bullying, harassing or intimidating pupils or staff via:
 - a. Email
 - b. Text/messaging app
 - c. Social media
10. Pupils must not use their phone to send or receive anything that may be criminal. For instance, by 'sexting'.
11. Rules on bullying, harassment, and intimidation apply to how pupils use their mobile phone even when they aren't in school.
12. Pupils must not use vulgar, obscene, or derogatory language while on the phone or when using social media. This language is not permitted under the school's behaviour policy.
13. Pupils must not use their phone to view or share pornography or other harmful content.
14. Mobile phones are not permitted in any internal or external exam or test environment. Bringing a phone into the test room can result in the exam being declared invalid.
15. **Sanctions will be issued, and phones / smart watches confiscated when:**
 - Phones are seen in pupil pockets.
 - Phones are seen at break/lunchtime or lesson changeover.
 - Phones are seen in a lesson.
 - Smart watches are seen being used to communicate (to include checking messages or social media)
16. Any confiscated items will be returned to a pupil at the end of the school day unless school feel parents/carers should collect it.
17. Repeat offences will generate greater sanctions or interventions.

It is not advisable for any pupil to bring expensive items like tablets, mobile phones or smart watches into school. The school cannot be held responsible for any losses; however, they may occur.