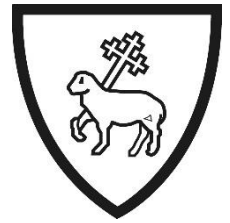


Date of review	August 2022 (reviewed and no changes other than terminology)
Next review	August 2023
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# Brockington College

## Behaviour for Learning Policy

### 1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.

### 2. Rationale

- 2.1 At Brockington College, the school's vision and values are at the core of everything we do. In order for Brockington College to operate as a flourishing community, the need to set clear expectations and to provide education of appropriate behaviors is key. This will help to ensure our young people function effectively in school and are prepared for life after Brockington as successful members of their wider community. Our 'behaviour for learning system' is central to the smooth running and success of Brockington College and our values are specifically taught to students through spiritual reflection and assembly time, but they should be visible in the day-to-day conduct and interactions of all students and members of staff.

### 3. Brockington College core values

#### 3.1 Koinonia

The development of good relationships is key, both amongst students and between staff and students. There should be an atmosphere of mutual respect between all. Teachers have a responsibility for establishing clear classroom procedures and ensuring school and uniform rules are applied correctly. Students have a responsibility to follow the school rules and expectations and to ensure that they are showing respect to themselves and others at all times.

#### 3.2 Learning

Staff will provide well planned and structured lessons which support, stretch and challenge every ability level and educational need. They will do this using differentiated and engaging tasks that help them to achieve clear objectives. Students should be clear of what their targets are and know what they need to do to achieve their targets. They should show a willingness to engage and work to their full potential.

#### 3.3 Wisdom

Staff show wisdom when planning and delivering lessons that create a positive ethos for learning with the classes they teach. They also keep a calm head and consider their actions before taking them, particularly when dealing with challenging behaviour. Wisdom is gained through experience and learning from the example of others. Students will show wisdom in making the right choices for their learning and behaviour, but also in dealing graciously with the consequences when they make unwise choices.

### 3.4 **Perseverance**

Perseverance is a key value for both staff and students. Staff need to show perseverance in creating positive working relationships with students within their classes. They should be creative and innovative and explore different ways to engage and support students. School is an intense and challenging environment and staff need to role model perseverance to students at all times. Students need to persevere in their learning. We learn more from our mistakes and failures rather than our successes, therefore students need to be resilient in the face of failure and keep trying to succeed. Students should always push themselves to achieve their very best.

### 3.5 **Justice**

Justice is really important in ensuring a positive ethos around the school. Staff have a responsibility to ensure that poor behaviour and disrespect towards others is effectively dealt with, and that all students are dealt with fairly and equally. Students need to be clear about the expectations we have of them and receive regular reminders of procedures and expectations. However, a degree of flexibility has to be applied by members of staff, as all circumstances are different and so professional judgement should always be used. Students will be held to account for poor behaviour. Students also have a responsibility to raise concerns about how others are being treated, especially if they are not reporting concerns themselves, allowing staff to effectively deal with and challenge students.

### 3.6 **Forgiveness**

Each lesson will be a fresh start for all students, especially after a previous issue or concern. Staff are encouraged to have a restorative conversation with students after an incident or issue has occurred, to show forgiveness and also to rebuild relationships. Staff should ensure that they are clear that it is the behaviour that they are unhappy with and not the student as a person. Students should also broach each lesson as a fresh start and should not hold a grudge against staff or students within the class.

### 3.7 **Compassion**

All people have personal circumstances that affect their attitude and behaviour, both staff and students. Staff have the wisdom and experience to handle this more effectively and regulate their emotions. However, students do not always manage to do this. Staff should take into consideration personal circumstances and additional needs that students have. Students should be treated with respect and compassion at all times. Students are expected to show respect, tolerance and compassion towards their fellow students, staff and visitors to the school.

### 3.8 **Respect**

Respect is at the centre of all of our other core values and at the centre of everything that we do at Brockington. Our motto is that students should 'learn to live life to the full' and in order to do this they must think, act and speak respectfully about themselves and others. Respect is a two-way process and we expect staff to model respectful behaviours and language towards students, colleagues and visitors. Students are also expected to treat themselves, others, the building and the community with respect. We also believe that having self-respect and aspiration, as well as showing respect to classroom teachers not only increases a student's chance of success, but also promotes a more resilient attitude to learning and life.

## 4. **Policy development**

4.1 This policy is based on the following Department for Education (DfE) documents:

- Exclusions from maintained schools, academies and pupil referral units in England, 2017 (applies until 31 August 2022)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022 (applies from 1 September 2022)
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations, 2012
- DfE and ACPO drug advice for schools
- Use of reasonable force
- Behaviour and discipline in schools
- Searching, screening and confiscating

- Ensuring good behaviour in schools.
- 4.2 All of the above documents should be read in conjunction with this policy. The behaviour systems in place for dealing with negative behaviours that go against our core values and ethos, are based on DfE guidelines.

## **5. Statement of rights**

- 5.1 At Brockington College, every member of the school community has the right to be:
- safe
  - valued
  - treated with kindness
  - respected as an individual.
- 5.2 This means that no one should be treated unfairly for any reason including, but not limited to:
- appearance
  - gender/identity
  - ability
  - race
  - beliefs
  - accent
  - or for any other reason.
- 5.3 Everyone has a responsibility to treat everyone else in accordance with these rights.

## **6. Our expectations for the school community**

- 6.1 We expect that all members of the school community uphold the college values.
- 6.2 Students have responsibility for themselves, their attitude and their conduct. We have high expectations of students and the vast majority of students respond positively.
- 6.3 All members of staff are expected to encourage good behaviour and respond to poor behaviour in line with our college values and the processes outlined in this policy.
- 6.4 Teachers are expected to plan and deliver high-quality, stimulating lessons, which allow all students to make progress.
- 6.5 The pastoral managers are a key part of our pastoral systems. The pastoral managers liaise closely with heads of year to co-ordinate the response to all student issues including behavioural matters.
- 6.6 The heads of year are our pastoral leaders. They have an overview of the standards of behaviour in the year group and they plan, implement and manage strategies which ensure the highest standards.
- 6.7 Curriculum leaders are expected to know what the standard of behaviour is like in their areas, to intervene if they are concerned and to praise as required and oversee their faculty systems.
- 6.8 Support staff reinforce high standards of behaviour across the school.
- 6.9 The senior leadership team have an overview of behavioural standards across the school; they intervene as required when concerns emerge and support staff at all levels.
- 6.10 The governors are kept informed of patterns of behaviour across the academy and challenge senior staff if they are concerned.

## 7. Reward systems

- 7.1 A culture is defined by the amount of emphasis that is placed on its beliefs. Reward, praise and celebration of student achievements are an integral part of this. Part of this recognition is the use of our 'R' system, which runs alongside our consequence system, is point based and works in levels. The 'R' system is based on the theory that:

*'Catching them being good is not enough. If you want to dramatically shift the standard of behavior of your students, then catch them when they are behaving over and above and mark it with positive recognition.'* (Paul Dix, 2017).

### 7.2 **R1 – level one - teacher level reward**

Staff should identify students who have gone over and above in their learning or in demonstrating a school value and set an 'R1' on Bromcom. This will send an email home to the parents/carers, but will also allocate three positive behaviour point to the student.

### 7.3 **R2 – level two - middle leader level reward**

We ask middle leaders (both curriculum and pastoral leads) to identify students who have shown exceptional commitment to their learning or who have consistently demonstrated the school values. They will then log an 'R2' on Bromcom, which will send a message home to parents/carers and assign five positive points to the identified student. The pastoral team are also expected to use this reward level to recognise students who have demonstrated the school values outside of the classroom setting.

### 7.3 **R3 – level three - senior leadership level reward**

'R3s' can be awarded by members of the senior leadership team. This can be done through two methods of identification. Firstly, once the data analysis has taken place, senior leadership team members can allocate 'R3s' to those students who are the highest point earners, or those who have had a significant turnaround in their behaviour. Secondly, 'R3s' can also be requested by classroom teachers, middle leaders or pastoral team members to recognise an exceptional effort or act performed by a student. 'R3s' should be either a phone call or letter, rather than an email to recognise the gravity of the achievement. An R3 will assign seven positive points to the identified student.

- 7.4 The reward system recognises those that go over and above expectations. This is based upon the idea that children and young people will strive to meet expectations. If our expectation is to reward the basics, such as being on time and having the correct equipment, this is all they will strive to achieve. However, if we raise the bar and expect them to excel in their learning and push themselves beyond their limits, children will naturally strive to achieve this; therefore raising aspirations and raising achievement in lessons. However, it is important to have recognition for all and it is important that all staff, in their professional practice, include ways to recognise students' efforts and achievements.

- 7.5 Rewards and recognition of students' accomplishments can also be offered through:

- verbal praise offered by staff in classrooms and across the school
- telephone call home to praise the student
- praise cards or letters of achievement sent home
- creation of achievement walls in year areas, main hall and subject areas
- articles in the school newsletter giving details of participation and achievements
- awards of trophies for success in inter-form and other competitive sports events
- involvement of students in externally organised competitions or awards which provide opportunities for student achievement eg Duke of Edinburgh Award scheme
- certificates gained for outstanding efforts, participation, attendance or achievement. These may be awarded in year assemblies or in the special achievement assemblies that are held in July at the end of each academic year
- academic awards given annually to those students nominated by their subject and pastoral staff. There are also awards from the principal and governors which focus on all round achievement and contribution to school life

- inclusion on values trips
- arrangement of a special occasion/celebration event for a particular group of students
- end of year celebrations
- award evenings.

## 8. Consequence system

8.1 Good relationships between staff and students are at the core of our Behaviour for Learning Policy. Good behaviour by all students is essential for the orderly running of the college and for an effective learning environment. It is our collective responsibility to manage behaviour consistently and fairly. Where students do not comply with expectations of behavior staff will follow the consequence systems. The five possible 'consequences' are listed below:

### 8.2 Consequence 1 (C1)

A documented warning – logged on Bromcom

### 8.3 Consequence 2 (C2)

A further documented warning issued to the student – logged on Bromcom and automatic message to parents/carers issued.

### 8.4 Consequence 3 (C3)

A 40-minute after school detention – logged on Bromcom – parents/carers will be informed at this stage by the issuing member of staff. (Where this is a late to school C3, parents/carers will be informed via a message). Within a lesson, should the student need to be 'hosted' in an alternative lesson to avoid continual disruption to learning for other students, then a C3 is automatically issued.

### 8.5 Consequence 4 (C4)

A 60-minute after school detention – logged on Bromcom – parents/carers will be informed. Within a lesson, should the student refuse to be 'hosted' in an alternative lesson, or behaviour is such that the 'red card' is used by the teacher for further support, then a C4 is automatically issued.

### 8.6 Consequence 5 (C5)

A 90-minute after school detention – logged on Bromcom – parents/carers will be informed. C5 consequences may only be issued by members of the pastoral or senior leadership teams and may be issued for failure to attend C4 detentions, or a serious behavioural incident within school.

8.7 Consequences can be issued both within lessons as well as for poor conduct outside of lessons by a range of staff members as appropriate to the situation.

8.8 Failure to attend any detention may lead to an escalation to the next consequence in the pathway.

8.9 A senior detention of two hours, manned by the principal or vice principal may also be issued where the college deems appropriate.

## 9. Reconciliation

9.1 In line with the school values, it is good practice for the teacher that issues a consequence to meet with the student during/following the detention in order to discuss the reasons for the sanction, to remind the student of expectations and to state that there will be a fresh start for the student in the following lesson. This may elicit an apology from the student, which should be encouraged, although cannot be demanded.

## 10. Persistent breaches of college expectations

10.1 The college seeks to proactively manage behaviour and so monitors this throughout the year. Where a student demonstrates repeated breaches of expectations then the college has a range of interventions that it may use to support the student. Such intervention could include (but is not limited to):

- student report (eg behaviour or punctuality)
- work with mentors and coaches
- support from our inclusion team
- bespoke timetabling
- referral to external agencies such as the South Leicestershire Inclusion Partnership (SLIP) for further support beyond that which the college can offer alone.

## 11. Major sanctions

At times, major sanctions are needed. Examples of these are:

### 11.1 Isolation from main circulation

Isolation is when a student is taken out of main circulation for the day. They will be housed in the classroom of their form tutor or subject teacher, or in our Behaviour For Learning (BFL) room.

11.1.1 This is a significant sanction and should only be used when:

- a subject team has exhausted strategies to improve the behaviour of the student and can evidence steps that have been taken
- the actions of the student were serious enough to escalate the sanction to immediate isolation
- a student acts in clear defiance of school rules – ie refusing to go on a lesson relocation, handing over a mobile phone, persistent breach of uniform policy etc.
- a sanction for a serious incident.

11.1.2 In all instances, it is crucial that:

- the student is informed why they are being isolated
- parents/carers are informed why the student has been isolated.

11.1.3 The following members of staff may put a student in isolation:

- pastoral manager
- head of year
- member of the senior leadership team.

11.1.4 For all of the instances above:

- the person who makes the decision should see the student, inform them and enter the incident and sanction onto Bromcom.
- the person who makes the decision should inform the pastoral team who will identify an appropriate date (usually this is immediate) and arrange for the student to be placed in isolation.

11.1.5 Requests for isolation

- If a curriculum team leader wishes to place a student in isolation, then this should be discussed and agreed with the relevant head of year as they will have an overview of the student's behavior.
- The curriculum team leader should arrange an appropriate time for the student to go into isolation.
- The curriculum team leader should see the student and inform them of isolation ensuring they explain why this is happening.
- The pastoral team should ensure that this is recorded on Bromcom and arrange for the student to be placed in isolation.
- In all instances, the pastoral team will call home saying when and why the student is in isolation.
- Internal isolation could also include a C3-5 at the end of each day.

### 11.2 One to one timetable

At the discretion of the head of year, students will be isolated on a one-to-one basis to complete work. This can be organised alongside a change of school timing for the student eg 2pm-5pm, 1pm-4pm etc. The student will be housed in the HORSAs for the first part of their timetable, during school hours, and then amongst allocated staff for the remainder.

### 11.3 Internal suspension

Internal suspension will be used for serious instances of misbehavior or for continuous defiance or persistent misbehavior or breaches of policy that disrupt the smooth running of the college. Heads of year will recommend a period of one to five days internal suspension to the assistant principal for behavior, who must authorise this sanction. Internal suspension could also include a C3-5 at the end of each day. There must be a thorough investigation completed and the appropriate paperwork filled out for this sanction to be applied. Internal suspension is served in the HORSAs building. Work has to be set by members of staff during periods of internal suspension and the head of year is responsible for ensuring that appropriate work is available. Parents/carers will always be called in to school for a reintegration meeting in the event of internal suspension being used.

### 11.4 External fixed-term suspension

Fixed-term suspensions are for extremely serious breaches of school discipline and have to be authorised by the principal, such as persistent disruption and disrespect or serious violation of school rules. Work has to be set by members of staff during periods of suspension and the head of year is responsible for ensuring that work is sent home. External fixed-term suspension will be considered in cases of (but not limited to):

- persistent disruptive behaviour
- persistent attitudes or behaviour which are inconsistent with the ethos of the college
- extreme defiance/ abusive behaviour towards staff
- extreme rudeness
- theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism, bullying, including cyber bullying
- misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- inappropriate use of social media and/or technology, including serious cases of bullying
- damage to property (eg vandalism or graffiti)
- use of discriminatory language
- cheating, including plagiarism
- sexual harassment
- peer on peer abuse
- sexist, racist or homophobic abuse
- malicious accusations against school staff
- other serious misconduct toward a member of the school community, or actions which bring the school into disrepute (single or repeated episodes), on or off the school premises.

### 11.5 Permanent exclusion

The decision to permanently exclude a student is taken extremely seriously. This decision can only be made by the principal and can be used in cases already outlined under 'fixed-term suspension', and where allowing a student to remain at the college would seriously harm the education or welfare of the student or others within the college and can also include (but is not limited to):

- possession or use of weapons
- supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them.
- behaviour which endangers the safety of others such as arson.

11.5.1 In cases where permanent exclusion is appropriate, the college may involve the South Leicestershire Inclusion Partnership (SLIP) and make a Tier 4 referral, where the student remains on roll but all provision is provided by SLIP.

### 11.6 Governors' disciplinary meetings

A governors' disciplinary meeting can be convened by the principal at any point where a student is becoming at risk of permanent exclusion from school. This is also the case for referral for permanent exclusion from school or Tier 4 referral to the inclusion partnership.

### 11.7 **Suspension / permanent exclusion pathway example**

- Serious incident/persistent breach of college expectations identified and logged - contact home made.
- Internal suspension – intervention by head of year.
- First fixed-term suspension, followed by reintegration meeting with head of year and pastoral manager that focuses on specific intervention to support reintegration.
- Second fixed-term suspension followed by reintegration meeting with assistant principal responsible for behaviour plus the head of year that focuses on specific intervention to support reintegration.
- Third fixed-term suspension followed by reintegration meeting with vice principal and assistant principal for behaviour which focuses on specific, bespoke intervention to support reintegration.
- Fourth fixed-term suspension followed by reintegration meeting with principal and assistant principal(s) that focuses on exploring alternative provision with parental involvement.
- Fifth fixed-term suspension followed by reintegration meeting with principal, assistant principal(s) and governor to direct to alternative provision.
- Permanent exclusion.
- For one-off serious incidents, suspensions and representatives at reintegration meetings will differ from the above stages in accordance with the seriousness of the incident. At any point, where a student is at risk of permanent exclusion a governors' disciplinary meeting will be called.

## 12. **Good student routines**

12.1 To support students to develop responsible behaviours, we expect students to be on time to school, punctual to lessons, to be fully equipped for learning, to be dressed in the correct school uniform and to work hard at all times.

### 12.2 **Lateness to school**

Students must arrive at the college and be lined up in their year group zones by 8.30am. Form tutors then walk their form groups to their tutor rooms. Where a student is deemed to be up to 10 minutes late, they will be issued with a C2. Where a student is more than 10 minutes late, they will sign in via reception, and will be issued with a C3. Persistent lateness will be treated as persistent breaches of school rules. If a student receives three C2s for lateness within a fortnight, this will trigger a C3.

### 12.3 **Lateness to lessons**

We expect student to be punctual to all lessons so that they are ready to learn and do not disrupt the learning of others.

- If a student is late to lesson, (after the majority have arrived and without a valid reason), a C3 late to lesson will be issued and assigned in the same way as any other C3.
- This means that the student will sit a C3 detention the following day. It will be logged and a reminder will be sent in the register.
- If a student is more than 15 minutes late, this would be logged as truancy and would lead to a C4 being issued.
- If a student is late for more than one lesson in a day/week, their form tutor will put them on punctuality report and any failure (lateness) whilst on report would lead to an automatic C4 detention. Punctuality report should be logged on Bromcom as an initiative by the tutor.
- Persistent lateness will be treated as persistent breaches with school rules and so and so follows our sanction processes for such cases.

### 12.4 **Uniform**

12.4.1 Our uniform is expected to be worn with pride. Details of our uniform expectations are shared on our website, with parents/carers and students, and in assemblies throughout the academic year.

12.4.2 Form tutors will check uniform at the start of each day and contact home will be made to resolve the issues without delay. Where possible we will offer students uniform to borrow for the day in the case of single instances.



12.4.3 Repeated breaches of uniform policy will be viewed as a persistent breach of college rules and will be escalated accordingly, where sanction processes will be implemented in such cases.

## 12.5 Equipment

12.5.1 Students are expected to be appropriately equipped for learning. Form tutors should check that all students have the appropriate equipment for school on a regular basis. Subject teachers with concerns about a student not regularly bringing the correct equipment to lessons, should contact the form tutor as the form tutor is responsible for contacting parents/carers and for placing a student on equipment report. If sustained efforts have failed to bring about an improvement, the pastoral team should be contacted for support.

## 12.6 Mobile phones and earphones

12.6.1 Mobile phones are part of modern life and as such they can be brought onto the school site. Students must understand that they have a responsibility to use their phones appropriately at all times. Once on the school site, students must switch their phones off and they must be kept in their bags/lockers throughout the day. If seen or used within the college grounds or building, mobile phones will be confiscated and parents/carers will be asked to collect. The phone will not be returned to the student.

12.6.2 Students found using their phone to take photos/videos within school will have their phone confiscated and it will be treated as a serious breach of college rules. Likewise, the use of mobile phones to store and/or distribute inappropriate images or videos will be considered a serious breach of college rules. In either case outlined above, a major sanction may follow and the police may be involved where appropriate.

12.6.3 Should a student refuse to hand over their phone when required, this will be viewed as a serious breach of college rules and will result in a sanction.

12.6.4 We understand that at times parents/carers need to contact their child and in these cases, parents should contact the college where a message can be taken to the student. In cases where a student may wish to speak to a parent/carer then this can be facilitated, if appropriate, through the pastoral office or reception.

12.6.5 In instances where a student persistently breaches the school rules regarding the use of mobile phones, it may be required that the student either hands their phone in to their head of year or pastoral manager at the start of the day (to be returned at the end), or that the phone is left at home and not brought on to the school site.

12.6.6 Once on the school site, earphones must also be kept in bags/lockers throughout the school day, unless they are required within a lesson at the explicit instruction of a member of staff. If seen or used within the college grounds or building, earphones will be confiscated and parents/carers will be asked to collect. Earphones will not be returned to the student.

## 13. Banned items

13.1 Social drugs, alcohol, all forms of tobacco, associated paraphernalia and anything considered to be a weapon are banned from the school site. All of the above items will be confiscated and a major sanction imposed, including the possibility of permanent exclusion. The college will also involve the police when appropriate to do so.

13.2 Additionally, students are not allowed to bring or chew gum at the college or to bring on site or consume energy drinks, fizzy drinks or oversized snacks (eg chocolate bars / bags of crisps). All of the above items will be confiscated and disposed of and a sanction imposed.

## **14. Use of reasonable force**

- 14.1 All members of staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Please refer to the DfE guidance: Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013).

## **15. College environment**

- 15.1 We expect all students to respect the college environment. Any malicious damage caused by students will result in an invoice for damage being sent home to parents/carers, alongside any sanction issued to the student. This will include the malicious setting off of the fire alarm. Where appropriate, students may be required to assist in making right any damage caused.

## **16. Beyond the classroom**

- 16.1 Of course, not all misbehaviour takes place in the classroom. Brockington College takes bad behaviour seriously, wherever and whenever it takes place. Any incidents that take place on the school site, on the journey to and from school, or when our college uniform is worn will be followed up and sanctions issued when appropriate.
- Staff are expected to be on duty and on time to duty in designated places.
  - Duties are important.
  - Staff should be pro-active and address poor behaviour.
  - Staff should adopt a calm, de-escalating approach to situations.
  - An active adult on duty can create a calm and safe environment. We expect our staff to engage with the students.
  - Staff should be able to rely upon students to show common sense and respect for each other and the school.

## **17. Discipline beyond the school gate**

- 17.1 Where bad behaviour occurs when a student is travelling to or from Brockington College, the school reserves the right to issue a sanction, including internal and/or fixed-term suspensions where appropriate.
- 17.2 Students should wear their uniform correctly when travelling to and from school and must not be involved in behaviour that could bring the college's name in disrepute.
- 17.3 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur off site to the police and the college as soon as possible.
- 17.4 Misbehaviour on public transport (including school buses) will lead to sanctions being used appropriately and may result in a ban being imposed by the company.
- 17.5 Negative behaviour on trips and residentials will be dealt with using the college systems and parents/carers will be informed promptly. Any poor behaviour on trips and residentials may jeopardise a student being allowed to attend any off-site educational experience in the future.
- 17.6 Where appropriate, the college can sanction students, including suspension / permanent exclusion, for misconduct including that which brings the college into disrepute (single or repeated episodes), on or off the school premises.

## **18. Screening, searching and confiscating**

- 18.1 School staff can seize any prohibited item found as a result of a search. Staff can search a student for any prohibited item in line with DfE guidance: Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (Jan 2018).

- 18.2 School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant pastoral team member as soon as possible and complete the necessary information/paperwork to explain how the item was found. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
  - Any item which staff consider to be dangerous or criminal ie drugs, must be brought to the attention of a senior member of staff immediately.
  - Items confiscated by the college can be collected by parents/carers, except where the school has chosen to dispose of the confiscated items eg cigarettes, alcohol, lighters. Students cannot collect any item themselves.
  - The college's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
  - The principal will use their discretion to confiscate, retain and/or destroy any item found as a result.
  - Where the college finds controlled drugs, these must be reported to the police as soon as possible.
  - Where the college finds other substances which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. Where staff suspect a substance may be controlled, they should treat as controlled drugs as outlined above.
  - Where they find stolen items, these must be delivered to the police as soon as reasonably practicable via a member of the senior leadership team – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the principal thinks that there is a good reason to do so.
  - Where a member of staff finds tobacco or cigarette papers, they should pass them to the pastoral team who, after speaking with a member of the senior leadership team, may retain or dispose of them but they should not return them to the student.
  - If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (ie it is extreme or child pornography) in which case it must be reported to a member of the senior leadership team who will then arrange for it to be delivered to the police as soon as reasonably practicable. Images found on a mobile phone should be reported to a member of the senior leadership team, who will then make a decision as to whether they can be deleted unless it is necessary to pass them to the police or to retain the image whilst the college carries out its own investigation.
  - Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained while the college carries out its own investigation.

## **19. No behaviour policy can cover all eventualities**

- 19.1 The principal reserves the right to use discretion to help Brockington College students make better choices and learn the right lessons.