Governors' Policy Statement on Behaviour

Issue No	Author/ Owner	Date Written/Revised	Approved by Governors on	Comments
1	KJM	March/April 2012	25 April 2012	
2	WF	December 2014	14 January 2015	Appx 2 revised in line with Government guidance
3	DE	May 2017	17 May 2017	Policy made more concise with less relevant sections removed
4	DE	July 2019	11 September 2019	Policy updated to reflect overhauled behaviour management system
5	PS	November 2020	9 December 2020	Addition of Positive Behaviour section.
6	PS	September 2021	15 September 2021	Amended to reflect new Rewards System
7	PS	September 2022		Amendments to Behaviour systems
8	SK	July 2024	18 September 2024	Addition of Appx 5 Amendments to principles
9	SK	Sept 2025	3rd October 2025	Removal of old names and tel numbers. Updates to suspension procedures.
10	WJP	November 2025	26th November 2025	Update 'moving to permanent exclusion' wording / section

1.   Behaviour policy – Statutory Requirements

The Department for Education (DfE) has clear guidance for schools regarding behaviour and this statement, the policy and subsequent procedures are based on this guidance:

- Behaviour in schools
- School suspensions and permanent exclusions
- The SEN code of practice
- The Equality Act – advice for schools
- The use of reasonable force in schools
- Searching, screening and confiscation at schools
- Supporting pupils with medical conditions at school
- Keeping children safe in education

2.   The Backwell Ethos and Aims

The ethos and aims of the school are encapsulated in the Backwell School Charter

Backwell School is a learning environment where everyone:
- Feels safe
- Is treated respectfully
- Learns to make positive choices and takes responsibility for them
- Takes the opportunity to thrive and learn
- Develops the skills to form positive relationships

In sustaining this ethos, Backwell School seeks to create a positive environment so that all students can become successful, independent learners, confident individuals and responsible citizens.

3. Principles for Behaviour

Backwell School aims to achieve this ethos through establishing high expectations throughout the School and clear principles for staff and students in its approach to behaviour. Key to these are the following:

- **Routines** - The School has a team approach and staff are visibly consistent in their application

- **Certainty and Consistency** - When applying behaviour principles certainty is emphasised above severity

- **Relationships** - Students are taught to form positive relationships and encouraged to make positive choices

- **Communication** - The School adopts an approach where emotional heat is reduced and adults model assertive positive behaviours using agreed scripts

The Backwell school behaviour policy and its procedures seek to provide students, staff and parents with a clear, consistent approach to promoting and maintaining positive behaviour.

Backwell School Behaviour Policy

1. Scope

This policy applies to all students during the normal school day. Students are also expected to act in accordance with the policy when they are:

- Taking part in any school organised activity (outside of normal hours)
- Travelling to or from school
- Wearing school uniform
- Or in any other way associated with being a student of Backwell School, including when off school premises or when on-line

2. Expectations of Student Behaviour

All students need to:	This means students should…
Be prepared for learning	• Wear the correct school uniform • Be punctual to lessons and tutor time • Be equipped for learning and ready to start 'do now' activity • Ensure they follow mobile phone policy • Be ready to start the lesson on time • Sit where required to by Teacher
Work to the best of your ability	• Ensure home learning is done • Focus on class work and complete it to best of your ability • Contribute positively to lessons • Put in best effort • Develop resilience where things are challenging
Let other learn	• Take responsibility for own learning and not enter into arguments with staff • Follow instructions from the Teacher • Avoid misbehaving or disrupting others • Listen to the contributions of others
Be respectful to all others and school environment	• Be polite to others, not rude or offensive • Stay on site at all times • Not run inside school buildings or corridors • Avoid any anti-social behaviour around school • Treat all equipment and buildings respectfully
Contribute positively to the school community	• Have the highest standards of school behaviour • Get involved in the full range of school curricular and extracurricular activities

All tutors need to:
- Act as the first point of contact for students and parents with regard to both positive and negative behaviour
- Challenge students on standards relating to punctuality, uniform, attendance and behaviour
- Share information and liaise with pastoral teams as appropriate to share tutor group successes and to escalate student behaviour issues

Classroom Routine Expectations: All staff should apply these in all lessons

- Meet and greet students at each lesson start
- Have a 'do now' activity – no longer than 10 mins
- Have a seating plan in place
- Complete a register in silence within 10 mins of lesson start
- Plan work that is accessible to all, and challenging for all
- Ensure pupils remove outdoor clothing and place bags under desks
- Praise in public, correct in private (it may be appropriate to correct a behaviour publicly in some situations, but a detailed correction should be made in private where possible)
- Model a positive teaching style – through body language, engagement and student relationships

When dealing with behaviour issues teachers need to:

- Model calm and assertive behaviour
- Reduce the emotion and allow students take up time for them to make positive choices
- Select from a range of behaviour management strategies that reinforce expectations
- Follow a script based around language of choice (students guided but responsible for actions)
- Apply a consistent follow-up / sanction as required
- Attend detention and have a scripted conversation prior to next lesson
- If a teacher refers a student to the BSR three times in any one term – that member of staff should contact home to discuss the student and related issues/interventions/strategies

All Pastoral Leaders need to:

- Celebrate the successes of their house
- Use pastoral data to monitor behaviour and achievements of their house and tutor groups
- Liaise and work with a variety of different people including students, staff, parents, the Senior Leadership Team (SLT) and external agencies to share relevant information and strategies to support behaviour
- Communicate clearly to all parties – closing the loop where issues have been escalated
- Review behaviour in fortnightly line management meeting with their SLT link
- Encourage students to engage with the 'Backwell Awards'
- Celebrate success in assemblies for Rewards and Awards
- Where more significant holistic focus is needed, plan intervention to support behaviour. Examples of this can include:
    - Use pastoral support plans to target and support behaviour improvement
    - Use of target cards
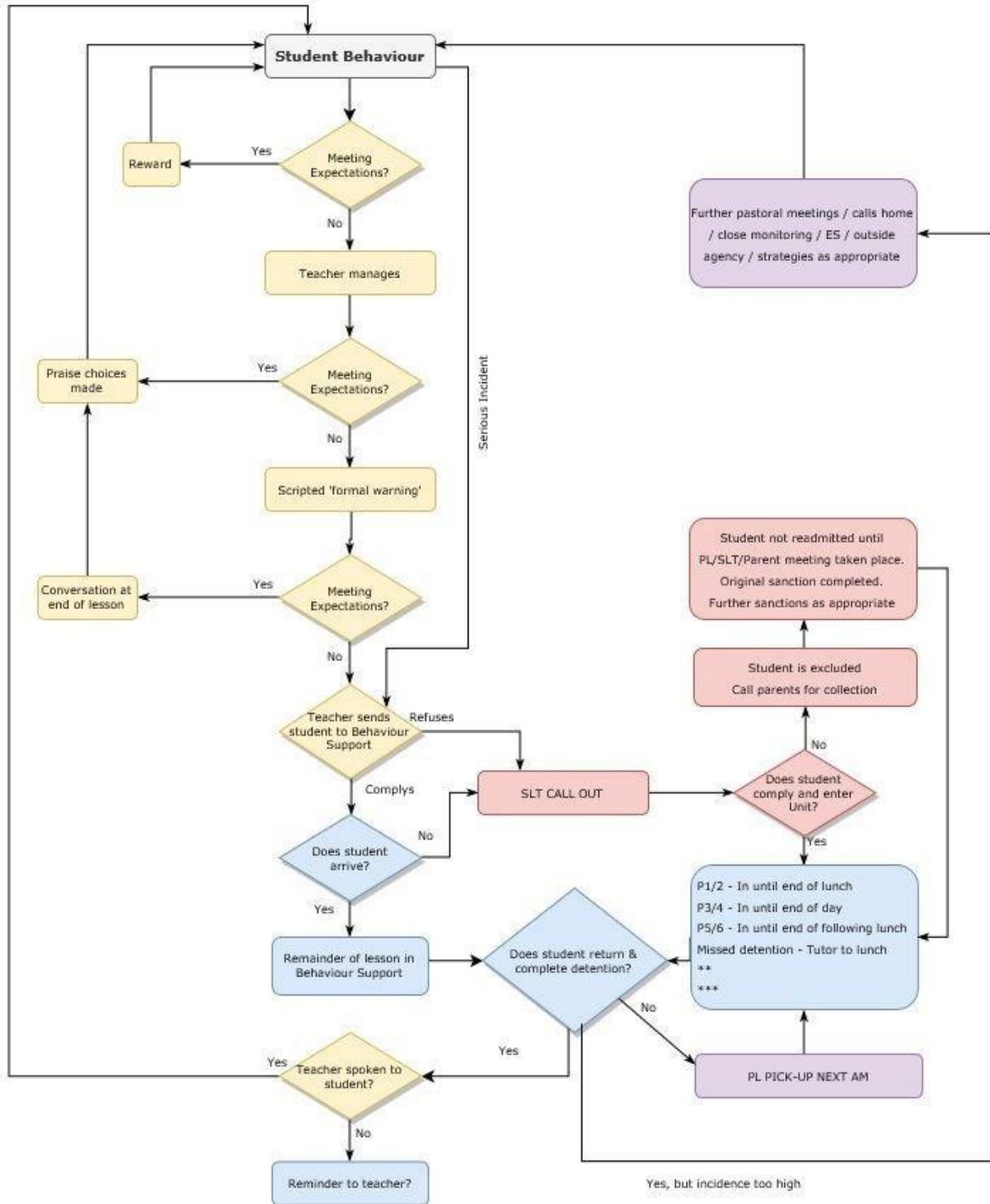   - Referral to internal support staff or outside agencies

All Curriculum/Subject Leaders need to:

- Use fortnightly behaviour reports and other school systems to monitor behaviour and achievements within their area
- Where appropriate liaise with classroom teachers to discuss support/strategies/interventions with managing classroom behaviour
- Offer support to staff to arrange 'restorative conversations' with identified students
- Review behaviour in fortnightly line management meeting with their SLT link

All Senior Leaders need to:
- Be a visible presence before, during and after the school day
- Monitor and quality assure the consistent use of the behaviour policy throughout the school
- Communicate clearly to all parties – closing the loop where issues have been escalated
- Use behaviour and exclusion data to track behaviour patterns and plan appropriate intervention
- Provide behaviour support for all stakeholders as appropriate. Examples of this can include:
  - Authorising the use of PSP's
  - Reactive support for teaching staff through 'Call out' procedures
  - Support with more serious sanctions such as exclusion
- Liaise with and build appropriate partnerships across the local authority and with other schools
- Ensure there is clear handover of behaviour related information during key school transitions
- Provide relevant training for behaviour to all staff and more focused support where there is an identified need.

3. Implementation of the Behaviour Policy

Student Behaviour

- Meeting Expectations? — Yes → Reward
- No → Teacher manages
- Meeting Expectations? — Yes → Praise choices made
- No → Scripted 'formal warning'
- Meeting Expectations? — Yes → Conversation at end of lesson
- No → Teacher sends student to Behaviour Support

Serious Incident →

Further pastoral meetings / calls home / close monitoring / ES / outside agency / strategies as appropriate

Teacher sends student to Behaviour Support — Refuses → SLT CALL OUT — Complys → Does student arrive?

- Does student arrive? — No → SLT CALL OUT
- Yes → Remainder of lesson in Behaviour Support

SLT CALL OUT → Does student comply and enter Unit?
- No → Student is excluded / Call parents for collection
- Yes → P1/2 - In until end of lunch / P3/4 - In until end of day / P5/6 - In until end of following lunch / Missed detention - Tutor to lunch ** ***

Student is excluded / Call parents for collection → Student not readmitted until PL/SLT/Parent meeting taken place. Original sanction completed. Further sanctions as appropriate

Remainder of lesson in Behaviour Support → Does student return & complete detention?
- Yes → Teacher spoken to student?
- No → PL PICK-UP NEXT AM

PL PICK-UP NEXT AM → P1/2 - In until end of lunch (block)

Yes, but incidence too high →

Teacher spoken to student? — Yes → Student Behaviour
- No → Reminder to teacher?

This diagram describes the process for managing individual behaviour incidents. Where there are global issues a variety of meetings, discussions and other strategies will be used that may involve some of the above.

*　Student to stand outside room if less than 10 minutes of lesson remains

**　May vary for 'thrive' students. May be longer depending on nature of serious incident

*** May be longer for serious incidents

6

The diagram above illustrates the school approach to behaviour. There are clear expectations of student behaviour where staff will encourage, support and reward positive behaviour choices, challenging poor behaviour choices. Where behaviour does not meet expectations, the following will happen:

- Students will explicitly be told their behaviour has not met expectations
- They will be given time to meet school behaviour expectations
- Where the behaviour persists they will be formally warned
- After a formal warning, should the behaviour continue they will be asked to leave the classroom and report to the Behaviour Support Room where they will remain for the remainder of that lesson. They will also be expected to complete a same day detention with the Senior Leadership Team (SLT) and have a conversation with their teacher
- In incidents where students refuse to go to the Behaviour Support Room SLT will be called and the student will complete a same day detention with SLT as above but will spend additional time in the Behaviour Support Room for refusing to follow instructions
- With any incident requiring detention, there may be further consequences and support put in place by the school

These procedures cover behaviour both inside and outside of lessons (including a serious incident). A student can be given a 'formal warning' during social time where required, or if the behaviour is serious enough, be referred directly to the Behaviour Support Room.

Home learning remains the responsibility of departments and curriculum areas to follow-up and sanction. Students will not be placed into the Behaviour Support Room for this reason during the school day.

Duty, teaching and non-teaching staff dealing with poor behaviour at social time that requires a student being sent to behaviour support should ensure they know the student's name, direct them to attend there and inform the Behaviour Support Lead they are to be placed into same-day detention. Staff placing student's into detention need to ensure they attend at lunch as well to have conversation with the student.

3.1 Student directed to Behaviour Support Room

Students directed to the Behaviour Support Room will have failed to improve their behaviour within the current lesson and will be sent by their teacher to the Behaviour Support Room. They will report to the member of staff at the Behaviour Support Room and will be supervised there for the remainder of that lesson. A further consequence of this is that the student will be placed into a same day or next day detention.

3.2 Detentions

The school operates a whole school detention system that runs on a daily basis at lunchtime and is managed by the Behaviour Support Lead and supported by SLT. Students who have been removed from a lesson or are in the Behaviour Support Room for an extended period following a series of incidents will be expected to complete the detention on the same day. Teachers will attend the start of the detention period to ensure students understand how they need to improve their behaviour before returning to their next lesson. Detentions incurred after lunch will be completed at lunchtime the following day.

Detentions will last 20 minutes: 12.50 pm – 1.10 pm. If a student picks up two detentions within the same time period they will serve the whole 40 minute lunch. Students are expected to report immediately to the Behaviour Support Room and will be able to purchase lunch from 1.10 pm onwards. If the student has a 40 minute detention the Behaviour Support Lead will facilitate the delivery/purchasing of food.

Failure to attend the detention without good reason (clubs or other activities will not be considered good reason) will see students placed into the Behaviour Support Room at the start of the following day and up to the end of lunch (this timing will vary if they are not picked up at the start of the day and decided upon by the Behaviour Support Lead).

In some subjects (and in a few instances) it may be that a student placed into detention after lunch would not sit the detention until after they had another repeat lesson of that subject the following day. In such cases it is not appropriate they return until a conversation has happened. The responsibility is for the Teacher to make the Behaviour Support Lead aware. During tutor time the next morning the Behaviour Support Lead will collect the student, taking them to the tutor base for the Teacher and briefly covering tutor time to allow for the Teacher and student to have the conversation.

The School reserves the right to detain a student after school should this be required. If this is required parents will be informed.

3.3   SLT callout

SLT callout is a procedure whereby senior leaders are called to a classroom to remove a student for a behaviour related issue. Students disrupting a lesson will be directed to leave and report to the Behaviour Support Room. Where a student refuses to do this or causes an even more serious disturbance SLT will be called by the Teacher.

The consequence of an SLT callout includes (as a minimum) an immediate same day detention and additional time in Behaviour Support that would not have been incurred if the student left as instructed (see flowchart for exact details). Further refusal to comply with a senior member of staff is likely to result in fixed term exclusion.

A member of staff requiring call out should use their behaviour dashboard on frog. Alternatives are an email to the Behaviour Support Lead or in the event of no answer, a student should be sent to the Behaviour Support Room with a note requesting support.

3.4   Behaviour Support Room

The Behaviour Support Room (BSR) supports school behaviour by providing a specific area where a small number of students can work in supervised conditions following an incident of poor lesson behaviour or as part of a wider strategy to support their behaviour.

The Behaviour Support Room will be managed on a daily basis by the Behaviour Support Lead and staffed with a senior staff member (UPS3). The Behaviour Support Lead will also be able to call upon support from a member of SLT who will be on a BSR call out rota. SLT on call will also visit the lessons that are on the SLT drop in rota. The Behaviour Support Lead will work within the Behaviour Support Room to support positive behaviour, mentoring and supporting students on strategies to support improved behaviour.

Students working in the Behaviour Support Room will be expected to complete work based upon their normal lesson content in addition to any other reasonable work provided for them by the Behaviour Support Lead. There will be limited access to PC and web based resources the school has approved (for example Sparx Maths). Student misbehaviour in the Behaviour Support Room, following removal from lessons, is likely to lead to fixed term suspension.

Where the Behaviour Support Lead identifies a student choosing to behave poorly to avoid lessons and remain within Behaviour Support inappropriately they will contact the Pastoral Leader (PL) who will communicate home and put support in place to manage the situation.

3.5   Reasonable adjustment

The school will identify students who have complex needs that require additional and reasonable adjusted support for example those with characteristics recognised in the Equalities Act. Where students have additional needs they will be given take-up time to make the right choices before being removed from a lesson. Adjustment will also be made where required for the duration of time spent in behaviour support, in some cases the time may also include further work with the SEN department.

Where required a Pastoral Support Plan (PSP) outlining reasonable adjustments and other support is to be put in place. The PSP will proactively seek to give students personalised targets and coordinated approaches towards strategies and expectations. The School will work on a PSP with the student, parents and, where necessary, third party agencies.

Where appropriate PSP's should be initiated prior to suspensions. Where a student is suspended, a review of the PSP must be considered and where necessary reviewed and adjusted. Following the review the PSP may be updated, finished or kept as ongoing good practice.

3.6   Managed Moves

A Managed Move (MM) is an initiative to support students, struggling in their current school environment, to remain in mainstream education. Managed Moves are supported at both local (North Somerset Council) and national level. A student on a MM remains on the roll of their current school but attends and is educated at another school with a view to transferring there permanently if the MM is successful. This initiative offers students a fresh start and can often successfully avoid the student being permanently excluded.

Backwell School works closely with the North Somerset Inclusion Panel and use managed moves where appropriate to support the progress, behaviour and education of a student.

4.   Suspension and exclusion from school

There are five stages of formal suspension (based on North Somerset policy). These are:

- Stage 1 Suspension (fixed term suspension)
- Stage 2 Suspension (fixed term suspension)
- Stage 3 Suspension (fixed term suspension)
- Stage 4 Suspension (fixed term suspension – including Trust Panel)
- Stage 5 Suspension (permanent exclusion)

A formal suspension may be undertaken either internally (on school site) or externally at a neighbouring school or in the home. Stages 1-3 are likely to be led by the SLT link but may be supported by Deputy Headteacher or Headteacher. All exclusions must be authorised by the Headteacher and where an suspension exceeds 5 days the School will be legally responsible for organising 6th day provision.

Where a student is formally suspended, the following actions must be considered:
- Decisions made by a member of the School Leadership Team (SLT) in conjunction with the Pastoral Leader
- Phone call home to state decision made by PL/SLT link
- Suspension paperwork fully completed by SLT and passed to Headteacher's PA
- Staff are responsible for providing work – even where students are externally excluded
- Re-admission meeting with parents to be carried out by PL/SLT link before a student returns to lessons. For Stages 4 and 5 the Headteacher is likely to be more directly involved
- Students returning from suspension may be placed onto report for an agreed period. Their behaviour whilst on report will be closely monitored by PL/SLT link
- At any suspension stage, discussions may be had regarding a student's future options (e.g. (managed moves, referral for SEN/additional needs, referral to external agencies etc.)

Stage 4: Following a Stage 4 suspension a Trust Panel will be convened to discuss the student's behaviour, their return to school and future support strategies.

Moving Towards Permanent Exclusion
Where the Headteacher considers the pupil to be at risk of permanent exclusion, and always before making a decision to permanently exclude a child with diagnosed or possible SEND, the Headteacher will seek advice from Lighthouse Schools Partnership Education Team or the CEO.

Stage 5: Permanent Exclusion
The serious decision to permanently exclude (Stage 5) is made by the Headteacher and a Governors' Panel will be convened to formally ratify or overturn the decision.

5.   Rewards System

As part of the school's Behaviour System, it is essential that we recognise, record, celebrate and communicate positive behaviours. This can be done through a number of different ways:

- Verbal praise to the student.
- Communication to home via phone call or email.
- Good news post card home, sent via Reception – which gains entry into termly reward lotto
- Celebrate within assemblies, CA evenings etc.
- Use of the School Rewards System

The rewards system is comprehensive and supports the positive can-do atmosphere at Backwell School. All staff are encouraged to reward students where appropriate and are given guidance on the positive behaviours that are deserving of a reward.

The new Rewards System was implemented in September 2021. The system has two parts:

5.1   Positive Behaviour Points. Staff can hit the green button on their FROG register to give a positive behaviour point to any student. This will automatically send an email notification home informing home that a positive behaviour point was awarded.

Staff who give a positive behaviour point must also have a discussion with the student to explain why it was given. Positive behaviour points can be awarded for being a 'Great Learner', 'Great Classmate' or 'Great Homelearner'. Staff can choose one of these three options from the drop down menu.

At 'milestones' certificates will be sent home to celebrate success.

25 Green Buttons	=	Tutor Certificate
50 Green Buttons	=	Pastoral Leader Certificate
75 Green Buttons	=	Head Teacher Certificate
100 Green Buttons	=	Governors Certificate

Positive Behaviour Points will be reset each academic year.

At 20 points pupils are entitled to a free drink from the canteen.

Examples of behaviours to achieve Positive Behaviour Points:

'Great Learner'

- A piece of work that shows high effort levels: This may include class work and homework.
- Excellent performance within a class test (e.g. meeting or exceeding target level).
- Ongoing excellent contributions in class.
- Outstanding team work.
- A sustained improvement in standard of work.
- A sustained improvement in levels of effort.

'Great Classmate'

- Demonstrates kindness to other
- Empathetic to others' needs
- Supportive figure for peers

- Shows generosity to others
- Demonstrates bravery

'Great Home Learner'

- High effort levels with home learning
- Great piece of work produced

The types of behaviours that we do not feel warrant such recognition include:
- Students behaving well in a one-off situation.
- As a persuasion tactic to get students to work well.

5.2 The Backwell School Awards. Students will log their participation and efforts in any of the wider opportunities on offer to them at Backwell School eg: regular extra-curricular engagement.

Students in each Key Stage will have the opportunity to achieve any of the five 'Awards' categories: *Community, Active, Scholar, Environment and Creative*

Once a student has successfully participated in and logged three of the opportunities in any one category, they will be presented with one of the five Awards badges. Students must log all their activities on frog and have this signed off by their Tutor. Once signed off tutors will email admin to acknowledge that the student has successfully achieved one of the five Awards. Admin will then inform the Pastoral Leader who will award the student with the relevant badge during the end of term 'Awards' assembly.

All the relevant opportunities available to students are shown in the Awards Matrix – this matrix will be fluid and opportunities can be added to the list from term to term. There are separate matrixes for each of the Key Stages.

- KS3 the emphasis is on participating in opportunities
- KS4 the emphasis is on organising opportunities
- KS5 the emphasis is on leading opportunities for others

If staff or students would like to add opportunities to the matrix, they should email the AHT (Behavioiur) with their suggestions.

The current Awards Matrix can be seen in Appendix 6 below.

Badges will be presented to students at the end of each term in a House Awards assembly, the badges can be seen in Appendix 7.

Appendix 1

Scripts

Formal warning script

Where a teacher needs to issue a formal warning to a student within class the following should be used:
- *"You are choosing to continue to* [**explicitly state behaviour** – e.g. *disrupt the learning of others*]*"*
- *"This is your formal warning"*
- *"If you cannot meet the expectations in this classroom you will be sent to the Behaviour Support Room"*

Exit script - Sending a student to the Behaviour Support Room

In the event of a student failing to respond to the formal warning, they will be sent to the Behaviour Support Room:
- "You have had a formal warning but you are still choosing to [**explicitly state behaviour** – e.g. *disrupt the learning of others*]."
- *"You need to report to the Behaviour Support Room now. Thank you."*

Where there are less than 10 minutes of the lesson remaining, this is not practicable and the student should be directed to stand outside the class.

In both situations, students will be expected to complete a detention and meet with the Teacher.

Serious incident script

Where a teacher or member of staff needs to deal with a serious incident the following should be used (it is understood a formal warning will not always have already been issued for a serious incident):
- *"You have* [**explicitly state behaviour** – e.g. *physical violence towards another student*]*"*
- *"Because this is serious, I need you to report to the Behaviour Support Room where your statement will be taken"*

In an instance where more than one student is involved and it is inappropriate to direct all students to the Behaviour Support Room at the same time (i.e. because they have been fighting or behaving poorly together) SLT call out should be used to support.

Call out script – Teacher

Callout will typically be used to support a serious incident/emergency in a lesson or where a student is refusing to follow instructions to report to the Behaviour Support Room.
- *"You are choosing not to follow my instruction to go to the Behaviour Support Room."*
- *"So I have called for a senior teacher to come and collect you."*

Call out script – Response

Given by the member of senior staff collecting the student.
- "Thank you for calling me – I will take X with me to the Behaviour Support Room"

After the student has left and addressed to the remaining class, (by Teacher [or SLT following a serious incident]).
- "I'm sorry that your learning has been disrupted. This will be followed up."
  SLT will place the student into the Behaviour Support Room where they will stay for the appropriate duration. SLT will liaise with the PL/ Behaviour Support Lead to discuss any further follow-up – for example, communication home and other support strategies. As with the detention system, the Teacher will attend the lunchtime detention and explain what the student needs to do in order to attend their next lesson.

Detention conversation script

This must take place during detention and prior to a student returning to the respective lesson. It may be supported by SLT on duty or Behaviour Support Lead but comprises of:

- *"The reason you were asked to leave the lesson was [***state specific behaviour***]"*
- *"The effect this had was [*e.g. distracted others from learning etc.]"*
- *"When you come back in the next lesson you will need to [*state what they need to do differently]*
- *"Thank you for listening. I look forward to seeing you in the next lesson".*

Appendix 2

Disciplining Students beyond the School Gate

Teachers have a statutory authority to discipline students for misbehaviour which occurs outside of school in any the following circumstances, where the student:

- is taking part in any school-organised or school-related activity
- is travelling to or from school
- Is wearing school uniform
- is in some way identifiable as a student at the school
- Is involved in any activity that could have repercussions for the orderly running of the school
- is involved in any non-criminal bad behaviour or bullying as witnessed by a staff member or reported to the school
- poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable."

Incidents where students are involved in any non-criminal bad behaviour or bullying outside of school, as witnessed by a staff member or reported to the school, will be dealt with using the same sanctions as within the school.

Appendix 3

Screening and Searching Pupils

The school's policy takes into account the non-statutory advice given by the DfE in their document "Screening, Searching and Confiscation: Advice for Head Teachers, Staff and Governing Bodies" 2014.

Searching Students

(a) Searching with consent

All staff have the right to search students with their consent. Verbal consent from the student is sufficient. This search can be for any item. Staff would only search the outer clothing of the student and/or their bags or lockers. This search would include:

- asking students to turn out their pockets
- asking students to empty their bags
- looking in a student's bag or locker

If a student refuses to follow the member of staff's instructions as above then normal school sanctions for refusal to follow instructions will follow.

There is no legal requirement to keep a record of the search.

(b) Searching without consent

The school has the legal right to search students without consent if there is reasonable grounds to suspect a student is in possession of a prohibited item. The prohibited items include:

- Weapons or knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/Vapes/cigarette papers
- Fireworks
- Pornographic images
- Any article where there is reasonable belief that it has been, or will be, used to commit an offence
- Any article banned by the school rules

The Headteacher has authorised the Deputy Headteacher and Assistant Headteachers to lead searches in these circumstances.

The search will be carried out by two members of staff with at least one of these staff being of the same sex as the student being searched.

As with searches carried out with consent, staff will search the outer clothing of the student and any other relevant possession that the student has control over (such as lockers, bags etc.). Outer clothing includes coats, hats, shoes, scarves and boots.

Reasonable force may be used by the person carrying out the search.

Screening

The school reserves the right to screen students using a hand held metal detector. The school can do this even if they do not suspect the student of having a weapon. Consent from students or parents is not required. If a student refuses to be screened the school has the authority to ask the student to leave the premises. This would be an unauthorised absence for the student rather than an suspension.

Searching of mobile devices

The School has the right to search through the contents of a young person's phone/mobile device. The school does not need parental consent to do this.

The school can decide whether it is appropriate to delete files or data from a device or whether to retain the device, and its contents, as evidence of breach of school expectations.

If the school suspects a mobile phone/device contains evidence in relation to a criminal offense this device will be given to the police as soon as possible.

Confiscation of Items

As set out in the Department for Education Advice, staff may retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco, vapes or cigarette papers may be disposed of. These items should not be returned to the pupil.

The Government guidance details that the school should inform the pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so.

Appendix 4

The Power to use Reasonable Force

The Education and Inspection Act 2006 allows that all members of staff (teaching and non-teaching) have a legal power to use **reasonable force** to:

- Prevent a student committing a criminal offence.
- Prevent a student hurting themselves or others.
- Prevent a student from damaging property.
- Maintain good order and discipline.

It is an expectation that any member of staff observing a student exhibiting such behaviours would intervene. This **initial intervention should be verbal in nature**, and eventual escalation to use of reasonable force should be carefully considered.

A member of staff would not be seen to be failing in their duty of care by not then using force, if doing so threatened their own safety. **Members of staff should never put themselves at risk**, but do need to seek the help of colleagues/SLT to deal with a situation that they feel is beyond their control.

The use of reasonable force should always be a last resort and what constitutes 'reasonable force' will always depend on the particular set of circumstances surrounding the incident. However, the degree of force used should always be the **minimum needed** to achieve the desired result, and will also depend on the age, gender and understanding of the student.

Staff **should not** act in a way that might reasonably be expected to cause injury, for example by:

- Holding someone around the neck, or by the collar, or in any way that might restrict the student's ability to breathe.
- Slapping, punching or kicking.
- Twisting or forcing limbs or digits against a joint.
- Tripping or tying anyone up.
- Holding or pulling anyone by the hair or ear.
- Touching or holding anyone in a way that might be considered indecent.
- Seclusion (isolating or locking a child in a room).

Physical restraint of a student could be considered reasonable force if the circumstances warranted such force. In most circumstances it would be possible (with the help of colleagues) to avoid this action, or wait after calling for assistance until a colleague who has had training in appropriate techniques arrives on the scene.

Some students with special circumstances may react in an unpredictable way if physical interventions were used to control or restrain. These students will be identified by the Designated Safeguarding Lead or SENCO and a risk assessment will be carried out and communicated to all staff.

All behaviour related incidents that have required the use of force will be considered 'serious incidents' as the use of force is a last resort. As such the same procedure should be followed as would be the case for any serious incident. Incidents involving use of force should be recorded and communicated clearly and as quickly as possible.

Appendix 5

Child-on-child sexual violence and sexual harassment

The school will follow the guidance described in *Keeping Children Safe in Education Part five: Child-on-child sexual violence and sexual harassment.*

Backwell school takes a zero-tolerance approach to sexual violence and sexual harassment. Children who are victims of sexual violence and sexual harassment, wherever it happens, may find the experience stressful and distressing.

Reports of sexual violence and sexual harassment both online and offline, including those that have happened outside of the school, are likely to be complex and require difficult professional decisions to be made. A calm, considered and appropriate response will always be taken in all cases so that victims feel reassured that they are being taken seriously, they will be supported an kept safe. Abuse that occurs online or outside of the school will be taken equally seriously.

Any decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a lead role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required.

Appendix 6

Mobile Devices Policy

Please refer to the Mobile Device Policy document for details

Appendix 7

Below are the current Awards Matrixes for each of the Key Stages

	Community	Environment	Scholar	Active	Creative
KS3	Enter a House competition. Achieve 98% attendance in a school year. Attend an after school club for at least 6 weeks. Participate in an assembly. Act as student receptionists for a day. Represent your tutor group on the School or House Council. Buddy a new student in your year. Helping with a charity event eg a bake sale or charity sport event. Donate clothing /equipment to a school charity initiative.	Join the Environment Committee and attend at least two meetings. Complete five litter picks in your free time on five consecutive days. Actively increase awareness of recycling amongst the student community by creating and promoting a presentation / assembly / posters or similar. Walk or cycle to school consistently for at least one term. Help with an environmental initiative.	Read in class so that your teacher is able to identify you as a regular reader. Receive an academic award in a particular subject. Achieve 75 positive points in a school year. Learn a new academic skill eg learn to greet and thank someone in at least five languages that you are not taught in school and tell your tutor about it. Research the requirements for a future employment career and design a mock interview for someone who may want to go into that career. Study for and take a qualification that leads to a certificate eg first aider, take a GCSE early, Music theory exam.	Participate in Sports Day. Participate in a House match. Complete the Runwell programme. Walk or cycle to school for at least one term. Attend an after school sports club for at least one term. Learn and practise a new Sport ie one you are not taught in school and tell your tutor about it. Swim at least six times over two consecutive terms.	Write a play, piece of poetry or music composition and present it in a lesson. Perform in front of others as part of a band, choir or school dramatic performance. Have a piece of artwork included in reception or a corridor display. Learn a new creative skill eg knitting, weaving, stencilling, operatic singing, yodelling and tell your tutor about it. Take part in a creative house competition eg House bake off

	Community	Environment	Scholar	Active	Creative
KS4	Help organise a school event (sporting, subject, cultural etc) that involves at least 30 students or lasts at least two terms. Achieve 98% attendance over a school year. Encourage a friend to join you in an extra-curricular activity that you both attend for at least 12 weeks / sessions. Organise donations to a food bank or show box appeal. Help organise a club or activity that includes KS3 students eg Chess Club, Science Club. Run a fund-raising activity. Complete the Service aspect of Do E. Represent your tutor group in House or School Council. Represent your House or year group as a prefect or House representative or similar. Volunteer outside school for at least two terms. Help organise library books/ department equipment for other year groups. Raise awareness eg through forming a school working group or assemblies, of a contemporary societal issue eg Black Lives Matter, LGBTQ+ equality, Mental Health Awareness Help PE staff with PE equipment on a regular basis as confirmed by your PE teacher.	Plan a presentation (eg video clip) or in person that can be used in tutor time or assembly and highlights an environmental issue. Organise a litter pick. Spend at least five hours working towards improving the school garden / wildlife areas. Organise the collection of school uniform or revision books or toys for the benefit of others. Organise/take part in beach or clean up Build a bug hotel for students to observe/ look after. Take part/organise beach clean/local fields clean. Organise bird feeders around school and a schedule to maintain them over the winter.	Organise a reading group (book club/ subject reading study group etc) for at least six students that meets at least six times. Participate in a subject Specific event eg Maths Challenge. Help in a subject area on Open Evening. Complete a subject work experience workshop or visit. Help, with support of staff or sixth former, to support a younger student with their work in a particular subject eg Maths, Art, Science, PE. Complete a reading challenge.	Help to organise a Sporting event. Organise House teams for Sports Day. Participate in D of E expeditions or Ten Tors. Represent your school in a sports team. Help the PE staff with a significant aspect of the organisation of Sports Day. Walk or cycle to school for at least two terms. Help with sports training for younger children at local club for at least two terms. Complete a sporting official or support qualification eg Referee qualifications or a Lifeguard course. Help with Runwell. Walk the school dog regularly for at least two terms. Complete at least three active challenges.	Help organise a display around the school (eg redesign a notice board in a faculty area). Take extra-curricular music or dance lessons for at least four terms. Perform at a School concert or similar. Organise a Creative House Competition eg baking competition etc Organise a creative assembly. Showcase something you have made in an area of the school (eg DT, artwork, poetry). Take an award or exam in a creative discipline. Start a new creative hobby and share it with your tutor group or another group of students. Regularly contribute to a school news bulletin/podcast. Help organise a creative writing challenge. Take part in a school show (performance or technical production).

	Community	Environment	Scholar	Active	Creative
KS5	Lead an activity or group that involves 15 students or lasts for at least two terms. Support an after school activity by helping or providing support for parents or staff. Achieve 98% Attendance over a school year. Be a member of student/staff working group. Be an ambassador for a particular school activity or event. Support or Lead a group to support those who buddy. Support or Lead on establishing a foodbank donation or shoe box appeal scheme. Support or Lead a club or activity that involves at least 12 students from Ks4 or Ks3 eg Chess Club, Science Club etc. Help in an interview for new staff. Represent your house or year group as a prefect or house representative or similar.	Independently lead on a litter pick on at least five consecutive days. Support or Lead on a recycling scheme. Support or Lead on an energy management scheme. Support or Lead on developing an area of school garden / wildlife haven. Support or Lead on creating an environmentally better school environment. Support or Lead on creating a stall or event that re-sells uniform / books / toys etc.	Academically Peer mentor a KS4 student in one of your KS5 subjects. Complete a MOOC via UniFrog. Attend a University Seminar on UniFrog. Support or Lead a Reading Group. Represent your school in an academic event. Join a debating society or MUN group and participate for at least 12 weeks. Be recognised for significant progress in a language not taught in the school curriculum. Deliver a Professional Development session to staff to improve their knowledge of a relevant issue eg attachment disorders. Help in a subject area at 6th Form Open Evening. Support KS3/4 students with how to structure an essay Complete an online course e.g. Future Learn.	Help set up a school sports club that meets at lunchtime or afterschool. Take part in a Parlauf team. Actively support / co-lead a tutor group through Runwell. Take a lead or make a significant contribution to in a Sporting Event for younger students. Represent your region or County in sports. Walk or cycle to school for at least four terms. Support or Lead on an initiative to increase the number of students walking, cycling or park-and-striding to school	Lead and organise a display to promote a subject area around the school. Make a significant contribution to a school show or performance through performance, technical support or support of younger contributors. Write a play / poetry or song and perform this to a group of at least 30 others. Help coordinate a production of an existing play. Help coordinate a short story competition e.g. Backwell School 500 words competition. Support younger children in a Drama class. Take an award or exam in a creative discipline. Take extra-curricular music or dance lessons for at least 4 terms. Organise a Creative House Competition eg baking competition etc. Organise a creative assembly. Showcase something you have made in an area of the school (eg DT, Artwork, poetry) Write an article for a school newspaper or bulletin.

Appendix 8

The Badges for achieving the Backwell Awards are:

Keystage	Community	Environment	Scholar	Active	Creative
Ks3					
Ks4					
Ks5					