



Policy: Behaviour for Success Policy

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Signed/Position: James Johnson, Assistant Head

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1. Introduction

- 1.1 Our Behaviour for Success Policy is designed to promote outstanding behaviour in all our classrooms and across the school. We define Behaviour for Success as the positive attitudes, conduct and approaches our pupils bring to their learning, extracurricular activities and socialising around the school. It is the desired outcome of this policy that it develops pupils into academically successful young people of good character with a thirst for knowledge and a love of learning.
- 1.2 The policy takes account of the advice published in "Behaviour and discipline in schools- Advice for Headteachers and school staff" by the Department of Education in January 2016 and acknowledges the school's legal duties under the Equality Act 2010.
- 1.3 This policy takes account of key relevant legislation including;
 - The Education Act 1996
 - The School Standards and Framework Act 1998
 - The Education Act 2002
 - The Education and Inspections Act 2006
 - The School Information Regulations 2008
 - The Education Act 2011
 - The School Behaviour Regulations 2012

2. Aim

- 2.1 We are an inclusive, comprehensive school with high expectations for all our pupils. The Headteacher clearly expresses this by setting out boldly that everyone within our learning community is challenged to be 'The best we can be every day' and to achieve more than we all first think is possible.
- 2.2 We expect that;

- every teacher accepts responsibility for high standards of discipline in the classroom and within the school environment;
- all staff are consistent in their approach to discipline and behaviour and work within the framework of the Behaviour for Success Policy;
- every pupil is made aware by their teachers and their tutors of the school standards and the school's high expectations;
- every pupil accepts responsibility for their high standards of behaviour.

2.3 At Cirencester Deer Park we strive for the behaviour in our school to be outstanding, where pride in achievement and commitment to learning is supported by a positive culture across the school. The Behaviour for Success Policy seeks to build self-confidence and self-awareness through clear guidelines for behaviour and conduct. It is our aim that we support all our pupils in managing their emotions and feelings so they can relate positively to others and build together an outstanding atmosphere for learning.

2.4 The Behaviour for Success policy will ensure;

- that all pupils have the right to enjoy a top quality education and have the responsibility to let others do the same;
- that pupils are rewarded for their positive behaviour and judiciously sanctioned so they can be guided to make better decisions about their future behaviour;
- that it is essential that behaviour in school is seen as a choice. We recognise that young people do make mistakes and as such when they have been sanctioned deserve the opportunity and whatever support is necessary to make better decisions in the future, where possible, without future prejudice;
- the school understands that the best interests of a pupil are best served by being in school. In the event of the behaviour of a pupil meeting a level requiring an exclusion from school we will, in the first instance, use our In School Exclusion Provision. Use of Fixed Term Exclusions is used only in response to only the most serious or persistent disruptive or dangerous behaviour;
- that the school understands that if a pupil is permanently excluded from school their life chances are irreparably damaged. It is a guiding principle that Permanent Exclusion is a sanction of very last resort. This sanction is only to be used when the presence of a pupil in school represents a significant and sustained threat to the welfare, wellbeing or learning of other pupils.

3. Rationale

- 3.1 Pupils are expected to work in a friendly but disciplined atmosphere for learning. We recognise that outstanding attitudes and behaviour underpin the best quality learning and as such the behaviour and welfare of our pupils is one of our highest priorities. We have high expectations for the conduct of our pupils.
- 3.2 Guidelines governing behaviour are clearly set out through our School Standards. These standards are kept to a common-sense minimum but stress the importance of respect, making your best efforts and care for the school environment.
- 3.3 Our school standards are reviewed every three years to ensure they reflect our shared values and the core principles of community in which we all wish to learn and work. They underpin the ethos of our school and the relationships within it. They help us ensure our school is a pleasant and safe place for everyone. They are simple and clearly understood. They set out our expectations of each other, build on common sense and promote courtesy and good manners.
- 3.4 Our School Standards clearly state that in our learning community, we are all responsible for our actions: we
- Welcome everyone
 - Respect and cooperate with each other
 - Apply our best efforts
 - Support and value everyone
 - Embrace and celebrate difference
 - Prevent bullying
 - Take pride in our uniform
 - Look after our school
- 3.5 Parents and pupils are invited to sign our partnership agreement which sets out the expectations that should exist between home and school and this forms the basis of our 'learning triangle'. These are based on our School Standards and reflect our shared values.

4. Policy in Practice

- 4.1 Key to the distinctive ethos of Deer Park, and an integral part of our Behaviour for Success policy, is to reward good and outstanding behaviour both inside lessons and across all other activities we deliver as a school.
- 4.2 All staff will use and take account of their professional skills in managing the behaviour of all young people in the school. (Suggested strategies are set out in appendix 1)
- 4.3 All staff will value the power of strong, positive relationships with all members of the school community and use praise and rewards to develop and sustain positive attitudes to learning. (See appendix 2)
- 4.4 All staff will recognise and use the sanctions within the behaviour toolkit to ensure all pupils are treated fairly, understand the reasons for sanctions that have been

put in place and are given the chance to respond to the sanction by better behaviour in the future. (See appendix 3)

- 4.5 On occasion it may be necessary in the case of persistent poor behaviour, behaviour that significantly disrupts the smooth running of the school, behaviour that significantly disrupts the learning of others, possession of a weapon or violent behaviour directed at other pupils, property or staff to use our most serious sanctions of an In School Exclusion, Fixed Term Exclusion or Permanent Exclusion. (See appendix 4)
- 4.6 On occasion it is necessary to search pupils for “prohibited items” and the school reserves the right to do so under the provision in Section 550ZA (3) of the Education Act 1996 (See appendix 5). This includes searching mobile electronic devices, including telephones, tablets and computers, for pornographic or inappropriate images.
- 4.7 On very rare occasions it may be necessary to use “reasonable force” to prevent pupils from committing an offence, injuring themselves or others, damaging property and to maintain good order in the classroom. The school reserves the rights to use “reasonable force” under the provision of the Education and Inspections Act 2006. (See Appendix 6)
- 4.8 Possession of any illegal or banned substances in school is strictly prohibited. Any pupil found to be in possession of illegal substances will face an exclusion from school and the police will be consulted about any further appropriate action. The pupil will be supported for substance misuse through counselling and any other necessary action as part of their reintegration into school. Any pupil found to be in possession of illegal substances with intent to supply will be Permanently Excluded. (See Appendix 7);

5. Roles and Responsibilities

5.1 Tutor

The tutor is the first point of contact for all pupils at the start of their days learning in school. The tutor is responsible for the emotional and physical preparedness for learning and will ensure all pupil are ready to learn by checking equipment and enforcing the correct uniform. Tutors will use the school RMO database to record issues around equipment and uniform as appropriate.

5.2 Teacher

Teachers take responsibility for the behaviour and for the pupils in their lessons. They are empowered to maintain a well ordered and productive atmosphere for learning through the judicious use of the teacher’s Behaviour for Success toolkit. Pupils should not be referred up the process unless the teacher’s toolkit has been exhausted or the escalation policy is enacted. Teachers will use the school RMO database to record issues around behaviour and welfare as appropriate.

5.3 Head of Faculty

Heads of Faculty take responsibility for the behaviour and safety for the pupils in across their faculty. They are empowered to maintain a well ordered and productive atmosphere for learning by ensuring the judicious use of the teacher's Behaviour for Success toolkit and by the use of the Head of Faculty behaviour toolkit. Pupils should not be referred up the process unless the Head of Faculty behaviour toolkit has been exhausted or the escalation policy is enacted. Heads of Faculty will use the school RMO database to record issues around behaviour and welfare as appropriate.

5.4 Year Leader

Year Leaders take responsibility for the pastoral wellbeing of all the pupils in the school. This includes behaviour that relates to learning in more than one faculty area, social interaction and conduct around the school site. They are empowered by the Year Leaders behaviour for success toolkit to provide challenge and support for pupils working closely with the Pastoral Leaders and the referral hub for outside services. Year Leaders will use the school RMO database to record issues around behaviour and welfare as appropriate.

5.5 Pastoral Team Leader/Assistant Pastoral Team Leader

The Pastoral Team Leader/Assistant Pastoral Team Leader take responsibility for the overall behaviour and safety of every pupil in the school. They are empowered, with the support of Heads of Faculty and Year Leaders, to put in place challenge and support for pupils who do not make the right decisions about their behaviour. They provide strategic and targeted intervention for pupils and groups of pupils to ensure all pupils have the opportunity to succeed. Pastoral Leaders will use the school RMO database to record issues around behaviour and welfare as appropriate.

5.6 Headteacher

The Headteacher delegates the appropriate responsibility to key post holders for aspects of behaviour and safety of every pupil in the school. The Headteacher is the only person empowered to decide on, or delegate the decision to another senior colleague for In School Exclusions Fixed Term Exclusions and Permanent Exclusions.

5.7 Governors

Governors take responsibility for reviewing and confirming the Headteachers decision to permanently exclude a pupil though the governor's exclusion appeals panel. Governors Policy Committee review, challenge and agree the Behaviour for Success Policy on an annual basis.

5. Monitoring and evaluation

5.1 The impact of the policy will be monitored on a weekly basis by the strategic leadership team through reviewing regular Key Performance Indicators.

5.2 The policy will be reviewed annually by the governing body.

6. Other related policies and documents

6.1 This policy should be read in relation to all other school policies and with specific reference to

- The Anti-Bullying Policy
- The Exclusions Policy
- The Equality Policy
- The Safeguarding Policy
- The Home/School Agreement
- The IT Acceptable Use Policy

Appendix 1- The Behaviour for Success Toolkit- Professional Practice

The Pedagogic Approach- Top tips for outstanding behaviour in the classroom

1. Keep it simple- take up time

To effectively deliver sanctions the message needs to be simple, clear and not negotiable. Focus on moving in, delivering your sanction as discreetly as possible and then moving out quickly.

Avoid waiting around for the pupil to change their behaviour immediately; they may need some time and space to make a better choice. Engage another pupil in a positive conversation or move across the room to answer a question and only check back once the dust has settled.

2. Countdown

A good technique for getting the attention of the whole class is to use a 'countdown' from 5 or 10 to allow pupils the time to finish their conversations (or work) and listen to the next instruction. Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence. Embellish your countdown with clear instructions so that pupils know what is expected and be prepared to modify it for different groups:

'Five, you should be finishing the sentence that you are writing

Three, excellent Marcus, a merit for being the first to give me your full attention

Two, quickly back to your places

One, all pens and pencils down now

Half, all looking this way

3. Closed requests

Prefacing requests with 'Thank you' has a marked effect on how the request is received.

'Thank you for putting your bag on the hook' or

'Thank you for dropping your gum in the bin'.

The trust in the pupil that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.

Zero, thank you.'

4. "Chase me": What to do with secondary behaviours

Secondary behaviours are those that occur during your intervention or as you leave a conversation with a pupil. They are 'chase me' behaviours designed to push your buttons and gain a furious response such as the chair being thrown back, or door being slammed. Don't allow him to take control of your behaviour. Resist the temptation to address the secondary behaviours in the moment. Your calm and considered response will be closely observed by the rest of the class.

5. Eye Level

Getting down to pupils' eye level is important when delivering praise or sanctions to pupils. Pupils feel less threatened if they are looking down at a teacher; teachers who do this know that crouching down lower than eye level is not weak but assertive and confident physical language.

When you are delivering sanctions there is less chance of a defensive/aggressive reaction, and when praising, you create a more private space in the room. If you are teaching in an open space or would prefer to speak to pupils standing at the side of the room, double the personal space that you allow the pupil or stand side by side with him (or her) and it will have a similar effect.

6. 10 reasons not to send pupils straight out of the room

1. If you stray from the agreed sanctions, you are showing the children that you are inconsistent; you have broken your agreement with the class.
2. Going for the highest sanction straight away leaves no further room for manoeuvre.
3. The child may react defensively - answering back, confronting, protesting publicly.
4. Colleagues find it difficult to gauge when you need support and when you are simply sending children out through frustration.
5. You allow the class to see your emotional reactions over your rational choices.
6. You are encouraging parents and senior staff to question your management of behaviour.
7. By sending children out you only relieve your frustration temporarily.
8. Other children sense will see your inconsistency and may protest or react against it.
9. Children who are often sent out without moving through the sanction steps being excluded becomes an expected outcome.

7. Establishing routines early

The beginning of the school year is the best time to institute new routines for your pupils. Don't negotiate them, but decide on the 3, 4 or 5 steps that you want pupils to follow. Phrase your routines using positive language (avoid using "don't" or "no") and identify explicit behaviours that you expect to see. A routine for entering the classroom might include, "Equipment on the desk and eyes on me", rather than, "No talking" or "Don't put bags on the table".

Use praise and positive reinforcement backed up with sanctions, ensuring pupils are constantly reminded of the routines. Try introducing one routine at a time until pupils complain, "Ok, ok, enough already, I know the routine!" Once you have concreted simple

organisational routines (e.g. for entering and leaving the classroom), try routines for group work, silent individual tasks, peer evaluation etc.

8. Assertive Teaching- Teaching in expectation rather than hope.

Assertiveness is not just about how you react to inappropriate behaviour. Assertive teachers use proactive strategies for managing behaviour, their expectations are implicit in their language, tone, attitude and actions. They expect appropriate behaviour, they expect to acknowledge and reward it.

Assertive teachers have their rewards and sanctions clearly on display, not simply on the wall of the classroom or hidden in the drawer but on their desk and in their hand.

Assertive adults set precise time limits within their instructions, 'In five minutes you will have....', 'When I come back in two minutes I will see....', 'You have ten minutes to successfully....' The assertive attitude is disappointment not anger. When children break the rules the assertive adult feigns surprise/shock. With their physical language they say 'I can't believe you are talking while I am giving instructions' rather than 'I am angry with you'. The assertive teacher separates their emotional and rational response. They attack the behaviour and not the child, avoiding labelling, 'I am so disappointed that you have chosen to break the rule again, you are making some poor choices today, think very carefully about your next move'.

The assertive teacher recognises that managing behaviour in private is more effective and they plan for private moments in the classroom;

- taking children to the side of the room away from their peers
- using 'warning tickets' to subtly but clearly deliver sanctions
- slipping merit tickets/stickers under the book of a child who is working hard
- employing non-verbal signs and signals to adjust and prevent behaviour
- using classroom charts to indicate rule breaks
- getting down lower than eye level to speak to children who are sat at desks

Assertive adults do not hold grudges but neither do they pretend that yesterday did not happen. They are able to be cold (for a day) rather than confrontational, allowing the child to know that their behaviour can have a negative effect on others while encouraging the child to work to recover damaged trust. The assertive adult has the ability to switch from an informal tone to a formal one, to control the atmosphere in the room and move between being relaxed and business-like.

9. Delayed sanctions have less impact

The longer a sanction is delayed the more disconnected it becomes from the original behaviour. Children who find themselves in detention regularly often forget why they are there, even who put them in. For your higher order sanctions to have the best chance of being effective they need to be;

- executed as soon as possible (immediately or on the same day)
- not deferred for another teacher to impose
- used to reset and reaffirm expectations with the child
- proportionate

A planned, private five minute conversation can have a more positive impact on the child than more punitive measures.

10. 10 questions that tempt inappropriate responses

'How many times do I have to tell you?'

'Why am I waiting for you?'

'Would you do that at home?'

'Why are you wasting my time?'

'What did you say!?' (In response to being sworn at)

'What am I going to do with you?'

'Why am I repeating myself?'

'Is it me...?'

'Why are you wasting your time?'

Being Proactive- building relationships to help achieve outstanding behaviour

1. Get out and about

Perhaps your greatest contribution to managing behaviour around the school site is your presence. They will grow used to your interventions in social areas and your presence will slowly have an impact on their behaviour. The relationships you forge will be strengthened, with opportunities for less formal conversation presenting themselves daily.

2. Proactively developing relationships with pupils

Choose opportunities to build relationships with pupils carefully. If you are around in the playground, or have lunch once a week with the pupils (How many of our pupils eat at a table with an adult every day?) and are ever-present in the corridor outside your classroom pupils will see consistency in your expectations for behaviour both in and out of class.

Open up casual conversation when the pupil appears relaxed and unguarded. Try asking for help or advice, giving the pupil something you know they are interested in (a newspaper cutting, web reference, loan a copy of a book) or simply say hello and pass the time of day. Aim for little and often rather than launching into a lengthy and involved conversation.

3. Keep some mystery

Initiating and sustaining appropriate professional relationships with young people takes some skill. In order to build mutual trust, you need to be able to drop your guard, whilst holding firm to your rules, use a balance of formal and informal conversations and be open to questions while keeping some mystery. It is easy to believe that you are making progress with challenging young people by befriending them and being completely open about your own interests/life outside the classroom. For a short while this approach appears to work. The pupil is polite, helpful even. Your openness is welcome and the child almost sets you apart from the other staff. Yet when the time comes to work, when learning becomes challenging, when the child begins to doubt their own ability you may find it difficult to provide appropriate support. The relationship that is based on friendship will not necessarily meet the educational needs of the child.

By building foundations for your relationships on friendship you lose your right to draw the lines when managing behaviour. When older colleagues tell new teachers not to smile until Christmas, perhaps they too are aware of this (although some clearly are keen to reinforce a 'them' and 'us' culture). Children are fascinated by the intricacies of their personal lives. As you build trust by being open take care not to give away too much too soon. By revealing too much too soon you risk losing some of the mystery that makes you interesting to know.

"I saw you in town on Saturday night sir"

"Yes, I was in the Nags Head with my girlfriend. We went there for a meal. I had a prawn cocktail followed by steak and chips and a glass of wine. The service was excellent. My girlfriend didn't drink as she was driving and we had to be in bed early as we were travelling to see her parents the following...."

Versus

"I saw you in town on Saturday night sir"

"Did you? Are you sure it was me? I must take more care to disguise myself! Don't tell the Headteacher or she won't let me out again"

4. Building Respect

There may have been a time when respect was automatically bestowed on teachers. If there ever was it has passed and will not be retrieved by passive appeals, baseless expectation or rose tinted nostalgia.

Before you can have respect you must have earned the trust of individuals, built your reputation for consistency and demonstrated your empathy with other human beings. If your starting point is 'How do I earn your respect?' you are immediately engaged in building relationships, gaining understanding about the pupils you are working with and building on the authority that your position affords.

By expecting your pupils to give you respect you are placing the responsibility for building relationships on them. You are the adult, in control of your emotions, with skills and

experience in developing appropriate relationships and a clear view of where you are leading your class. You are best placed to lead the development of trust.

By being proactive you can earn the respect that seems so elusive. By sustaining your perspective as the adult you can take control.

Dealing with challenging pupils

1. 10 reasons why you should follow up incidents personally

1. The teacher best placed to have an impact on the behaviour of the child is the class teacher.
2. Senior colleagues cannot control the behaviour of children remotely.
3. The child may come to the next lesson with resentment.
4. Inclusion is about building relationships with every child regardless of their individual needs.
5. You have a responsibility to talk to the child about their behaviour, repair trust and reinforce high expectations for the next lesson.
6. If you pass responsibility to a senior colleague the child begins to imagine that you are not able to manage their behaviour.
7. You can use the opportunity to build your relationship with them.
8. Many children with chaotic home lives are testing whether the adults around them are going to give up and pass them onto someone else.
9. You may discover information about the incident or background to it that will prove useful when managing the child in future.

2. Very Angry Children

When dealing with pupils obviously upset or angry, there are a few things that are worth remembering;

- the rules are a long way down on the pupils list of priorities
- the pupil is unlikely to be thinking rationally
- you are unlikely to be able to solve the situation in an instant
- a calm and caring enquiry. 'Are you ok?' is your best chance of opening a dialogue
- you may need to leave her and return periodically, breaking down your requests, providing clear choices and easing her into the lesson.
- the ability to control emotions is a skill that develops with age; teenagers' brains are not fully developed.
- children's emotions are fragile. Problems can seem insurmountable, all consuming, life and death and switch in an instant - remember being a teenager?
- you are an adult helping a child to manage their own behaviour

If a pupil blows up, what comes out is raw emotion, not necessarily directed at you even if you take most of the initial blast.

Appendix 2- The Behaviour for Success Toolkit- Rewards

Part of the distinctive ethos of Deer Park, and an integral part of our Behaviour for Success toolkit, is to reward good and outstanding behaviour both inside lessons and across all other activities we deliver as a school.

All staff value the power of strong, positive relationships with all members of the school community and use praise and rewards to develop and sustain positive attitudes to learning.

Common formal and informal praise and reward strategies that staff use are

- public verbal praise;
- private verbal praise;
- phone call home;
- letter/post card home;
- prizes/rewards in Assembly;
- prizes/rewards in Certificate of Achievement evening;
- Meeting with senior staff
- Meeting with the Headteacher

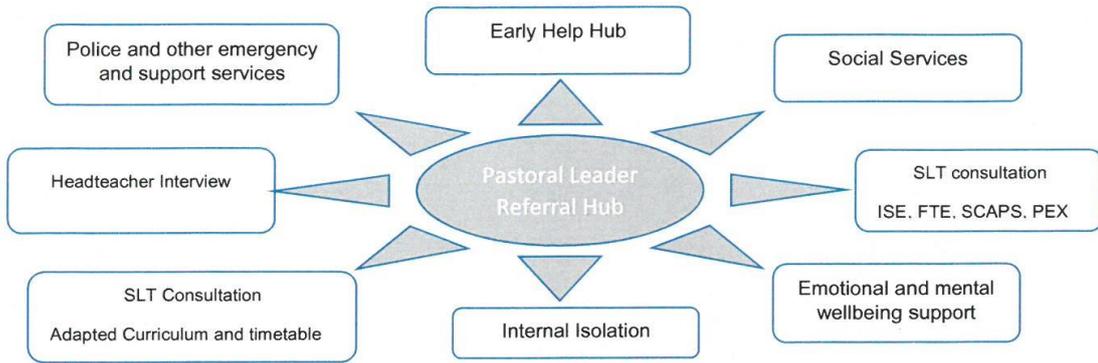
In addition to these positive strategies we use VIVO, our online rewards system. It offers pupils across all year groups the opportunity to earn VIVO's which can be used to purchase 'real-world' items from the extensive VIVO shop.

Pupils are automatically rewarded with VIVO's for **excellent effort, homework and behaviour on their reports, 100% attendance** and their **contributions to extra-curricular activities and the wider school community**. Furthermore, they can earn VIVO points in a variety of ways across the school, from **consistently demonstrating appropriate behaviour for learning**, producing **excellent pieces of class work** through to making **positive contributions** to the development of the school and **active engagement** in extra-curricular activities.

With a user friendly account interface, pupils can easily track and manage their VIVO totals and then spend what they have earned on things from stationery through to a mini-fridge! Pupils in Key Stage 4 are able to save their VIVO's and redeem them against the cost of their Leavers' Ball ticket or Yearbook. The VIVO system enables us to inspire, motivate, provide incentives and reward our young people and contributes to raising achievement!

Appendix 3- The Behaviour for Success Toolkit- Sanctions

Pupils disrupting own Learning or that of others in more than 2 subject areas/ Pupils not meeting the behaviour expectations of the school outside lessons



Year Leader Behaviour Toolkit

Behaviour Strategies	Referral for Support
Parental Meeting	Inclusion Services
Phone call home	Head of Key Stage to access the Referral Hub
Daily/Weekly Report	
Break time Detentions	
Formal Letter Home	

Tutor Behaviour Toolkit

Behaviour Strategies	Referral for Support
Parental Meeting	Pastoral Manager
Phone call home	
Daily/Weekly Report	
Formal Letter Home	



Pupils disrupting own Learning or that of others in a subject areas/ Pupils not meeting the behaviour expectations of the school in individual faculty areas

Whole School Detention- For failure to attend a Head of Faculty Detention. Failure to attend WSD will result in Internal Isolation

Head of Faculty Behaviour Toolkit

Behaviour Strategies	Referral for Support
Parental Meeting	Inclusion Carousel
Phone call home	Head of Key Stage to access the Referral Hub
Afterschool HOF Detention with Letter home	Inclusion Behaviour Support
Lunchtime HOF Detention with Letter home	Whole School Detention
Faculty Report	Escalation Policy
Letter Home	

Teacher/Tutor's Behaviour Toolkit

Behaviour Strategies	Referral for Support
Formal Letter Home	Head of faculty/Assistant Head of Faculty
Phone Call Home	Pastoral Manager
Lunchtime detention	
"Parked" from lessons	
Moved Seats in Class	
Automated Homework Email	
Automated Equipment Email	
Log on database	
Verbal Warning	

Escalation Protocol

The escalation protocol is for use only in the case of extreme poor behaviour. This would include;

- violence or threats of violence towards people or property
- possession of, use of, or dealing drugs or banned substances
- smoking
- swearing at, or in the hearing of, members of staff
- persistent anti-social, inappropriate or disruptive behaviour

In the event of one of these transgression of the school standards the pupil will be referred to the pastoral leader or relevant SLT member.

It is essential for the on-going education of any individual

Appendix 4- Exclusions Guidance

Although we consider exclusion from school the sanction of last resort it is important that the school has a robust response to persistent disruptive or dangerous behaviour. This appendix should be read in conjunction with the Exclusions Policy. In order of severity the options for exclusion are;

- **Internal Isolation-** This is a sanction where a pupil is required to spend the day in the isolation section of our inclusion unit. Pupils will be supplied with appropriate work and parents are informed of the pupil's behaviour and subsequent sanction.
- **Alternative to Exclusion (A2E)-** This is a sanction that seeks to put in place support for a pupil who has made a mistake in their behaviour and breached the school standards without going to a more serious exclusion from school. A meeting will be held by a senior member of staff with parents or carers, the pupil and any other appropriate agencies that may provide support. The A2E meeting is then followed up with a Behaviour Support Plan and a formal letter home.
- **In School Exclusion-** This is a sanction with a fixed term of 1, 2 or 3 days. The pupil is excluded from the rest of the school in an exclusion room and supplied with appropriate work. They are completely isolated from the school community. A formal letter is written, a meeting held with parents and, where appropriate, a Behaviour Support Plan agreed, before the pupils is readmitted to school.
- **South Cotswold Alternative Provision School (SCAPS)-** This is a sanction that places a pupil with the alternative provision school in Stroud for a fixed period of time. This is followed with parental meeting with a senior member of staff and a formal letter home before reintegration back into school.
- **Fixed Term Exclusion-** This is a formal sanction with a fixed term of 1-15 days. The pupil is excluded from school and the local authority is informed. A formal letter is written, a meeting held with parents and, where appropriate, a Behaviour Support Plan agreed, before the pupils is readmitted to school.
- **Permanent Exclusion-** This is a formal sanction that removes the pupil permanently from Cirencester Deer Park School. The local authority assumes responsibility for the education of the pupil on the 6th day of exclusion. The pupil is placed with another school through the Gloucestershire Fair Access Panel process

Appendix 5 – Guidance for Confiscating “illicit items”

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

- 2) **Power to search without consent** for “prohibited items”⁹ including;
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. It is the policy of the school to search pupils only when two staff are present.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

Appendix 6- Guidance for use of reasonable force

“Reasonable force” should only be used in extremis and only proportional to the threat presented by a pupil.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and smoking paraphernalia,
- fireworks,
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

As a school we reserve the right to identify additional items which may be searched for without consent.

Separate advice is available on reasonable force in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’ published by the Department of Education 2013.

Appendix 7- Protocol for the discovery of illegal substances

Legal drugs

The police will not normally need to be involved in incidents involving legal drugs, but the school will share intelligence with the police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area.

Illegal Drugs

The school will always contact the relevant outside agencies when an illegal drug is discovered within the school boundaries. Where appropriate the Police and School staff will discuss the incident and agree on action to be taken. This may include:

- Internal management of the incident by the school.
- Active involvement of Police processes
- Disciplinary action taken by the school in accordance with the schools' behaviour policy.

Temporary Possession of and Destruction of Suspected Illegal Substances

The law permits school staff to take temporary possession of suspected illegal substances for the purpose of preventing an offence being committed. Cirencester Deer Park School staff who suspect that a student is in possession of an illegal substance will inform the Assistant Head or in her/his absence any member of the SLT.

The school will ensure that at least two members of staff are present when any illegal substance is taken into the school's possession.

The Police should be informed immediately so that collection can be arranged. A record of the police incident number and the time and date of notification should be recorded on the RMO database and retained for future reference. A full written account of the circumstances will be made and retained within this file together with any witness evidence taken. The substance will be placed in a sealed envelope or other suitably labelled secure container.

A record of the time of the seizure/find and the details of any witnesses present will be made on the exterior of the envelope or container. The police incident number should be added to this record as soon as it has been obtained. Parents/Carers will be informed immediately of the incident and any action taken by the school.

School Trips

This policy and the protocol set out here is applicable on all school trips whether in this country or overseas. Pupils and parents should be informed by the party leader of the consequences of breaking the rules on use or possession of both legal and illegal substances. Party leaders should also inform parents that if a pupil is sent home from a trip because of a breach of rules then the cost will be borne by the parents. This may also

include additional costs such as the cost of any accompanying member of staff, replacement staff having to be sent out etc.