

HBHS's Behaviour Policy

Incorporating HBHS's Uniform Policy and HBHS's Behaviour for Learning Policy

Policy reviewed by	C. Smith Assistant Principal	Date of last review	12.2021	Date of next review	07.2022	Date of policy ratification by Governors	12.2021
Purpose of policy							
It is a primary aim of Herne Bay High School that every member of its school community feels valued and respected, and that each person is treated fairly and appropriately. This policy clarifies the expectations of staff, students and parents/carers in achieving this aim.							

Appendices

Appendix 1: Herne Bay High School's Home-School Agreement

Appendix 2: Pre-emptive behaviour strategies

Appendix 3: Items that must not be brought into school

Appendix 4: A school's legal rights

Appendix 5: Physical Intervention Record

Appendix 6: Appendix 6

COVID 19 Addendum to the HBHS Behaviour Policy

Appendix 7: Learning interventions and Learning Intervention

HBHS's Behaviour Policy

1. Ethos

Herne Bay High School is a caring community, built on the three core values of Kindness, Respect and Dedication.

2. Aims

Herne Bay High's Behaviour Policy aims to:

- establish an approach to behaviour management that is consistently applied and fully understood across the school.
- outline how students are expected to behave.
- foster a safe, stimulating, productive and happy learning environment for all members of the school community.
- provide students and staff with an environment that is conducive to focused learning.
- promote respect for individual differences and embrace diversity
- ensure that a consistent and positive approach to behaviour management is adopted throughout the school.
- ensure the emotional, social and learning needs of individuals are addressed appropriately.
- recognise, encourage and promote positive behaviour.
- establish clear procedures for dealing with and managing unacceptable behaviour.
- encourage the active and early involvement of parents/carers in supporting positive behaviour.
- build on the principles of kindness, respect and dedication

3. Herne Bay High School's Rules

Herne Bay High School's Rules are built on the foundations that students must be KIND to others, that they must show RESPECT for others and their environment and that they must show DEDICATION to their studies and in their actions.

Kindness

- I will be kind to others and will ensure that my behaviour does not make other people unhappy.

Respect

- Students must not bring the name of the school into disrepute either by their words or actions, whether these be physical or electronic.
- Students are expected to behave in a polite, courteous and considerate manner at all times and to all members of the school community and should behave sensibly, quietly and walk when within the school buildings.
- Students must not leave the school site at any time during school hours, including break and lunchtimes, without prior agreement between the school and parents/carers.
- Students must not use electronic methods eg. social networking sites, text messaging or email to post or share pictures, videos or comments relating to any member of the school community without their express permission.
- Students are expected to wear the correct school uniform and conform to the school's expectation on jewellery, make-up, hair colour and style.

Dedication

- Students are expected to be punctual and to be in the right place at the right time.
- Students should come to school, and attend classes, equipped for learning and their pencil cases should have, as a minimum a pen, pencil, ruler, protractor, compass and calculator all in a pencil case and Key Stage 3 students should carry a reading book (*note – clear pencil cases are the only type allowed within examination rooms although students may choose to have a different type for their classes*).

4. Mobile Phone Policy

Lower School

- In the Lower School should a student wish to bring a mobile phone to school, they must turn it off between 8.30 and the end of the school day. Additionally, if a student wishes to bring headphones to school these should not be in use or visible.
The Lower School operates a “**See it Lose it**” policy. If a phone or headphones are seen by a member of staff, then it will be confiscated until the end of the school day, at which point the student can collect it from the Lower School office.
- If the student’s phone, or headphones, are confiscated for a second time in a term, then the Parent/Carer will need to collect the phone from the school. Further transgressions will result in the student being required to hand their phone in to the head of Lower School at the start of each day for the remainder of that term.

Upper School

- In the Upper School should a student in years 10 and 11 wish to bring a mobile phone to school, they must turn it off during lessons and not send or receive calls or messages until the end of the day. Students in years 10 and 11 are permitted to use their phones during break and lunch times to listen to music, play games, research information etc. but must not use it to make calls or take photographs/videos. Additionally, if a student wishes to bring headphones into school with them these should not be used or visible apart from during break and lunchtimes.
- In the Upper School for years 10 and 11, at all times **apart** from break & lunchtime, if a phone, or headphones, are seen by a member of staff then it will be confiscated according to the “**See it Lose it**” policy. In these instances, it will be confiscated until the end of the day when the student can collect it from the office. Continual transgressions will result in the student being required to hand their phone in to the head of Upper School at the start of each day for the remainder of that term.
- In The 6th form (Years 12 & 13) students need to adhere to the ICT acceptable user policy and their sixth form contract.

There may be circumstances that, as an aid to learning, a teacher **MAY** allow a student / class to access their phones during a lesson for a particular purpose. Following this student must revert to the mobile phone rules for their School.

**Note - the school is unable to accept responsibility for any items of value brought into school that are either lost or damaged, such as, but not exhaustively, mobile phones, laptops, Tablets, games consoles, bicycles or money.*

5. Classroom Code of Conduct

Kindness

- I will be kind to others and will ensure that my behaviour does not make other people unhappy.
- I will aim to be helpful.

Respect

- I will follow instructions from staff without question.
- I will use appropriate language when addressing other members of the school community.
- I will ensure that my behaviour does not prevent the learning of other students.
- I will remain silent when teachers are talking and not distract others.

Dedication

- I will work hard to complete all classwork and homework to the best of my ability.
- I will arrive to lessons with the correct equipment.
- On the occasions that I make mistakes I will own up to them, learn from them, attempt to repair the damage I may have caused and try my best not to repeat them.

6. Uniform Policy

There is a strict policy on school uniform at Herne Bay High School which must be adhered to by all students.

Students are expected to wear full school uniform when at school or representing the school. *(Please note due to potential to changes of stockist and product ranges, the most up to date uniform list is to be accessed on the school website - <http://www.hernebayhigh.org/40/school-uniform>).*

Herne Bay High School's uniform can be purchased from Barnums Schoolswear, Unit 2, 14-16 William Street, Herne Bay, CT6 5EJ. 01227 365220.

Please refer to the school's website for the school uniform policy.

The school follows the Department for Education advice regarding dealing with uniform issues, and as such should a student breach the school's uniform policy, this will be seen as defiance of school rules and a failure to abide by the terms of the Home/School Agreement that all students and parents/carers have signed. As such the student will be subject to school sanctions, including a detention on the day of the uniform issue and/or, if the situation is deemed to demand it, they may be removed from their normal classes. In addition, following Department for Education advice, for serious or repeated breaches of the school's uniform policy, the student may face higher level sanctions including exclusion even if the student does not otherwise display poor behaviour (see <https://www.gov.uk/school-uniform>).

7. Recognising Good Behaviour

Herne Bay High School recognises that the motivation and happiness of students is critical in achieving high standards of student behaviour and high levels of student engagement. The focus on recognising good behaviour is central to the school's teaching and learning methods; and to the way rewards are offered for good work and conduct. As such students will be recognised in a number of different ways, both in class and publicly.

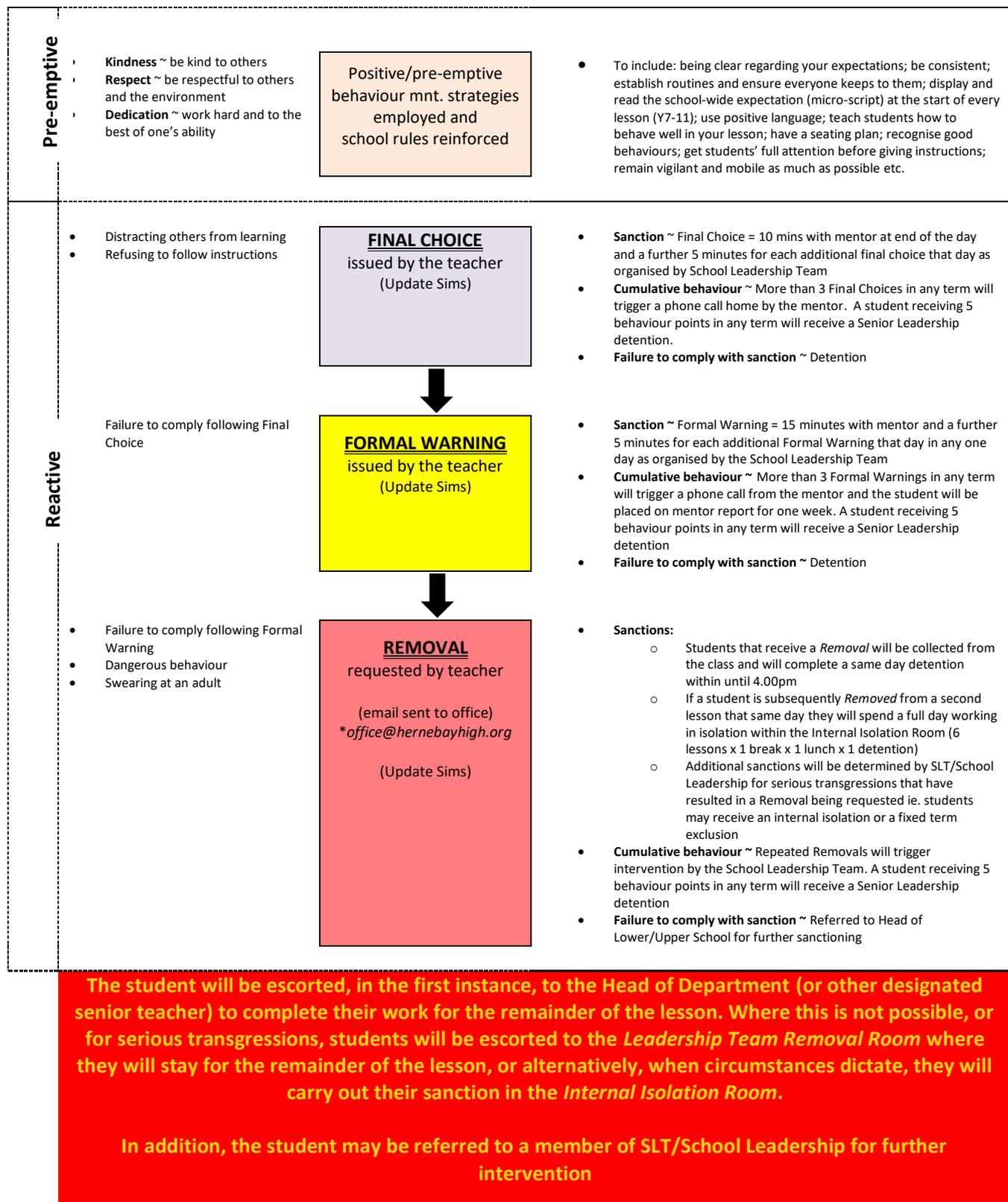
Heron Points

The school's official rewards points system is linked to the SIMS management information system. The Heron Points approach assist the Upper and Lower School Teams in tracking their mentees' achievements. Students are given various rewards and certification for the points that they acquire throughout the year. This approach is monitored and reviewed by the school's student voice bodies. Heron Points are awarded in accordance with the School's values of Kindness, Respect and Dedication.

8. Challenging Poor Behaviour

Behaviour for Learning

Herne Bay High School operates an in-class Behaviour for Learning Policy/approach that is focused on the concept of choice. This approach is used by all teachers with all their classes. As shown in the chart below the process is of a hierarchical nature, that results in students being subject to higher level sanctions as they progress through the stages of the policy. The school's approach to sanctions is that they should occur as soon as is possible following an incident.



If a member of the LT, SWO or Year Manager is called to remove a student from a class then the default position is that the student will be removed to the LT Removal Room for, at the very minimum, the remainder of that lesson or until the LT member feels confident that the student is ready to return to their other lessons. If there are capacity issues in the LT Removal Room/or it seems appropriate, the student may be removed to another venue to remain until the end of the lesson – this may be a HoD classroom or with a member of the department management team.

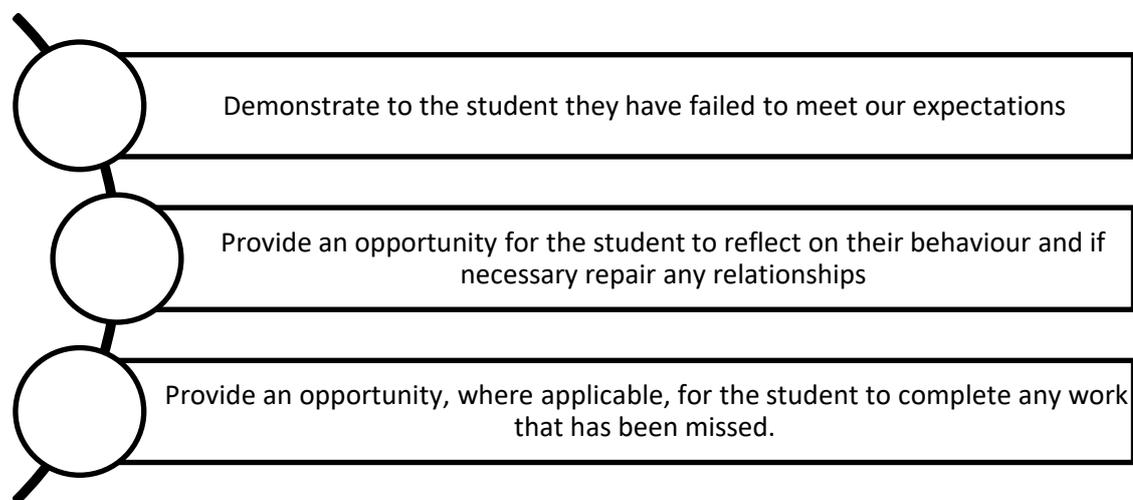
If a student is Removed from a second lesson on the same day, they will spend the equivalent of a full day (6 lessons, a break and lunchtime and after school detention until 1600) working in isolation within the Internal Isolation Room

If a student is Removed from a lesson for a serious transgression eg. swearing or dangerous behaviour or gross misconduct, the SLT/School Leadership will determine whether additional sanctions are required eg. students may receive an internal isolation or a fixed term exclusion

After School Behaviour Interventions

Herne Bay High has high expectations of all our students. On the rare occasions that a student falls short of these the school will respond accordingly in both supporting and on occasion sanctioning students.

These after school interventions are designed to:



The following behaviours will trigger an after-school intervention:

Incident	Intervention	Purpose
Behaviour Point issued	Student remains with mentor until 3.20pm on the day that the behaviour point was issued	This provides the mentor and the student to have an opportunity to discuss the behaviour point and, if necessary, address any issues
Removal from a lesson	Student will spend the remainder of the lesson in the Removal Room, or an appropriate class. The student will also complete a detention until 4pm that day.	This provides the student the opportunity to reflect on their behaviour choices as well as complete any work that has been missed as a result of the Removal.
Five behaviour points accrued during a term	Student will be in a Senior Leadership detention until 4.30pm following the accrual of 5 behaviour points in any term.	This provides the student with the opportunity to reflect how and why they have fallen short of the school's expectations with a Senior Leader and address any concerns

*Following these interventions and where a student's behaviour choices continue to fall short of our expectations further interventions may be triggered as appropriate by either the Lower or Upper School Leadership Teams.

SIMS Behaviour Entries (1 point issued)

- Final choice
- Formal Warning
- Removal
- Disrespect (out of lesson)
- Anti-Social Behaviour (out of lesson)

- Failure to attend LI
- Mobile Phone
- Late
- Uniform
- Homework Issue
- Missing Equipment
- Truancy

Each of these entries will equate to 1 point recorded on SIMS so that the frequency of transgressions can be tracked and monitored.

SIMS entries (0 points issued)

- Internal Isolation
- Learning Intervention
- SLT Detention

Gross misconduct

Sanctions for gross non-compliance to school rules will be decided upon in line with the ethos of this policy and commensurate with the individual context of the student.

Off-site behaviour

Teachers may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Teachers may discipline students for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Dealing with concerning or persistently poor/challenging behaviour

Departments will monitor, challenge and support students to establish productive learning environments and subject leads should liaise with the leadership teams of the Lower/Upper School for support with individuals or classes as required. Departments can use, amongst other strategies, subject reports and increased communication with home as a strategy to improve behaviour in lessons.

A number of interventions are available to pastoral and leadership teams to dealing with issues of poor behaviour. Each time a student receives a behaviour point, it is recording an incident where the student failed to meet the high expectations the school has. As a consequence, if a student receives 5 behaviour points in any one term they will receive a Senior Leadership Detention that will run until 4.30pm.

In addition to this, pastoral teams may use any of the following interventions:

Mentors may contact home; they may place students on mentor report and/or liaise with their Year Manager of concern.

Year Managers may increase the levels of communication contact with home; they may liaise with the Deputy Head of School and/or place the student in detention.

Deputy Head of School may organise meetings with parents/carers, they may liaise with their Head of Lower/Upper School, they may place students on report, they may place students in Leadership detention and/or internally isolate students.

Head of Lower/Upper School may organise meetings with parents/carers, they may liaise with the Head of School, they may place students on their report, they may place students in Leadership detention and/or internally isolate students.

Head of School may organise meetings with parents/carers, he may liaise with the Executive Principal, he may place students on report, he may place students in Leadership detention; he may internally isolate students; he may issue a Fixed Term Exclusion; he may organise for students to have a managed move to another school; he may direct students to access their education via the Canterbury Inclusion Service.

Executive Principal may organise meetings with parents/carers, he may place students on report, he may place students in Leadership detention; he may internally isolate students; he may issue a Fixed Term Exclusion; he may organise for students to have a managed move to another school; he may direct students to access their education via the Canterbury Inclusion Service or he may permanent remove a student from HBHS.

Dealing with extreme behaviour/Dealing with very serious behavioural issues

In terms of dealing with very serious behaviour issues, Herne Bay High School has a very strict and clear policy.

Any student who supplies, demonstrates intent to supply or uses illegal drugs on the school site or physically assaults an adult member of the school community will be permanently removed from the school. Any student caught in possession of illegal drugs on the school site may be permanently removed from the school.

In addition, permanent removal will be the likely course of action for the following circumstances:-

- In response to the intentional carrying of an offensive weapon
- In response to sexual misconduct or continual sexual or racial harassment
- In response to incidences of theft, violence, causing danger or harm to others or bringing the school into disrepute
- In response to persistent disruptive behaviour which is likely to seriously harm the education or welfare of others in the school

9. Restorative Practices

As a school we believe that we should enact an approach to behaviour management that not only results in the child being held accountable for their actions, whether this be by imposing a sanction or through another course of action, but we also believe that children should make amends for their actions and repair any relationships that have been harmed. Therefore, the school subscribes to the sentiments and practice of restorative justice and children who transgress will be expected to repair any harm they have caused.

In circumstances where someone has been harmed, including where intolerance occurs, it is of paramount importance that any person(s) who is impacted are supported appropriately, one method of doing this is through the integration of Restorative Practices/Justice. This is an approach to dealing with conflicts (issues) where the involvement of the victim is as important as that of the perpetrator.

Where appropriate, the victim and perpetrator meet in a controlled environment giving both parties the opportunity to explain the consequences to themselves of the issue by way of a restorative conversation facilitated by a member of staff.

Herne Bay High School's Home-School Agreement

Student Agreement

Kindness

- I will be kind to others and will ensure that my behaviour does not make other people unhappy
- I will aim to be helpful

Respect

- I will conform to the school values, rules and ICT Acceptable Usage Policy
- I will be respectful to others and the school environment
- I will wear the correct uniform
- I will behave in a polite, courteous and considerate manner at all times and to all members of the school community
- I will follow instructions from staff without question
- I will use appropriate language when addressing other members of the school community
- I will not use electronic methods, social networking sites e.g. Facebook, text messaging or email to post or share pictures, videos or comments relating to any member of the school community without their express permission
- I will ensure that my behaviour within lessons and around the school site does not prevent the learning progress of other students
- I will remain silent when teachers are talking and not distract others
- On the occasions that I make mistakes I will own up to them, learn from them, attempt to repair the damage I may have caused and try my best not to repeat them

Dedication

- I will work hard to complete all classwork and homeworks to the best of my ability
- I will attend school regularly and with the correct equipment
- I will maintain a very good attendance and punctuality record
- I will seek help and advice from staff when difficulties arise

Parents/Carers Agreement

- I will ensure that my child attends school regularly, in the correct uniform, on time and properly equipped and will provide medical evidence to support any absence of five days or more and am fully supportive of the school's attendance policy.
- I will inform the school of any changes to my child's contact details
- I will inform the school of any concerns or problems that might affect my child's work or behaviour
- I will actively support the school's policies and rules on discipline, behaviour and uniform
- I will work with the school to make sure that my child understands and adheres to the school's policies and rules
- I will listen to any issues raised by the school and will support the school's approach to addressing my child's behaviour
- I will support my child's learning in ensuring that homework is completed
- I understand that it is my responsibility to keep apprised of any changes to policies or procedures either via the school website or via direct home school communication
- I will support my child in the completion of their homework and attend Parents' Consultation Days and other meetings with the school to discuss my child's progress
- I accept responsibility for any items of value that my child may bring into school that are either lost or damaged, such as, but not exhaustively, mobile phones, laptops, tablets, games consoles, bicycles or money
- If I have any concerns or questions about the school, I will contact the school directly as soon as the concern arises

The School will agree to :

- Provide a carefully planned curriculum geared to each student's individual needs
- Give students clear instructions that they can follow
- Set, mark and monitor work on a regular basis
- Provide regular assessments and reports for students and parents that will detail progress and ways to further improve
- Arrange opportunities to discuss students' progress with parents
- Contact parents if there are problems with such things as attendance, punctuality or equipment and let parents know about concerns or problems affecting their child's work or behaviour
- Recognise students' kindness and helpfulness toward others
- Keep parents apprised of any changes to school policies or procedures

Signed/date.....(Parent/Carer)

Signed/date.....(Student)

Signed/date/position.....(Principal or representative)

Pre-emptive behaviour strategies (employing Standard 7 of the Teacher Standards)

These statements can be used to support your pre-emptive strategies and do not constitute a specific warning. They are reminders

- We all believe respect is important, so we are all going to listen now
- I'm just waiting for [number] people to be looking/listening
- I'm just waiting for [name] to be looking/listening now
- [name] thank you for listening now
- I would like silence in 3,2,1

Other pre-emptive strategies could include, but are not limited to

- Pausing for complete silence before continuing
- Tapping the desk gently to get students' attention
- Shaking your head while looking at a student/students

When a student/students have not responded to the pre-emptive strategies, the following scripting should be used in order to initiate the reactive strategies – the script focusses on the behaviour NOT the student. The time to use this can be recognised through the fact that your ability to teach has been halted and therefore learning is disrupted (you will need to choose the most appropriate value)

- We believe in being respectful/kind/dedicated in the school and right now your behaviour is disrespectful/unkind/not dedicated, so this is your Final Choice

If a student does not respond to the Final Choice, or immediately continues to argue, you must enact the Formal Warning

- We believe in being respectful, kind, dedicated in this school and your behaviour is continuing to be disrespectful/unkind/not dedicated to work, so this is your Formal Warning

If the student does not respond to the Formal Warning, or still persists in arguing with you, an SLT removal should be requested by emailing the office@hernebayhigh.org and requesting the student is removed. You must inform the student

- Unfortunately, your behaviour is continuing to be disrespectful/unkind/not dedicated and so I am going to request an SLT removal for you. Please pack away your belongings and make sure you take your work with you.

Items that must not be brought into school

The following are a list of "prohibited items" (as detailed by the *Department for Education*) that must not be brought to school and if a student did bring any of these items to school it is likely to result in the highest levels of sanctioning being imposed:

- * 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

In addition, the following items are "banned items" within Herne Bay High School:

- * Drug paraphernalia
- * Matches or lighters
- * Solvents
- * E-cigarettes
- * New Psychoactive Substances., formerly known as 'legal highs'
- * Energy drinks
- * Laser pens
- * Shisha pens
- * Catapults
- * Guns of any kind including replicas and BB guns
- * Offensive material (pornographic, homophobic, racist etc.)
- * Permanent markers

The Department for Education's document from February 2014 in which behaviour and discipline in schools is discussed can be found at <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>. This document lays out both the responsibilities and the powers that schools have re. this area.

A school's legal rights

1. To discipline students

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the headteacher/principal;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policies. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary - advice can be given by the relevant Year Manager or Head of School.

2. Detentions

Teachers have a power to issue detention to pupils (aged under 18).

Legally, parental consent is not required for detentions. Although within HBHS we feel it is appropriate to inform parents/carers of any detentions and as such this policy wishes to clarify that parents/carers should be informed of any after-school detention that lasts longer than 20 minutes, unless there are circumstance that may preclude this.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent/carer for the pupil.

3. To use reasonable force

Members of staff have the power to use reasonable force as set out in Section 93 of the Education and Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/section/93> - the degree of force used should be in proportion to the circumstances and the seriousness of the behaviour or consequences it is intended to prevent. The level and duration of the force used should be the minimum necessary to achieve the desired result, such as to restore safety.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The following is an excerpt from 'Use of reasonable force – Advice for head teachers, staff and governing bodies.' DFE, July 2013. (see <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.
- Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

The statutory provisions can apply when a teacher or other authorised person is:

- on the premises of the school (or academy); or
- elsewhere at a time when, as a member of school staff (or academy staff), s/he has lawful control or charge of the pupil concerned, for example, on an out-of-school activity.

It is not possible to describe definitively when it is reasonable to use force and how much may be used, beyond stating that this will depend on the circumstances of the case. Relevant considerations as to whether it might be reasonable to use force and the degree of force to be used could include, for example, the age and strength of the child. In some circumstances it will, of course, be inadvisable for a teacher to intervene without help, such as where a number of pupils are involved; where the pupil is older and physically mature; and where the teacher might be at risk of injury.

It is relevant that failure to respond in circumstances which merit it may be deemed as serious as overreacting. In many circumstances, it is not a safer option for a teacher to do nothing or to take very limited action, when to take action could restore safety. This action may involve swiftly alerting a third party. So far as a teacher's duty of care is concerned, an omission can be significant if there is a subsequent claim for negligence. This will depend on the circumstances of the case and teachers would not be expected to intervene to restore safety at the expense of their own personal safety.

HBHS staff should use 'force' judiciously, there may be times when the member of staff may need to intervene, should they feel it appropriate to do so, without delay eg. when a fight ensues or if a student is harming themselves.

HBHS's policy is that if any member of staff uses 'reasonable force' with a student that a record is made of this intervention on the relevant 'Physical Intervention Sheet' (see Appendix 1). This sheet should be handed to a Student Welfare Officer (SWO) who will file it accordingly. SWOs have additional copies of the Physical Intervention Sheet available on request. The Head of School will oversee this system.

Although staff have the right to use 'reasonable force' re. the guidance above, force should be used judiciously and should be the last resort, after de-escalation techniques such as giving clear instructions, blowing a whistle and/or showing one's presence have been attempted.

However that said there may be occasions where situations progress quickly and thus the opportunity to give time for de-escalation techniques to work may be limited.

There are situations where the school dissuades the use of force or restraint – if a student is in a classroom or other area and s/he becomes agitated or focused on leaving the space (and that by so doing the member of staff believes that s/he wouldn't put another individual or himself/herself at risk), then s/he should be instructed that s/he is to stay and that by choosing not to they would be suitably dealt with, however if they choose to ignore the advice they should be given a clear exit route. This matter should then be reported as soon as possible after the event to the relevant Year Manager, SWO, Head of Lower/Upper School for further intervention.

4. To search students and confiscation of items

The following section relates to the DfE guide entitled Behaviour and Discipline in Schools - Advice for headteachers and school staff (February 2014) and 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)'.

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

- 1) The general power to discipline 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 lawfully (see Section 94 of the Education and Inspections Act 2006).
- 2) Power to search without consent for "prohibited items"(See Section 550ZA (3) of the Education Act 1996) 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 (see below for the list of banned items) 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 - Weapons and knives and child pornography must always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item.

5. Telling parents and dealing with complaints (*what the guidance dictates*) - see 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)':

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

There is an expectation that the searcher must be the same sex as the pupil being searched; and that there should also be a witness who, if possible, should be the same sex as the pupil being searched. There is a limited exception to this rule. Someone can carry out a search of a pupil of the opposite sex to themselves and / or without a witness present, where the person reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

It is unlikely that a member of staff from beyond the Core Team ie. the Year Managers and the Student Welfare Team would search a student. And as such, whenever possible, staff should liaise with a member of this team before considering searching as student, as they will be given advice and support and it is likely the search will be carried out by the people designated above in an area conducive to the search being carried out.

It should be noted that HBHS has rarely, if ever, needed to carry out a search without firstly gaining the student's consent (in cases where a student is believed to have a "prohibited item" in their possession). If it is deemed appropriate to search a student and the student fails to empty their pockets or allow their bags to be searched etc. then a member of the Core Team or a senior leader contacts home and this has proved sufficient for the student to comply fully with the search. It should be noted that a student may only be instructed to remove their outer clothing such as a hat, coat or shoe for the purposes of a search.

In circumstances where a student is believed to have a "prohibited item" in their possession and they fail to comply with the search and their parents/carers fail to support the search or manage to get their child to comply with the search the school will consider involving the police. Note – that although school staff have the legal right to search the student without consent, the school's preferred position is that the police would be called. However, it should be noted that the school still retains the right to search the student without consent - in such circumstances a school leader should be contacted.

5. Searching, screening and confiscation at school (DfE, January 2018)

The government's 'Searching, screening and confiscation at school' guidance, has been updated. The latest document includes a new section, 'Statutory guidance for dealing with electronic devices'. Other than this section, the previous guidance still holds.

A summary of the new section is below:

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury or
- damage property

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Physical Intervention Record

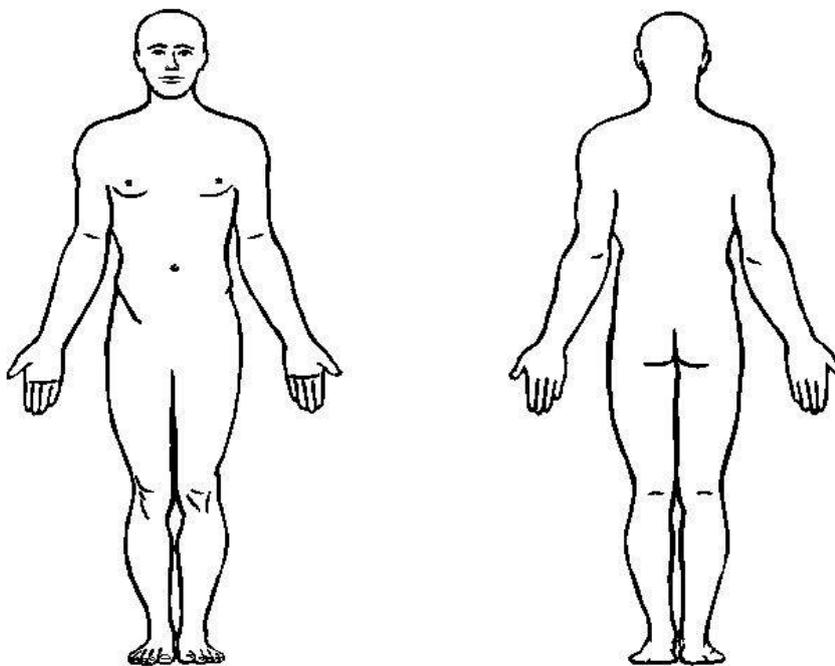
Student's name:	Date of birth:
	Mentor group:
Name and position of person who carried out the physical intervention and thus who is completing the form (please print)	
Date of physical intervention (dd/mm/yy)	
Incident * (who, what, where, when, why) – use the 'Body Map' over page as appropriate to indicate any marks that may have been left as a result of the physical intervention	
Any other relevant information* (witnesses, immediate action taken)	
Was student seen by a first aider? Yes / No	Why? / Why not?
Printed name and signature of first aider (<i>if student was seen</i>)	First aider* – what was your assessment of the student
What other information is provided along with this sheet?*	
Have parents/carers been notified of incident (before child goes home)? Yes / No	
What was parents/carers' response?	
Signature of person who made the physical intervention	Date form completed (dd/mm/yy)

*continue on a separate sheet if required

Confidential

Body Map

Please highlight any (a)bruises (b)cuts/wounds (c)red areas (d)other issues – please use the relevant letter from above as a key



Description of marks	
Name and position of person completing the form (please print) – note if a first aider has seen the student then a separate Body Map should be completed	
Date of incident/concern (dd/mm/yy)	
Signature	Date form completed (dd/mm/yy)

COVID 19 Addendum to the HBHS Behaviour Policy

This addendum to the HBHS Behaviour Policy applies until further notice and has been established in response to the challenges that the COVID 19 pandemic present, and the need to establish and maintain a well-ordered and safe school environment for all students and staff.

Currently the school is not subject to additional measures as a result of the pandemic. Herne Bay High School will continue to follow all Government advice.

At all times during the school day students must adhere to the following rules:

- **Respiratory hygiene:** students should adhere to the guidance re. *catch it, bin it and kill it*:
 - Catch it ~ as germs spread easily, it is important that students carry tissues and use them to catch their coughs and sneezes
 - Bin it ~ Germs can live for several hours on tissues, as such it is important that students dispose of tissues as soon as possible after use
 - Kill it ~ Hands can transfer germs to every surface that is touched, as such it is important that students clean hands as soon as they can after coughing and sneezing, using tissues and as regularly as they can throughout the day
 - Students must not, under any circumstances, cough, sneeze or shout in the direction of any member of the school community. Spitting of any kind will not be tolerated

The school will continue to follow the advice provided by the government - should additional measures be required to control the spread of the virus then these will be introduced and it is the expectation of the school that students fully comply with all such measures.

After School ‘Learning Interventions’

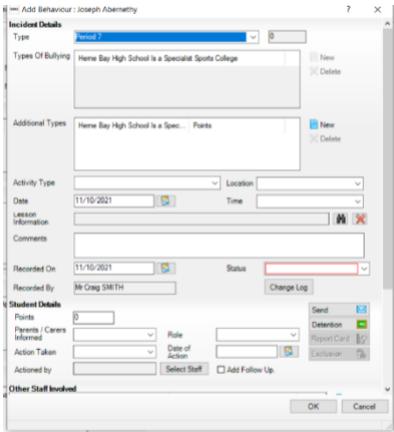
Homework Club

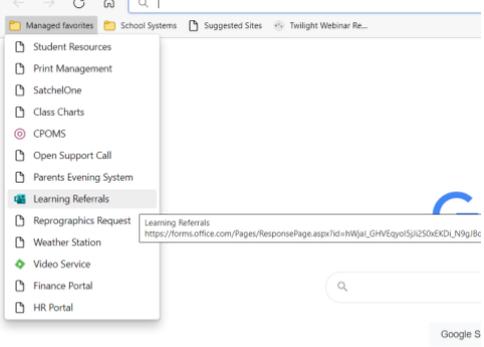
Homework Club runs every day from the Learning Resource Centre (LRC) both at lunchtimes and after school until 4pm. Here students have access to the school library, IT facilities and dedicated Learning Support staff to support students in completion of homework and coursework.

Homework club is available to any student to drop into. There may be occasions where pastoral teams in either the Upper or Lower School request that a student attends homework club if there are issues with the completion and submission of homework.

Learning Intervention (LI)

The school’s approach to Learning Intervention is designed to support students in meeting their full potential. Class teachers can schedule a Learning Intervention if they believe a student has produced either classwork or homework to a standard that is not commensurate with their ability. This includes the non-submission of work.

Learning Intervention Process	Further information
<p>(1a) Teacher schedules a student(s) a Learning Intervention on the day that they wish the student to carry out the Learning Intervention by 1430</p> <p>Select Behaviour Management for the student you wish to enter a Learning Intervention and leave a comment detailing the nature of the Learning Intervention:</p>  <p>1 (b) Learning Intervention is primarily targeted at the core of our students, who have not engaged with their learning, either in class or outside of class, as well as they should. For this intervention to be as successful and impactful as it can be, please consider and exercise professional judgment when allocating a LI, considering whether or not it is a learning issue or indeed a behaviour issue. If, in the teacher’s judgment, they feel the issue presenting is a behaviour issue then the teacher will log accordingly using the HW/FC/FW/Removal process.</p> <p>For example, if a student from the start of the class is refusing to do any work and continues to do so, then this is a behaviour issue where the student should be given a FC, then a FW and finally a Removal if they do not engage. Equally, if you feel that a non-submission of homework is a behavioural issue rather than a learning one then a Homework Issue behaviour point will be logged.</p>	<p><i>Learning Interventions can be allocated for:</i></p> <ul style="list-style-type: none"> <i>*non-completion of classwork</i> <i>*classwork not completed to a standard that is commensurate with the student’s ability</i> <i>*homework not submitted or not completed</i> <i>*homework not completed to a standard that is commensurate with the student’s ability</i> <p><i>*Lis will run after school on a Monday, Tuesday, Thursday and Friday</i></p> <p><i>*teachers are free to allocate as many Periods 7LIs as they deem appropriate</i></p> <p><i>*teachers can allocate a student(s) a Learning Intervention on a day (Mon, Tues, Thurs, Fri) that they do not teach the class – as they may have marked the work after the class’s lesson, or it may be a Wednesday when the issue arose and there is no Learning Intervention. Therefore, please make absolutely clear in the comments when entering in a Learning Intervention what it is for</i></p> <p><i>*Students will report to their relevant school head to be registered for LLI, but departments can choose to collect them and take them back to their areas to support them better if they choose</i></p> <p><i>*Departments could choose to hold Lis on specific days of the week for all children who require this intervention</i></p> <p><i>*staff MUST attend the LI for the students they have issued them for to check they know what to do; they do not need to stay for the whole time</i></p> <p><i>*On occasions when the teacher cannot attend the Learning Intervention venue themselves, the teacher is to liaise with another member of their department in order that they attend the Learning Intervention to direct the student as to what they are to do</i></p> <p><i>Nb. The day that the Learning Intervention is allocated on Sims is the day that the student(s) stay behind to complete the work</i></p>

<p>(1c) There will be some students with a SEND for whom Learning Interventions will not be appropriate. These will be identified on the student's Personal Plan. If you have a concern about the learning and progress of a student with SEND please log a Learning Referral and it will be addressed by the SEND Team.</p> 	<p><i>Allocations for Learning Intervention</i></p>
<p>(2) Teacher must note a comment for all Learning Interventions re. what the Learning Intervention has been allocated for</p>	<p><i>The comment is important in order that information can be communicated to students or parents/carers by mentors, office or year team staff when required</i></p> <p><i>Staff may also put supporting work on Teams to support the student in their study in addition to the class materials already there</i></p>
<p>(3) Office will send a text home at 1430</p>	<p><i>Students' parents/carers will be informed that the student will need to stay until the work is complete for years 10-13, or until 3.45pm in Years 7, 8 and 9</i></p>
<p>(4) Mentors will use Sims to identify their mentees who are to be escorted to the appropriate Learning Intervention classroom at the end of PM mentor time</p>	<p><i>Learning Intervention venues:</i></p> <ul style="list-style-type: none"> <i>*Lower School ~ IT12</i> <i>*Year 10 ~ Hi15</i> <i>*Year 11 ~ BS02</i>
<p>(5) How to Use Learning Intervention appropriately</p>	<ul style="list-style-type: none"> <i>* A Learning Intervention is a learning intervention and NOT a behavioural sanction</i> <i>* Students in Years 10-13 can be released when the work is complete</i> <i>*A Learning Intervention is an ineffective intervention for students with behavioural issues – in the case of students who wilfully neglect to complete work, the behaviour for learning policy should be employed and a Homework Issue behaviour point issued</i> <i>*A teacher may issue an extension for homework as they deem appropriate</i> <i>* A teacher may should use their professional judgment to address homework and classwork issues either as a behaviour issue or a learning one</i> <i>To support students more generally in their homework, homework should be set following the template in the homework policy</i>