



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**



**KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS**

Behaviour Policy	
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1.1 Behaviour Policy – Statement of Intent

At King Edward VI King's Norton school for Boys, we promote high expectations in every student so that the best learning can take place. We implement a range of practices and strategies to achieve this. For instance; praising and rewarding positive behaviour, identifying negative behaviour, describing it and sanctioning it in as a consistent way as possible. Every member of staff has the responsibility to manage behaviour and minimise disruption to learning, so the more consistent our practices the more successful we will be in reaching our goal. These common practices are described in our shared expectations that enables students to know what is expected and therefore work within those expectations and staff to organise and manage the school day.

1.2 Our Values

- Every member of staff is responsible for behaviour management and staff have a right to discipline students
- Staff make the decisions in school; for instance, where students sit (e.g. seating plans), when students are dismissed, what work should be completed, the conditions under which the work should be completed (e.g. silence, group work, time limits)
- We endeavour to foster positive relationships through insisting on courtesy and consideration of others at all times, and having increasingly consistent approaches and expectations without removing individual professional judgement
- We endeavour to make reasonable adjustments for individuals that require them and our responses should not be inflexible to specific individual circumstances
- We endeavour to avoid confrontations and seek to defuse and address problems by being calm and fair, listening, establishing facts, making careful judgements, and using sanctions appropriately. However, we remain committed to the expectation that students should not act in an aggressive or confrontational manner nor should they disrupt the learning of their peers
- We promote an inclusive community and are opposed to discrimination at all times; we deal with what students do, not who students are; we believe it is essential to separate the behaviour from the individual – every mistake offers the opportunity to put things right and to learn from those mistakes
- We operate this policy fairly and in accordance with the school's equality policies
- We believe that expectations and procedures should be shared with students in order to develop their own personal behaviour management and we therefore promote independence

1.3 Home School Agreement

One of the ways of encouraging good behaviour is to ensure that everyone involved in the school has clear expectations; students, parents/carers and school staff. This is why all parties are requested to sign up to the Home School Agreement which can be found in student handbooks. The Home School Agreement was drawn up after consulting and involving the parents, students, staff and governors of the school. It sets out the values and principles of the school and shows our commitment to working collaboratively to support good behaviour and attendance.

A copy of the Agreement is found in student handbooks and should be read in conjunction with 'Our shared expectations of a King's Norton boy.

1.4 Self Discipline for Learning (SDfL)

1.4.1 SDfL – An Overview

Students are awarded 20 SDfL points every 9 weeks, throughout the school year. Their aim is to keep them, or, if a student loses SDfL points - to earn them back. SDfL points are deducted for misdemeanors, examples are provided in student handbooks. Pastoral staff and the school council regularly review these misdemeanors. SDfL points can be deducted in 1, 2, 3, 5, 10 or 20 points at one time. The more serious the behaviour, the more points are deducted. Class teachers can deduct 1, 2, 3 and 5 SDfL points to manage negative behaviour within the classroom, whilst more serious infractions are referred to Middle or Senior Leaders and may result in deductions of 5, 10 or 20 SDfL points. Records of the reasons behind point losses are added to the school's information system and this can be shared with students and parents as necessary. Parents can also access their sons' records using the MCaS portal. As SDfL points can be earned back through a report booklet or receiving commendations for excellent conduct/work a student's running total of points indicates his conduct level.

1.4.2 SDfL - Rewards

Rewards are key for promoting and encouraging students to achieve. We remain committed to a system of rewards that supports those students who get it right all or most of the time to be rewarded rather than overlooked. Therefore, students have access to rewards on the basis of their performance rather than those that are the most outgoing or loudest.

At the end of each 9-week block, students are awarded merits for three categories: attendance, behaviour (SDfL points category) and commendations. Merits are added up over the course of the year. A total of 750 or more merits will result in an invitation to the end of year reward trip.

MERITS – for each 9 week block		
• SDfL Points	• Attendance	• Commendations
Elite = 100 MERITS	100% = 100 MERITS	150+ = 100 MERITS
Gold = 50 MERITS	97+% = 50 MERITS	100+ = 50 MERITS
Silver = 25 MERITS	95+% = 25 MERITS	50+ = 25 MERITS
For every 9 week block there are a maximum of 300 MERITS on offer. There will be rewards for all those students that achieve at least 150 MERITS		
<u>Rewards for the first 9 week block:</u>		
• Certificates		
• Sweet treats		
• Invite to Christmas event (details TBC)		

Students are placed into SDfL categories depending on how many of their 20 SDfL points they have kept within the 9-week block.



Each reward group will receive recognition and access to rewards as agreed with our pastoral team. e.g., trips invites, queue jump passes, rewards lunches and special surprises.

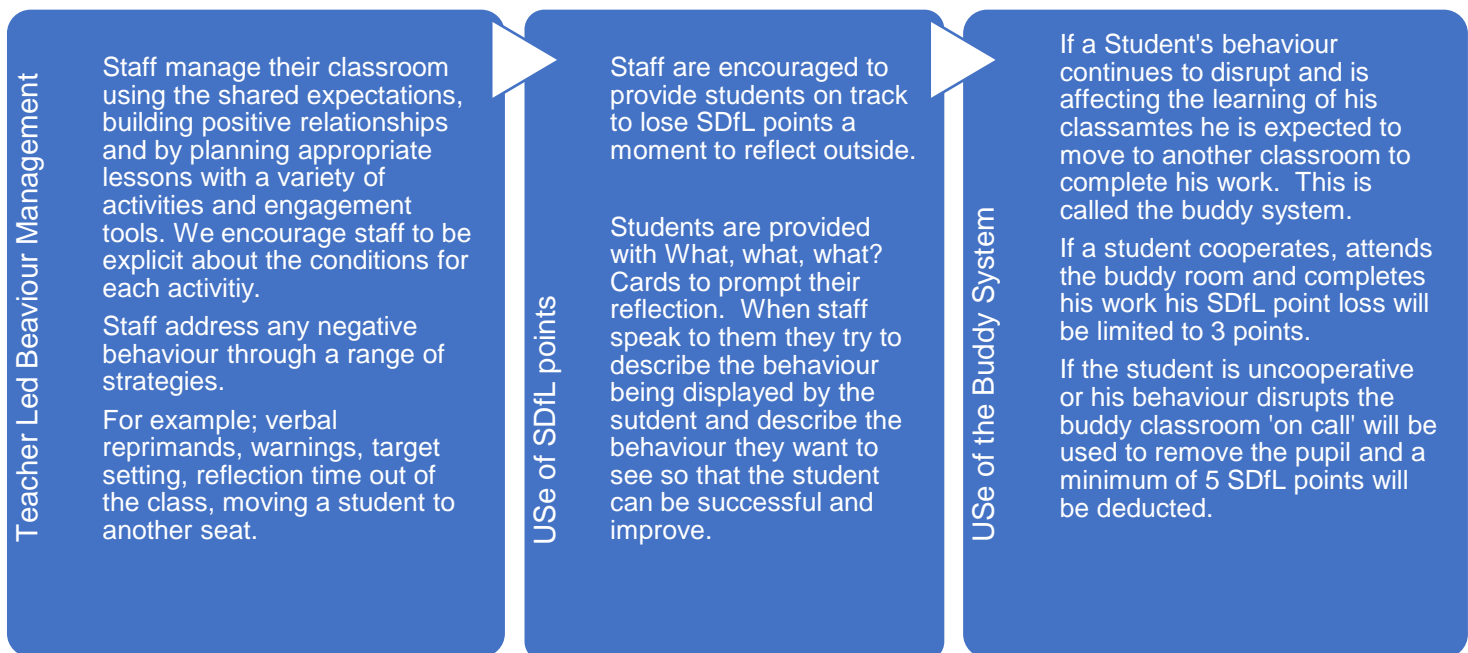
We also have many other methods of praising and recognising and rewarding students. For example:

- Praise postcards for either academic work or pastoral achievement
- Praise phone calls
- Headteacher's commendation for excellence
- Certificates for outstanding attendance and behaviour
- Annual awards evening
- Regular awards in Year group assemblies
- Regular special awards for groups of students who are excelling, for instance
- all students who fall in the elite category at a particular point in the term

1.4.3 SDfL – Behaviour Management

Students should expect any negative behaviour to be sanctioned in a clear, shared and broadly consistent way. We aim to remove SDfL points as a stage of our classroom management interventions; when students do not respond to teacher intervention or behaviour does not improve after warnings.

Staff broadly follow this process:



1.4.4 SDfL – Sanctions and Detentions

It is important to note that whilst we develop a more consistent approach to managing behaviour it is individual staff that decide when to apply a reward or sanction and have regard for the individual students and the circumstances involved. Each member of staff has the right to discipline as set out in Education Legislation:

“13. 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.” (DfE Behaviour and discipline in schools)

To support consistency, the following thresholds exist:

- When a student has lost 3 SDfL points, he will have a detention
- If a student is removed from class by a Middle or Senior Leader, then 5 SDfL points will be deducted
- When students have lost points too often, they are monitored and supported by their Form Tutor, Head of Year or a member of the Senior Team to assist improvement
- If student lose all their SDfL points (for a one incident or for a number of smaller incidents) they will complete a period of time in the Internal Suspension room
- Serious incidents still place students at risk of internal suspension, suspension or exclusion – depending on the context, circumstances around the incident and behaviour history of the student.

The following detentions are in place at King Edward VI King's Norton school for Boys:

Subject Detentions	These might be to complete unfinished work, for poor behaviour, or for failing to complete homework. They could be after school or during social time. Class Teacher's will contact home via text or via the student handbook, so parents are aware.
SDfL Detentions	Whole school detentions for every 3 SDfL a student loses. They are held after school for 60 minutes. Form tutors display a list of those who are in detention and remind students during form time.
Internal Suspension Room Detentions	Students who are completing a fixed period of time in the Internal Suspension room for the loss of all their points, will also serve a detention after school of up to an hour.
Lunch/break Detentions	Students may have their social time removed for breaches of the school expectations. Some examples are; significant or continued breaches of the school uniform code, arriving to school late, an unacceptable pastoral monitoring report, rudeness to staff or anti-social behaviour around school. <i>*Any students detained at lunchtime will be given time to use the toilet and eat lunch.</i>
End of the day discussion time	Form Tutors and Class Teachers can continue to make use of the allowed 10 minutes at the end of the school day to detain student for any required conversations without prior notice, for example to discuss behaviour, progress, work standards or poor punctuality.

Setting detentions are a school's discipline right, schools no longer have to give notice or request permission from parents in order to detain a student. It is a key part of our sanctions at King Edward VI King's Norton school for Boys and students report that these do make a difference to their future behaviour. Our intention is to continue to provide notice wherever possible and we will inform parents of SDfL detentions via email or SMS text message, students will also be expected to make a note of any detentions in their handbook. If a student does not attend an SDfL detention he risks losing 10 SDfL points. If a student does not attend a subject or lunchtime/breaktime detention, he risks losing 3 SDfL points.

SDfL points are deducted for misdemeanors, examples are provided in students' handbooks. Pastoral staff and school council regularly review these misdemeanors that are assigned as examples to each SDfL category. The following grid, whilst comprehensive, is not an exhaustive list of misdemeanors.

Self Discipline for Learning (SDfL Points)

Number of points	You will begin each term with 20 SDfL points. We would like you to keep them all. For each 3 points that you lose, for a one off or combination of offenses, you will receive an after school detention. Your Form Tutor will inform you of this and your parent/carer will also be notified of date of this detention via text message.	
1	<ul style="list-style-type: none"> Late to school Disrupting the lesson Incorrect equipment Not following instructions Incorrect uniform Moving out of your seat Late to lessons 	<ul style="list-style-type: none"> Shouting out Talking out of turn Dropping litter Insufficient work Slow to start Lack of respect for the one-way system
2	<ul style="list-style-type: none"> Arguing with other students Failure to bring correct equipment Failure to bring correct kit Disruptive name calling 	<ul style="list-style-type: none"> Wearing uniform incorrectly Sent in at lunchtime Failure to have report signed by home/school Swearing Continuously failing to use the one-way system
3	<ul style="list-style-type: none"> Answering back Damaging another students work Failure to attend a detention Inappropriate behaviour Extreme lateness 	<ul style="list-style-type: none"> Inappropriate use of computers Insufficient work Refusal to wear uniform correctly Spitting on the floor
5	<ul style="list-style-type: none"> Dangerous behaviour Inappropriate use of school's resources Refusal to follow instructions Removal from lessons via 'on call' 	<ul style="list-style-type: none"> Breaking mobile phone procedures Telling lies Leaving a lesson without permission Out of bounds
10	<ul style="list-style-type: none"> Intimidation Truancy Failure to attend SDfL detention Poor behaviour in the community 	<ul style="list-style-type: none"> Continued refusal to follow instructions Dangerous behaviour Fighting Internet abuse Refusal to use the one-way system
20	<ul style="list-style-type: none"> Bullying Extortion Fighting Physical violence Racist behaviour Serious breach of the school's expectations Bringing the school into disrepute Serious damage to school property 	<ul style="list-style-type: none"> Sexist behaviour Smoking/Vaping Theft Threatening behaviour Verbal abuse Homophobic behaviour Setting off the fire alarm

NB1 these are examples and not an exhaustive list of infringements.

NB2 incidents that maybe covered in these general categories could be considered more serious and lead to a Fixed Term or even a Permanent Exclusion from School.

1.4.5 SDfL – Our shared expectations of a King’s Norton boy

The shared expectations assist our students’ in getting it right and keeping their SDfL points. We are incredibly proud of these expectations as they are designed by students and staff working collaboratively to support their schools’ ambitions to be the best it can be.



Our shared expectations of a Kings Norton boy

IN THE CLASSROOM

- A King’s Norton boy is met at the door/corridor by their teacher; he enters quietly with his coat off. At the end of lessons, a King’s Norton boy waits silently to be dismissed.
- A King’s Norton boy settles quickly at the beginning of each lesson and begins the task provided by the teacher. On his desk, he will have his planner and his equipment.
- A King’s Norton boy is always expected to sit in the seat allocated by his teacher, and he understands that this may change at any time.
- A King’s Norton boy avoids calling out; he will raise his hand to show he has something to contribute, however, staff will often use ‘no hands up’ during questioning in order to assist students’ learning.
- A King’s Norton boy often uses thinking time or talking time as directed by his teacher before he answers difficult questions or completes his written work. He is very good at using this to assist his understanding and improve the standard of his work.
- A King’s Norton boy is expected to complete some work in silence to support all the students in the class and help to ensure the quality of their work while building independence.

UNIFORM STANDARDS

- A King’s Norton boy has the school badge visible below the knot on his tie, his shirt is tucked in and he wears his blazer. He understands that he should be ready to demonstrate that he meets these standards.
- A King’s Norton boy does not wear a hoodie or tracksuit top. He is encouraged to bring an appropriate warm and waterproof coat to school.
- A King’s Norton boy never uses his phone or earphones in lessons unless his teacher specifically allows it. If it is allowed his phone/earphones will be put away out of sight before he leaves the room.
- A King’s Norton boy understands that although he is allowed to use his phone during social times, he should not access his phone during lesson time, between lessons or whilst having his lunch in the canteen.
- A King’s Norton boy brings a note from home regarding any issues with uniform; HoY/Form Tutors sign and date these notes when they have been seen. If uniform issues are not resolved quickly, boys are referred to HoY, and this may result in a loss of social time, contact home or further consequences.

AROUND SCHOOL

- A King’s Norton boys follows the one-way system to get around school. He is courteous and considerate.
- A King’s Norton boy walks on the left-hand side, especially in congested places, like stairwells.
- A King’s Norton boy moves around the site sensibly. To help him, staff fulfil duties before school, during break/lunch and after school.
- A King’s Norton boy follows staff instructions without needing to question them; he trusts that staff are working in his best interests.
- A King’s Norton boy is expected to be on time for his lessons.
- A King’s Norton boy respects the grounds and buildings around them. He does not drop litter, graffiti or cause damage to his school.
- A King’s Norton boy respects other people’s personal space and conducts himself with care and thought.

MANAGEMENT OF BEHAVIOUR

- A King’s Norton boy has high personal expectations of his own behaviour and learning. To assist him, staff have very high expectations of students, embodied by our STRIVE values: Self-discipline, Teamwork, Resilience, Initiative, Vision and Endeavour.
- A King’s Norton boy is encouraged to reach his very best standards in work and behaviour, in order to enhance the learning experience for him and his classmates.
- A King’s Norton boy who fails to meet our high expectations will be told what he has done wrong, what he can do to improve the situation and what will happen if he does not take that opportunity.
- A King’s Norton boy is expected to take the opportunities given to him. If he does not, he may well be asked to stand outside for a time to reflect on his behaviour. Improvement is expected, otherwise he is required to go to another room to complete his work – if this happens, he knows that he will lose 3 SDfL points.
- A King’s Norton boy is good at reflecting on any poor behaviour, and he is expected to accept the consequences without argument.
- A King’s Norton boy supports our quest for outstanding behaviour, and his SDfL points total is regularly shared. His teachers are encouraged to contact parents/carers if behaviour continues to be an obstacle to learning.
- A King’s Norton boy understands that they should #TELLSOMEONE (a member of staff) if he has a problem or concern. If appropriate staff will relay this to parents.

1.5 Suspensions

Although there may be some overlap between these consequences as context and circumstances are established, it is not usual for a student to receive several different sanctions. A decision is carefully considered, and the appropriate sanction issued.

1.5.1 Internal Suspension Room

Students who lose all their SDfL points due to a one-off incident, or a number of incremental incidents will be removed from the school community for a period of time. Students spend no less than two days in our Internal Suspension room completing work provided by departments. During this time, they are not permitted social time with peers and sit a compulsory one hour detention. Parents are informed of implementation of this measure (usually via a phone call) and are usually expected to attend a reintegration meeting, where the student's behaviour will be reviewed and a shared action plan devised. Students who are required to complete multiple periods of time in the Internal Suspension room are placed onto our disciplinary stages. If a student is already on them he may well be moved up a stage as a result.

1.5.2 Provision at another school

There are some occasions when the behaviour of a student is of such a cause for concern that a placement in another school is organised. This is used as an alternative to suspension and the arrangements are made in collaboration with parents. The conditions, in terms of social time, behaviour, and detentions remain the same.

1.5.3 Suspension

There are some occasions when the behaviour of a student is of such a cause for concern that the Headteacher approves a suspension; this is a set number of days when a student is not permitted to attend school. This sanction could be for either a single serious breach of the school's expectations or for repeated failure to follow the required standards of behaviour (some examples may include violence, aggression, verbal abuse, refusing to follow instructions, damage to property, constant or significant loss of SDfL points). Students will usually be required to complete a period of time in the Internal Suspension room as part of their reintegration back into school and/or prior to the suspension during the incident investigation, whilst attempts to contact parents are being made. Parents are advised that they are responsible for supervising students for the first five days of any period of suspension. Where a suspension is for longer than five days the school will arrange suitable alternative education from day six to the end of the suspension. Parents are expected to attend a reintegration meeting following all suspensions, where a student's position on the disciplinary stages will be discussed, their behaviour reviewed, and a shared reintegration plan devised.

1.5.4 Permanent Exclusion

A decision to exclude a student permanently is a serious one. A decision to exclude permanent can arise for two reasons:

- a. In response to serious breaches of the school's behaviour policy
- b. If allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

It is usually the final step in the process for dealing with disciplinary offences, following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student's behaviour and we aim to use permanent exclusion as the last resort. There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first or single offence. (Some examples maybe; extreme violence, weapon possession, drug use/possession/distribution, total refusal to follow instructions).

The Secretary of State for Education has made it clear that he would not normally expect the Governor's Disciplinary Committee, or an Independent Appeal Panel, to re-instate a student who has been permanently excluded.

1.6 Student's at risk of suspension

1.6.1 The School's Disciplinary Stages

The majority of students will successfully manage their behavior without the need for behaviour support or intervention. A number of students will require the SDfL system to act as the sanction that enables them to improve the management of their behaviour. However, there are a few students who will require additional support and intervention. These students are identified by the number of SDfL points they have lost and/or the number of times they have had to spend a period of time in the Internal Suspension room or a suspension from school. It is normal to work through the stages, either up or down. However there are circumstances that justify a decision to add a Student on Stage 2, or even Stage 3 of the Disciplinary Stages. This will ultimately be the decision of the Headteacher, with advice and information from his pastoral team, taking into account the events, investigation, legislation and DfE guidance.

The Disciplinary Stages are a three-tier system:

Disciplinary Stages:		
Stage	Examples of Behaviours:	Possible Outcomes
Students on a monitoring stage have begun to lose their way & they are not meeting the expectations of KNBS.	Loss of above average points. Sustained poor behaviour leading to a period of time in the Internal Suspension room.	<p>Targets are met for a sustained period & the student moves down the stages</p> <p>Targets are only partially met then the student will remain on this stage for another period of time (a pupil cannot remain on a stage forever, usually more than one period of partial performance will be enough to escalate the situation)</p> <p>Targets are not met so a student will be required to move to the next stage</p>
Students on stage 1 have lost their way & they are not meeting the expectations of KNBS. Our normal school systems are not having an impact on behaviour.	Loss of above average points Consequences have not led to an improvement in points loss Involved in a serious incident or sustained poor behaviour leading to a period of time in the Internal Suspension room	
Student's on stage 2 have shown a sustained period of poor behaviour or have been involved in one (or more) significant incident.	Several periods of time in the Internal Suspension room A suspension or at risk of suspension Not meeting the expectations of a King's Norton Boy Refusing to engage with the support or sanction put in place Examples of point loss whilst being monitored by the pastoral team Frequent loss of points for incidents in lesson or around school	
Students on stage 3 are at serious risk of losing their place at KNBS. We have clear expectations & pupils on stage 3 have not taken the opportunities to make sustained improvements to their behaviour or have been involved in a very serious incident.	Failure in meeting targets &/or a lack of engagement Refusing to engage with the support or sanction put in place Examples of point loss whilst being monitored by the pastoral team Frequent loss of points for incidents in lesson or around school Involved in a serious incident or sustained poor behaviour leading to a period of time in the Internal Suspension room and/or a suspension	<p>A sustained improvement is shown, targets are met & the student moves down a stage</p> <p>No sustained improvement is shown, targets are not met & the student is in significant danger of losing their place at KNBS</p>

Students placed on the stages will receive support via a Pastoral Support Plan, which sets out in detail the support, and sanctions, and rewards that will be applied in both school and at home. It also identifies explicit targets that are SMART (Sensible, Attainable, Measurable, Realistic, Time specific) based on student's patterns of behaviour. If students achieve their targets they can move down the stages, if they fail to do so then they may escalate through the levels and sanctions become more serious. At the higher stages it will be suggested that students may spend a short

time at another school or move school on a managed move to help students to reflect on their education and its importance.

Some or all of the following monitoring mechanisms or support strategies maybe used, however often bespoke support is designed and implemented in these cases to support the needs of the individuals in an attempt to support them to improve and avoid exclusion.

Examples of monitoring mechanisms & support strategies	
Student Monitoring Reports	Students go on report to their Form Tutor, Head of Year, a member of the Pastoral Team or Senior Leaders Team
Passport Programme	A 6-week early intervention programme for students, aimed at reducing the potential risk of exclusion from school. Students attend another school for the duration of the programme in order to demonstrate that all schools have similar standards and expectations. Students are then re-integrated back into King Edward VI King's Norton school for Boys where support and strategies are used to improve relationships and build on a fresh start
Managed Moves	Sometimes it is appropriate for students to change schools and have a fresh start. A Managed Move takes place over a trial period in a new school and if it is successful, the student is moved onto the roll of the new school
Behaviour support	Our support staff sometimes provide tailored courses to improve a student's performance in school. Courses involve monitoring following the course completion and most often extend across a number of weeks.
Mentoring	A number of staff in school offer mentoring and there are a range of triggers for this. Mentoring will almost always be discussed with parents and students and will take place, usually weekly, over a set period of time before it is reviewed. The majority of our intervention mentoring is solution focused based on training we have received from the Educational Psychologists service
Emotional Support	Some students will benefit from more intensive counselling support, or emotional support. Referrals are taken via Heads of Year and managed through our mentors. More information about counselling is available from school
Family Support	We work with a number of organisation that support families when issues are not isolated to in school. Referrals are always discussed with parents/families before they are made.
Multi Agency Assessment	Students who continue to display disruptive behaviour despite high level intervention from King Edward VI King's Norton school for Boys will be considered for Multi-Agency Assessment, referral and/or support from Children's Services

1.6.2 Governor's Disciplinary Committee

During the academic year a student and his parents may be invited to a Governor's Disciplinary Committee Review Meeting. This is to acknowledge a student's behaviour record and outline the

possible consequences of repeated infringements of the school's expectations. This will be triggered when a student has been suspended for five days or more (either for one suspension or a series of suspensions) or when a student on Stage 3 of the Disciplinary Stages is not making the improvements expected of them.

1.7 Legislation that affects Schools

1.7.1 Use of Reasonable Force

The Department for Education provides clear guidance on the use of reasonable force. Force is used either to control or to restrain a student. The guidance is clear that:

“Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.” (DfE Behaviour and discipline in schools)

In circumstances when reasonable force has been necessary it is likely that this would be seen as a minimum of a 20 SDfL point offence, though could lead to a suspension or permanent exclusion depending on the severity. We expect our students to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school. Restraint or control are used when staff feel they have no other choice available.

1.7.2 The power to screen, search and confiscate items

We believe that it is important that students are open and honest. We therefore complete equipment checks and bag checks to ensure that students are not bringing prohibited items to school, it is important to us as a way of ensuring that school is a safe and secure environment.

The Department of Education provides clear guidance on screening and confiscation:

Screening

“School staff can search a student for any item if the student agrees, staff authorised by the Headteacher also have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be used:

to commit an offence

to cause personal injury to, or damage to the property of, any person (including the student)

Headteachers and authorised staff can also search for any item banned by the school rules, which, has been identified in the rules as an item, which may be searched for. “(Searching, screening and Confiscation guidance from the DfE)

We will always endeavour to communicate our reasons for searching and screening belongings with a student and will take into account the well-being of our students. Recent legislation also allows

staff to view the content of a student's mobile phone. As this is a sensitive topic, we would only expect DSL trained staff to carry such screening and it would only be completed if we felt not to do so would be irresponsible.

Confiscation

“School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.” (Searching, screening and Confiscation guidance from the DfE)

It is our intention that in unusual circumstances confiscated items are available for students to take home at the end of the day, unless returning the confiscated item is deemed inappropriate or dangerous, or when the confiscation is not a first offence. In these circumstances we will attempt to contact parents, for their support and to arrange an appropriate time for the collection of confiscated items.

If a student at King's Norton Boys was found in possession of a weapon, drugs or other significant prohibited items then the Headteacher's most likely course of action would be permanent exclusion.

1.7.3 The Power to Discipline beyond the school gate

Our boys are an important member of our local community and should act as such. Sanctions can be applied for behaviour outside, as well as inside school. This includes when travelling to and from school, wearing school uniform or, in some way, identifies a boy as a student at King Edward VI King's Norton school for Boys, or when a student's misbehaviour could have repercussions that may impact on the orderly running of the school or its reputation. We will work in collaboration with the police when there are incidents where students are suspected of breaking the law.

1.7.4 Safeguarding

We remain committed to Safeguarding and have detailed safeguarding policies in place to support our work in this area. Occasionally, others may make allegations against students in the school, which are of a safeguarding nature. If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate to suspend the student being complained about for a period of time according to the school's behaviour policy and procedures.

1.7.5 Allegations against Staff and Students

King Edward VI King's Norton school for Boys takes its safeguarding responsibilities very seriously; allegations will be investigated carefully and thoroughly. Any allegation against staff will be reported to the Headteacher. Investigations will be carried out immediately in order for a quick resolution. Safeguarding allegations involving students will be dealt with in line with our Safeguarding policy and procedures.

1.7.6 Malicious Allegations against Staff and Students

Students who are found making malicious allegations will be in serious breach of the school's behaviour policy and the school's expectations. The Headteacher may well, in this instance, consider a suspension or permanent exclusion and/or inform the Police.

1.8 Enquiries

Parents/carers and students who have queries about how the rewards or sanctions system has been applied should contact the student's Head of Year, in the first instance. If a parent/carer wishes to query the school's handling of an incident then they should contact the school. This page on our website explains how to do that: <http://www.knbs.co.uk/communication> It also contains the school's Complaints Procedure.

1.9 References

In the production of our Behaviour Policy reference was made to the following documents:

- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-advice-for-head-teachers-and-school-staff>
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/publications/school-exclusion>
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)