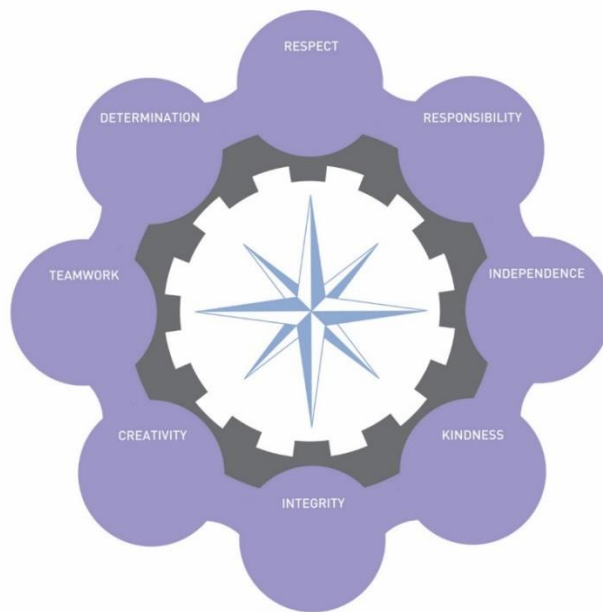


# Values and Partnership Policy

STANTONBURY VALUES CHARTER  
WHERE WILL YOUR VALUES TAKE YOU?



**Date: 7 September 2017**

**Reviewed Annually**

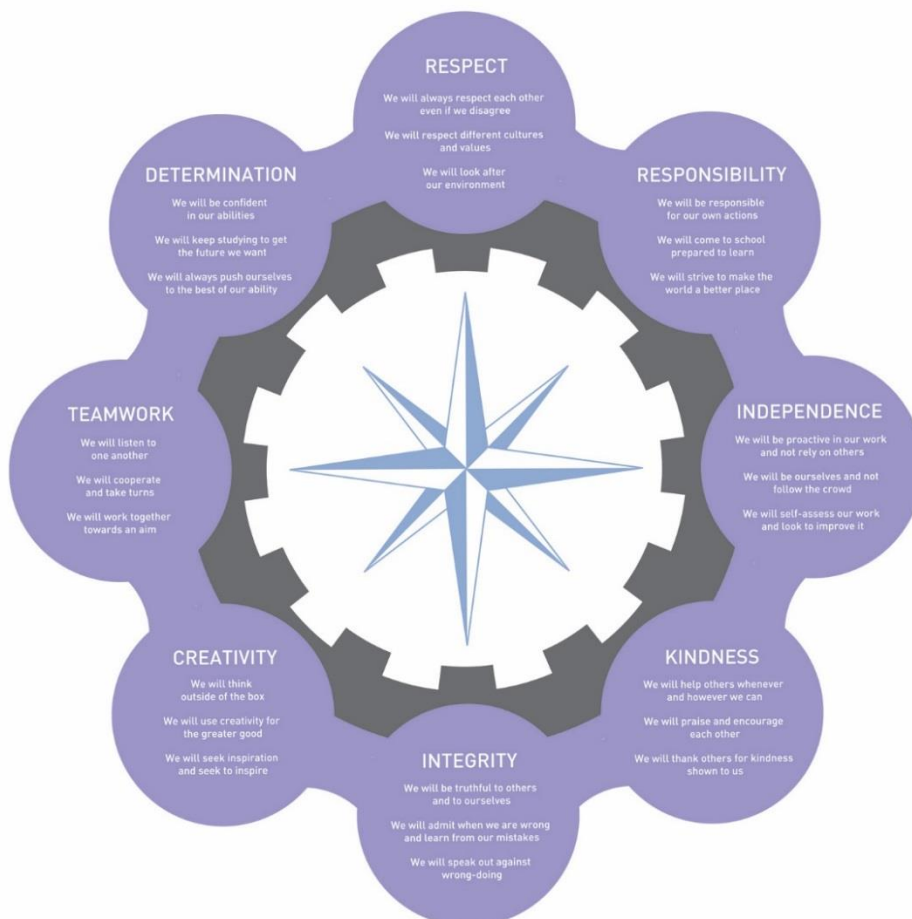
## Vision Statement

Our globally minded students take pride in their school, their learning and their relationships with peers and staff. We believe that our students are our school's best asset. Our students are diverse, confident, caring individuals who understand that values are what drive us to becoming well-rounded individuals with a sense of community and responsibility.

Our pupils, parents and staff are committed to ensuring everyone enjoys positive partnerships for a thriving school based on the values we share through our Moral Compass and our never ending pursuit of Proud Traditions, Wide Horizons and High Achievement.

# STANTONBURY VALUES CHARTER

## WHERE WILL YOUR VALUES TAKE YOU?



The Values and Partnership policy sets out the expectations the school has of its students, staff and parents as we work together in order to ensure that every student has the best possible opportunities during their time at Stantonbury. This policy applies within school, when students take part in any school-organised or school related activity, travelling to or from school, when behaviour could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or adversely affect the reputation of the school.

This policy provides a framework, approved by the Stantonbury Governing Board, for staff action to secure good student behaviour and partnerships in school. It relates to all students and provides information to parents and carers on how the school approaches this important area of its work. The school also follows current DfE guidelines on promoting good behaviour and use of reasonable force.

### **Aim**

Stantonbury Campus will form strong bonds of trust and partnership between students, parents and the school. The school promotes our shared values for all our students, staff and parents. If we all work together then we will:

- Build upon our proud traditions
- Explore wide horizons
- Enable everyone to access high achievement

Our school is a place where students will be given equal opportunity to be in a calm, orderly and safe environment, both inside and outside the classroom. In the spirit of our shared values, physical aggression and bullying of any sort will not be tolerated. Our students celebrate their diversity and show kindness towards one another. However on the rare occasion that this does not happen, the school may need to impose appropriate sanctions. Please find our full Anti-Bullying Policy here:

<http://www.stantonbury.org.uk/wp/?s=ant+bullying+policy>

### **Values: Rewards**

We reward students and staff based upon our shared values and moral compass. For example, helping an injured student would demonstrate ‘kindness’; completing an excellent homework might demonstrate ‘independence’; leading a group activity would show ‘responsibility’. We promote a culture in which we praise students and staff appropriately when we see them demonstrating our shared values. This is done mostly through verbal encouragement. We also reward each other more formally through different levels:

<b>Bronze</b>	Stantonbury Stars, phone calls home, subject based praise postcards and letters, tutor nomination, notes in planners
<b>Silver</b>	Assembly rewards, senior leader lunches, principal awards, mention in bulletin, reward badges
<b>Gold</b>	Trips, end of term awards, Learning for Life Day reward trips and visits, selected as a Prefect, Amazon voucher trade in

Stantonbury stars will be awarded in line with our school values and moral compass. Students will be awarded a badge and certificate for the following milestones:

<b>Bronze</b>	100 stars
<b>Silver</b>	300 stars
<b>Gold</b>	600 stars
<b>Platinum</b>	1000 stars

Students will also be awarded with a badge and certificate for each value when they receive 150 Stantonbury Stars for that specific value (e.g. Integrity, Teamwork, Responsibility). These will be named as a 'Values Leader Badge.' Students will have an opportunity to reward each other through a drop box system with each Student Support Leader. Year Leaders, Tutors, Heads of Faculty, Teachers and Senior Leaders are all expected to reward students based on these values every week. Each time a student receives 200 stars in one term, they will be invited on a school trip. These will run on specific dates and organised by a member of the senior leadership team..

### **Values: Enrichment**

We value participation and we measure what we value. Therefore it is expected that every students across all year groups will participate in at least one enrichment or revision club per week as part of our agenda to broaden horizons and provide opportunity.

Pupils will be awarded for their teamwork and participation in enrichment clubs throughout the year.

### **Values: Classroom Behaviour: Partners in Learning**

Just as we expect a high standard of behaviour from our pupils, we also require staff to be proactive in maintaining high expectations. All staff are trained to implement classroom routines which have been proven to create a positive classroom climate and encourage good behaviour.

There are **10 'non-negotiables'** expected in all lessons:

1. Always arrive on time
2. Always bring the correct equipment
3. Always line up outside of the room in silence
4. Always enter ready to work immediately
5. Always listen carefully when the teacher is speaking and be silent as soon as the teacher asks
6. Always raise your hand and wait patiently and quietly if you have a question
7. Always work as hard as you can through the whole lesson
8. Always work cooperatively and safely within the learning space
9. Always sit or stand quietly within the learning space until the teacher formally dismisses you and leave in an orderly fashion
10. Always respect our shared values

**Rewards:**

**Stantonbury Stars, Praise Postcards, Letter/phone call home:**

**Student's Name:**

**Warning 1**

**Verbal reminder**

**Student's name:**

**Warning 2**

**Move the student**

**5 minute detention set**

**Student's name:**

**Warning 3**

**Warn that if they do not improve they will be removed to Faculty support or face a 30 minute after school subject detention set by teacher.**

**Student's name:**

To ensure consistency and maximum focus on learning, we ask teachers to follow this simple traffic light system in response to breaches of our basic values and lesson expectations.

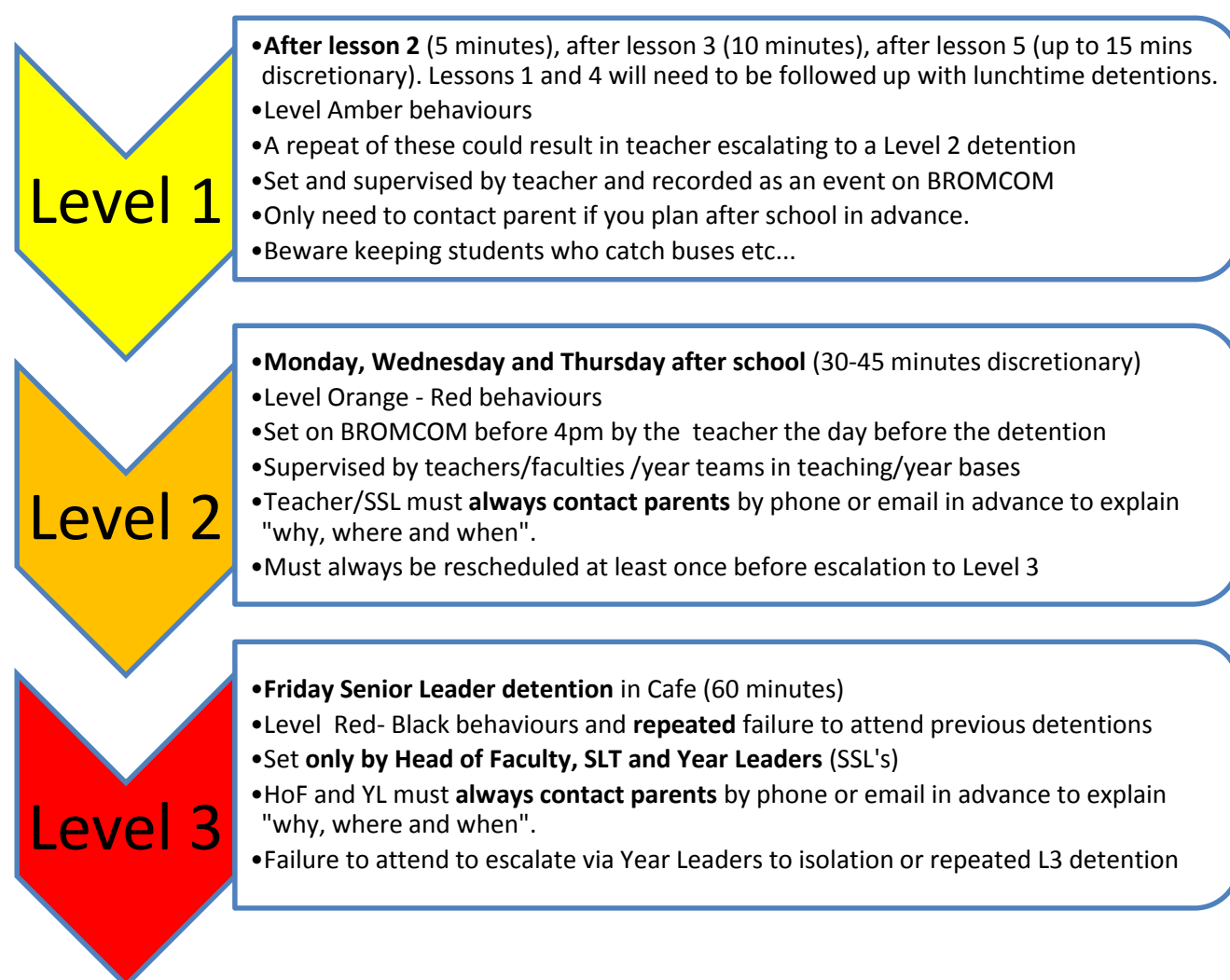
## Values: Sanctions

We sanction students and staff based upon our shared values and moral compass. For example, injuring another student would not demonstrate 'kindness'; failing to complete homework would not demonstrate 'independence'; arguing during a group activity would not show 'responsibility' or 'teamwork'. We promote a culture in which we challenge students and staff appropriately when we see them failing to demonstrate our shared values. This is done mostly through verbal discussion and encouragement to do the right thing. We also sanction more formally:

	<b>Values failure</b>	<b>Appropriate Sanction</b>
<b>Amber Classroom</b>	<ul style="list-style-type: none"> <li>• Lateness to lesson or registration</li> <li>• Failure to bring equipment</li> <li>• Disrupts lesson (e.g. distracts other students, talking, not working, inappropriate comments, etc.)</li> <li>• Failure to complete homework/class work</li> <li>• Failure to wear correct uniform</li> <li>• Eating/chewing and drinking in class, excluding water where permitted</li> </ul>	Warning  Name recorded  Move seats  5 minute end of lesson/break/lunch detention
<b>Orange SSL and Faculty</b>	<ul style="list-style-type: none"> <li>• Repeated lateness (3 or more occasions)</li> <li>• Repeated failure to complete homework (3 or more occasions)</li> <li>• Repeated failure to be properly equipped (3 or more occasions)</li> <li>• Continues to disrupt lesson (e.g. distracting students, talking, not working)</li> <li>• Damage to another student's property</li> <li>• Bullying</li> </ul>	Removed to Faculty support  After school detention with teacher Phone home  Tutor contacted  Head of Faculty support
<b>Crimson Year Leader and HOF</b>	<ul style="list-style-type: none"> <li>• Persistently fails to complete homework/coursework</li> <li>• Failure to attend teacher detention</li> <li>• Severe disruption to lesson</li> <li>• Leaves school premises break/lunchtime</li> <li>• Smoking on or around campus site</li> <li>• Foul and abusive language inside and outside of the classroom</li> <li>• Deliberate damage to school property/Graffiti</li> <li>• Use of mobile phone/MP3 in lessons</li> <li>• Misuse of ICT facilities</li> <li>• Truancy, including leaving the Campus site without permission</li> </ul>	Possible removal from lesson by HOF  Further after school detention- possibly to SLT Detention  Reflection Room  SSL support

<b>Black SLT and Year Leader</b>	<ul style="list-style-type: none"> <li>• Offensive behaviour e.g. swears at a member of staff</li> <li>• Persistent defiant behaviour e.g. refuses to move, follow instructions</li> <li>• Failure to attend Year detention</li> <li>• Refusal to handover phone if caught using it</li> <li>• Theft</li> <li>• Serious bullying incident</li> <li>• Possession of an item/weapon likely to cause harm to another</li> <li>• Aggressive/violent behaviour towards another, Intolerant behaviour e.g. racist, homophobic</li> <li>• Deliberate and severe damage of school property</li> <li>• Bringing the school into disrepute (in traveling to and from school)</li> <li>• Drugs and alcohol abuse</li> <li>• Malicious allegations made against staff</li> </ul>	<p>SLT Call Out</p> <p>ABC Contracts</p> <p>Year Leader Support</p> <p>SLT Detention</p> <p>TAC meetings</p> <p>Possible exclusion</p>
--------------------------------------	--	--

## Values: Detentions



<b>Detention Rota</b>			
<b>Mon 3.15- 4.00pm</b>	Teacher set Level 2	Subject and Year bases	<ul style="list-style-type: none"> <li>Set by individual staff members and SSL's for 30-45 mins in agreed Faculty/Year areas.</li> <li>Entered into Bromcom via L2D in the register (available therefore on Parent View), also parents either emailed or phoned on the day or better 24 hours before.</li> </ul>
<b>Weds 3.15- 4.00pm</b>	Teacher set Level 2	Subject bases	<ul style="list-style-type: none"> <li>Subject only</li> </ul>
<b>Thu 3.15- 4.00pm</b>	Teacher set Level 2	Subject and Year bases	<ul style="list-style-type: none"> <li>Set by individual staff members and SSL's for 30-45 mins in agreed Faculty/Year areas.</li> <li>Entered into Bromcom via L2D in the register (available therefore on Parent View), also parents either emailed or phoned on the day or better 24 hours before.</li> </ul>
<b>Fri 3.15-4.15</b>	Campus Detention Level 3	KS4 Café	<ul style="list-style-type: none"> <li>Referred by HoF and HoY/SSL only who record on Bromcom and contact home</li> <li>Staffed by SLT, HoF and Year Leaders on rotation.</li> <li>All staff notified Friday session 3 via a 'D' sign on the register next to name of students on Campus detention and to walk them to the KS4 Café.</li> </ul>

### **Values: Punctuality**

As we value determination, responsibility and trust, we also value punctuality as an important life skill. Most students always arrive to lessons on time. Exceptional attendance is rewarded.

In order to ensure consistent punctuality we have devised the following sanctions for those who still need to learn the value of punctuality:

<b>Step One</b>	All teachers must always hold students back for at least 5 minutes (either at the next available break or immediately) if they arrive late without good reason to their lesson during the school day and record that they have done so in their planners.
<b>Step Two</b>	Students who appear late again following this sanction must be placed on a Level 2 detention supervised by their teacher through BROMCOM on either a Monday, Wednesday or Thursday after school until 3.30.
<b>Step Three</b>	If students fail to attend this Level 2 detention then the Subject Leader should place them on a Friday Level 3 SLT detention through BROMCOM.



## **Values: Assertive relationships and De-escalation**

As we value kindness and respect we expect all teachers to teach assertively and to de-escalate tense and difficult situations with students. Being assertive can be difficult because it can go against our natural fight or flight reflexes. De-escalation is never passive or aggressive. It is a skill that needs to be practised again and again.

### **Nonverbal de-escalation techniques include:**

- Appear calm and self-assured
- Maintain a neutral facial expression
- Allow space (do not enter their personal space- two full arm's length or more)
- Control your breathing – try not to show any signs of stress
- Use eye contact- kind, determined or concerned eyes- don't stare.
- Be silent before responding (do not respond immediately to provocative remarks designed to wind you up- count to five)
- Once you have given the student a choice, move away and work with another student- do not look back
- Create a safe environment (to one side, away from an audience)
- Do not block escape routes and allow them to leave if necessary
- Avoid confrontational postures (arms crossed, clenching fists, standing over students or facing straight at them)

### **Verbal de-escalation techniques include:**

- Lower your voice and keep your tone even.
- Praise publicly – Reprimand privately
- Relentless politeness
- Distraction and diversion –change the subject, engage in something that interests them (*"Hannah, that's a lovely watch, did you get that for Christmas?"*)
- Give choices- repeat using the broken record technique if necessary (*"Jay, you can either move to this desk and work hard with us or sit next door with Mrs X and work there? The choice is yours."*)
- Do not argue back (this is their natural modus operandi) (*"Ahmed, I've said what needs to happen now, I am not going to argue with you and I am not going to back down on this."*)
- Acknowledge the student's feelings: (*"You must be angry..., I understand this is confusing....., I know you find this difficult...."*)
- Show that you care and have listened by repeating back their concerns to them. (*"OK Laura, you are saying that you find it difficult to sit next to Sean because he distracts you. Is that right?"*)
- Use simple language – speak so that they understand everything you are saying.
- Use phrases that de-escalate (*"I wonder if we did.., Let's try now to do...., It seems like..., Maybe if we...."*)
- Be positive- tell them what you need them to do NOT what you do not want them to do: (*"I need you to sit down calmly ...", "I need you to speak quietly..."*)
- Give them time to think. (*"I'm going to ask you to sit and think about this now for 2 minutes and then I'll ask you again..."*)
- Reassure them that there will be an answer (*"Jack, we can sort this out."* *"We can find a solution to this."*)

## **Values: Partnership**

### **Student Council**

We value integrity and responsibility and therefore ensure that our students feel they are part of our journey to success. Each tutor group elects two student councillors who attend regular Year based meetings with their Year Leader in order to share concerns and suggest ideas that will help improve the school.

This year based council helps feed into a whole school student council which meets with the Head and Deputy Head. This council is also used to recruit students to student panels who help us when we interview new staff.

We are also planning to recruit Year 11 Prefects (2 per tutor group) to act as role models, mentors, club assistants and student representatives at Parents Evenings and events as well as Head Students (2 elected per House) in Year 12. These students will meet every half term with a member of the senior leadership team in order to review rewards systems, trips and enrichment.

### **Anti-Bullying Policy**

As we value kindness, we have developed a zero tolerance of any form of bullying. However, we must be told about it first so that we can take appropriate action. Students and staff have access to a variety of named staff as well as access to a confidential email service:

- ▶ Don't suffer in silence
- ▶ Don't accept on line, mental or physical bullying from anyone at this school
- ▶ Report abuse if you witness it
- ▶ Use this free confidential email to write down your issues and let us help you tackle them:

**[StopBullying@stantonbury.org.uk](mailto:StopBullying@stantonbury.org.uk)**

Please find our full Anti-Bullying Policy here

<http://www.stantonbury.org.uk/wp/?s=ant+bullying+policy>


### **Parental partnership**

We value teamwork and respect and therefore seek to build strong partnerships with all of our parents. All members of staff can be contacted via telephone or email. Parents will find all of these on our website. Staff are also expected to make at least five positive phone calls each week to parents.

There is a variety of social media platforms whereby parents can comment and keep abreast of school news including Twitter, Facebook, surveys and questionnaires during parents evenings and our regular Stantonbury On Line Newsletter.

Parents Forums meet every half term and are a positive opportunity for parents to meet with our senior leaders and share ideas, contribute to strategic discussions and report general issues. We are also going to ask our interested parents to help run enrichment clubs for our students alongside our staff.

Parents can also download a 'Values Home Diary'- parents with their children add an action children have exhibited at home against each of the values, send it in last week of term and students are awarded an extra 50 Stantonbury stars (or a full year receives a badge, discounted trip tickets).

 <b>Stantonbury Campus</b> <b>"Year 7 Values Home Diary"</b>		
<b>Value</b>	<b>Evidence from home</b>	<b>Signed and dated by parent</b>
Respect		
Responsibility		
Independence		
Kindness		
Integrity		
Creativity		
Teamwork		
Determination		
<b>Counter signed by Tutor:</b>		<b>Date:</b>
<b>50 Stantonbury Stars awarded</b>		

### Monitoring and Review

This policy was approved on 11<sup>th</sup> September 2017 by the Michelle Newman, Head of School, and is subject to annual review.

Policy prepared by: Doug Smith, Deputy Head;

Approved by: Michelle Newman, Head of School



Revision date: September 2018

## **Appendix 1. ROLES AND RESPONSIBILITIES**

### **Stantonbury School Governing Board**

The Stantonbury School Governing Board will

- Establish in consultation with the Head, staff, parents and students a policy to promote shared values and excellent behaviour and will keep it under review every year.
- Ensure that the policy is communicated annually to parents and students and that expectations are clear

The School Governing Board with the Head of School and staff will

- Ensure the application of the policy and that no discriminatory or differential application occurs on the basis of ethnicity, origin, culture religion, gender, disability or sexuality.
- Monitor the patterns of behaviour within the school by the means of regular reports and analysis from Senior Staff and make recommendations for action. Senior staff will report on a termly basis on exclusions, reasons for exclusions and the profile of those students who are excluded.

### **The Head of School**

The Head of School will

- Ensure that the whole school community is consulted about the principles of the school values and partnership policy.
- Establish and communicate measures to ensure shared values and excellent behaviour.
- Agree appropriate protocols for cooperation with other schools and the authority provision for behaviour and discipline.
- Ensure that the policy does not discriminate.
- Ensure that all staff are clear about the extent of their disciplinary authority and ensure that they receive necessary professional development on behaviour management strategies.

### **Staff**

Staff will follow the school's procedures as outlined in the school's Parent and Student Guide, ensuring that rewards and sanctions are applied fairly and consistently at all times and to reflect our shared values.

### **Students**

The campus' expectation of behaviour applies to all students from the time they leave home in the morning until they return home at the end of the day.

At Stantonbury we expect our students to share our values. They will be a credit to the school, focused on learning and determined to do their best.

The campus is used by students and adults both during the day and evenings. We expect our students to:

- Always follow staff instructions – first time, every time
- Move around campus in a calm, orderly and safe manner at all times
- Stay on site and be on time
- Do your best in lessons – don't do anything that will stop others from learning

## **Parents**

Parents/carers are expected to support the school's values and partnership policy by signing up to its principles in the home/school agreement. The values and partnership policy will be made available to parents.

## **Support Strategies**

Student's experiencing difficulties in meeting the school's expectations will be helped and supported by a range of strategies including counselling through the Progress Centre, discussion with parents, peer mentors, positive reports, Pupil Support Plans, Acceptable Behaviour Contract, use of the Aspire Centre, Restorative Principles meetings, change of tutor group, modification of timetable, referral to Inclusion, Nurture Provision, Reflection Room, temporary placement in alternative provision, managed school move, involvement of outside agencies, CAF.

## **Appendix 2: Exclusion and tackling challenging behaviours**

In the use of exclusion the school will follow current national DfE guidelines and have regard to relevant Local Authority guidance. Fixed term or permanent exclusion will be employed

- In response to serious breaches of the school's values and partnership policy
- In response to repeated breaches of the school values and rules
- In response to a student's continuing poor behaviour following the application of support processes and a range of sanctions.
- Where there is sufficient evidence, 'on the balance of probabilities' that a student has committed a disciplinary offence and if allowing the student to remain in school would seriously harm the welfare or education of the student or others in the school.
- The student is accused of a serious criminal offence outside of the school's jurisdiction but it is in the interests of the student concerned and of the school community as a whole that the student is educated elsewhere.

The Head is required to make all exclusions from school on the basis of recommendation by a Deputy Head or in their absence, an Assistant Head. In the absence of the Head, responsibility for exclusion is delegated to the relevant Deputy Head. Exclusions will not be applied in the heat of the moment, unless there is an immediate threat to the safety of others or a crime has been committed. Before deciding to exclude a student a thorough investigation will be carried out, all available evidence will be considered, students will be asked to give their version of events, a check will be done to consider if the incident was provoked, or whether other special considerations such as if the student is statemented, disabled, looked after or if there are concerns about the student's mental health. (Further information is available in the staff handbook on dealing with serious incidents and Appendix 1 head teacher's checklist).

The standard of proof to be applied is that it is more probable than not that the student has done what is alleged. A written record will be kept and statements will be dated and signed. In the case of fixed term exclusion a readmission interview will be conducted and key targets set which will be monitored. The school will provide education during fixed term exclusion. Where a student is given a fixed term exclusion of 6 school days or more the school will arrange suitable, full time provision from and including the 6th day. Provision will normally be off site and may be at another school. In exceptional circumstances the school may arrange suitable full time provision for students from the first day of exclusion.

The decision to exclude a student permanently is a serious one. It will usually be the final step in the process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. There is an acknowledgement that the school has exhausted all available strategies and the action is a final resort. There may however be exceptional circumstances which lead directly to permanent exclusion these might include;

- serious actual or threatened violence against a member of staff or another student;
- A sexual abuse or assault
- Supplying and handling a drug, this includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ("legal highs") and volatile substances
- Carrying an offensive weapon
- Making a serious malicious allegation against a member of staff.
- Persistent and defiant misbehaviour including bullying, cyber-bullying or possession and/or use of an illegal drug on school premises.

- Repeated refusal to accept the authority of campus staff.

In some cases it may be appropriate to exclude a student for lunchtimes only, for instance when their behaviour during the lunchtime period represents a significant threat to the safety of others; lunchtime exclusions count as a half day exclusion.

There will be an opportunity for the student and parents to express their views at stages of the exclusion process. There will be an appeals process and opportunities for parents to make representations to the governing body in line with government recommendations. The number and patterns of exclusion will be monitored, analysed and the school will seek to reduce the number of exclusions.

## **Ensuring Excellent Behaviour at Stantonbury Campus**

### **Key Points**

1. Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
2. The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
3. Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
4. Teachers can also discipline students for misbehaviour outside school.
5. Teachers have a specific legal power to impose detention outside school hours.
6. Teachers can confiscate a student's property.

### **Sanctioning poor behaviour**

7. 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. Teachers should refer to the school's Parent and Student Guide when choosing an appropriate punishment. All incidents of bullying should be investigated in line with the school's Anti-Bullying policy before an appropriate punishment is decided upon.
8. 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 Head;
  - 2) The decision to punish the student and the punishment itself must be made on the school premises or while the student 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.
9. 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 student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

10. The Head may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
11. Corporal punishment is illegal in all circumstances.
12. School staff 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 policy. 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.

### **Students' conduct outside the school gates:**

13. Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."
14. The school's Parent and Student Guide sets out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on students.
15. Subject to the school's Parent and Student Guide, the teacher may discipline a student for:

any misbehaviour when the child is:

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

or 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; this may include bullying or cyber bullying.
- could adversely affect the reputation of the school.

### **Detention**

16. Teachers have a legal power to put students (aged under 18) in detention.
17. The use of detentions is outlined in the school's Parent and Student Guide.
18. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - any school day where the pupil does not have permission to be absent
  - weekends – except the weekend preceding or following the half term break
  - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.



19. The Parent and Student Guide clearly outlines which members of staff can put students in detention.
20. Parental consent is not required for detentions but is good practice, as outlined in the Parent and Student Guide.
21. With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.
22. 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 student at risk.
  - Whether the student has known caring responsibilities which mean that the detention is unreasonable.
  - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.
  - Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

### **Confiscation of inappropriate items**

23. The most recent DfE guidance on behaviour and discipline in schools enables a member of staff to confiscate, retain or dispose of a student's property and protects them from liability for damage to, or loss of, any confiscated items. It is good practice to secure any confiscated item and inform your line manager if you have confiscated an item.
24. Stantonbury Campus staff have the power to search without consent if a student is suspected to have any of the following items in their possession:
  - knives and weapons
  - alcohol
  - drugs; this includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ("legal highs") and volatile substances
  - stolen items
  - fireworks
  - pornographic or violent images or images likely to cause offence
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
25. All illegal items should be handed to the Police otherwise it is for the teacher to decide if and when to return a confiscated item. If an illegal item is confiscated staff should ensure that a senior member of staff is contacted before action is taken.

## **Power to use reasonable force**

- 26.** The legal provisions on school discipline provide members of staff with 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. Physical restraint is a last resort and should be conducted in line with the school Physical Restraint policy. Every incident of physical restraint should be recorded in line with policy and a risk assessment should be completed and shared with the student and parent/s.
- 27.** 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 cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

## **School uniform and non compliance**

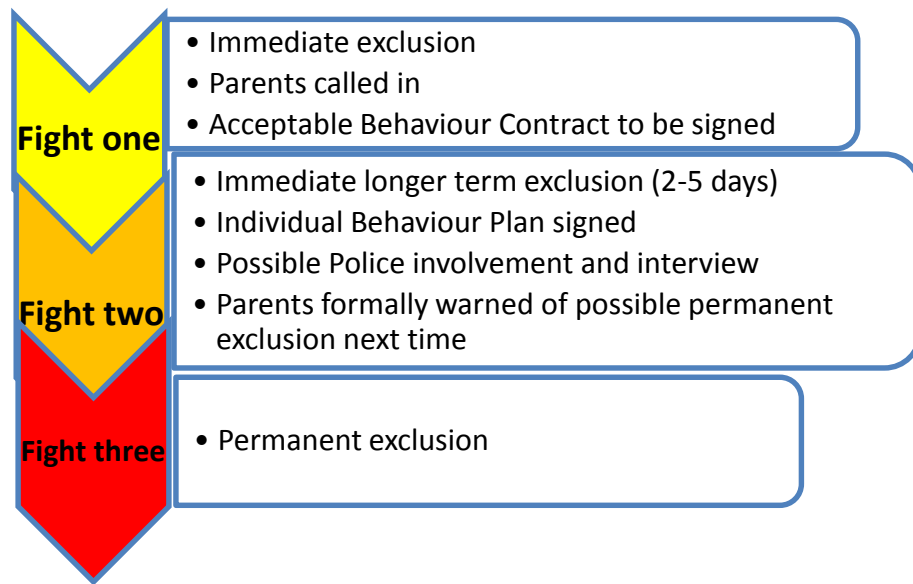
- 28.** The Head, or a person authorised by the Head, may ask a student to go home briefly to remedy a breach of the school's uniform policy. The school will consider the child's age, vulnerability, the ease and time it will take and the availability of the student's parents before making the decision to send a student home. This is not an exclusion but an authorised absence. The school will always contact parents before asking a student to go home.
- 29.** If a student continues to breach uniform rules in such a way as to be sent home to avoid school, or takes longer than it is strictly necessary to make the change then the student's absence may be counted as unauthorised.
- 30.** If the school is considering excluding a student for breaches of uniform policy then it must be in line with the legal requirement for exclusion.

## **Other related policies**

Teaching and Learning; Anti-bullying; Equal Opportunities; Drugs; Physical Restraint policy; Complaints Procedure, Special Educational Needs and Disability.

## **Appendix 3**

## **Sanctions for violence and bullying**



### **Student Address of Staff Policy**

All students are to call staff by their last name e.g. Mr/Mrs/Miss (Name). Any students deliberately calling staff by first names will go straight to amber and/or 15 minute detention, repeated cases will be escalated as persistent defiance and will result in internal or external exclusions depending on the severity.

### **Mobile Phone and Electronic Media Policy**

Students are never to use mobile phones or other personal electronic devices on school property. Unfortunately, many students use their phones inappropriately during school hours: filming each other, sending messages of violent and offensive content, wasting time listening and watching irrelevant and even illegal content and organising physical and verbal attack.

If a student needs to contact home for an important reason they may do so, free of charge, by using the phones in Student Services.

We understand that some students require the use of a phone to and from school. If this is the case then they may use the small lockers set aside for this purpose (a small deposit will be required) or hand it to their Student Support Leader as they arrive and depart each day. The school reserves the right to confiscate any phone that is used or made visible to staff during the school day 8.40 a.m. to 3.15 p.m.