



STALHAM
HIGH SCHOOL



Inspire, Educate and Empower

Behaviour Support Policy

Stalham High School

Written by	A Ogle
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Principles and aims of Stalham High School

The principle which underpins our aims, objectives, policies and practices is a belief in the worth and potential of each individual student, regardless of that student's age, abilities, social and ethnic background, religion, sexual orientation or gender. Each student is entitled to equal regard which will be manifest in the same quality of teaching, resources and care as is accorded to any other student in the school based on their identified individual needs.



Introduction

At Stalham High School we aim to promote positive mental health and well-being for every member of our learning community. We pursue this aim by adopting a pro-active approach to relationships. We understand that behaviour is a form of communication. We will always strive to understand poor behaviour, its underlying causes and support students and their families in addressing this. This does not remove consequences for poor behaviour. We believe that facing the consequences of poor choices is an important part of the learning process and helps prepares students for their futures.

The Education Endowment Foundation Research is clear in that a pro-active approach is the most efficient method of improving and maintaining excellent behaviour. This includes:

- Know and understand your students
- Teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of individuals in your school

This policy alongside our Rewards and Awards procedures provides an appropriate balance between rewards / awards / celebrating success and supporting students to improve their behaviour as required.

Aims

- Our approach reflects the belief that children learn and make the most progress in a safe and supportive environment, where learning opportunities are maximised. For this to be achieved, this policy and associated procedures must be used by all staff (paid and voluntary), used consistently (within, between and outside each classroom) and supported by all managers and leaders in the school
- We use behavioural systems which support and reinforce the efforts of individual members of staff to reinforce the positive behaviours that are expected from all students and challenge unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

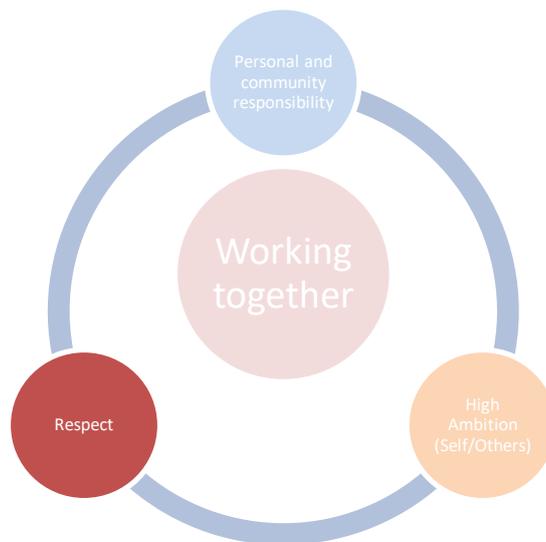
Parameters

This policy applies to all students of Stalham High School

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.
- Stalham High School is not responsible for other issues regarding social media or issues outside school hours. These issues should be reported to the police. However we will continue to educate students on the safe and appropriate use of social media and support the police in all investigations.



Our Values underpin all we do and expect



Roles and Responsibilities regarding this policy and procedures

Executive Headteacher

- Writing the policy

Senior Deputy Headteacher

- Implementation and day-to-day management of the policy and procedures
- The regularly monitoring of the use of the various sanctions to identify any inconsistency or potential discrimination
- Review and evaluation of any support and sanctions to ensure their effectiveness.
- Ensuring that this policy and school procedures are followed and that they are consistently and fairly applied

All staff

All staff have the responsibility to consistently:

- Apply the school rules.
- Supporting all other adults in applying the school rules and procedures.
- Implement procedures to confront poor behaviour and bullying in any form in a calm and respectful manner, modelling the behaviour we expect from all students.
- Consider the heightened state or emotion students are possibly in when dealing with poor behaviour.
- An agreed theory of Attachment Theory is that all adults, because of their own childhood and life experiences have “triggers”. It is important that all staff reflect on this, recognise their own triggers and respond to these circumstances appropriately.
- Take appropriate action according to the procedures and consequence system.
- Promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying.
- Model the values we believe in: Personal and community responsibility, Respect, High Ambition
- Staff have a key role in advising the Executive Headteacher on the effectiveness of the policy and procedures.



- Staff also have responsibility, for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.
- Consistently apply all Teacher and Non teacher standards as published by appropriate bodies, including the DfE, Trust and school.
- Communicate effectively and in a timely manner all concerns regarding a child's behaviour and / or academic progress through the correct school processes (CPOMs for safeguarding, G4S for recording behaviour and expressing academic concerns to their line manager and SENDCo).
- Follow our stepped discipline or 2 warning system:

Step 1

Reminder to the individual student about expectations, making it clear this is warning 1

Step 2

Formal reminder of expectations (warning 2)

Step 3 - Reflection

Student asked to leave the room for max 5 minutes reflection. At this stage the teacher should request 'On Call' for support to come and speak to the student 1:1 outside the room reaffirming school expectations (alternatively the 'On Call' may cover for the teacher to allow the teacher to speak with the student themselves) away from other students. Student should then return to the class. If for any reason the student is not cooperative this will lead to them being removed immediately by 'On Call' and parent will be notified by text.

Removal ROOM

Should there be further poor behaviour identified there will be no further warnings, where 'On call' is requested for a second time, the child is collected from the room and taken to the removal room by a student manager (a text message is sent to the parent informing them) a lunchtime detention should also be requested by the member of teaching staff. When the student is permitted to leave the removal room will be at the discretion of the inclusion manager or member of the SLT.

- Staff reserve the right to ask a student to wait outside the classroom at any time they feel it is appropriate to give them time to reflect on their behaviour. The child should always know which stage of the stepped process they are on.
- Allow students a "fresh start" every lesson following unacceptable behaviour.
- When called to support the member of the student management team will speak to the member of staff first, to ascertain the appropriate response.

Lead Students and Form Ambassadors

Students have an important role in ensuring good behaviour is modelled and promoted. As well as reviewing the contents of this policy, they also:

- Contribute to ensuring the positive behaviour and anti-bullying message is communicated to all students, reminding other students of the schools expectations whenever required.
- Reporting student concerns or incidents regarding behaviour.
- Support each other at all times.

Students

- Students should rise to the school's high expectations, follow the school rules, take responsibility for their own behaviour but also to take care of the needs of others.
- Students are made fully aware of the school expectations, policy and procedures.
- Students are also encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour.
- Students are expected to report bullying whenever they see it.
- Students are expected to fully cooperate with any investigation when asked to do so by a member of staff. Staying silent and withholding information during any investigation will be sanctioned.



- The school will not tolerate a no ‘snitch’ or no ‘grass’ culture as it contradicts our core value of personal and community responsibility .

Parents and Carers

- The most effective form of emotional regulation and behaviour occurs when parents, carers and school staff work in partnership.
- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child.
- Partnership between parents and carers and the school is promoted to assist in maintaining high standards of desired behaviour.
- Parent and carer contact is actively encouraged in order to raise any issues arising from the operation of this policy.
- We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying. Bullying is defined by the National Centre Against Bullying as:

“ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.”

Relationships and Understanding Behaviour in Context

- Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment.
- There is now a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education.
- Our relational approach is deliberately implemented and supported to develop positive relationships between everybody in our school community.

School (Synergy Multi Academy Trust - statement of Intent)

Synergy Trust believes that for highly effective teaching and learning to take place within its schools all students understand the importance of excellent behaviour. The Trust is committed to implementing strategies that promote such excellent behaviour. Trust schools will endeavour to:

- Make every student feel valued and cared for
- Create a positive culture where students hard work, kindness and positive contributions are recognised and rewarded
- Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensure equality and fair treatment for all
- Provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Always challenge misbehaviour and implement appropriate sanctions
- Make students fully understand why their behaviour has been unacceptable and what the consequences are of such misbehaviour
- Work positively with parents / carers to address issues of student misbehaviour
- Display zero tolerance to bullying.



Home – School Agreement

Parents / Carers

- Ensure that my child attends school regularly, on time, in school uniform and is properly equipped
- Make the School aware of any concerns or problems that might affect my child's work or behaviour
- Support the School's policies and guidelines for behaviour
- Support my child in completing homework and regularly check G4S and check and sign the student planner weekly
- Support my child to participate in extra-curricular activities
- Attend meetings where I can to discuss my child's progress
- Encourage my child to achieve their full potential and to value their achievements and those of others
- Express any concerns courteously and appropriately

Students – The "Stalham Way"

Arriving at School

Stay on school site once you have arrived

Take off coats, hats, hoodies and scarves on entry to the building

Access school by main entrance gates between 8.15am and 8.30am

Late arrivals must head to reception to sign in

Head to your locker then form room

Access your locker and organise yourself at the start of the day

Mobile phones away

Moving Around School

Smile if you can :)

Talk in a quiet voice inside the school

Always walk on the left-hand side

Look where you are going as you are walking

Hold the door for other people

Act maturely and sensibly

Move around school calmly



Arriving at lessons

Shirt tucked in

Take the most direct route

Arrive on time

Line up outside your classroom in single file

Have respect for the lessons going on around you

Act in a way that shows you are ready to learn

Move to your allocated seat, quickly and quietly

Starting the lesson

Starter task to get you thinking

Take out required equipment only and have it ready on your desk

Always put your hand up if you need to speak or ask a question

Listen to instructions in silence

Help others to learn when asked to so do

Answer the register respectfully “Yes Sir” or “Yes Miss”

Make every minute count

At the end of the lesson

Stand behind the chair you were sitting at and check your uniform

Tidy all equipment and return it to the right place

Always leave your workspace clear for the next person

Listen to instructions in silence

Have respect for the lessons going on around you

Always leave the room sensibly, calmly and quietly

Move calmly but purposefully to your next destination



At Break and Lunch

Sit down when you are eating

Treat all spaces with respect

Appreciate the needs of other students and staff

Line up at the allocated entry point to the refectory

Hot liquids cannot be taken through school

Always tidy up after yourself

Make sure any chairs are tucked under tables as you leave

Presenting your work

Presentation – all work should be neatly laid out, no graffiti and all sheets stuck down

Ruler – for all straight lines and diagrams

Ink – black for your work. Green ink for peer/self-assessment. Blue for improvements. Pencil for drawing.

Date and title – on every piece of work you do

Errors – it's ok to make a mistake; put a single line through and try again!

Cover all the Basics

Be on time

Aim high – be **AMBITIOUS**

Show **RESPECT** for yourself, for others and our learning environment

Inclusivity means everyone is a valued part of our school community

Come prepared to learn, take **RESPONSIBILITY** for your own education

Stick to the Stalham way – it's how we do things!



So, you have made a mistake

Stay calm

Talk to members of staff who can support you to put things right

Ask questions to help you understand at appropriate times

Look at your own actions and what you can do differently

Have respect for the needs of others in light of your own actions

Aim not to make the same mistake again

Mistakes happen! It's how you respond to them that counts!



Sexual Harassment, online sexual abuse and sexual violence

As part of our rigorous self-assessment processes we continually review how we educate and support students in vital aspects of their behaviour. Our Relationship and Sexual Education curriculum is wide ranging and ensures all students access the appropriate education at the right time. We have a combined citizenship and personal development (PD) programme including collapsed PD days, which include relationship and sexual education provision which we refer to as our Self and Society Curriculum.

Our Self and Society Curriculum works in tandem alongside our strong culture of safeguarding, our systems, training and vigilance. Our first responsibility is to keep your children safe. Our staff have regular training and we educate our students about the complexity of issues and challenges including healthy relationships, respect and consent. We regularly review and update our safeguarding policy and associated policies which are all available here on our website. Students to behave appropriately at all times and understand their responsibilities and the law. Our acceptable user agreement, online safety policy and computing curriculum provides all stakeholders with important information regarding online behaviour and how to keep themselves safe online.

We encourage all students, to inform us of any concerns or incidents so that we can support any students who may be involved. We encourage all parents to discuss this challenging issue with their children and raise all concerns with us so we can support all students involved.

Sexual Harassment

Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Harassers or victims may be of any sex or gender. Students and parents must report all incidents to school as soon as possible.

Sexual Violence

Sexual violence is defined as: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person. Students and parents must report all incidents to school as soon as possible.

Online Sexual Abuse

Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse: Sending someone hateful or unwelcome comments based on sex. ... Sending "nudes" or coercing another into sending "nudes" or grooming children to enable sexual abuse either online or offline. Students and parents must report all incidents to school as soon as possible.



Summary of poor behaviour and consequences

- Please note that this list is a GUIDE and individual circumstances MAY be taken into consideration resulting in a different consequence being applied.
- Students who do not meet expectations may not be allowed to attend non (curriculum) essential visits or trips. There will be NO refund.
- Non-compliance relevant to a category will result in escalation to the next category and consequences

Actions	Likely Consequences
<ul style="list-style-type: none"> • In possession of drug or drug use equipment • Under the influence of drugs or alcohol • Persistent poor behaviour following PSP or BSP • Serious one off incidents including Supplying drugs Assault / fighting Deliberate physical contact with a staff member • Bringing a weapon into school 	<ul style="list-style-type: none"> • Permanent exclusion • Police informed • Parents contacted by Senior Staff <p>Please also refer to Synergy Trust Suspension and Permanent Exclusion Policy.</p>
<ul style="list-style-type: none"> • Bullying, Racist / homophobic behaviour • Inappropriate sexual comments or actions • Damage to property or equipment • Swearing at adults • Malicious allegations against staff / adults • Smoking / vaping • Bringing the school into disrepute • Refusing to follow instructions from an adult • Behaviour that jeopardises the health, safety or wellbeing of students or staff (Eg setting off the fire alarm) 	<ul style="list-style-type: none"> • Suspension (internal or external) • Police informed as appropriate • Parents contacted by Inclusion manager/Senior Staff
<ul style="list-style-type: none"> • Major disruption to learning – removal from class • Poor conduct on buses • Rudeness • Swearing • Truancy • Poor behaviour while on a Behaviour Support Plan or report • Refusing to give an adult mobile phone • Leaving a lesson without permission 	<ul style="list-style-type: none"> • Removal from circulation • Parents contacted by Inclusion manager/Student manager • Break, lunch or after school detention • Loss of social time • Internal suspension (Removal)
<ul style="list-style-type: none"> • Anti-social behaviour • Poor conduct in Social Time • Poor attendance • Lateness to school or lessons • Use of mobile phone during school hours • Low Attitude to Learning Score across subjects 	<ul style="list-style-type: none"> • Detention in LSU • Parents contacted by student manager • Report • Pastoral Support Plan • Behaviour Support • Agreement • Phone confiscated until the end of the day • Supervised social time (LSU or Removal)
<p>Head of Department consequences and support to improve will be implemented at this stage as required.</p>	
<ul style="list-style-type: none"> • Uniform infringements • Lateness to class • Dropping litter • Chewing gum • Incomplete homework • Homework not completed to the appropriate standard • Disruption to learning • Poor attitude to learning 	<ul style="list-style-type: none"> • Discuss issues with student • Reprimand student • Redo homework if not at the expected quality • Class teacher can keep student in at break or lunch • Parents contacted by teachers / text • Parents asked to attend a meeting at school • Recorded on G4S • Student sent home to enable remedial action (approved by Senior staff only)

Adults in school have the authority and autonomy to take all reasonable actions to support positive behaviour enabling students to remain in the classroom



Permanent Exclusion

Permanent Exclusion is recognised and accepted action in response to poor behaviour.

More guidance can be found in the Synergy Trust Suspension and Permanent Exclusion Policy available on our website and by using the links below

[DfE Exclusions guidance 2022.pdf](#)

And

[Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Right to Sanction

- All teachers and other staff in charge of students have the power to discipline. Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students.

Use of Force / Restraint

- Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:
 - Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
 - Causing personal injury to, or damage to the property of, any student (including the student himself);
or
 - Prejudicing the maintenance of good order and discipline at the school or among student receiving education at the school, whether during a teaching session or otherwise
- The staff to which this power applies are defined in section 95 of the Act. They are:
 - Any teacher who works at the school, and
 - Any other person whom the Executive Headteacher has authorised to have control or charge of students. This
 - (i) Includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
 - (ii) Can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises- related staff) and unpaid volunteers (or example parents accompanying students on school organised visits)
 - (iii) Does not include prefects

Removals

- Being removed from class is a serious incident. Similar to an exclusion a student is removed if having them remain in that class is detrimental to others learning and / or of there has been a serious breach of the behaviour expectations as laid out in this policy.
- The student will be escorted to removal to complete either a reflection sheet or their classwork and discuss their behaviour with a member of the student management team.
- The student managers will implement a plan for resolution with the member of staff who was teaching that lesson including feeding back any support that is being put in place.
- Parents will be notified when a student is removed and the reason for removal provided



Persistent Poor behaviour

Students who persistently fail to meet our expectations may be placed on a PSP or BSP. Parents / carers will be asked to be involved in these processes but a lack of support from parents / carers will not slow down or stop this process. Students involved in these processes may be at risk of permanent exclusion.

Pastoral Support Plan

A Pastoral Support Plan (PSP) is a school based support programme which is meant to help a child to overcome specific identifiable barriers which may inhibit their ability to meet school wide expectations. It may seek to improve their attendance, self-esteem, social, emotional or behavioural skills. The PSP will identify precise and specific targets for the child to work towards in conjunction with support and intervention from the school. It should include the child and parents in the drafting process. If a student's behaviour or engagement has not improved on a PSP despite support, then escalation to a BSP is likely.

- Targeted support is offered and intervention is initiated
- Targets for young person are set
- All parties agree and sign the plan
- Reviewed after 2-4 weeks as deemed appropriate
- After review periods a PSP may close/continue/evolve into a BSP

Behaviour Support Plan

A Behaviour Support Agreement is a formal agreement between a student, their parent and the school Inclusion team. It spells out the expected standard of behaviour, why current behaviour is not compatible with school values and what specifically identified targets are. It also explains what repeated behaviours will lead to, in terms of consequence for failing to improve.

- Unacceptable behaviour is identified and why it is not consistent with school expectations outlined
- Clear targets set for young person
- Clear consequences for failure to meet or comply with targets is outlined
- Consequences can include the full range of sanction outlined in this policy
- Reviewed after 2-6 weeks as deemed appropriate
- Failure to improve outlined behaviour or further escalations in poor behaviour when subject to a BSP is likely to result in a permanent exclusion from school

Being subject to a PSP or BSP do not remove other consequences that will be used in line with this policy.

Managed Moves

A Managed move is a process agreed by current school, placement school, parent / carer and student. With agreement, as an alternative to or in attempt to avoid a permanent exclusion a student may serve a trial period (usually 8 weeks) at another school. This provides the student with a fresh start.

A successful Managed Move will result in that student staying at the placement school, permanently. A failed Managed Move will result in the student returning to the original school, at this point the permanent exclusion process is often followed immediately.

Directed Off-site Provision

When deciding whether to direct students off-site or agree a managed move, the school will always seek to act in the best interests of the student(s) to support good behaviour and the rest of the learning community to preserve school culture and values. Head teachers have the power to direct students to off-site provision, with or without parent / carer consent.



Uniform

It is the policy of the school that uniform should be worn by all students throughout Years 7-11. The uniform supports the ethos of the school and helps to instill discipline and pride in appearance in students. The standard uniform is set out below: In extreme heat we will nominate specific days as a "No Blazer" or "No tie or blazer" day. Students must bring their blazer and tie to school every day.

- Blue blazer with embroidered badge
- Blazers must always be worn in communal areas inside the school building including the canteen, corridors and during assemblies. Blazers may be removed during lessons.
- Students must wear their blazers if they are cold. A plain V neck black jumper can be worn IN ADDITION to blazers, not instead of them.
- Coats, gloves, hats can be worn on top of blazers when outside the building.
- Pale blue formal shirt (tucked in, collar fastened)
- Tie of the correct house colour with the school badge on display
- Black trousers (not tight fitting and no leggings, jeans or chinos)
- Pleated grey skirt (must be knee length, no jersey or clingy material)
- Plain black socks or tights
- Black sturdy shoes (not trainers, mules, canvas, "uggs", converse, Nike Airforce or vans)
- Plain external coat (no hoodies. Any jumpers or hoodies worn to school must be removed before entry)
- Hair must be of a natural colour and of an appropriate style (e.g. no shaved patterns, motifs)

PE Kit – NOT to be worn around school without express permission from a member of staff

- Students are to arrive at school with PE kit on PE days even if not participating.
- (At teachers' discretion) Students should still expect to change for lessons.
- Plain black tracksuit bottoms or shorts
- School logo polo shirt.
- Trainers should be suitable for all sports (no plimsoles or high tops)
- Optional round neck PE jumper.

Jewellery

- 1 small earring in each ear (max) – no other body or face piercings allowed. In cases where recent piercing are not healed. Clear plastic retainers can be worn, or plasters applied to cover the jewellery.
- Small chain necklace worn out of sight, Watch (Smart watches are NOT allowed)
- All jewellery must be removed for PE lessons (covering is insufficient)
- Students unable or unwilling to remove piercings will be removed from lessons to work in the LSU

Makeup

- Makeup should be kept to a minimum to ensure it is appropriate for a place of work. It must be discrete.
- All staff have the right to request make up to be removed / minimised during the school day and students must follow these instructions
- Fake eyelashes are not permitted, no fake nails, gels or coloured nail varnish is allowed.

In some circumstances students who cannot or will not rectify their appearance immediately, for example wearing a nose stud or having an inappropriate hair style / colour may be expected to attend lessons as normal or accommodated elsewhere (LSU). They will not be allowed to mix socially at break or lunch times or attend school trips or events also be required to attend a pre-determined place during break and lunchtime until their uniform issue is rectified. In some cases, school leaders may send a student home to take remedial action with a uniform issue, this is not regarded as a suspension.



Bullying

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online”

Every child has a right to learn in a safe environment, free from harassment and bullying. Bullying is something we all need to take very seriously. It is a deliberately hurtful act, which is repeated often, over a period of time. It causes pain and distress to the victim. Bullies find ways to control others and the targets of bullying feel powerless to change the situation or defend themselves. Bullying can have a long-term effect on educational, emotional and social development. There are four main types of bullying:

- Physical – hitting, spitting, taking possessions
- Verbal – name calling, teasing, making abusive comments
- Indirect – spreading nasty stories
- Cyber – texting, emails, social network messages

In Stalham high School, we use the STOP principle to help everyone identify bullying behaviour.

- S – several
- T- times
- O – on
- P – purpose

Everyone – staff, students, parents/carers and members of the community – have a role to play to stop bullying. We know that children with SEN or disabilities are much more likely to be bullied than other children, so it is very important to be alert for any signs that bullying is taking place.

Students

If you are being bullied in School:

- Talk to any adult you trust, taking a friend if it helps
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are
- You will be taken seriously and a record of your report will be kept
- If you are bullied online, keep all messages/screenshots or e-mails to report to the Police

If you see someone else being bullied at School:

- The best thing you can do to help is talk to someone
- Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are

Parents/carers

If your child is being bullied or is bullying in School:

- We can help
- Contact the School and ask to speak to a student manager or Inclusion manager
- Talk over the problem with the student management team. Be sure of your facts. In particular, students who are being bullied can become upset, anxious and confused about what has actually happened
- Do not let your child talk you out of contacting School.

To combat online abuse and cyber bullying, ensure that your child is careful about whom they give their mobile phone number and e-mail address to and make sure you are in touch with which Social Media Apps they may be using.



Discrimination

We strive to educate students on equality and take pride in our inclusivity, welcoming students and families from all backgrounds and cultures. The Equalities acts protects students from discrimination and harassment based on 'protected characteristics'. The protected characteristics for the schools provisions are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex

(Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions)

Searching, Screening and confiscation

Ensuring school staff and students feel safe and secure is vital to establishing and preserving calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe.

This section of our policy has been written in line with the 2022 Searching, Screening and Confiscation advice or schools, At Stalham High School, staff have the authorisation of the Executive Head Teacher to search for prohibited items.

The list of prohibited items is:

- knives and weapons,
- alcohol;
- illegal drugs (including legal "highs");
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the student).
- tobacco and cigarette papers, vapes and e-cigarettes;
- fireworks; and
- pornographic images.

If at any point it is deemed necessary to carry out a search of outer clothing, pockets, possessions, desks or lockers the following procedures will be followed.

- Parents / carers will be informed (either before or afterwards)
- Students will be with at least two members (at least one of which will be of the same sex)

There is no authorisation for staff to search students in any other way without consent. Staff may confiscate jewellery, ear pods and mobile phones or any items deemed unsuitable for school.

Police involvement

Information will always be shared with the police, if they request it. Parents may or may not be contacted if this is the case. This is to avoid any police investigation being compromised.

If the police wish to search a student on the school premises, this will be allowed only with the school's permission and a member of staff present throughout.



Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an illegal offence or other breach of school rules, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff will consider the appropriate safeguarding response, if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff will never intentionally view the image, and will not copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Mobile Phones, headphones, EarPods, smart watches

Mobile Phones are allowed in school but must be out of sight unless a teacher has given explicit permission for phones to be used for a particular purpose.

If any of these items are being used in school without staff permission this may lead to the them being confiscated. Students must turn off devices before giving them to the staff member.

All staff have the authority to confiscate these electronic devices from students. When a device has been confiscated it should be taken by the member of staff to main reception who will retain it until it is either returned to the student or collected by a parent or guardian. They will be stored in a locked cabinet.

In cases where the student is not allowed to have their mobile phone in school due to serious or repeated issues, they must hand it in to reception when they arrive at school and collect it at the end of school.



Appendix 1

Norfolk Fair Access Protocol Managed Move Agreement

Name of Student: [Click here to enter text.](#)

Date of Birth: [Click here to enter text.](#)

Year Group [Click here to enter text.](#)

Academic Year: [Click here to enter text.](#)

Current School: [Click here to enter text.](#)

Trial School [Click here to enter text.](#)

Address of Student: [Click here to enter text.](#)

Name of Parent: [Click here to enter text.](#)

Contact Phone No: [Click here to enter text.](#)

Questions for current school:

1. Has support been sought for this student from the Inclusion and SEND Team(inclusionandsend@norfolk.gov.uk)?

YES/NO

2. Has the student previously had a Managed Move(s)? YES/NO

If Yes then please give details of the move(s) and comments around the reasons for the proposed move being attempted

3. Please attach plans for any specific support being offered to make the move successful eg planning meeting, sharing of student info, tour, buddy system, check ins with key staff, review meetings, communication between schools etc.

4. Have school considered a Partnership and Community Focus Team referral to support the move?

YES/NO

If no, would it be helpful to signpost school to this support?

5. Has the school discussed with the parent how the student will get to the MM school and advised parent how transport will be provided if the student is eligible?

YES/NO

Any requests for transport to be provided outside the Home to School Transport Policy must be made on the Exceptional Circumstances Transport Requests for Norfolk MMs and approved by the Fair Access Team.



Terms of Agreement

1. It is agreed by all parties that [Click here to enter text.](#) will benefit from a fresh start and is suitable for a Managed Move.
2. [Click here to enter text.](#) will attend [Click here to enter text.](#) on a trial basis and if he/she successfully completes the trial to the agreement of both schools, he/she will be removed from roll at [Click here to enter text.](#) and be permanently transferred to the roll of [Click here to enter text.](#)
3. Upon the permanent transfer of [Click here to enter text.](#) onto the roll of the trial school [Click here to enter text.](#) will/will not transfer the balance of student funding to [Click here to enter text.](#)
4. Before the trial can start there must be a joint meeting between the current and the trial schools to review full behaviour and all other relevant information, formalise the risk assessment and agree transition arrangements.
5. The trial period is to begin on [DD/MM/YYYY](#) and will last for eight school weeks.
6. If, during the trial period, [Click here to enter text.](#) is unable to attend school because of a significant illness or injury, the trial may be extended until the period of attendance totals eight school week. For any such absence to be considered for an extension to the trial the parent must provide evidence from an appropriate medical professional to support the specific absence(s). The trial school will consider all evidence provided before determining whether an extension will be offered.
7. The parent must notify the school of any absence on the first day of non-attendance. The trial will be terminated if the parent does not report absences to the trial school.
8. Any absence for reasons other than described in paragraph 6 will be registered as unauthorised absence and the trial will not be extended as a result.
9. The trial may also be extended if [Click here to enter text.](#) is involved in low level behavioural incidents that would usually result in a behaviour sanction less than a fixed term exclusion where there is agreement between the current and trial school that there is a realistic prospect of a successful outcome with an extended trial.
10. The trial will be terminated in the event of the following:
 - a. [Click here to enter text.](#) is involved in a serious breach of school discipline that would usually be grounds for a fixed term exclusion at the trial school: OR
 - b. [Click here to enter text.](#) attends for less than 95% of school days available
11. In the event of termination, a representative of [Click here to enter text.](#) will contact parents and the current school by telephone and [Click here to enter text.](#) will return to [Click here to enter text.](#)
12. During the trial period [Click here to enter text.](#) will be marked on the current and trial school register as Code D "Dual Registered - at another educational establishment" Any absences which are not approved must be recorded as "unauthorised". It is the responsibility of [Click here to enter text.](#) to notify [Click here to enter text.](#) about attendance on a weekly basis.
13. The local authority will provide transport to the [Click here to enter text.](#) to cover the normal start and end of the school day provided that the trial school is over the statutory distance of 2 or 3 miles as appropriate. Any transport request must be made by the Fair Access Team.
14. All Managed Move trials must be signed by all parties and by a representative of the Fair Access Team and the trial will not be binding unless signed by all parties. A copy of all signed trial documents must be lodged with the Fair Access Team.
15. Any disputes arising from this trial agreement will be initially referred to the Fair Access Manager who will mediate between all parties to resolve the dispute. If this is unsuccessful the Fair Access Team will set up a virtual panel to resolve the dispute. The Panel will include local authority educational input from an Educational Psychologist or SEND advisor and/or Headteacher representatives.
16. Any amendments or extension to the terms of or timescale of the trial agreed after the trial agreement has been signed must be agreed by all parties in writing.



I have read and agree to the terms outlined in this Agreement:

Signed

Name

Title

Date

For Current School [Click here to enter text.](#)

Signed

Name

Title

Date

For Trial School [Click here to enter text.](#)

Signed

Name

Title

Date

For Parent/Carer of [Click here to enter text.](#)

Signed

Name

Title

Date

For Fair Access Team

Trial school to complete and return to cs.fairacessteam@norfolk.gov.uk upon successful completion of 8-week trial period or at the point of cessation in the event of a failed trial.

Name of Student: [Click here to enter text.](#)

Current School: [Click here to enter text.](#)

Trial School: [Click here to enter text.](#)

Managed Move successful? Yes / No

If successful, date student went on role as single registration: [Click here to enter text.](#)

If failed, date student last attended trial school: [Click here to enter text.](#)

Reason for failure of Managed Move: [Click here to enter text.](#)

Any further comments: [Click here to enter text.](#)

