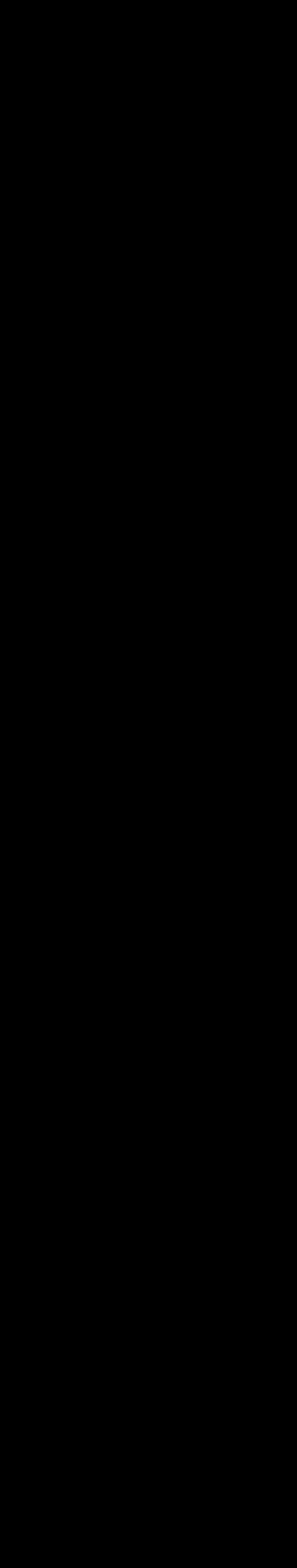


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Policy Updates

Date	Page	Policy Updates
November 2022	Whole policy	'Guidance on sexual violence and sexual harassment between children in schools and colleges'. 'This publication was withdrawn on 1 September 2022, therefore reference to this withdrawn policy has been removed from this updated policy
November 2022	Whole policy	Policy has been updated to reflect DfE (2022) Keeping Children Safe in Education
November 2022	Whole policy	Policy has been updated to reflect DfE (2022) 'Behaviour and Discipline in Schools'
November 2022	11	Ash Guidance for Schools - Vaping (2022)
November 2022	12	Searching, screening and confiscation guidelines
November 2022	15	Structured appendix A for localised use
December 2023	Whole policy	Reformatted inline with other Trust

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Statement of Intent

The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

Promoting positive behaviour through recognition and reward.

Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.

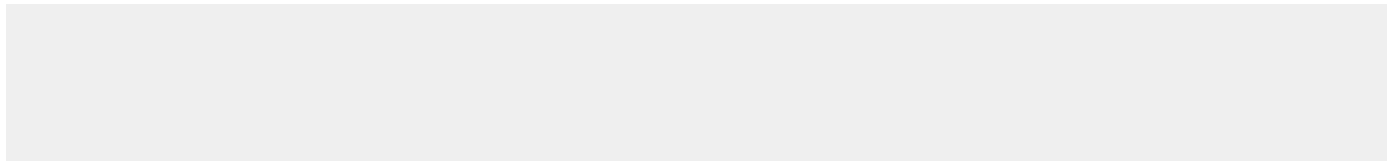
Ensuring equality and fair treatment for all.

Promote early intervention.

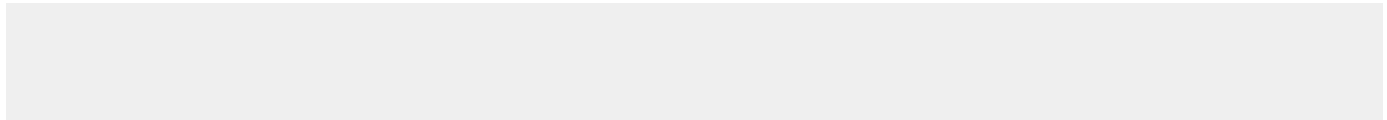
Praising and rewarding positive behaviour.

Challenging unacceptable behaviours.

Providing a safe environment free of



Our



1. Legal Framework

1.1. This policy has due regard to all relevant statutory legislation and guidance including, but not limited to, the following:

- Education Act 1996 and 2002 revision
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- Education (Independent School Standards) Regulations 2014
- DfE (2022) 'Behaviour and Discipline in School'
- DfE (2024) 'Behaviour in Schools: Advice for Headteachers and School Staff'
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: Advice for schools'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'
- Ash Guidance for Schools (2022)
- Police and Criminal Evidence Act 1984 (PACE) Code A and Police and Criminal Evidence Act 1984 (PACE) Code C.
- DfE (2023) 'Suspension and Exclusion of Children from maintained schools, academies and pupil referral units in England, including special educational needs and disabled children'



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2. Definitions

2.1. Low-level Unacceptable Behaviour

For the purpose of this policy, 'low level unacceptable behaviour' is any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

Lateness

Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes

N,

Vandalism

Theft

Fighting and aggression

Truancy and running away from school

Refusing to comply with disciplinary sanctions

Smoking and vaping

Racist, sexist, homophobic or discriminatory behaviour

Extrem

The Headteacher/Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor/acceptable behaviour, and will monitor how staff implement this policy and the local authority's standards. Sanctions are applied consistently.

Reporting to the LGC on the implementation of school procedures, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

3.3. The mental health and well-being of all pupils is a priority for the school. The school will ensure that all pupils are supported to achieve their full potential. The school will ensure that all pupils are supported to achieve their full potential. The school will ensure that all pupils are supported to achieve their full potential.

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educational psychologist, medical practitioners and/or others, to identify or support specific needs. Where appropriate a risk assessment will be put in place to support the staff and pupils in managing potential situations where foreseeable. When acute needs are justify

will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

9.4. Where the school/academy is responding to a report of sexual violence, the school/academy will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the Police, and any other partner agencies as required, to ensure that any action the school/academy takes, e.g. disciplinary sanctions, will not jeopardise any ongoing Police investigation.

9.5. The response to any incidents of sexual abuse and/or discrimination will be:

Prompt

Proportionate

Considered

Supportive

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9.6. The schools/academies within the Trust have procedures in place to respond to any concerns regarding children's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the Police

10. Smoking and Controlled Substances, including Vaping

10.1. In accordance with part 1 of the Health Act 2006, all schools/academies in the T

- 12.6. ***Searches that fall outside of the normal remit of the school/academy must be approved by the Trust Safeguarding Lead before any commencement begins***

13. Behaviour Off School Site

- 13.1. Sanctions may be applied where a pupil has misbehaved off-site when representing the school/academy*. This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from the school/academy
 - Wearing school/academy uniform
 - In any other way identifiable as a pupil of our school/academy
- Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school/academy
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school/academy

14. Power to Use Reasonable Force

- 14.1. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 14.2. Headteachers/Principals and **authorised school/academy** 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.

15. Malicious Allegations

- 15.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 15.2. Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 15.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 15.4. The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection Policy, the Child-on-Child Abuse Policy and the

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Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

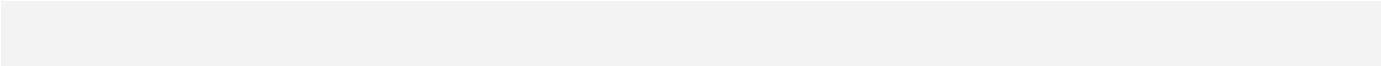
The localised procedures for the school/academy setting focuses on the following key areas: -

Rewards System

Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@mce.hslt.academy

towards the House Championship. At the end of each year the victorious House receives the House Championship Trophy and celebrates their success with a rewards even



All behaviour infractions will be recorded on the right-hand side of the planner (B; Bi; W; S). All organisational infractions will be recorded on the left-hand side of the planner (H; E). L and A are also recorded on the left. Students receive a code immediately for homework, coursework, and equipment misdemeanours.

LEFT-HAND SIDE

The accumulation of three codes on the left-hand side of the planner leads to a lunchtime detention. This detention will be recorded in the student planner.

On the sixth code on the left-hand side, an after school detention is issued.

RIGHT-HAND SIDE

The accumulation of three codes on the right-hand side of the planner leads to a lunchtime detention. This detention will be recorded in the student planner.

On the sixth code on the right-hand side, the student will complete a day in internal exclusion.

INTERNAL EXCLUSION (IE)

Internal Exclusion runs until 3:20pm and will be recorded in the student planner. We do not phone parents to inform them before a period in IE is undertaken by a student.

If you are removed to IE during the day you will be in for the rest of the academy day and any further days according to the time you enter IE and the reason for this sanction being imposed.

If you are booked into Internal Exclusion you should go straight to IE at 8.40am.

Any student who refuses to go into IE will be excluded from the academy. They may be required to spend a period of time in another school for this period of time.

Any student who fails to behave appropriately in IE, will be excluded. They will receive 3 written warnings before exclusion. We will endeavour to call parents/carers after a second written warning to allow them to discuss their behaviour with you. If contact is attempted but has not been possible, the student will still be excluded at the third written warning.

Mobile phones, iPads and smart watches must be handed in at the start of IE. If you are caught with a phone in your pocket you will repeat the day.

You will have the opportunity to order a cold sandwich and drink at the start of the day which will be brought to you at lunchtime. Hot dinners are not available.

DETENTION

Detentions can be issued for a number of reasons.

Detentions are written in the planner and communicated verbally to students.

If a student is unable to attend a detention for a genuine reason they must see the Pastoral team before the detention date.

Any reasons provided on the day of or the day after the detention has been missed will not be accepted.

If the student misses a lunchtime detention an after-school detention will be issued.

Failure to attend an after-school detention will result in a day in IE.