



Standards and Expectations Policy

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1. Aims/Policy Statement; Ensuring Outstanding behaviour and attitudes for Learning at North Chadderton School

This policy is based on guidance from the Department for Education; Behaviour and Discipline in Schools (Jan 2016). All details outlined in the policy are subject to the Headteachers discretion.

The role of the Government is to give schools the power they need to provide a safe and structured environment in which teachers can teach and children can learn. At North Chadderton School, we aim to create a stimulating, safe, caring and positive learning environment where everyone can be happy and successful and where effective learning and teaching can take place. Central to this ethos is the understanding of rights, respect, responsibilities, actions and consequences.

North Chadderton School expects:

- All students to show respect and courtesy towards teachers, other staff, each other, the environment and the school/local community.
- Parents to role model to their children to show respect and support the school's authority to discipline its students.
- That every member of staff at the school will work alongside parents/carers to modify, manage and improve students behaviour.
- That we work in a culture of mutual respect. The school will not tolerate violence, physical or verbal aggression or verbal abuse towards members of staff. If this happens, North Chadderton School reserves the right to take action against anyone acting inappropriately. (see Unacceptable Behaviour at School Policy).

A clear behaviour policy, consistently and fairly applied, underpins effective education. North Chadderton School encourages outstanding behaviour through a mix of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between students, and between staff and students. All members of the school community understand that a consistent approach to the use of the system is paramount to helping students progress both academically and as outstanding citizens.

The concept behind positive behaviour for learning

As individuals, we all choose how to act. However, it is important that we all recognize that for every choice or action there is a consequence. These can be either positive or negative.

A consequence is an outcome that arises as a direct result of the way we act.

At North Chadderton School, consequences are issued by staff, not punishments. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a student's actions.

Key Points

All paid staff of the school have the power to issue rewards and sanctions for behaviours, which occur in school and, in some circumstances, outside of school.

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We believe that the key to a student's success is working closely with parents/carers. Issues may arise at any time, which we will work hard to resolve through a range of strategies. If a parent/carer arrives in school without a scheduled appointment, it may not be possible to meet with an appropriate member of staff at that time.

Adults at the school, alongside parents/carers, will work to modify, manage and improve student's behaviour.

The school has the power to issue sanctions that include after school detention and off-site behaviour placements, managed moves, fixed term exclusions and, in extreme cases, permanent exclusions.

Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time. All details in the policy are subject to the Headteachers discretion.

2. Rewarding Positive Behaviour

Our ethos underpinned by our 5 R's are supported by a coherent system of rewards and sanctions that are based on the concept of *choice and consequence*, with the ownership of the behaviour placed firmly with the student:

- *Should students choose to follow school expectations and behave appropriately, then they will be rewarded.*
- *Should students choose not to follow school expectations and behave inappropriately, then a system of sanctions will be reasonably applied if appropriate.*

Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with students in a manner that:

- *encourages and promotes positive behaviour*
- *looks to defuse and positively manage confrontation should it arise.*

Rewards

At North Chadderton School we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately rewarded for all aspects of their school life - including behaving as expected.

Rewards are much more effective than sanctions in motivating students and will be recorded on IRIS under one of these areas:

- Respect
- Resourceful
- Responsible
- Reasoning
- Resilient
- Reflective

To secure a positive climate for learning, the school seeks to create an atmosphere, where the emphasis is on praise and encouragement, whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At North Chadderton School, a wide range of whole school rewards are available:

Praise: the school expects adults to use praise and encouragement statements, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our school community and to be applied consistently. The school encourages all adults to recognise the efforts students make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other students in school and in the community and in the way they treat the environment and these form the basis for rewarding students through Departments' rewards system.

In addition, all adults are encouraged to reward positive behaviour through:

- *Oral praise statements*
- *Written praise in the marking of work*
- *Displaying of work to build self-esteem*
- *Referral to Form Tutor, Subject Leader, Head of Year, SLB, Headteacher, Governors*
- *Contact with parents/carers through a good news postcard/ phone call/ letter or e mail.*
- *Celebration Assemblies*
- *Certificates, privileges*
- *Above and beyond tickets*
- *Rewards trips*
- *Year 11 Prom*
- *5R badges*
- *Breakfasts/lunches/pizza*

3. Behaviour Strategies and Sanctions

All sanctions/strategies outlined are at the Headteachers discretion.

Sanctions

Sanctions are necessary for students who choose not to follow the School's rules and behave inappropriately. At North Chadderton School we accept that it is our responsibility to support those students so that they can make better behavioural choices in the future. As such, the available sanctions are to be used to promote and develop positive behaviour, rather than to be used as punishment or retribution, and all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour. As much as there is an onus on students to take ownership of their behaviour, the school also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with students.

Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom and supply teachers will be given clear guidance on the reward and sanction expectations of the School upon arrival.

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If students damage school property, staff property or the property of another student then parents may be charged for the costs of such damage.

High Level Disruption/Serious incidents/Non-compliance with school procedures

For incidents that the school perceives to be of a serious nature, or persistent non-compliance with school procedures, students will be issued with either an internal isolation, an off-site behaviour placement, managed move or a Fixed Term Exclusion.

All students involved in a fight will automatically receive a minimum sanction of an internal isolation.

All victims of assault will be encouraged to make a formal complaint to the Police.

Students may also face serious sanctions if removed from class because he/she has still chosen not to behave in an appropriate manner after being issued with a **C3** during the lesson or for repeated refusal to comply with school expectations in or out of class.

Isolation

Students start their day in isolation at 8.45am and finish at 3.30pm. If students display negative behaviour whilst in isolation, they will repeat a full day.

- Students do not get any breaks.
- Students eat their lunch in the Isolation room.
- Students do not talk to other students within the Isolation room.
- Mobile telephones will be removed from students at the start of their placement in the Isolation room.
- Students will not be permitted to eat or drink other than at allocated times during Isolation.

Packed lunches must contain foods that comply with the Healthy Schools Agenda. Food/drink items that are not deemed suitable will be confiscated by staff. This includes fizzy drinks.

Students will be given access to toilet facilities at break and lunch.

If students make the right choices, they will never be issued with a C3 or other sanction. Students will always have a chance to think about what they have done.

Off-site Behaviour Placement

In agreement with other Secondary schools in the Oldham Authority, students may be placed on short term behaviour placement at other establishments. This will involve students spending time in another school's isolation area or equivalent. The host school will provide appropriate work although North Chadderton School may provide work packs for students on extended placements.

Students will adhere to the host school's behaviour procedures and arrive and leave at the host's school times. It is the parent/carers responsibility to arrange appropriate transportation to the host schools. Students will be expected to attend in full North Chadderton School uniform.

Fixed Term Exclusion

Please remember the School aims to keep exclusions to a minimum. When issued they are to provide time for us to investigate incidents and for students to reflect on their actions. If a student is completing a fixed term exclusion they are not allowed on school premises or near the school building

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at any time of the day, including at the end of the school day. Parents/carers should ensure that students must remain at home while completing a fixed term exclusion.

Managed Move

After either a behaviour placement and /or fixed term exclusion, if there is no improvement in behaviour or attitude then a student may be sent to another school on a managed move. This is a 12 week placement reviewed at 6 and 12 week intervals, which enables a students to have a fresh start in a new setting. It is a strategy put in place to try to prevent the situation escalating to a permanent exclusion.

4. Serious Breach of the School's Behaviour Policy

Staff will use professional discretion and evidence as to the appropriate course of action in the event of a very serious incident. A live risk assessment will be carried out by staff dealing with the situation at the time.

The Headteacher's Power to Exclude

1. Only the Headteacher of a school can exclude a student and this must be on disciplinary, a serious breach of the Home School Partnership Agreement or on Health and Safety grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
2. Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
3. The behaviour of students outside school can be considered as grounds for exclusion.
4. The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.
5. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standards of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
6. Headteachers and governing bodies must take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Statutory guidance on factors that a Headteacher should take into account before taking the decision to exclude

7. A decision to exclude a student permanently should only be taken:
 - In response to serious or persistent breaches of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

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8. The decision on whether to exclude is for a Headteacher to take.

9. Whilst an exclusion may still be an appropriate sanction, Headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.

For full documentation and DfE Guidance see 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' – statutory guidance for those with legal responsibilities in relation to exclusion (Sept 2017)

5. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, near school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, will be disciplined by the school. If a student encounters any misbehaviour from other students or is a victim of bullying, they should report it to their Head of Year or Assistant Head of year immediately upon their arrival at school. This also applies to pupils who break school standards and expectations during work experience, school trips or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

If a student chooses to travel to and from school by bicycle, they must respect the Highway Code and not create a hazard to members of the community. If bicycles are brought onto the school site, they should always be left locked securely. North Chadderton School accepts no liability for bicycles brought to school.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- The severity of the misbehaviour;
- The extent to which the reputation of the school has been affected;
- The effect such an action may have on the other pupils;
- The extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- Whether the misbehaviour was on the way to or from school or the pupil was taking part in any school-organised or school-related activity; and
- If it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

The school and its staff are only responsible for managing student's behaviour whilst students are on the school site or excursion.

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6. Anti-Bullying Procedures

Position and values

This policy will help staff to achieve the vision of the school, which is that the “staff and governors at North Chadderton School are driven to be outstanding in all that we do”. This will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment North Chadderton will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school’s ability to educate children and a child’s ability to learn. If such a case arises, the staff at North Chadderton School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively

Keep all other children safe, happy and confident

Clarification of terms

Definition of bullying

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with appropriately by the pastoral system and staff.

Types of bullying

Physical: Deliberately hurting particular children on a regular basis

Verbal: Deliberately hurting feelings through repeated or persistent name-calling, or the use of derogatory language including homophobic, racist, sexist or discriminatory language.

Ostracising: Making someone feel left out and different by deliberately and repeatedly setting out to exclude them

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Snapchat and Twitter to harass, threaten, embarrass, intimidate or target a

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child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of cyber-bullying

Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.

Denigration: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.

Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.

Outing: Sharing secrets about someone online including private information, pictures, and videos.

Trickery: Tricking someone into revealing personal information then sharing it with others.

Impersonation: Pretending to be someone else when sending or posting mean or false messages online.

Harassment: Repeatedly sending malicious messages to someone online.

Cyber-stalking: Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Looking at someone
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

Reasons for bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group

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- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

Roles and responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The role of Local Advisory Committee/Trust Board

The Local Advisory Committee/Trust Board supports the Headteacher in all attempts to eliminate bullying from the school. The Local Advisory Committee/Trust Board will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Local Advisory Committee/Trust Board monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Local Advisory Committee/Trust Board require the

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Headteacher to keep accurate records of all incidents of bullying and to report to the Local Advisory Committee/Trust Board on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of the Local Advisory Committee/Trust Board. The complaint will be dealt with in accordance with the complaints policy, which can be accessed from the school's website.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Headteacher will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Headteacher with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the Headteacher to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

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Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Headteacher, with the support of the local advisory committee/trust board, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Headteacher being involved in such incidents, reports will be given immediately to the chair of the local advisory committee/trust board who will also take formal action where necessary.

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's form tutor immediately in a calm manner. If they are not satisfied with the action taken they should contact the Head of Year. If they remain dissatisfied, they should follow the procedure detailed above. Parents/carers have a responsibility to support the school's anti-bullying procedures by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

The role of pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Cyber bullying

North Chadderton School has a safeguarding policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. (Please refer to Safeguarding Policy).

Reporting, sanctions and monitoring

How to report bullying

Contact your child/s form tutor, assistant head of year or head of year via a phone call, email or make an appointment.

Procedures

The following steps must be taken when dealing with incidents of bullying:

If bullying is suspected or reported, the incident will be dealt with in a timely manner by the member of staff who has been approached, or who suspects/observed the bullying.

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The head of year/assistant head of year must be informed in a timely manner.

A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement

The head of year/assistant head of year will interview all concerned and will record the incident on the school's information system.

Parents will be kept informed by the head of year/assistant head of year.

Subject teachers will be kept informed and asked to monitor the situation

A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: restorative justice, verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the head of year/assistant head of year may inform the police.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, local advisory committee/trust board will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Monitoring, evaluation and review

The local advisory committee/trust board, the Headteacher and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The Junior Leadership Team (JLT) will review the effectiveness of the policy annually and their views given to the Headteacher.

A record of all such incidents will be kept both centrally and on students' files

The numbers of incidents will be reported to the local advisory committee/trust board annually or provided to them at any time on request

Bullying data will be analysed to reflect and re-design further strategies to improve procedures

Strategies to reduce bullying

North Chadderton School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- the reinforcement of the clear message that bullying has no place at North Chadderton School

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- consultation with the JLT on appropriate action
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied
- a clear policy of mobile phones not permitted to be in use during school hours
- the celebration of all students' backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher. Action will be taken and recorded
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the child being bullied and the bully
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

Useful websites

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.childline.org.uk

www.kidscape.org.uk

www.each.education

www.youngminds.org.uk

www.youngstonewall.org.uk

www.nspcc.org.uk

www.stoptextbully.com

www.beyondbullying.com

www.childnet-int.org

www.cyberbullying.org

www.chatdanger.com

www.thinkuknow.co.uk

7. Searching, Screening and Confiscation with students

The information below is based on guidance from the Department for Education; Searching, screening and confiscation (2014)

School staff can search students with their consent for any item. Headteachers and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a 'prohibited item'.

What the law allows:

There are 2 sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** (as describe in the bullets under the heading "Discipline in Schools – Teachers' Powers "on pages 3 and 4 of Department for Education; Behaviour and discipline in schools. Advice for Headteachers and school staff. January 2016) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent** for "prohibited items" including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers including e-cigarettes/vaping fluids
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - Any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Weapons, knives and extreme or child pornography must always be handed over to the police; otherwise, it is for the teacher to decide if and when to return a confiscated item.

Where possible, 2 members of staff will be present during a search. However, this may not be reasonably practical.

Searches can be performed on both the School site and anywhere the member of staff has lawful control of charge of the students (e.g. School trip).

Members of staff can use such force as is reasonable, given the circumstances, when conducting a search 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 e.g. Such force cannot be used to search for items only banned under the School rules.

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Confiscation

School staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The following list gives guidance on items considered detrimental to school and to school discipline and as a result are identified as banned items and can be searched for and confiscated. The list is not exhaustive and will be subject to change at the discretion of the Headteacher.

- Fizzy drinks
- Energy drinks
- Mobile phones
- Speakers
- Confectionary/drinks intended for selling
- Jewellery (except a wristwatch)
- Earphones
- Hoodies
- Large buckle belts

North Chadderton School cannot take responsibility for any items lost/stolen/damaged after they have been confiscated as they should not have been brought onto the school premises. Confiscated items will be returned to students at the school's discretion.

Screening

North Chadderton School does not currently screen students on entry or at any time whilst on School property. The School however, reserves the right to do so and does not have to allow that student access to the building if they refuse. This is not classed as an exclusion but will be classed as unauthorised absence.

8. Substance Misuse

North Chadderton school has a zero tolerance approach to substance misuse.

The United Nations Office on Drugs and Crime defines a drug as:

“A substance people take to change the way they feel, think or behave”

This definition has been adopted by the Home Office and is the definition that applies within this policy and which therefore covers:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971).
- All legal drugs, including, but not limited to, tobacco, electronic cigarettes, alcohol, volatile substances.
- All legal medicinal drugs (including ‘over the counter’ and prescription medicines).

Purpose

- Clarify the legal requirements and responsibilities of the school

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- Reinforce and safeguard the health and safety of all staff, students, Local Advisory Committee, Trust Board, parents/carers, external agencies and the wider community.
- Clarify the school's approach to drugs for all staff, students, Local Advisory Committee, Trust Board, parents/carers, external agencies and the wider community.
- Give guidance on developing, implementing and monitoring the drug education programme.
- Enable staff to manage tobacco, electronic cigarettes, alcohol, drugs and illegal substances on the school premises, and any incidents involving such that may occur, with confidence and consistency, and in the best interests of those involved.
- Ensure that the response to incidents involving tobacco, electronic cigarettes, alcohol, drugs and illegal substances compliments the overall approach to drug education and the values and ethos of the school.
- Provide a basis for evaluating the effectiveness of the school's drug education programme and the management of incidents involving illegal and unauthorized drugs.

Application

The policy applies to all persons using the school site; students, staff and visitors. It applies whilst students are travelling to and from school, during the school day (including break and lunch time) and during any additional times the school is legally responsible for the students. It applies on residential and non-residential visits.

Expectations and Sanctions

The possession, use or supply of any tobacco, electronic cigarettes, alcohol or other substances (at Headteachers discretion) is regarded as a serious breach of the schools standards and expectations and sanctions will be issued at the discretion of the Headteacher, with the exception of;

- The use of medicines by students with parental notification and knowledge by the assistant head of year;
- The appropriate use of medicines by staff;
- The smoking of tobacco by staff on journeys between school and home.
- Consumption of alcohol by staff and visitors during social occasions on the premises when there are no students on site.

Drugs

If a student is suspected of being under the influence of or caught in possession of an illegal drug/legal high parents will be notified by the Headteacher (or designated member of staff). Students selling or supplying illegal drugs/legal high will be permanently excluded in accordance with current legal guidance. Other instances will be dealt with at the discretion of the Headteacher. At the discretion of the Headteacher the Police and appropriate agencies may be informed. School staff have the authority to search for, and confiscate any illegal drugs/legal highs (see section 7).

We recognize that any student who abuses substances, needs support. We would therefore hope that in most cases, the school and parents/carers can work together to support the young person involved.

Standards and Expectations Policy



Alcohol/Other Controlled substances.

If a student is suspected of being under the influence of, caught in possession of, or selling and supplying alcohol/other controlled substances; parents will be notified by the Headteacher (or designated member of staff and will be dealt with at the discretion of the Headteacher. At the discretion of the Headteacher the Police and appropriate agencies may be informed. School staff have the authority to search for, and confiscate any alcohol/other controlled substances (see section 7). We recognize that any student who abuses alcohol, needs support. We would therefore hope that in most cases, the school and parents/carers can work together to support the young person involved.

Cigarettes/Tobacco Products/Electronic Cigarettes

North Chadderton is a non-smoking site. Students are forbidden to bring cigarettes, electronic cigarettes, vaping liquid, tobacco, lighters, matches and/or any other smoking paraphernalia onto school premises. Students are also forbidden to smoke on the way to or from school, while wearing school uniform, or on school visits. If found smoking or in possession of the aforementioned items students will be subject to sanctions, parents informed and the student will be offered support to quit smoking.

Medicines and Legal Medicinal Drugs

Students are forbidden to bring harmful drugs into school unless there are for medication. (Please see Supporting Students with Medical Conditions including Asthma Policy).

Substance Education

At North Chadderton School the whole-school approach to drug education supports this purpose and the implementation is set up to fulfil these aims. A coherent and continuous drug education programme operates as part of the whole-school approach to Spiritual, Moral, Social and Cultural development (SMSC), with some input in each year of the school.

9. Use of Reasonable Force

Please see Restraint Policy.

10. CCTV

CCTV and school cameras can be used to record behaviour incidents and to assist in the identification of culprits. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV system once their purpose has been served.

For more detailed guidance please refer to the CCTV Policy.

Appendix 1: C System

consequences
RESPECT

- C1**
 - Verbal warning given
 - Name taken and displayed
- C2**
 - 2nd verbal warning given
 - Move seats
 - 10 minute break or lunch time class teacher detention
- C3**
 - 3rd and final verbal warning given
 - 30 minute departmental detention
 - Phone call home; details logged
 - Move class within department
- C4**
 - Failure to attend C3 detention
 - Serious breach of the departmental Code of Conduct
 - On call to remove student
 - 60 minute curriculum leader detention
 - Phone call home; details logged
- C5**
 - Serious breach of the code of conduct
 - Failure to attend C4 Detention
 - 90 minute Head Teacher detention

Standards and Expectations Policy



Appendix 2 Uniform Expectations

Boy's Uniform

- Navy Blue Blazer with the North Chadderton crest
- White Shirt
- Dark grey/black trousers
- Navy Blue V Neck Jumper with the North Chadderton crest (not compulsory)
- Year appropriate tie
- Dark coloured socks
- Plain Black shoes with no flashes or colours

Girl's Uniform

- Navy Blue Blazer with the North Chadderton crest
- White Shirt/Gingham Blouse
- Navy Pleated/Straight Skirt with the North Chadderton crest
Navy Blue Trousers with the North Chadderton crest
- Navy Blue V Neck Jumper or Cardigan with the North Chadderton crest (not compulsory)
- Year appropriate Tie
- Plain navy unadorned Hijab
- Plain Black shoes – Low heel with no flashes or colours
- Navy tights or dark coloured/white ankle socks

Boy's PE Kit

- PE Shorts Navy with the North Chadderton crest
- PE Top Navy with the North Chadderton crest
- Rugby Top Navy/Sky Blue
- PE Socks Navy/Sky Blue
- GCSE PE Polo Shirt with the North Chadderton crest
- A Level PE Top Blue/Black/White
- Football Boots
- Black or white training shoes with non-marking soles
- Towel

Girl's PE Kit

- PE Shorts Navy with the North Chadderton crest
- PE Track Pants Navy with the North Chadderton crest
- PE Top Sky Blue
- PE Fleece Blue with the North Chadderton crest

Standards and Expectations Policy



- GCSE PE Polo Shirt with the North Chadderton crest
- A Level PE Top Blue/Black/White
- White training shoes with non-marking soles
- White ankle socks
- Towel

Please note that the School blazer is compulsory.

Remember:

- Bag - needs to be big enough to carry all books, equipment and PE Kit
- Boots - must not be worn
- Trainers - must only be worn for P.E. and drama lessons
- Coats - Dark coloured coats only. No denim jackets. No coats with logos. Coats must not be worn in school. If coat is worn in school it will be confiscated.
- Jewellery - Pupils may wear a watch but no other item of jewellery
- Ear piercing - should be done at the beginning of the summer holidays. Plasters over new studs are not acceptable. No studs or any body piercing are allowed in school for Health and Safety reasons.
- Make-up/Nail varnish - Must not be worn.
- Hair - Extremes of colour and style are not acceptable. No.1 and 0 cut is not acceptable.
- Hooded Sweatshirts – must not be worn.
- Fizzy, Energy Drinks are NOT allowed in school or to be consumed on the school premises. They will be confiscated.
- Phones - must not be used in school. They should be switched off and in bag. They will be confiscated if seen and passed to the Headteacher.