Behaviour Policy

Perry Beeches IV
The Free School

Draft- awaiting ratification by LGB

Date of policy	September 2016
Current Version	1.1

Reviewed Annually

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BEHAVIOUR POLICY

Introduction

Student behaviour and success in learning are inextricably linked. Perry Beeches IV The Free School Behaviour Policy reflects this by working to focus on the encouragement of student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning, underpinned by:

- High quality teaching

- A stimulating learning environment

- Effective rewards and sanctions

Good learning and behaviour stem from quality teaching and effective management of the teaching space. Good behaviour leads to good learning while poor behaviour leads to disrupted and low quality learning.

Inherent in this policy are the following principles of good management of the teaching space:

1. Learning is structured and organised in such a way that high expectations of behaviour and attitude are set and are made clear.

2. A positive climate for learning is established through the use of routines, rules, sanctions and rewards.

3. Students are engaged in learning through the use of a range of techniques and strategies.

4. Teachers display the high value in which they hold education through their own professional and positive attitudes to students. This can be clearly seen in the way that they model the language of mutual respect, their avoidance of over reaction and confrontation and their capacity to adopt a problem solving attitude to issues in the classroom.

Applies to:
- the whole school including out of school care, the breakfast club, the afterschool clubs, the holiday sessions and clubs and all other activities provided by the school, inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school

A Consistent Approach to Behaviour Management

Purposes of the Behaviour Policy

The policy aims to create a positive, purposeful teaching and learning environment through:

- Enabling **all staff** to feel confident in their responsibility for the effective management of student behaviour.
- Encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect.
- The provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background.
- Helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- A system of rewards and graduated sanctions for students related to both academic progress and success and behaviour.

The Student Code of Conduct (appendix 1) states the expectations of student behaviour in lessons, in social times and to and from school.

Parental Role in Behaviour Management

Your role in behaviour management is summarised in the whole school agreement you signed when your child joined the school. To remind you, the pertinent section is reproduced below:

Home School Partnership Agreements

At Perry Beeches IV The Free School we want to work with students, parents, staff and governors to create a school environment that ensures teaching and learning is of the highest quality, where students enjoy the classroom experience and feel intellectually challenged and stimulated. We believe in the importance of equipping students with the values and skills that will help their development and learning for life. We want to build self esteem and confidence and create opportunities where students, parents and staff know that they are valued. We are convinced that this can happen when parents, students and staff agree to work together in partnership.

This Home School Agreement is an agreement to work together.

Agreement

The Parents

I / We shall aim to:-
- Ensure my child attends school regularly, on time, properly equipped and in full school uniform.
- Make the school aware of any concerns which might affect my child's education and welfare.
- Support the school's policies and guidelines for behaviour.
- Attend parents' evenings and discussions about my child's progress.
- Become involved with my child's life in school by supporting him/her in areas such as positive behaviour, homework tasks, talking about the school day and signing my child's passport.

Parent Signature(s) _____

Strong School Leadership

All students are aware that the adult is in charge in school and are aware of the expectations we have of them. Students are aware of the student Code of Conduct (appendix 2). This is in the student passport and is also displayed on Form group and Year Group noticeboards and Form tutors and Heads of Year discuss expectations each day in lessons and form time, weekly in assembly and in particular, at the start of each term/ half term.

Student behaviour, both positive and negative, is discussed alongside Perry Beeches IV Family Values and British Values. Mutual respect, tolerance of others, the rule of law, democracy and individual liberty are key.

Student leaders act as role models within school as they are students who have bought in to PBIV Family values. This helps to further develop their self confidence and self esteem. Leadership roles help students to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

Staff use the code of conduct and Behaviour Policy to teach students the difference between right and wrong whilst encouraging students to accept responsibility for their behaviour.

Staff use PSHE, asemblies and Form time activities to promote positive behaviour and encourage tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures (Assembly rota/ PSHE rota Appendix)

All members of staff, both teaching and non- teaching, are encouraged to apply the behaviour system consistently. As a school, we do not use cover teachers. This means that the member of staff that stands in front of a student is one that is known to them and one that is aware of how to apply the behaviour policy.

The pastoral team works alongside subject teachers and subject leads to promote good behaviour within school.

Each year group has 6 form tutors with attached staff in each form group and the Deputy Head of Year and a Head of Year/ Year. The Pastoral system is led by the Deputy Headteacher. The Governor responsible for Personal Development, Behaviour and Welfare is Matthew Cannan.

The Pastoral team will monitor behaviour incidents in order to identify issues or trends. This is reviewed regularly by the Form Tutor/ Head of Year/ Subject Leads and SLT to inform strategic planning.

Incidents of disruptive behaviour are monitored in terms of:
- The type of incident (including racist, homophobic and sexist incidents)
- Critical times of the day/ week
- Critical locations within/ outside of school
- Students involved in regard to year groups, those with special educational needs, disability, ethnic origin, gender and looked after children
- Trends over time
- Subjects/ individuals reporting
- Effectiveness of sanctions with regard to outcomes

Staff are encouraged to contact parents regarding both positive and negative behaviour incidents. This can include praise post cards home, notes in the student passport, phone calls home, letters home and parental meetings, including discussions around behaviour at Parent's Evenings.

The Pastoral lead updates the Governing body regularly regarding the impact of the Behaviour Policy and an annual report is produced.

The governing body will review the policy annually and assess its implementation and effectiveness. The policy will be implemented and promoted throughout the school.

CLASSROOM MANAGEMENT PROCEDURES

These procedures support an ethos based on shared aims and mutual respect where boundaries are clearly defined and where the individuals feel valued. These procedures reflect the fact that there are aspects of behaviour, which can be taught, and that in general the use of praise and rewards and the opportunities in the curriculum have a great effect in motivating students.

As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole school community. These procedures will help maintain a good working atmosphere in the school and are based on rewards for good behaviour and academic achievement, praise, positive reinforcement and resources. If individuals do not then respond a series of clear warnings, sanctions for disruptive or challenging behaviour should be adhered to. Having all staff following these procedures ensures fairness and consistency across the school.

Good classroom management is maintained through shared expectations of consistently high standards of courtesy, behaviour, effort, presentation of work and self and punctuality. For the majority of students positive relationships between teacher and student play a more significant role in maintaining good teaching culture than any fixed system.

Few, if any, classroom management issues arise when students are properly engaged in the following way: the lesson has been well planned, learning outcomes are shared and understood, different strategies are used to reinforce and secure learning, resources and environment are sufficient and conducive to effective learning and achievement is recognised. When issues do arise, and are effectively managed by the teacher, the students: re-engage with tasks, exercise individual responsibility, respond positively to the teacher's intervention, retain respect for themselves and the teacher and accept the consequences of their behaviour.

Students are more likely to engage in learning if the teacher: has high expectations, applies rewards, rules, routines and sanctions consistently and fairly. Teachers who use the language of mutual respect, deploy a range of techniques and strategies, adopt a positive approach to problem solving, avoid over-reaction and confrontation have the best relationships.

Within the classroom the teacher has the responsibility for the welfare and well being of the class. The teacher should frequently refer assessment and rewards to the Classroom Expectations and Student Code of Conduct, on display in every room and be explicit about expectations and maintain those standards.

Positive Reinforcement Strategies

Another way of tackling poor behaviour is to coach language (verbal and body) in positive terms so that you are not focussing on one individual's behaviour when everyone else is behaving appropriately.

Class Teacher should:

- Praise and encourage.
- Positive note in passport.
- Give merits.

- Recommend Headteachers award.
- Positive marking.
- Have displays.

Subject Leader / HOY should:

- Praise in front of whole class.
- Communicate with parents – letters / phone calls.
- Assemblies.
- Give verbal praise.
- Give merits.
- Recommend Headteachers award.
- Have corridor displays.
- Give departmental / year group rewards.

Classroom Plan for Challenging Negative Behaviour

- Where appropriate ignore and praise someone else.

- First time rule / expectation is broken – State rule / expectation as a reminder.

- Second time rule / expectation is broken – issue a yellow slip for low level behaviour.

- Third time rule / expectation is broken – Issue an appropriate detention – break, lunchtime, 10 minute, 30 minute or 60 minute.

- Continued misbehaviour – Referral to next stage.

Challenging Poor Behaviour

Stage 1 Class Teacher

Classroom Teacher should challenge and action:

- Talking out of turn.
- Uniform issues *
- Only minimum effort made.
- Forgetting equipment, planner, homework etc *
- Wasting time.
- Interruptions.
- Making fun of others.
- Arriving late *
- Eating in class.
- Throwing paper.
- Mobile phone / Digital Devise use.
- Play fighting.
- Graffiti.

* can be moved up levels on a cumulative basis

Strategies used by class teacher:

- Verbally praise those who are doing what you want rather than challenge every incident. Put the emphasis on good behaviour, not poor behaviour.

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- Seating Plan.
- Use of appropriate language with students.
- Verbal warning.
- For every negative phrase, challenge or sanction try to counter balance it with two positive remarks.
- Reprimand.
- Choice / consequence of action.
- Remind students of school rules.
- Separating / moving students within the room.
- Yellow Slip.
- Note in student passport.
- Extra work set.
- Detention – break / lunch / 10 / 30 / 60 minute.
- Coaching student into appropriate behaviour choices.
- Isolation from lesson with colleague.
- Contact with parents – phone call / letter.
- Subject report.
- Liaising with Form Tutor.
- Referrals to Subject Leader / HOY.
- Use of Referral system (progresso).
- Liaise with TLA team.

Stage 2 Subject Leader

Subject Leader should action:

- Vandalism.
- Rudeness to class teacher.
- Refusal to follow class teacher's instructions.
- Refusal to leave lesson.
- Interfering with other students' possessions.
- Preventing teaching from occurring.
- Preventing others from learning.

Strategies used by Subject Leader:

- Detentions.
- Investigation of problem.
- Observation of lessons.
- Liaise with parents / carers.
- Subject reports.
- Change groups.
- Isolation from lesson within subject area.
- Isolation from lesson with external support.
- Use of data.

Stage 3

Subject Lead / HOY should action

- Disruption from outside classroom.
- Refusal to leave classroom.
- Fighting.
- Offensive language to staff.
- Discriminatory language.
- Bullying.
- Refusal to co-operate with Subject Leader.

Strategies used by Subject Lead / HOY

- Detentions.
- Investigation of problem.
- Observation of lessons.
- Snapshot Reports.
- Liaise with parents / carers.
- Pastoral reports.
- Change groups.
- Isolation from lesson for a fixed time period.
- IBP/ PDP
- Referral to targeted intervention.
- Seclusion.
- Exclusion.
- Use of data.

Stage 4

SLT should action:

- Refusal to co-operate with Subject Lead / HOY.
- Physical abuse to staff.
- Drug related incidents.

Recording and Monitoring of Incidents

- All incidents requiring staff action need to be recorded on Progresso – see Recording Behaviour Incidences (Appendix 3).

- When issuing detentions ensure there is at least 24 hours notification to parents / carers. Consent from parents is not legally required.

Staff Responsibilities

- All classroom teachers to action incidents indicated in **Stage 1** which occur in their classroom and to ensure that a referral is written for every incident even if it does not require further action. Teachers should only refer on those incidents which are listed in **Stage 2**.

- Subject Leaders to monitor referrals from their subject area and to support colleagues by ensuring that there is follow up action with students and contact made with parents / carers. Subject Leader will be expected to action incidents indicated in **Stage 2**.

Positive behaviours

General Stickers for instant reward.

⬇
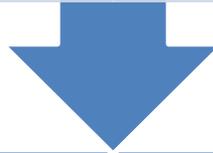
Merits given according to PB Policy

3 per lesson Outstanding progress/achievement in an area of learning, e,g politeness	Merits given for attendance all week and punctual arrival everyday.

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Celebration achievement assembly / Starometer

Certificates for a number of merits (see below)	Special award certificate PB family award certifcate Head Teacher Award

10	Bronze
25	Silver
50	Gold
100	Platinum
160	Diamond

Rewards and Sanctions

Rewards and Sanctions are used effectively to maintain positive approaches to learning and behaviour.

The classroom teacher recognises and rewards good behaviour rather than manage via an array of sanctions.

Unacceptable behaviour cannot be tolerated, and the student responsible will have to accept the consequences.

"A punishment must be proportionate… punishment must be reasonable in all the circumstances and that account must be taken of the pupil's age any special educational needs or disability they may have and any religious requirements affecting them" (DfE (Jan 2016) Behaviour and Discipline in Schools- Advice for Headteachers and School Staff)

These can include:
- A verbal reprimand
- A yellow slip (culminates)
- Extra work
- The setting of written tasks, such as writing an essay
- Loss of privileges e.g loss of a prized responsibility or not being able t participate in a non-uniform day/ charity afternoon
- Missing break time
- Detention, including lunch time and after school. Inset or staff training days.
- School based community service- such as picking up litter
- Being placed onto report
- Seclusion (followed by a parental reintegration meeting)
- Fixed term exclusion (followed by a parental reintegration meeting) or permanent exclusion in more extreme cases

In response to non- criminal behaviour and bullying that occurs off the school premises and which is witnessed by a member of staff or reported to the school will be dealt with by the school in a serious manner and may result in any of the afore mentioned consequences.

Statutory guidance for behaviour (DfE Jan 2016) states that teachers may discipline pupils for:

- Misbehaviour when the pupil is:
  Taking part in any school- organised or school related activity or
  Travelling to or from school or
  Wearing school uniform or
  In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  Could have repercussions for the orderly running of the school
  Poses a threat to another pupil or member of the public or
  Could adversely affect the reputation of the school

Teachers monitor behaviour and intervention through
- Checking student Passports
- Checking student uniforms
- Completing Snap Shot Reports.
- Compiling Telephone / Interview records
- Writing Incident Accounts

Please see appendix 4 for more detail on rewards
Analysing data

As Progresso is a "live" system, information on rewards and sanctions can be seen as staff log in throughout the day. This allows Form tutors to have an awareness of the behaviour of the students in their form group throughout the day.

At the end of each week, HOY/ DHOY/ SLT are given a printed overview of behaviour incidences within their year group. Form tutors are given the information for their form group. The HOY/ DHOY discuss form group progress with students on a weekly basis during "Star-o-meter" assemblies.

At the end of each term, HOY/ DHOY/ SLT are given print outs of behavioural data for the term. This also occurs at the end of the academic year.

Data that is analysed includes but is not limited to:
- Negative behaviour (yellow slips) by student (total number of incidences and incidences split into categories)
- Negative behaviour (referral) by student (total number of incidences and incidences split into categories)
- Positive behaviour by student by total
- Positive behaviour by form group
- Ranked total negative behaviour
- Ranked total positive behaviour
- Negative/ Positive behaviour by subject
- Negative/ positive behaviour by teacher
- Negative/ positive behaviour by category

Analysing the data allows us to look for trends in behaviour thus highlighting any areas of concern whilst also highlighting areas of good practice. This information can then be fed into the staff training programme to address any needs of staff. It also informs the school of areas for development for students so that the school can put in place whole school/ year group/ form group/ individual support e.g. PSHE lessons on the correct use of social media.

Behaviour Strategies and the teaching of good behaviour

Staff are aware of the standards and expectations that we have of them in relation to being a role model for all students at Perry Beeches IV.

Staff are encouraged to consistently provide a learning environment that prevents behaviour issues through high expectation and good teaching, learning and assessment.

EXPECTATION	KEY THEMES

During the lesson teachers

- Provide activities which are varied and appropriate in terms of challenge, style and engagement and impact positively on student behaviour.

Appropriate learning activities

- Encourage and praise effort and good behaviour wherever possible and use strategies to help students stay on task. Support is provided for those who need help.

Relationships with students

See Guidance on principles to ensure effective learning can take place

- Use a range of behaviour management techniques and a variety of strategies for challenging misbehaviour.

Classroom Management

See Guidance on Dealing with Challenging Students and good working practices

- Make constant reference to the student code of conduct and classroom expectations.

Code of Conduct

See Guidance - Student Code of Conduct & Classroom Expectations

At the end of the lesson teachers

- Build student confidence by making time to review and reflect on students learning.

Student confidence in learning

- Allow time for packing away before the end of the lesson.

- Ensure students leave on time in a calm and orderly way, with a note sent to receiving teacher in exceptional circumstances if students are late leaving the room.

Concluding & exiting the lesson

EXPECTATION	KEY THEMES

Rewards and Sanctions

- Rewards and Sanctions are used effectively to maintain positive approaches to learning and behaviour.

- The classroom teacher recognises and rewards good behaviour rather than manage via an array of sanctions.

- Unaccepable behaviour cannot be tolerated, and the student responsible will have to accept the consequences.

   Teachers monitor behaviour & intervention through

- Checking student Passports.

- Taking interest in student uniforms.

- Completing Snap Shot Reports.

- Compiling Telephone / Interview records/ Re- integration Meeting minutes

- Writing Incident Accounts

- Analysing data

KEY THEMES column:

Positive student attitude

Rewards

> See Whole School and Pastoral rewards in guidance

Sanctions

> See Classroom Management Procedures, Yellow Slip Procedures, Progresso Procedures, use of data, Seclusion Procedures, Detention Procedures

Student Passport

School uniform

Record keeping

Progresso

Staff Development and Support

The pastoral leads are responsible for the day to day running of the behaviour management policy. The school will ensure that high quality training on the implementation of the policy is received by all staff. It will form a fundamental part of staff induction.

The school will also ensure that staff are regularly updated with any changes to the policy throughout the academic year.

Staff who feel that they require support with consistently applying the behaviour policy can seek support from the Deputy Head of Year or Head of Year or the Subject Lead. They should also be aware that they can seek support and guidance from the Lead on Teaching, Learning and Assessment to ensure that lessons meet students' needs and encourage progression. Should a member of staff still require further support, then there are clear lines of communication available with the Deputy Headteacher Pastoral alongside support from all members of the Senior Leadership Team.

The school has communicated the Behaviour Policy by providing both teaching and non- teaching staff with a copy of the policy and through the staff training programme (particularly the induction of new staff)

Student Support Systems

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer from, significant harm. We here this may be the case, school staff should follow the school safeguarding policy.

School should also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs and should consider whether a multi-agency assessment is necessary. (DfE (Jan 2016) Behaviour and Discipline in Schools- Advice for Headteachers and School Staff)

Managing Pupil Transition

We carefully manage the transition of the children, from Key Stage 2 to Key Stage 3. We have a primary liaison team who go out to primary schools to meet with students and key staff to meet children and so that they can meet staff. This allows clear communication between students and staff. Where appropriate, the SENCo also meets students with identified needs or diagnoses. Following this, students and parents are invited to meet their form tutor and Head of Year at our Induction Meetings. This enables parents to be able to identify their first point of contact within school.

We then hold a Year 6 transition day where students spend the day in school being taught by our staff. This enables them to familiarise themselves with the buildings, the surroundings and the expectations.

Due to a stable staff body, clear and constant communication, of specific pupil support systems or strategies are seamlessly integrated as each child moves through the school from lesson to lesson. Key messages are given during staff briefing. This ensures consistency in their behaviour management.

Wherever possible, as students move from year group to year group, we aim to keep them with their Form Tutor. This eases transition from one year group to the next. Students and parents are

familiar with staff and are aware of that first point of contact and know the school and in particular, the form tutors expectations.

Organisation and Facilities

The School Environment

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school.

The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school tidy and maintain a positive environment for learning.

The school uses Progresso to log all positive and negative behaviours.

Should it be deemed appropriate, the school will access specialist child and family agencies. These may include:
- Behaviour Support Services
- Education Welfare Officer
- Education Phycology Service
- Health Service (including Mental Health)
- Social Services
- Youth Offending Team
- Other agencies offering specific, targeted support.

DEALING WITH INCIDENTS
Aggressive behaviour between students procedures

POLICY
Any display of threatening behaviour to other students in the form of verbal or physical abuse either on the school premises, or on the way to or from school is strictly forbidden. This also applies in the case of abuse to students from other schools, members of the local community and to members of the travelling public.

COMMUNICATION OF POLICY
(a) Students will be constantly reminded in assemblies and tutor periods about the rules governing their behaviour towards others.
(b) Parents will be informed of school policy through both the guidance notes for parents and through regular newsletters.

PROCEDURE TO BE FOLLOWED
(a) Incidents of aggressive behaviour between students should be reported to the Form Tutor, Head of Year or Senior Leadership Team.
(b) Certain incidents may be dealt with by discussion with the students concerned. A written account must be filed.
(c) More serious or repeated incidents will require senior staff involvement and parental contact, with written records lodged in student files. Students may face a period of time in seclusion.
(d) Students who persistently display aggressive behaviour could face fixed term or permanent exclusion

SANCTIONS
Whilst normal school sanctions such as detentions and `reports' will be appropriate for most cases, students who display extreme verbal or physical aggression or who launch unprovoked verbal or physical attacks on others could face fixed term or permanent exclusion from school.
(Racial/Homophobic insults and abuse are also included in this very serious category).

Bullying / Racial Abuse / Sexist/ Homophobic Bullying Procedures
DEFINITION
Bullying is the wilful and conscious desire to hurt, threaten or frighten someone. It can take the form of either verbal or physical abuse or intimidation.
Racial abuse is the wilful and conscious desire to insult, threaten or frighten someone by reference to their colour, race, beliefs, dress or culture.
Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.
Sexist bullying is

POLICY
These types of incidents, either on school premises or on the way to and from school is strictly forbidden.
All of these incidents will always be treated as a very serious matter and will be dealt with according to the guide-lines listed below.

COMMUNICATION OF POLICY
(a) Students will be constantly reminded in assemblies and tutor periods about the rules governing their behaviour towards others.

(b) Parents will be informed of school policy through both the guidance notes for parents and through regular newsletters and letters.

PROCEDURE TO BE FOLLOWED
(a) All staff are asked to watch for and report any signs of bullying such as deterioration of work, spurious illness, erratic attendance etc.
(b) Where incidents of bullying are detected;
1) All involved should be referred to the Head of Year or Senior Leadership Team.
2) All those involved will be asked to record the events in writing.
3) Discussion to resolve situation with individual and groups of students.
4) Be contacted and interviews arranged where appropriate.
5) Appropriate counselling may need to be made available.
6) A record will be placed in student(s) file(s)
7) All incidents to be recorded.

SANCTIONS
Whilst normal school sanctions such as detentions and `reports' may be appropriate for some cases, students who display serious or persistent forms of physical or verbal intimidation could face a fixed term or permanent exclusion from school. Students who are victimised by these types of behaviour will be offered support. This may be, where appropriate, by external agencies. Safeguarding students is key.

Students Smoking, Taking other Prohibited Substances and bringing Illegal / Dangerous Items onto School Grounds Procedures
Person Responsible:

(a) The smoking, inhaling or swallowing of any prohibited substances by students, either on school premises or on the way to or from school, is not allowed under any circumstances.
(b) The bringing of cigarettes, illegal and dangerous items, alcohol and any other drugs, together with matches, fireworks or any other dangerous items / weapons onto the school premises or on the way to and from school is strictly forbidden

COMMUNICATION OF POLICY
(a) Students will be constantly reminded in assemblies, tutor periods and in PSHE lessons about the rules governing smoking, the taking of any other substances and bringing Illegal/dangerous items into school.
(b) Parents will be informed of school policy through both the guidance notes for parents and through regular newsletters.

PROCEDURE TO BE FOLLOWED
(a) Students caught smoking should be referred immediately to their Form Tutor, Head of Year or Senior Leadership Team.
(b) Students caught in possession of illegal substances or illegal/dangerous items should be referred as soon as possible to the Senior Leadership Team.
The following action will then be taken:
1) Request made to hand over the prohibited materials or substances.
2) If students are found to be in possession of illegal substances or illegal/dangerous items the Police will be notified.

3) Letter or telephone call to parents informing them of incident and requesting that they collect their son or daughter's property from school. If appropriate in more serious cases parents will be interviewed by a senior teacher and the Police and support services involved where appropriate.
4) A record will also be kept in the student's file.

Staff have the power to search without consent for "prohibited items" including:
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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

(DfE Behaviour and Discipline in schools. Advice for headteachers and school staff January 2016)

SANCTIONS
Students who show a blatant disregard for either their own safety or the safety of others by:-
i bringing onto or possessing illegal substances or illegal/dangerous items/weapons on the school site and/or
ii encouraging the use of illegal substances or illegal/dangerous items/weapons on the school site and/or
iii taking illegal substances or bringing illegal/dangerous items/weapons on the school site could face permanent exclusion.

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

Preventing Extremism and Radicalisation Policy
CONTEXT

Perry Beeches is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Perry Beeches recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children.

DEFINITION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy, Home Office, 2011).

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (Prevent Strategy, Home Office, 2011).

An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).

PRINCIPLES

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources – school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Perry Beeches we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

COMMUNICATION OF POLICY

Any prejudice, discrimination or extremist views, including derogatory language, displayed by our students or staff will always be challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for students and the Code of Conduct or Disciplinary Policy for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted. As part of wider safeguarding responsibilities school staff will be alert to:

Disclosures by students of their exposure to the extremist actions, views or materials of others outside school, such as in their homes or community groups, especially where students have not actively sought these out

 Graffiti symbols, writing or art work promoting extremist messages or images

 Students accessing extremist material online, including through social networking sites

 Parental reports of changes in behaviour, friendship or actions and requests for assistance

 Students voicing opinions drawn from extremist ideologies and narratives

 Use of extremist or 'hate' terms to exclude others or incite violence

 Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

 Attempts to impose extremist views or practices on others

 Anti-Western or Anti-British views

SANCTIONS

Whilst normal school sanctions such as detentions and `reports' may be appropriate for some cases, students who display serious or persistent forms of extremism or radicalisation could face a fixed term or permanent exclusion from school. They may also be referred to an appropriate agency for support where appropriate.

Draft- awaiting ratification by LGB