

High Tunstall College of Science



Inspire | Support | Achieve

Behaviour Policy

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Stakeholder Consulted	-	Student Welfare and Admissions Committee
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Responsibility for Review	-	Assistant Headteacher-Behaviour

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Statement of intent

High Tunstall College of Science believes that, for students to be successful in their learning it is essential that their mental health and well-being has been supported. It is widely known that 'All behaviour is communication' (Bennathan, 2012) and best practice demonstrates the use of positive relationships being the route to resolving difficulties.

As a College community we value the integrated approach to mental health and behaviour and as a result our policy is developed to support both aspects through a joined-up policy. At High Tunstall College of Science we seek to support students in holistic and equitable way, taking into account but not making excuses for student's background, current circumstances and life events, therefore as a team we are committed to:

- ✓ Promoting desired behaviour through praising and rewarding positive behaviour
- ✓ Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- ✓ Ensuring equity and fair treatment for all students including those with SEMH.
- ✓ Mindfully challenging and restoring relationships following inappropriate behaviour.
- ✓ Providing a safe and nurturing environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- ✓ Encouraging positive relationships with parents/carers.
- ✓ Developing relationships with our students to enable early intervention of difficulties and potential SEMH.
- ✓ A shared approach which involves students in the implementation of the College's policy. Promoting a culture of praise and encouragement in which all students can achieve.
- ✓ Noticing the behaviour that we want to see more of.
- ✓ Promote a positive outlook and eliminate prejudice regarding students with SEMH difficulties.
- ✓ Ensure all students with SEMH and behavioural difficulties are identified and appropriately supported.

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

- ✓ Students and Families Act 2014
- ✓ Health and Social Care Act 2012
- ✓ Equality Act 2010
- ✓ Education Act 2002
- ✓ Mental Capacity Act 2005
- ✓ Students Act 1989

This policy has been created with regard to the following DfE guidance:

- ✓ DfE (2018) 'Mental health and behaviour in Colleges'
- ✓ DfE (2016) 'Counselling in Colleges: a blueprint for the future'
- ✓ DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

This policy also has due regard to the College's policies including, but not limited to, the following:

- ✓ Child Protection and Safeguarding Policy
- ✓ SEND Policy
- ✓ Supporting Students with Medical Conditions Policy
- ✓ Exclusion Policy
- ✓ Staff Code of Conduct
- ✓ Administering Medication Policy
- ✓ High Tunstall Student Support Framework

1. Vision for behaviour and inclusion

We endeavour to build a learning community which at its core promotes respect, tolerance and empathy for others. We actively teach our students to take personal responsibility for their actions and to understand how to make positive choices in order for them to become effective learners who are empowered to take increasing responsibility for their own learning.

We are a highly inclusive College which actively seeks to remove barriers to learning for all of the students in our care. As such we are proactive in developing our work with other agencies. We will rigorously pursue support from other professionals and identified good practitioners in order to provide the best possible learning opportunities for our students. We endeavour to ensure that our College is a place of sanctuary for the most vulnerable members of our community as such are proactive in supporting our families.

2. Key roles and responsibilities

2.1. High Tunstall College of Science governing body has overall responsibility for the implementation of this policy and the procedures of High Tunstall College of Science.

2.2. High Tunstall College of Science governing body has responsibility for handling complaints regarding this policy, as outlined in the College's Complaints Policy.

2.3. The Assistant Headteacher (Behaviour) will be responsible for the day-to-day implementation and management of this policy and the procedures of the College.

2.4. Teachers will be responsible for following the policy and for ensuring students do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.

2.5. Teachers will create a supportive, nurturing and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.

2.6. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour outside of College and in the home.

2.7. Students are responsible for their own behaviour both inside College and out in the wider community.

2.8. Students are responsible for their social and learning environment and agree to report all undesirable behaviour to a teacher.

3. Student expectations

3.1. Students will be expected to follow our College's Code of Conduct which requires students to:

- ✓ Be ready
- ✓ Be respectful
- ✓ Be safe

3.2. All teachers will ensure that through daily teaching, assemblies, tutor periods and opportunities for modelling that students understand how they can demonstrate the College Code of Conduct through their everyday actions and interactions with others, to ensure the College community work together and are united in achieving the same goal of being **ready, respectful and safe**.

3.3. Teachers should not assume that a student is aware of how to behave in a situation and therefore should demonstrate for the student through modelling of expectations and restoring of relationships.

3.4. The College will ensure that students follow our Code of Conduct by teaching them how to conduct themselves in a range of situations, such as how to:

- ✓ Restore relationships after a period of conflict
- ✓ Engage in work tasks
- ✓ Develop a growth mindset
- ✓ Line up in groups when entering or leaving the classroom or College premises.
- ✓ Sit appropriately on College chairs, carpets, hall floors, etc.
- ✓ Use appropriate voice levels and language, including manners.
- ✓ Model positive behaviour to other students.
- ✓ Develop friendship skills
- ✓ Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- ✓ Follow instructions and ask for help

4. Pathway of support

4.1 At High Tunstall College of Science we recognise that students who attend our College come from widely different backgrounds which can mean they require differing levels of support at various points in their College life. Our approach to supporting social, emotional mental health and well-being and promoting positive behaviour is carried out using a pathway of support from universal through to targeted, students are offered support at varying levels according to their individual circumstances. (See appendix 1 – The Shine Centre)

4.2. It is important that we provide support to students at such times, including those who are not presenting any obvious issues. Providing early help is more effective in promoting the welfare of a student by doing so can also prevent further problems (including mental health problems) arising. It is important as a College we are proactive in meeting and addressing the needs of all students. Staff members are aware of the signs that may indicate if a student is struggling with their SEMH. The signs of SEMH difficulties may include, but are not limited to, the following list:

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation

- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space

4.3. It is important to recognise that students new to the College/area and also new to the country often arrive with high levels of stress and anxiety following a house/school/country move. It is important for teachers to ensure that the student receives a positive welcome and well-planned transition into College which should be planned by the relevant Student Support Officer, prior to offering a start date.

4.4. Students who arrive to the country seeking asylum often have had negative experiences of war and fighting within their home country, therefore teachers should be mindful of the potential for increased chances of presenting with SEMH and/or behavioural difficulties as a result.

4.5. For students arriving with no English language should be referred to the EAL Hub – Emma Rutherford for additional support prior to attending High Tunstall College of Science. By doing so students will receive a package of support to integrate them into life in a new town, community and when ready for transition a new College.

4.6. Other students who may be at a higher risk are those who are LAC, SEN, Student in Need, Students who have experienced abuse, neglect, exploitation or other adverse contextual circumstances, previously looked-after students (PLAC) and students who are Socio-economically disadvantaged students, including those in receipt of, or previously in receipt of, free school meals and the student premium.

4.7. For students with more complex problems, additional in-College support includes:

- Supporting the student's teacher to help them manage the student's behaviour.
- Additional educational support for the student.
- The creation of a Coordinated Support Plan (CSP)
- Development of an individual risk assessment

- Identification of a safe space if/when necessary
- Team Around the Student – Pastoral Team, Key Worker
- Family support and/or therapy will also be considered

5. Creating a supportive whole-College culture

5.1. Senior leaders will clearly communicate their vision for good mental health, wellbeing and behaviour with the whole College community.

5.2. The College utilises various strategies to support students who are experiencing high levels of psychological stress, or who are at risk of developing SEMH problems, including:

- ✓ Teaching about mental health and wellbeing through curriculum subjects and pastoral care such as:
 - PSHE
 - Relationships and sex education (RSE)
 - Mental Health week
 - Tutor Time Activities
 - Assemblies
- ✓ Mentoring
- ✓ Team around the student via our High Tunstall Student Support Framework
- ✓ Positive classroom management
- ✓ Developing students' social skills
- ✓ Targeted interventions
- ✓ Working with parents
- ✓ Peer support

5.3. Teachers follow supportive measures to prevent and tackle bullying.

5.4. Teachers greet each other warmly and respectfully, modelling positive relationships for students.

5.5. Teachers are calm, consistent, fair and predictable in their approach to supporting students need and all teachers ensure that when dealing with an incident their tone of voice is warm, reassuring and nurturing, with use of the scripts provided within the positive behaviour plan. High Tunstall continue to be a pivotal focused college and will endeavour to continue in our vision of focusing on positive practice first.

5.6. Each day students are warmly greeted and welcomed into College both morning and afternoon by their teachers.

5.7. The SLT ensures that there are clear policies and processes in place to reduce stigma and make students feel comfortable enough to discuss mental health concerns.

5.8. Students know where to go for further information and support should they wish to talk about their mental health needs or concerns over a peer's or family member's mental health or wellbeing.

5.9. High Tunstall College of Science take their role with regards to Mental Health seriously and therefore have a designated team within the College whose main driver is 'Health and Well-Being' (The Student Support Team).

6. Working with parents/carers

6.1. At High Tunstall College of Science an important element of the work we do to support student's mental health and behaviour is the work we carry out with our parents/carers. We encourage parents/carers to contact the College and teachers to make an appointment to discuss concerns they have regarding their child with the class teacher, SSO, Head of Year or a member of the SLT.

6.2. The College SSO's, Attendance and Safeguarding Officer and/or a member of the SLT will support parents to access appropriate levels of support and will endeavour to signpost parents to agencies that can offer a more specialist approach to their needs. In some instances, it may be necessary to complete an Early Help referral for more targeted support in the home.

6.3. If College have a concern regarding a student we will discuss our concerns with the parents/carers as they know their student best and may be able to offer an insight into the current presentation of the student, allowing us to support and plan appropriate levels of intervention and support.

7. External agencies

The designated Mental Health and Behaviour Lead will liaise with professionals from other agencies to ensure the highest possible level of support for our students in terms of their mental health, well-being and behaviour in order to achieve the best possible outcomes. These agencies include but are not limited to:

- CAMHS
- Social Care – individual social workers
- Family support workers
- Educational Psychologists and specialist SEMH Educational Psychologists
- Clinical Psychologists
- Refuge workers
- College Counsellors
- Counsellors from external agencies

8. Working with other Schools and Colleges

As a Hartlepool School, it is important that we share good practice with other Schools Colleges and currently we work alongside 4 other Secondary Schools, A Special School and the Pupil Referral Unit within the Hartlepool Behaviour and Attendance Partnership. It is the intention to share further expertise with other Colleges in our cluster in terms of developing Attachment Aware and Trauma Informed practice in order to support students' mental health and well-being.

9. Outside College and the wider community

9.1. Students at the College must agree to represent the College in a positive manner.

9.2. The guidance laid out in the Code of Conduct applies both inside College and out in the wider community, particularly if the student is dressed in College uniform.

9.3. Complaints from members of the public about inappropriate behaviour by students at the College, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

10. Training of staff

10.1. At High Tunstall College of Science we recognise that early intervention can prevent inappropriate behaviour. As such, teachers will receive training in identifying and dealing with problems before they escalate; this can be behavioural problems in the classroom or during break time/lunchtime.

10.2. Teachers will receive training on this policy as part of their new starter induction.

10.3. Teachers will receive regular and ongoing training as part of their development.

10.4. It is the intention that all teachers will receive training in de-escalation techniques. We also have teachers who are trained to use TEAM TEACH where deemed appropriate to do so.

10.5. The College recognises that short-term stress and worry is a normal part of life and that most students will face mild or transitory changes that induce short-term mental health effects. Staff are taught to differentiate between 'normal' stress and more persistent mental health problems.

11. Rewarding positive behaviour

11.1 High Tunstall College of Science will continue to promote and embed pivotal practice. The College recognises that students should be rewarded for their display of positive behaviour. It is widely recognised within College that students may make small or large steps in displaying positive behaviour, it is essential that teachers pay attention to and praise all steps forward.

'What you pay attention to, you get more of.'

11.2. The College will use the following rewards for displaying positive behaviour:

- ✓ Certificates
- ✓ Postcards and/or phone calls home
- ✓ Headteacher awards
- ✓ Verbal and non-verbal praise
- ✓ Half termly awards ceremony
- ✓ Stickers
- ✓ Sharing work with SLT and/or whole groups in assembly
- ✓ Star of the Week
- ✓ Recognition at annual awards evening

12. Unacceptable behaviour

Unacceptable behaviour as identified in section 2.1 and 2.2 will be dealt with following the mental health and behaviour policy. Should a situation require further investigation the Heads of Year and Assistant Headteacher (Behaviour) will take the lead in ensuring that all parties involved are safe and dignity is maintained. Further sanctions and processes are identified in Appendix 3.

13. Assessment tools

13.1. On entry to High Tunstall College of Science new families will have a welcome meeting with the Assistant Headteacher, followed by a meeting and tour with the Student Support Officer (SSO). Through the initial meeting with the Assistant Headteacher, the College will gain an understanding of the potential Adverse Childhood Experiences (ACE's) the young person may have had in their life. This will ensure that students/families who may require support either immediately or in the future, have been identified. For students transferring to High Tunstall College of Science, the AHT/SSO will ensure through discussion and interaction with the student, their caregivers and sending school, that any potential ACES are identified (see Appendix 6).

13.2. A student may be identified as having been impacted by ACE's if they have experienced 1 or more of the following:

The balance between risk and protective factors is disrupted when traumatic events happen in students' lives, such as the following:

- **Loss or separation:** This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the student, being taken into care or adopted, or parents being deployed in the armed forces.
- **Life changes:** This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- **Traumatic experiences:** This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- **Other traumatic incidents:** This may include natural disasters or terrorist attacks.

13.3. It should also be noted that as a result of traumatic experiences sustained over a period of time, students may present with relational trauma which may impact on their ability to self-regulate their emotions and develop appropriate attachments. They are likely to respond regularly with fight/flight or freeze responses. It is essential that teachers get alongside the students and model for them using relational repair.

Follow the 4 Rs – De-escalation technique

- **Regulate** – give opportunity to move away from the situation before it escalates i.e. do a job together, go for a snack
- **Relate** – divert attention from the problem i.e. chat about the weekend
- **Reason** – restorative conversation (questions)
- **Repair** – take time to be together before returning to the task

13.4. Teachers are responsible for observing the emotional and behavioural presentation of students and recording changes and/or concerns using Class Charts/SIMs or CPOMS as appropriate.

13.5. Teachers should support the student through development of trusting positive relationships where students feel safe, secure and free from harm. Teachers are to work alongside the student to gain an understanding as to the reasons for the current presentation.

13.6. Should a student continue to display changes in presentation either physically or emotionally, it is the Head of Year's responsibility to refer to the Student Progress Meetings and use the High Tunstall Student Support Framework. A meeting will take place between the Head of Year and Student Support Officer to discuss next steps of support, the student will be placed on the Additional Need Register and Head of Year will be required to complete a Coordinated Support Plan (Appendix 2 – HTCSP)

13.7. Students who are identified as requiring support from a more targeted intervention such as the Shine Centre or external support through CAMHS or other agencies will require a High Tunstall Coordinated Support Plan. A meeting will be held with parents, Head of Year and relevant staff to discuss concerns and suggested next steps. Consideration should also be given to support for parents through an Early Help referral.

14. Steps to relational repair

14.1. There is no corporal punishment at High Tunstall College of Science.

14.2. At High Tunstall College of Science, teachers are expected to follow the positive behaviour plan which focusses on acknowledging there is a difficulty/problem and managing it sensitively using relational interactions and what they already know of the student.

14.3. At High Tunstall College of Science, we recognise that students may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. It is therefore the responsibility of the teacher to use the opportunity as a learning experience.

14.4. Students are held responsible for their behaviours. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. There are no steps for serious misconduct in lessons and around the site. These behaviours include: violence, racism, homophobia, dangerous conduct, threat to other Students or staff. In an emergency call reception straight away and act to keep yourself and other Students safe.

Step One: The Reminder

A reminder of the expectations for Students – Ready, Respectful, Safe delivered privately to the Student. The teacher makes them aware of their behaviour. The Student has the choice to do the right thing.

Step Two: The Caution

A clear verbal caution delivered privately to the Student making them aware of their behaviour and clearly outlining the consequences if they continue. The Student has a choice to do the right thing. Students will be reminded of their previous good conduct to prove that they can make the right choices.

Step Three: The Last Chance

The teacher will wait for approximately 30 seconds for the student to self-correct/modify their actions before entering into a dialogue.

- 1) Gentle approach, personal, non-threatening, side on, eye level or lower.
- 2) State the behaviour that was observed and which rule/expectation/routine it contravenes
- 3) Tell the Student what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour
- 4) Walk away; allow the Student time to decide what to do next. If there are comments as you walk away write them down and follow up later

At High Tunstall College of Science we resist endless discussions around behaviour and spend our energy returning Students to their learning.

Step 4: The Time Out

1. The Student is asked to speak to the teacher away from others
2. Boundaries are reset
3. Student is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning
4. Student is given a final opportunity to re-engage with the learning/follow instructions

When time out is required the teacher should give the student a time out card and ask them to wait outside and call for assistance from the Student Support Officer (SSO). When the SSO arrives and on production of the time out card they should step into the room and allow the teacher to leave to have the restorative conversation.

Step 5: Parking and Reparation

If step 4 is unsuccessful, or a Student refuses to go take time out then the Student will be asked to leave the room to work in a classroom nearby under a pre-existing agreement between colleagues.

14.5. If a student is required to leave the classroom for the rest of that lesson their actions have moved from the 'low level unacceptable behaviour' to 'serious unacceptable behaviour'. It is essential that sanctions are put in place by the classroom teacher and carried out under their supervision. Once the student is emotionally ready to take part in a restorative discussion this should take place between the teacher involved, the student and any other students affected.

14.6. If a student is taken out of a lesson it is the responsibility of the teacher to ensure after the incident and restorative conversation has taken place that parents/carers

are contacted to inform them of the incident and the resolution via Class Charts/SIM's or telephone as deemed appropriate.

14.7. If a student has multiple subject restorative conversations or refuses to attend restorative conversations this will result in the removal from that subject teachers lessons until a parental restorative conversation. This parental restorative conversation will be coordinated by the Faculty Leader.

14.8. In cases of 'serious unacceptable behaviour' whereby de-escalation has been utilised and deemed unsuccessful and the student is putting themselves and/or others at risk, damaging property or causing disorder, then positive handling may be employed. Teachers who are trained in Team Teach will take the lead, however the recording of the incident on CPOMS will be carried out by the teacher who initially began the de-escalation and the Incident Report form completed by the Team Teach teacher who took the lead.

14.9. If a student engages in low level or unacceptable behaviour on the yard, the same process will be followed, whoever is on duty will inform the form tutor but will have dealt with the situation and completed the restorative conversation with the student before handover.

14.10. All incidents should be dealt with and then the student should be given the opportunity to move on without fear of a further discussion at a later stage, if it is deemed necessary to inform parents they should be contacted via a phone call. Students should feel that they have been dealt with fairly:

- Learners must not be able to reduce negative consequences
- Teachers must not take away rewards that they have been given
- Not making deals with sanctions
- Negative sanctions must be proportionate. Don't suffocate learners with punishment
- Whole class punishments are always unfair
- Try not to invent punishments on the spot. You will soon regret it
- When you give any kind of negative consequence make sure you tell the student!!
- Write down warnings/reminders that you give to students
- New day clean sheet, every time.
- Don't jump sanctions steps or accelerate through sanctions.

14.11. At all times, teachers will have a restorative conversation with the student to ensure the student has an understanding of the impact actions can have on others.

Restorative Questions

- 1. What happened?**
- 2. What were you thinking about at the time?**
- 3. Who has been affected by what you did?**
- 4. What impact has this had on you?**
- 5. What should we do to put things right?**
- 6. How might we deal with this in the future?**

14.12. The College will support students who are struggling to maintain their behaviour, it is recognised that a relational approach is far more effective in supporting and modifying behaviour than a punitive approach and therefore the following supportive measures will be put in place:

- ✓ Providing verbal reminders
- ✓ Reflection time
- ✓ Calm boxes/objects
- ✓ Buddy system
- ✓ Supportive discussion with the student at an appropriate time (time in)
- ✓ Appropriate practical support on behaviour modification i.e. modelling
- ✓ Restorative conversations
- ✓ In College community support

14.13. The SENDCo will keep a record of all reported incidents requiring positive handling and a record of low-level behaviour will be recorded on SIMs/Class Charts by all teachers.

14.14. Where students display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the College will not hesitate to take appropriate action.

14.15. The College does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the students within the College.

14.16. Following an allegation of serious unacceptable behaviour, the student will be taken to an alternative teaching space (depending on the severity of the allegation) whilst an investigation by a senior leader takes place.

14.17. If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

14.18. For a student who is LAC when escalation in behaviour occurs College will work closely with Emma Rutherford (Virtual Schools Head) and parents in order to support the student to receive the appropriate level of support and intervention.

15. Behaviour and exclusions

15.1. When exclusion is a possibility, the College will consider contributing factors which could include mental health difficulties.

15.2. Where there are concerns over behaviour, the College carries out an assessment to determine whether the behaviour is a result of underlying factors such as undiagnosed learning difficulties, speech and language difficulties, student protection concerns or mental health problems.

15.3. Where underlying factors are likely to have contributed to the student's behaviour, the College considers whether action can be taken to address the underlying causes of the disruptive behaviour, rather than issue an exclusion. If a student has SEND or is a looked-after student, permanent exclusion will only be used as a last resort.

15.4. In all cases, the College balances the interests of the student against the mental and physical health of the whole College community when implementing the College Exclusion Policy

16. Smoking and drug policy

16.1. In accordance with part 1 of the Health Act 2006, our College is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

16.2. Parents/carers, visitors and teachers must not smoke on College grounds and should avoid smoking in front of students and/or encouraging students to smoke.

16.4. Students are not permitted to bring smoking materials or nicotine products to College. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

16.5. In the interest of health and hygiene, we request that people refrain from smoking outside the College gates.

17. Items banned from College premises

A list of items banned from the College premises is listed in the Appendices.

18. Searching

18.1. Teachers may use common law to search students, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

18.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the student, provided that they have reasonable grounds for suspecting that the student is in possession of a prohibited item.

18.3. Searches will be conducted by a same-sex member of staff, with another same-sex teacher as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

18.4. Teachers may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

18.5. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

18.6. Teachers may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

18.7. Any teacher may refuse to conduct a search.

18.8. Following a search, the Headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

19. Confiscation

19.1. A teacher carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

19.2. If the student has possession of illegal items, the police will be called for the removal of the item(s).

19.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the College office.

20. Monitoring and review

20.1. This policy will be reviewed by the Assistant Headteacher (Behaviour) and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

20.2. This policy will be made available for inspection and review by the chief inspector, upon request.

20.3. All members of staff are required to familiarise themselves with this policy as of their induction programme.

20.4. The next scheduled review date for this policy is June 2021.

Appendix 1

The Shine Centre

We know that currently the Shine Centre is designated for KS3 and KS4 students who are struggling to engage with mainstream education. The Shine Centre should not have any more than 15 FTE students but will offer additional PT places where circumstances allow.

We also know that the staff at the Shine Centre have a skills set that could support wider College leadership around supporting children with Anxiety/SEMH and general vulnerabilities.

It is very clear that a gate keeper is required to ensure that all students have equal access to support from the Shine Centre as well as having the opportunity to be reviewed and reintegrated into mainstream education when ready.

Roles and Responsibilities within the Shine Centre:

The Teacher of Alternative Education, is responsible for:

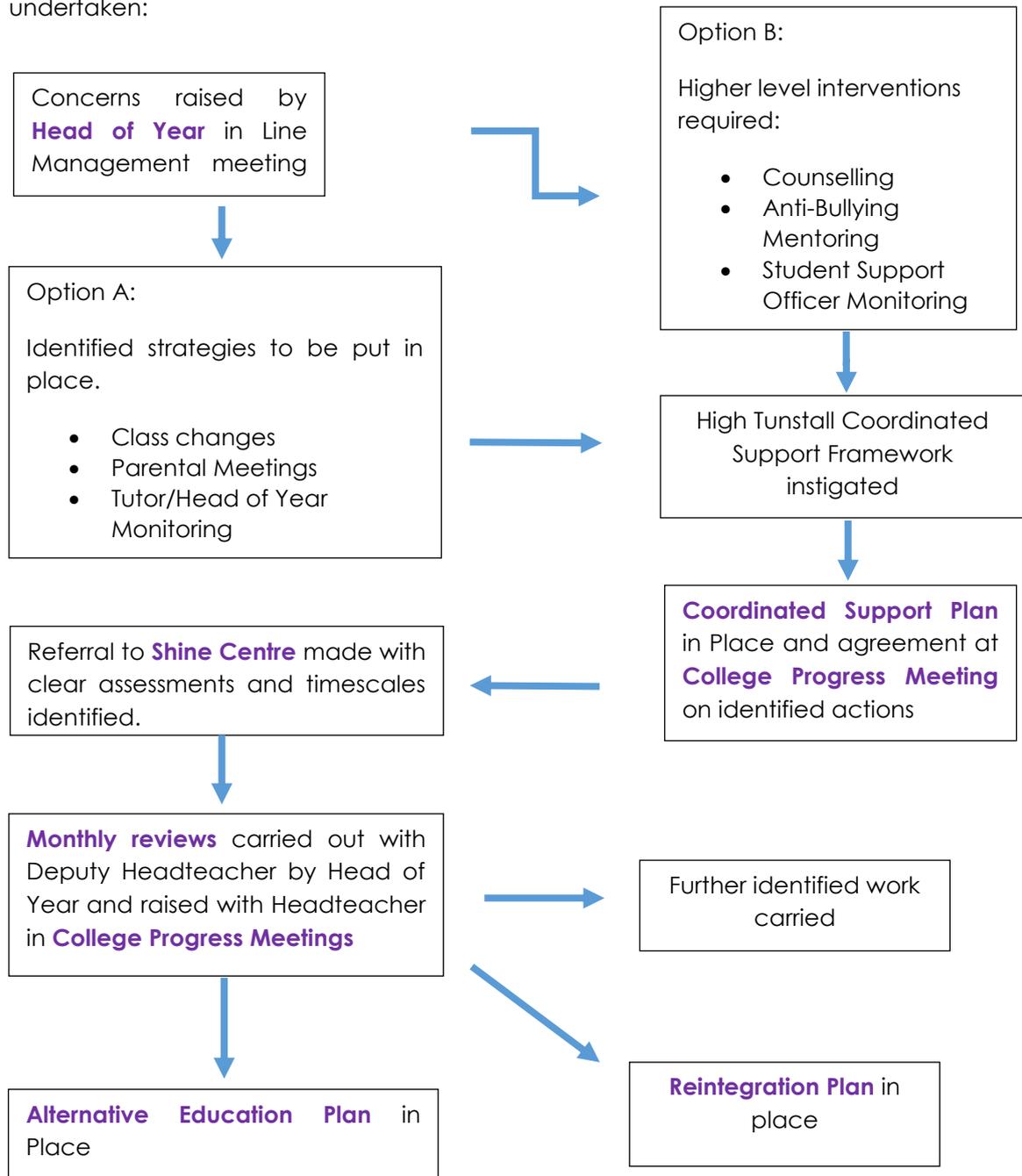
- The strategic and operational management of the Shine Centre
- The line management of all staff working within the Shine Centre
- Ensuring all students receive a curriculum and opportunities appropriate and suitable to their needs
- Coordinating and leading on the CSP process for students
- EHCP reviews for Shine centre students
- Providing statutory paperwork for funding and review meetings for Shine centre students
- Keeping behaviour management logs and trackers up to date
- Ensuring parental contact is strong
- Creating and reviewing risk assessments of students

The Support Staff working within the Shine Centre are responsible for:

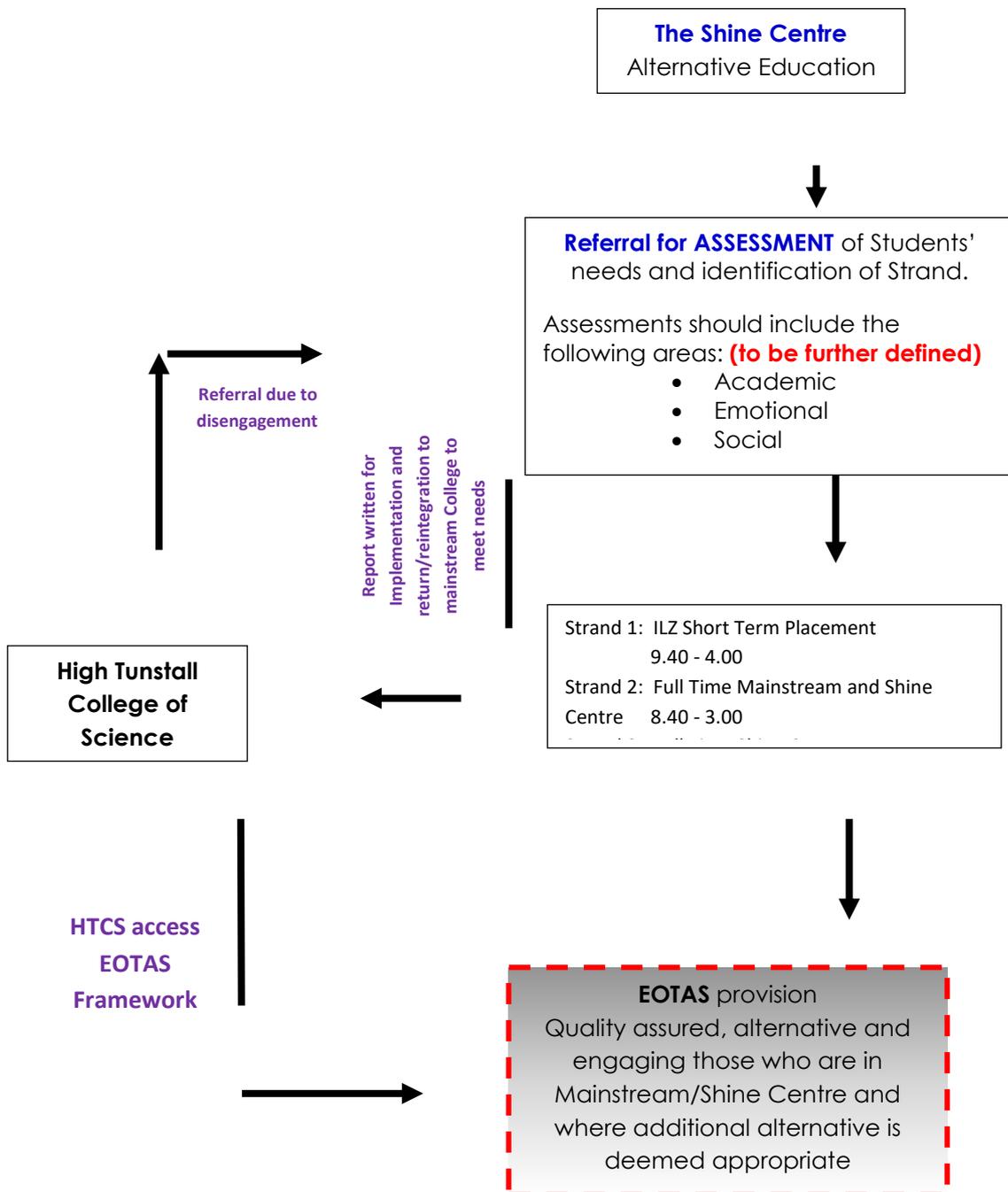
- Day to day delivery of the curriculum, including planning, marking and assessments
- Keeping in contact with parents
- Acting as a key worker to identified students
- Providing opportunities for students to develop their Social, Emotional and Mental well-being skills and strategies
- Ensuring risk assessments are carried out
- Ensuring behaviour management protocols are followed through in all aspects of the Shine centre
- Updating documentation on key students, including risk assessments, overview documents, work samples and evidence towards progress towards targets.

The tight management of the referral process is required to ensure all needs are met. The needs of the students in the Shine Centre are complex and the need for skilled staff to work with them. It is not an easy option to refer a student for assessment and work in the Shine Centre. The High Tunstall Coordinated Support Framework must be in operation and a Coordinated support plan be in place.

No student will be referred to the Shine Centre unless the following has been undertaken:



How should the Shine Centre Work?



Appendix 2

Name Plan

My High Tunstall Coordinated Support Plan

My name is
I like to be known as

<i>Date Plan started</i>	
<i>Year Group</i>	



**High Tunstall
College of Science**

Inspire | Support | Achieve

Personal details

*Name:			
*Date of birth:		*Gender:	
*Home address:			
*Ethnicity		Religion	
*Name of parent(s)/person(s) with parental responsibility/Next of Kin:			
Address:			
Telephone number:			
Email address:			
*Who I live with:			
<i>c/o address (if different from above):</i>			
ID number (CareFirst, ICS etc):			
Legal status:			
Main Area of Need			
Range			

This plan has been written in conjunction with NAME's carer and the professionals currently involved. The views reflected in Section (A) were gathered as part of a child centred planning meeting and include NAME's views and those of the adults who support him/her.

All About Me (views, interests and aspirations - The C/YP's aspirations and views, the parents/carers aspirations and views)

What do people like and admire about me

My Hopes and dreams for the future.

Other people's hopes for me

These are the things that are important TO me now and in the future

These are the things that are important FOR me now and in the future

These are the things that are working well for me at the moment

These are the things that are not working so well

My current Needs (Education, Health, Social).

Background / information

Cognition and learning

Evidence of the C/YP's development/attainment and progress over time

Strengths

Needs

Communication and interaction

Strengths

Needs

Social, emotional and/or mental health difficulties

Strengths

Needs

Sensory and/or physical needs

Strengths

Needs

How my School currently support me

The support I need to succeed and achieve

Details of how additional support would be used

Actions

Support Plan

<p>The outcome sought for the child or young person. Long Term Outcome/Goal (What child/young person wants to achieve in the future)</p>				
<p>Medium Term Goal</p>				
<p>Area of Need</p>	<p>Desired Outcome</p>	<p>Provision – What will be provided to meet the need?</p>	<p>Who will provide this and how often will this happen?</p>	<p>Monitoring Achieved, Partially achieved, not achieved</p>

Key People: Details of any external supporting agencies/professionals

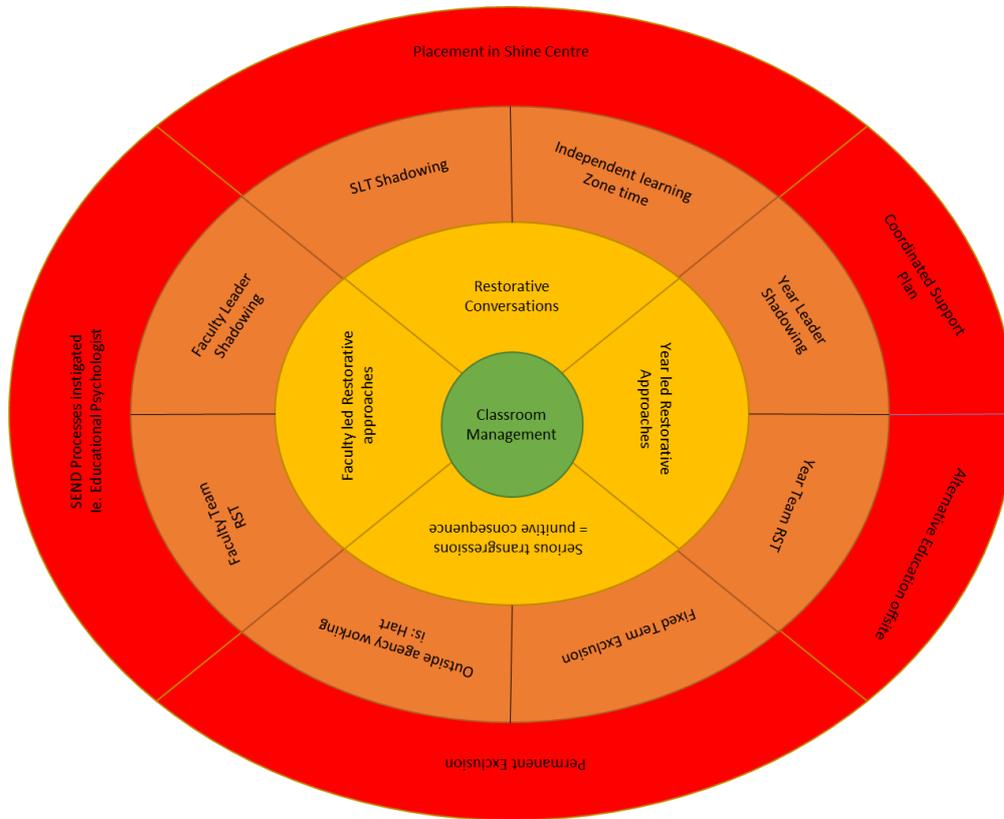
Name	Position	Address	Telephone number	Report attached

This plan was agreed on	
This plan will be reviewed by	

Completed by:
 Child/young person:
 Parent/carer:

Date:
 Date:
 Date:

Appendix 3 – Sanctions and Processes

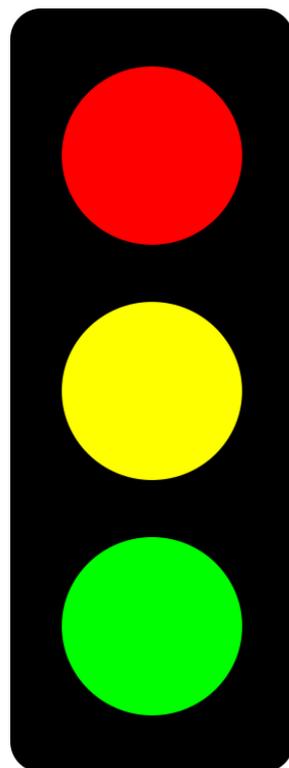


Are you

READY

RESPECTFUL

SAFE



Appendix 5

Definitions

For the purpose of the policy the term '**teacher**' refers to all adults working within the College environment. Adults may include: teachers, support teachers, lunchtime staff, caretakers, office staff and volunteers.

For the purpose of this policy, the College defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the College within the wider community, and/or any illegal behaviour, including, but not limited to:

- ✓ Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- ✓ Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- ✓ Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- ✓ Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- ✓ Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- ✓ Possession of legal or illegal drugs, alcohol or tobacco
- ✓ Possession of banned items
- ✓ Truancy/absconding
- ✓ Refusing to comply with disciplinary sanctions
- ✓ Theft
- ✓ Swearing, racist remarks or threatening language
- ✓ Fighting or aggression, biting and spitting

For the purpose of this policy, the College defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to:

- ✓ Shouting out in class
- ✓ Talking when others are speaking
- ✓ Swinging on chairs
- ✓ Fidgeting
- ✓ Running around the classroom or College
- ✓ Inappropriate body language with others, such as not keeping hands to oneself
- ✓ Throwing items either in the classroom or on the playground
- ✓ Failure to complete classwork and not concentrating on tasks
- ✓ Rudeness and not using manners
- ✓ Telling lies
- ✓ Refusing to complete homework, incomplete homework, or arriving at College without homework
- ✓ Not following classroom rules
- ✓ Use of mobile phones
- ✓ Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending upon the actions of the student.

Common SEMH difficulties according to Mental Health and Behaviour in Colleges (DfE, 2018)

Anxiety: Anxiety refers to feeling fearful or panicked, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. Anxiety can significantly affect a student's ability to develop, learn or sustain and maintain friendships. Specialists reference the following diagnostic categories:

- ✓ *Generalised anxiety disorder:* This is a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event.
- ✓ *Panic disorder:* This is a condition in which people have recurring and regular panic attacks, often for no obvious reason.
- ✓ *Obsessive-compulsive disorder (OCD):* This is a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true).

Specific phobias: This is the excessive fear of an object or a situation, to the extent that it causes an anxious response such as a panic attack (e.g. College phobia).

- ✓ *Separation anxiety disorder:* This disorder involves worrying about being away from home, or about being far away from parents, at a level that is much more severe than normal for a student's age.
- ✓ *Social phobia:* This is an intense fear of social or performance situations.
- ✓ *Agoraphobia:* This refers to a fear of being in situations where escape might be difficult, or help would be unavailable if things go wrong.

Substance misuse: Substance misuse is the usage of harmful substances, e.g. drugs and alcohol.

Deliberate self-harm: Deliberate self-harm is a person intentionally inflicting physical pain upon themselves.

Depression: Depression refers to feeling excessively low or sad. Depression can significantly affect a student's ability to develop, learn or maintain and sustain friendships. Depression can often lead to other issues such as behavioural problems. Generally, a diagnosis of depression will refer to one of the following:

- ✓ *Major depressive disorder (MDD):* A student with MDD will show a number of depressive symptoms to the extent that they impair work, social or personal functioning.
- ✓ *Dysthymic disorder:* This is less severe than MDD and characterised by a student experiencing a daily depressed mood for at least two years.

Hyperkinetic disorders: Hyperkinetic disorders refer to a student who is excessively easily distracted, impulsive or inattentive. If a student is diagnosed with a hyperkinetic disorder, it will be one of the following:

- ✓ *Attention deficit hyperactivity disorder (ADHD):* This has three characteristic types of behaviour: inattention, hyperactivity and impulsivity. While some students show the signs of all three characteristics, which is called 'combined type ADHD', other students diagnosed show signs of only inattention, hyperactivity or impulsiveness.
- ✓ *Hyperkinetic disorder:* This is a more restrictive diagnosis but is broadly similar to severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. The core symptoms must also have been present from before the

age of seven, and must be evident in two or more settings, e.g. at College and home.

Attachment disorders: Attachment disorders refer to the excessive distress experienced when a student is separated from a special person in their life, like a parent. Students suffering from attachment disorders can struggle to make secure attachments with peers. Researchers generally agree that there are four main factors that influence attachment disorders, these are:

- ✓ Opportunity to establish a close relationship with a primary caregiver.
- ✓ The quality of caregiving.
- ✓ The student's characteristics.
- ✓ Family context.

Eating disorders: Eating disorders are serious mental illnesses which affect an individual's relationship with food. Eating disorders often emerge when worries about weight begin to dominate a person's life.

Post-traumatic stress: Post-traumatic stress is recurring trauma due to experiencing or witnessing something deeply shocking or disturbing. If symptoms persist, a person can develop post-traumatic stress disorder.

Appendix 6

Items banned from College premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Fizzy drinks
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Anything that may be deemed as hazardous.

Appendix 7

List of ACE's

- verbal abuse
- physical abuse
- sexual abuse
- physical neglect
- emotional neglect
- parental separation
- household mental illness
- household domestic violence
- household alcohol abuse
- household drug abuse
- incarceration of a household member