



BEHAVIOUR FOR LEARNING POLICY YEAR 7-11 AND SIXTH FORM

Policy to be reviewed by the Local Governing Board

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BEHAVIOUR FOR LEARNING POLICY
YEAR 7-11 AND SIXTH FORM

Eggescliffe School

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Aims

The Behaviour for Learning Policy aims to:

- Set the standards which underpin the ethos of Eggescliffe School
- Enable effective teaching and learning.
- Promote positive behaviour.

Objectives

- To encourage every member of Eggescliffe School to show care, courtesy and consideration to other members of the school and to the wider community.
- To emphasise the importance of good behaviour and its relationship to learning.
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour within the whole school community
- To provide a framework for the consistent management of all behaviour-related issues.

General principles

The school recognises that effective teaching and learning only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour. Actions which prevent teachers from teaching and students from learning are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour management is to be successful.

1. An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved.
2. The Behaviour for Learning Policy is a partnership between all members of the school.
3. A whole-school approach is intended to be preventative wherever possible. Pro-action is more effective than re-action.
4. Self-discipline should be the ultimate aim for all members of the school. Students are responsible for their own behaviour.
5. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.
6. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.
7. Punishments must be administered fairly and be appropriate to the breach of conduct.
8. Effective behaviour management seeks to avoid escalation and aggressive confrontation.

Several other school policies should be referred to in conjunction with the Behaviour for Learning policy. These include:

- Equality policy
- Anti-Bullying policy
- Child protection policy

- Attendance Policy
- Online Safety Policy
- Use of reasonable force policy

This behaviour for learning policy is also linked to

- Code of conduct for students
- Home-School agreement

Both of these are to be found in the student planner

Expectations

An orderly atmosphere and consideration and respect for others is an important element of our approach to behaviour. There is an expectation of high standards of behaviour which promotes respect and learning. This applies to both self and others, at all times within the school grounds, and also off site, particularly when students are travelling between Eggescliffe School and home or on school visits.

In the classroom

Students are expected to make a positive contribution to the working atmosphere of Eggescliffe School. They should arrive at lessons promptly at all times and with proper equipment and ready to learn. Their behaviour should be such that maximum use can be made of the time available for learning. Work should be completed and handed in on time.

Around the site

We expect students to move around the site with concern for the safety of themselves and others. In areas where movement can be difficult, students should move briskly and keep to the one way systems in buildings. Opening doors, standing back to allow others to pass and generally being courteous are important. People should be allowed to leave a building before others enter if there is a bottleneck.

Behaviour in the school grounds

- Students must remain onsite at all times.
- All roads and car parks are out of bounds, except for access, and the playing of games should take place in the playground or on the grass areas.
- Students should only be in their house block or the library, unless they have specific permission from staff to be inside other buildings.
- Students must not use mobile phones on the school site.
- Students must not climb on the roof or any part of the school premises. Any damage to school property must be reported and a charge may be made. In winter, throwing snowballs is restricted to the grass near the tennis courts **ONLY** and must not be done near to buildings.
- Students should act in a courteous manner and report any incidents to staff on duty.

Individual students

High expectations and clear instructions and systems will ensure good behaviour prevails throughout Eggescliffe School. Where behaviour meets or exceeds our expectations students will be recognised and rewarded for that positive behaviour (see below: *Rewards and Awards*). Where students do not meet or fall below our expectations sanctions will be applied. Our approach to discipline is constructive and positive and implemented with a view to modifying the behaviour of students so they can learn and make progress. Students are responsible for their own behaviour at all times.

In cases of persistent poor behaviour and extreme indiscipline, fixed period exclusions are applied and on very rare occasions permanent exclusion would be considered.

Student support

In addition to teaching responsibilities, staff have an important role to play in supporting students. There will be times when poor behaviour is a symptom of issues faced by the student. Staff will deal with such matters in a sympathetic but professional manner and put appropriate support in place. Students may wish to discuss issues with staff but at no time is a member of staff able to promise confidentiality to a student.

Behaviour for learning – Best practice

Good behaviour will be promoted through the establishment of strong relationships within the school community built upon mutual respect.

Assemblies play an important role in promoting the ethos of the school where courtesy, respect and good behaviour are the expected norm.

The school curriculum also provides opportunities for consideration of behavioural issues, in particular through the PHSE programme, where issues such as tolerance, honesty, bullying, rights and responsibilities are addressed. The school will seek to provide a relevant curriculum for all students. The provision of high quality teaching and learning is central to achieving good behaviour.

The Student Code of Conduct is displayed around school, printed in the students' planners and emphasised in assemblies.

Students who are experiencing behavioural and emotional difficulties will be supported through the school's pastoral system, counselling and possibly the involvement of outside multi-agency support.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site. Staff are provided with CPD to help them develop their behaviour management skills.

Student Behaviour Events of a negative nature are recorded on the school's Management Information System, referred to as Progresso. These events are monitored, managed and analysed by pastoral staff. Positive behaviour events are recorded on an electronic system called *Epraise*. This system electronically notifies students and parents/carers of positive behaviour events. The points lead to rewards, both individually and collectively within Form classes. Each

half-term there are Rewards assemblies to promote and celebrate these positive behaviours. This system promotes good behaviours, whilst also strengthening positive relationships between the school and home.

Rewards and awards

Rewards and awards are fundamental to achieving a positive behaviour for learning environment. As indicated above, positive events will be logged on the *Epraise* system and there are points linked to each category of positive behaviour. The value of verbal praise and positive comments for students of all ages should never be underestimated. Examples of points and how they fall under the different categories are provided below (this is not an exhaustive list):

Resilience	<ul style="list-style-type: none"> • Persisting in order to overcome a problem • Revisiting / revising a previous piece of work • Seeking help when struggling • Half termly most improved in ATL • Excellent sustained effort.
Scholarship	<ul style="list-style-type: none"> • Achievement in a competition • All expected targets achieved for a term • Extra-curricular extension work • Outstanding /excellent home work • Outstanding class contribution • Knowledge from outside of the curriculum • Bringing in a book, article on a topic to add to the lesson • Producing articles for the newspaper • Completing work independently to plug gaps in knowledge
Progress	<ul style="list-style-type: none"> • Wider Reading • Improving relative to a previous assessment • Progress on a specific subject skill • Opting to redo and improve on last assessment • Opting to complete additional exam questions • Making More than Expected Progress in an assessment • Making significant improvements on the last assessment
Compassion	<ul style="list-style-type: none"> • Helping others • Act of kindness • Opting to complete community service • Showing respect for a different view point • Assisting with a charity event
Teamwork	<ul style="list-style-type: none"> • Contributing to paired / group work • Contributing to the whole class • Helped others with a difficulty

Each week, form tutors will award points for good attendance and behaviour. Teachers will award points for positive behaviours in the classroom and around the school environment.

It is also possible for Heads of House, Form tutors and subject leaders to analyse positive events logged within their respective areas.

We believe that it is important that the Rewards offered to students are relevant. Student voice plays an important part in ensuring this. Within each House block and year group there will be representatives who discuss the types of rewards that students would like to see given by the school. These rewards will evolve and change to ensure that the system is relevant, meaningful and kept fresh to promote strong student engagement.

Points will also be given for good attitude to learning scores at each assessment cycle. The criteria for how Attitude to Learning scores are determined is outlined below:

Attitude to learning scores

1 Excellent learner	<ul style="list-style-type: none">• Student always arrives ready and prepared to learn• Classwork is consistently completed to the best of the student's ability• Home Learning is consistently completed to the best of the student's ability• Student is engaged fully in all aspects of learning and acts on all feedback• Behaviour is exemplary at all times• Student goes above and beyond what is required of them
2 Good learner	<ul style="list-style-type: none">• Student usually arrives ready and prepared to learn• Classwork is usually completed to the best of the student's ability• Home Learning is usually completed to the best of the student's ability• Student is usually engaged in all aspects of lessons and acts on feedback• Behaviour is consistently good
3 Learner requiring improvement	<ul style="list-style-type: none">• There are occasions when student does not arrive ready and prepared to learn• Classwork is completed but on occasions not in line with ability• Home Learning is sometimes late and on occasions not in line with ability• Feedback is sometimes not acted upon or completed• Behaviour can be good but student will need some reminders to remain on task
4 Underachieving Learner	<ul style="list-style-type: none">• Student is often poorly equipped and late for lessons, therefore not ready to learn• Classwork is often incomplete and not in line with ability• Home Learning is often late or incomplete and not in line with ability• Feedback is never acted upon• Student has to be frequently reminded to remain on task• Student may disrupt other students' learning

Roles and Responsibilities

Class Teachers will -

- Plan and deliver engaging lessons of an appropriate level of challenge
- Use seating plans for Year 7-11.
- Maintain a positive, well managed classroom environment.

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- Use rewards and the hierarchy of sanctions as outlined in the whole school Behaviour for Learning Policy.
- Record behavioural events, both positive and negative, on the school's systems
- Organise class teacher detentions (10-30 mins)

Form Tutors will-

- Ensure registration time is used effectively and statutory duties are completed.
- Record behavioural events, both positive and negative, on the school systems.
- Track behaviour events of their tutees every day. Tutors should discuss comments with students
- Place students on report where a student is either underperforming in a range of subjects or not complying with aspects of School expectations
- Use rewards and a hierarchy of sanctions as outlined in the whole school Behaviour for Learning Policy
- Discuss with class teachers, subject leaders and Head of House any concerns.
- Contact parents to discuss behaviour and/or arrange meetings and plan actions to improve behaviour.

Teaching Assistants and Support Staff will -

- Assist in maintaining a positive and well managed environment
- Refer students whose behaviour gives cause for concern to their Line Manager, Subject Leader or Head of House.

Subject Leaders will -

- Ensure that their Department follows the agreed and adopted Behaviour for Learning Policy with regard to both rewards and sanctions and role and responsibilities
- Support members of their department with behavioural issues with individual students or classes
- Place students on a subject report for their curriculum area
- Contact, or meet with, parents when necessary
- Organise departmental detentions
- Liaise with Senior Leaders where student behaviours are of significant concern.

Heads of House -

- Liaise with staff and Subject Leaders with regard to concerns about the behaviour of individual students or groups of students
- Monitor the attitude, effort and quality of work of individual students across the curriculum
- Place students on report to Head of House
- Contact parents by telephone or in writing
- Arrange meetings with parents/students to discuss actions to improve behaviour

- Work with Senior Leaders to discuss and identify strategies that will help students improve their behaviour for learning
- Make referrals to other agencies, e.g. Engagement and learning team
- Provide pastoral support for students whose behaviour gives serious cause for concern, including the involvement of outside multi agency teams
- Provide support for class teachers where necessary by 'dropping in' to lessons
- Place students in the Isolation room when there has been a serious breach of the school's Code of Conduct or persistent poor behaviour
- Discuss with the Head teacher and/or Assistant or Deputy Head teacher a Fixed Term Exclusion for the more serious breaches of school conduct.

Senior Leadership Team will -

- Ensure the departments they line manage fulfil their roles and responsibilities and follow the School Behaviour for Learning Policy.
- Staff the Emergency On-Call duty rota.
- "Walk the school", calling into lessons. This includes lessons which staff have identified as a behaviour "hot spot" or where SLT support has been requested, including visiting lessons being covered.
- Withdraw from a lesson a student whose behaviours continue to be poor, despite class teacher interventions.
- Monitor SLT report after referral by HoH.
- Place students in the isolation room when there has been a serious or persistent breaches of the school's Code of Conduct.
- Arrange Behaviour Panel meetings for parents and students to devise a support plan
- Use the Behaviour Events section of the School Management Information System to monitor, analyse and manage students' behaviour.
- Discuss behaviour data, trends and action plans with relevant school staff.
- Discuss with the Head teacher and Assistant or Deputy Head teacher a Fixed Term Exclusion for the more serious breaches of school conduct.
- The Head teacher will consider Permanent Exclusion for the most serious breaches of school conduct.

Responsibility for the school's behavioural policies and practice is that of the Deputy Head teacher (Attendance and Engagement).

Disruptive behaviours

Low level disruption and inconsiderate behaviour threaten the rights of students to receive an effective education. Eggescliffe School's Behaviour for Learning Policy encourages students to make positive choices and amend their behaviour.

Low level disruption is any behaviour that undermines the student's own learning and/or that of others. If unchecked, this sort of behaviour disturbs the flow of the lesson and undermines the teacher.

Eggescliffe School's behaviour system is used to monitor and address low level disruption in lessons and around the school site.

Low level disruption events fall into category 1 and 2 of the behaviour hierarchy.

The following strategies have been useful in minimising low level disruption and it is envisaged that all teaching staff should be aware of and aim to implement these strategies

<i>Meet and greet students at the beginning of the lesson</i>	<i>Use positive language and tackle the behaviour, not the person</i>	<i>Plan lessons effectively</i>
<i>Consider the arrangement of the desks within the classroom</i>	<i>Circulate the classroom effectively</i>	<i>Smile!</i>
<i>Implement a seating plan</i>	<i>Give clear instructions</i>	<i>Speak to every student during the course of a lesson</i>
<i>Remain calm</i>	<i>Consider positioning within the classroom and remain visible by standing whilst teaching.</i>	<i>Use positive language when instructing students.</i>

The following checklist for staff is also good practice:

Getting the simple things right - Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in the classroom
- Meet and greet students when they come into the classroom
- Display the code of conduct in the class and ensure that all staff and students know this code
- Display the rewards/sanctions structures in the classroom
- Use the school system in place to follow through with all rewards
- Use the clearly outlined school system in place to follow through with all sanctions
- Follow the steps in dealing with any low level disruption in the same way every time to ensure consistency
- Follow the school behaviour policy.

Students

- Know the names of the students
- Have a plan for children who are likely to misbehave

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- Ensure other adults in the class know the plan
- Understand students' special needs.

Teaching

- Ensure resources are prepared in advance
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm
- Teach the children class routines (all coats, scarves off and bags on the floor, register taken as a minimum)

Parents

- Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones

The following steps should be taken by the class teacher/form tutor and move up the hierarchy if the student does not amend their behaviour:

Sanctions:

The system is not a replacement for good classroom management and will not compensate for poor teaching and unstructured lessons. It is designed to highlight students who may require further support in school.

Report cards

- A report card can be issued by the form tutor, Head of House or a member of SLT.
- The student will need to report to the named member of staff on the report. Targets

Eggescliffe School Behaviour Stages

Classroom	Home learning	Uniform	Equipment	Punctuality
Stage 1 Verbal warning	Stage 1 1 day extension for forgotten homework (first occasion)	Stage 1 Verbal warning by tutor/teacher and note required from parents	Stage 1 Verbal warning and discussion with student to establish reasons	Stage 1 Pupil spoken with. Reason established. Warning given where no valid reason
Stage 2 (despite warning) (a) Pupil is instructed to move seat and/or (b) Pupil stands outside for upto 5 minutes	Stage 2 (not completed after extension) Break/lunch detention and parents contacted	Stage 2 (despite warning and no note) (a) Break/lunch detention (b) Tutor to call home	Stage 2 Ongoing subject issues with no valid reason: Break/lunch detention	Stage 2 (ongoing) (a) Subjects: Break/lunch detention (b) Registration: Pupils persistently late/late 2x in 5 days: break/lunch detention
Stage 3 (behaviour continues) (a) Break or lunchtime detention and/or (b) SLT on call	Stage 3 (repeated failure) 30 minute detention with teacher	Stage 3 (repeated or unresolved) HOH to discuss with pupil and parents	Stage 3 (behaviour continues) Referral to Tutor/HOH to speak with parents	Stage 3 Behaviour not remedied: HOH call home Pupil placed on tutor report
Stage 4 (DNA detention) 45 minute detention (subject)	Stage 4 (DNA detention) (a) 45 min detention - subject (b) Placed on report and referred to Home Learning club	Stage 4 (a) Pupil to be placed on tutor report (b) If problem persists, pupil isolated at break/lunch until	Stage 4 (a) Pupil to be placed on tutor report (b) If problem persists: break/lunch isolation	Stage 4 Where problem persists: HOH report
Stage 5 (DNA detention) 1 hour Friday night detention (SLT)	Stage 5 (DNA detention) (a) SLT and HOH meeting with parents (b) SLT report	Stage 5 (behaviour continues) (a) HOH refers problem to SLT (b) Full day isolation until problem resolved (c) Call home and HOH report	Stage 5 (a) HOH refers problem to SLT (b) Full day isolation until problem resolved (c) Call home and HOH report	Stage 5 (a) SLT and HOH to meet parents (b) One hour Friday detention with SLT
Stage 6 (DNA detention) Isolation until parents meet with SLT and Head of House	Stage 6 6 hour day put in place	Stage 6 Full day isolation and SLT report	Stage 6 SLT report	Stage 6 Pupil placed on SLT report
Stage 7				
(a) Serious incidents or persistent misbehaviours/refusal may result in a Fixed term exclusion from school and meetings with parents and SLT/HOH (b) Repeat behaviours may result in additional sanctions/strategies including (but not limited to) Governor panels/move of house block/managed move/adjusted timetable/time spent at other schools/outside agencies/permanent exclusion				

will be discussed with the student

- The student will give the report card to each of their class teacher to complete. This is the student's responsibility
- Each morning the student will reflect on their report card with a nominated member of staff. This is designed to be a reflective process

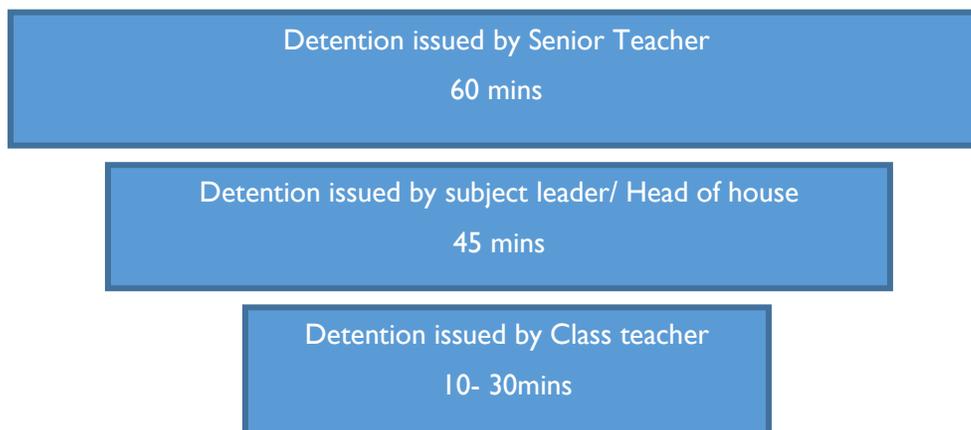
- At the end of the first 5 days the student, parent and member of staff need to complete a sheet reflecting on the 5 days and to review and amend targets for the following 5 days
- A student will remain on report for a minimum of 10 days (a full cycle)
- The report cards should be stored in the student's school file.

If there is no improvement in 10 days, new sanctions need to be discussed. These may include reporting to someone more senior, meeting with parents, internal isolation, 6 hour days or referral to a behaviour panel. This is not an exhaustive list.

Detentions

Eggescliffe School operates a detention system for students who fail to meet our expectations. Under the Education and Inspections Act 2006, the school has the right to issue a detention within school hours (for example, at break or lunchtime), after the school day ends, during PD days or at the weekend. Parental consent is not required for detentions.

The reasons for a detention being given (and likely length of that detention) are outlined in the sanctions section of this policy. The detention system operates in a hierarchical manner depending on the behaviour that is being addressed.



The member of staff who is managing the detention will discuss with the student

- **Why have you been given this detention?**
- **What are you going to do to avoid being in detention again?**

Whole class detentions will not be given.

Although parental consent is not required for a detention, we will still notify carers at least 24 hours in advance if an after school detention is issued. This may be via letter, e-mail or a phone call. A parent is unlikely to be informed of a detention that takes place during the school day. However, such a detention **should** be recorded in the student planner.

Note: Section 5 of the Education Act 2011 has removed the requirement to inform parents/carers at least 24 hours before a detention takes place. However, we have chosen to

keep parents/carers informed and feel that this is good practice and an important aspect of our ongoing strong relationships between home and school.

The Red Line

Serious breaches of the school behaviour for learning policy will be considered as crossing the Red Line. Such breaches will result in one of the following actions

- Permanent exclusion
- Fixed Term exclusion
- Isolation
- After school detention with SLT
- Parental meeting
- Referral for behaviour panel meeting

Students are made aware of which activities are considered to crossing the Red Line.

These include:-

- Swearing at staff or students
- Fighting/violence
- Bringing a banned item to school
- Truancing
- Repeatedly not following instructions
- Repeatedly disrupting the learning of others

The sanctions Grid for general behaviours and how these may be managed is outlined overleaf.

General Behaviours

Stage 1

Type of behaviour	Action
Bad language	Break/lunch detention and discussion with HOH/tutor
Illegal items/items that could cause harm	On call SLT contacted immediately
Banned items (i.e chewing gum, speakers)	To be taken off child and referral to Tutor/HOH
Unpleasant behaviour to others	Tutor/HOH contacted and incident investigated
Littering	Supervised litter picking (20 minutes)
Theft	Immediate referral to HOH
Truancy	Teacher to inform student services, then HOH/SLT
Violent behaviour	Immediate referral to SLT
Poor behaviour on buses	Immediate referral to SLT

This is an illustrative list and not exhaustive

Stage 2

Refusal to hand over banned items: On-call SLT to be contacted
 Repetitive behaviours of this type: HOH to speak with SLT

Stage 3

Point blank refusal to follow teacher instruction: On-call SLT to be contacted

Stage 4

Dependent upon above circumstances: Isolation, HOH involvement, Parental meetings, behaviour contracts

Stage 5

Immediate referral to SLT for red-line behaviours: pupil placed in isolation pending decisions over exclusion

Stage 6

Fixed Term exclusion or dependent upon severity/frequency of incident: Permanent exclusion

Stage 7

(a) Serious incidents or persistent misbehaviours/refusal may result in a Fixed term exclusion from school and meetings with parents and SLT/HOH (b)
 Repeat behaviours may result in additional sanctions/strategies including (but not limited to) Governor panels/move of house block/managed move/adjusted timetable/time spent at other schools/outside agencies/permanent exclusion

Isolation

- A student may be placed in isolation. Heads of House and Senior leaders can place a student in isolation. The isolation room will be referred to as The Independent Room

- The aim of the Independent Room is to help students reflect and modify their behaviour with the school environment
- Students will be set a reflection task on entry to the isolation room
- They will primarily be set work by their usual teacher but with an emphasis on the core subjects
- Students will have a different lunchtime to the rest of the school community
- A session in isolation will be logged along with the reason for isolation
- A student may be placed on report following a period in isolation.

Fixed Term exclusions

- The decision to exclude a student must be lawful, reasonable and fair. Eggescliffe School will give particular consideration to vulnerable students before a fixed term exclusion is given
- Only the Head teacher (or Deputy Head teacher in the Head teacher's absence) can exclude and it must be on the grounds of discipline. A student can be excluded for up to 45 days within an academic year.
- All children have the right to an education and Eggescliffe School will take reasonable steps to set work and mark work for the first 5 days of an exclusion period
- Alternative provision for education must be made by the sixth day (known as Sixth day provision). This will be done in consultation with parents/carers, SLT, and the appropriate provider
- Following an exclusion the parent/carer will be required to attend a reintegration meeting where a plan for reducing the likelihood of further FTE will be discussed.
- Further guidance can be found at <https://www.gov.uk/government/publications/school-exclusion>

Use of reasonable force

Staff at Eggescliffe School have the power to use reasonable force to prevent students from:

- Committing an offence
- Injuring themselves or others
- Damaging property

Use of reasonable force can also be applied to maintain good order and discipline within the classroom and around the school site.

Head teachers and those authorised by the Head teacher may also use reasonable force when conducting a search without consent for prohibited items.

Searching students

Staff at Eggescliffe School can search students with their consent for any item.

The Head teacher and staff authorised by the Head teacher can search students and/or their possessions, without consent, where they suspect a student has a **prohibited item**.

Prohibited items are

- Knives and weapons (including items that could be used as weapons such as scissors or screwdrivers)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, lighters and matches including vaping pens and the liquids
- Fireworks and bangers
- Laser pens
- Pornographic images
- Items containing solvents (Including liquid glue and aerosols)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

It will be at the discretion of the teacher whether or not an item will be returned.

Weapons, knives and extreme or child pornography will always be handed over to the police.

Reasonable force may not be used to search for those items banned under Eggescliffe School rules (eg; chewing gum, energy drinks and aerosols)

DfE guidance stipulates reasonable force may be used to:

- Remove disruptive students from the classroom where they have refused the instruction to do so
- Prevent a student behaving in a way that disrupts a school trip, visit or event
- Prevent the student from leaving the classroom where allowing the student to leave would risk their own safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking another student or a member of staff, or to stop a fight
- Restrain a student at risk of harming themselves through physical outburst

Please also see separate policy on **Use of Reasonable Force**.

Discipline beyond the school gates

Teachers may discipline students for

- Misbehaviour on any school organised or school related activity
- Misbehaviour while travelling to and from school
- Misbehaviour in any other way identifiable as a member as a student of the school (i.e wearing uniform)

Or misbehaviour

- That could have repercussions for the orderly running of the school
- That poses a threat to another student or a member of the public
- That could adversely affect the reputation of the school

In all cases, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of a staff member.

Behaviour on school buses

Teachers have the power to discipline students for misbehaving outside of the school gates. (Education and inspections act 2006). Non-criminal behaviour that is witnessed by a member of staff or reported to the school will be dealt with as if the event had happened in school.

This includes travel to and from school on the school buses. Eggescliffe School expects the same standard of behaviour on the school bus as we would in a classroom.

- Students **MUST** have a Stockton Borough council pass to allow them to travel on a school bus (a short time will be allowed to replace lost passes)
- Students must only travel on their **nominated bus**, unless the driver indicates otherwise
- Students need to remain seated at all times and with their seatbelt on as recommended
- Students must not distract the driver
- Students must not distract or be disrespectful to other road users and pedestrians
- Students need to behave in a respectful and courteous manner to other passengers on the bus.

If students do not meet these basic expectations then sanctions will be imposed in school and their right to travel on the school bus could be withdrawn for either a fixed time or permanently by either Eggescliffe School or Stockton School Transport.

Equality Act 2010 in respect of SEND students

Eggescliffe School acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

Allegations of Abuse against staff

Allegations of abuse are taken seriously and dealt with quickly and in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an investigation is being investigated.

Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner. The investigation will be led by the Head teacher or Deputy Head teacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

Eggescliffe School: Code of Conduct for students

Respect for Self

- Being honest with ourselves and to others
- Making good use of our time
- Taking good care of ourselves and our property

Respect for Others

- Being courteous, cooperative and friendly
- Showing consideration for other people's feelings and points of view
- Not discriminating against someone else because of their gender, race, disability or belief
- Making it easy for other people to achieve and being pleased when they do
- Taking care of other people's property
- Moving around the school safely and sensibly

Respect for Learning

- Attending each day and arriving on time for school and lessons
- Bringing everything we need to lessons
- Listening to instructions and following them
- Doing our best and taking pride in all class and Home Learning
- Making it easy for everyone to learn and for the teacher to teach

Respect for the School

- Wearing the correct uniform for school
- Taking good care of property and the environment, in and around the school
- Making sure we always give the right impression of the school
- Playing an active part in helping improve the school and the local community

Home - School agreement

Name of Student:	Form:	Date of admission:
<p>As a student at Eggescliffe School I will do my best to:</p> <ul style="list-style-type: none"> • Keep myself safe and others safe • Respect and behave courteously to all other members of the school community • Work hard at school and at home, and help others learn • Come to school every day, punctually and properly equipped to learn • Follow the school's Code of Conduct and classroom expectations • Wear my school uniform correctly at all times • Keep my family informed about school by delivering letters, reports, newsletters etc • Act as an ambassador for Eggescliffe School both on and off the school premises 		
Signed:	Date:	
<p>As a parent/carer of a student at Eggescliffe school I will do my best to:</p> <ul style="list-style-type: none"> • Ensure my child comes to school every day in correct uniform and equipped to learn • Support the school's Code of Conduct and Behaviour for Learning policy • Create good conditions for doing Home Learning and discuss learning with my child • Attend consultation evenings and other events designed to support my child's progress • Check the school website regularly to keep informed about what is happening in school • Contact Eggescliffe School if I am concerned about any aspect of my child's well-being or education • Inform the school immediately of any changes to contact details or family circumstances. 		
Signed:	Date:	
<p>At Eggescliffe School we will do our best to:</p> <ul style="list-style-type: none"> • Ensure your child is safe • Ensure equality for all students • Check your child comes to school every day, punctually and equipped to learn • Provide the best possible atmosphere for learning in school • Provide the highest quality teaching of all subjects in the curriculum • Provide regular Home Learning • Set and mark work regularly, in line with the marking policy, in order to support learning • Ensure your child follows the school Code of Conduct and Behaviour for Learning policy and receives appropriate and consistent rewards and sanctions • Provide regular assessments, a yearly report and opportunities to discuss progress • Contact you if we have any concerns about your child in school • Keep you informed of events at Eggescliffe School via website, newsletters, letters etc • Encourage your child to get involved in wider aspects of school and community life 		
Signed:	Date:	