

# Queen Elizabeth's Grammar, Alford

## A Selective Academy



### **Behaviour Management Policy** (Including Anti-Bullying and Banned Items)

#### **Vision and Values**

Queen Elizabeth's Grammar, Alford's aim is to provide all members of the school community with the opportunities to engage with life in all its fullness through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

#### **Our core values are:**

***Achievement, Integrity, Mutual Respect and Self-Discipline.***

#### **Principles**

All pupils have the right to learn and work to the best of their ability, to be free from intimidation, harassment, discrimination, victimisation and bullying so that they can be safe and happy in school. This underpins the school's vision statement where every pupil is known, valued and achieves as an individual. To achieve this, all members of the school community must work together through shared responsibility, positive relationships, mutual trust and respect.

This policy links with the Safeguarding Policy, School Exclusion Policy, Home-School Agreement, Code of Conduct, Attendance Policy, Equality Opportunities Statement, SEND Policy, Drugs Education and Dealing with any Drugs, E-Safety Policy, Home Learning Policy and Uniform Code. It reinforces the school's commitment to inclusivity and equality.

#### **Framework**

The day to day maintenance of good behaviour remains the responsibility of the Headteacher and staff, with the full support of the Governing Body.

The school is committed to achieving and maintaining the highest standards of behaviour and discipline among its pupils at all times. It seeks to achieve this by encouraging a positive attitude towards pupils, a recognition of individual strengths and achievements, and the development of self-discipline.

The school believes that the best way to manage and promote positive behaviour, and to motivate pupils, is through a structured approach with systems which recognise, praise and reward pupils' efforts and achievements.

The application of sanctions, which emphasise the unacceptability of poor behaviour, will be applied when required in a fair, consistent and proportionate way.

Liaison with parents plays an important part in maintaining good behaviour and discipline in school.

#### **Praise and reward systems**

Praising pupils, recognising achievements and a structured system of rewards, raise self-esteem. They encourage pupils to attain high standards by raising expectations, and increasing confidence and self-belief.

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Verbally acknowledging pupils' efforts, achievements, attitude and behaviour, is an integral part of the interaction between staff and pupils in all aspects of school life.

### **Key Stage Awards**

This formal and structured approach is used to reward pupils' academic effort, achievement and progress, as well as rewarding pupils for being good citizens, leaders and contributing to wider school and community life.

Heads of Department/Heads of School should ensure that rewards (and other ways of encouraging positive work and behaviour habits) are regularly discussed to ensure consistency and fairness are in place.

### **Merit Certificates**

These are awarded for outstanding work and effort in lessons and for home learning. These form an integral part of the reward system.

### **Physical Education and Arts Colours**

Awarded for participation in sporting events and representative honours.

### **Headteacher's Commendations**

These are awarded by individual teachers/departments to pupils who have produced work of an exceptional standard and for effort and contribution in lessons.

### **Positive Postcards and Letters to parents**

For exceptional effort, achievement or improvement, class teachers, Heads of Department or Heads of School can write to parents congratulating their child. This creates a direct, 'positive' link to parents.

### **Support and intervention strategies**

From time to time pupils may need direct support to maintain positive behaviour or to overcome difficulties in this area.

Careful monitoring by form tutors and staff can identify such pupils. In school, support and mentoring can be given by several members of staff, individually, by subject staff or tutors; by Heads of School/Heads of Department; by Senior Staff.

### **Individual reporting systems**

The school has a range of reporting systems to support individual pupils. These are designed to:

- Support pupils and encourage them to manage their own behaviour in a more positive way;
- Give pupils positive feedback from lessons to encourage them and raise self-esteem;
- Involve pupils in setting and monitoring their own targets for a range of behaviour;
- Provide information/evidence to assist in the mentoring process.

Parents play a key role in supporting their child when behavioural problems arise. They are informed when their child is displaying poor behaviour, and a positive dialogue is encouraged. With parental support, the chances of success for individual pupils is much greater.

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### Use of agencies outside school

The school has close links with a number of outside agencies/support workers which it can use to support individual pupils with behavioural issues and gain advice.

These include (not exhaustively, and in no particular order):

- General Practitioner;
- Child and Adolescent Mental Health Services (CAMHS)
- Early Support Care Co-ordination (ESCO) (for children with a disability and medical conditions);
- Educational Psychological Service (psychological support for a child's learning and development);
- Virtual School (support for Looked after Children at risk of exclusion);
- Behaviour Outreach and Support Services (one to one support for children with behavioural issues who may be permanently excluded);
- Children's Services (for safeguarding issues);
- Lincolnshire County Council Grief, Loss and Bereavement;
- Anger Management Counselling;
- Careers Service (to establish career aspirations and goals);
- Pupil Reintegration Team (support for children at risk of exclusion);
- Team Around the Child (children in need of additional support from different agencies);
- Police (legal advice/support/action);

### Sanctions

Praise and reward is an important part of the school's philosophy in managing pupil behaviour, setting high expectations and creating the right climate for learning.

However, sanctions will be applied when necessary (in accordance with this policy) in order to maintain good discipline for the whole school community and to educate pupils to make the right choices in the future.

The school may impose sanctions for misbehaviour at any time which could:

- Have repercussions for the orderly running of the school;
- Pose a threat to the pupil, another pupil or member of the public;
- Adversely affect the reputation of the school;
- Adversely affect learning;
- For offences which have occurred within the school boundary.

The school boundary includes:

- On the school premises;
- When a pupil is taking part in a school organised or school related activity;
- Travelling to or from school (whether or not in school uniform).

In the event that any pupil is found to be posting libellous or defamatory comments about the school or staff on social media, sanctions will be imposed in line with this policy. The school will also

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expect that any pupil removes such comments immediately. In serious cases the school will consider its legal options to deal with any such misuse of social media.

Sanctions must be fair, proportionate, equate to the 'offence', be clearly understood by everyone in the school and consistently applied. Sanctions range from verbal reprimands by teachers to permanent exclusion.

Sanctions can be applied for any unacceptable behaviour by pupils in breach of this policy. This can include (but not exhaustively) the following offences (in no particular order):

- Failure to hand in home learning on time or complete it to the required standard;
- Repeated lateness to registration;
- Breach of the Code of Conduct;
- Derogatory language including swearing;
- Rudeness;
- Defiance;
- Poor behaviour on the school bus;
- Breach of the school Uniform Code (on school website);
- Inappropriate use of school equipment and Information Technology;
- Smoking in school;
- Truancing from lessons or school;
- Bringing into school a mobile phone and using a mobile phone in school;
- Bullying including cyber-bullying and prejudice-based bullying relating to Special Education Needs, sex, race, religion or belief, disability, sexual orientation (homophobic and biphobic bullying) and gender reassignment (transphobic bullying) (See Anti-Bullying Policy);
- Acting in a manner to other members of the school community that does not accord respect to their rights including safety and welfare;
- Theft or attempted theft;
- Bringing alcohol into school;
- Bringing banned items into school e.g. weapon;
- Physical assault and violence;
- Use of drugs or suspicion of taking drugs (See Drugs education and dealing with any Drugs);
- Cyber bullying: the school cannot investigate cyber bullying, which has occurred outside school, however it has a responsibility to the welfare and safety of all pupils. As such, if an incident is brought into school whether through action, gesture or comment, the school will investigate this in the context of the totality of the incident and appropriate action taken.

### Detentions

Detentions can be used as an appropriate sanction depending upon the nature of the misbehaviour and context in which it occurs. Parents will be given a least 24 hours' notice for an after-school detention. Pupils are required to attend detentions as per the Home-School Agreement signed by parents and pupils. If pupils fail to attend a detention, it may be re-arranged. Repeated failure to attend detentions may result in pupils being withdrawn from lessons and placed in internal isolation for a period of time.

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### **Subject teacher/tutor detention (lunchtime/break time)**

For relatively minor incidents during lessons/form time, e.g. failure to follow teacher instructions; occasional lateness to registration.

### **Head of Department detention (usually lunchtime/after school)**

When a pupil continues to misbehave in lessons despite action being taken by the subject teacher e.g. continued low level disruption, failure to hand in home learning after a senior team detention has been given at lunchtime.

### **Head of School detention (lunchtime/after school)**

For more serious incidents in or outside lessons including before school, break, lunch and after school.

### **Senior Team detention (lunchtime)**

For failure to submit home learning at the required time.

### **Senior Team school detention (after school)**

For more serious incidents in lessons, around the school, or on the buses. This may be when the Head of Department or Head of School detentions have failed to have the desired effect. This includes failure to attend a lunchtime Senior Team detention for not handing in homework. After school detentions generate a letter home to parents informing them of the reason for the sanction, requesting their support.

## **Exclusions**

### **Types of exclusion**

The school Exclusion Policy details the circumstances in which a Fixed Term or Permanent Exclusion may be used for the most serious misbehaviour.

The school operates two other types of internal sanction; '**internal exclusion**' and '**suspended exclusion**'. These internal measures are not subject to any special rules which govern fixed and permanent exclusions and it is at the school's discretion when such sanctions can be applied.

### **Internal exclusion**

Pupils may be withdrawn from lessons and placed in internal isolation for short periods of time to work on their own for serious misconduct. This also includes withdrawal from normal breaks and lunchtimes. Pupils are set work by subject staff to complete on their own. Pupils may be placed in a quiet area in school.

It is at the discretion of the Head or School and Assistant Headteacher (Pastoral) to decide whether the circumstances surrounding the nature of the offence, or context in which it occurred, warrant internal isolation. Pupils may be withdrawn from lessons and placed in internal isolation where the school needs to investigate the incident and gather relevant information, including witness statements, to ascertain 'on the balance of probability' (see Investigations and Recording Incidents) what incident occurred, the circumstances and context surrounding the incident and who was to blame. This also allows pupils to be supervised, in some cases for their own safety.

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### **“Suspended” exclusion**

This internal concept is to allow pupils an opportunity to be sanctioned without serving a fixed term exclusion. It may be given where a pupil is not fully aware of the school's high expectations or where the circumstances of the offence and context in which it occurred warrant such action. This is at the discretion of the Headteacher or designated member of the Senior Team. When a pupil is given a suspended exclusion, depending on the nature of the offence, they may also spend up to two days in internal isolation withdrawn from lessons.

Once a suspended exclusion has been issued, if there is a re-occurrence of the same offence during the rest of the academic year, a fixed term exclusion will be invoked. A suspended exclusion lasts for the duration of the academic year.

Parents will be contacted by telephone as soon as possible to inform them that their child has been in internal isolation or given a suspended exclusion and the reason for this. Where parents cannot be directly contacted by telephone, where possible a message will be left on their answer machine informing them that their child has been in internal isolation. Parents will also be contacted in writing.

The school will not discuss the sanction of a pupil with another pupil or another pupil's parents.

### **Pupils at risk of permanent exclusion**

The school follows the DfE Statutory Guidance, 'Exclusion from maintained schools, academies and pupil referral units in England' in providing support and intervention steps for pupils at risk of permanent exclusion for a persistent breach or one-off breach of the School Behaviour Policy (see school Exclusion Policy).

In addition, pupils at risk of a permanent exclusion, may be asked to attend a Governor Support Committee meeting with their parents/carers. Its terms of reference are to:

- Take an independent view of what the school has done to support children at risk of permanent exclusion;
- Find out any mitigating circumstances, or justification, and to explore where the school and child goes from there.

The school does not attend the meeting, but sends in a written report, which goes to the panel and parents/carers.

This internal approach should hopefully reduce the likelihood of a permanent exclusion and is part of the school Behaviour Policy.

### **Investigations and recording incidents**

When an incident has occurred, it is important that it is investigated thoroughly and as soon as is practically possible. This is usually undertaken by either a Head of School or member of the Senior Team. Pupils may be withdrawn from lessons and placed in internal isolation where the school needs to investigate the offence and gather relevant information, including witness statements, to ascertain 'on the balance of probability' what incident occurred, the circumstances and context surrounding the incident and who was to blame.

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Sanctions will be imposed where it is shown 'on the balance of probability' that the incident occurred. This civil measure means that it is more likely than not that the incident took place. Pupils will be required to write witness statements (unless they require support, where it may be appropriate for a member of staff to write it for them) to explain what event occurred and when, where it took place, who else was present and what they saw and/or heard. Pupils may be interviewed (in some cases more than once) by the Head of School or member of the Senior Team to clarify points, ask further questions and establish 'on the balance of probability' what occurred so that appropriate action can be taken.

### **Searches**

Any screening, searches or confiscation will be carried out by a designated staff representative and in accordance with the DfE's: 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies'.

### **Recording incidents and referring pupils**

Staff complete an incident record on the school intranet to record behavioural incidents where action has and/or needs to be taken e.g. incidents of bullying, disruptive behaviour, lateness to school. This action may include: verbal reprimand, extra work, detention, removal from lesson etc. Incident records are available to the:

- Form tutor for information and possible action;
- Head of School for information and possible action;
- Senior Team for information and possible action.

It is important that this information moves as quickly as possible, in order to deal with incidents without undue delay. Incidents are reviewed by the Head of School and discussed with the Assistant Headteacher on a weekly basis.

### **Special educational needs and vulnerable pupils**

In deciding on any sanctions to be imposed, the school will pay particular regard to the special educational needs or disability or vulnerability of a pupil and endeavour to make reasonable adjustments as appropriate.

### **Training**

Staff will receive regular updates and training in behaviour management to support the implementation of this policy. This includes induction training for new staff, updates for all staff on INSET days, CPD twilight sessions and specialist training for key staff. In addition, members of the Governing Body will be kept up to date on key issues surrounding behaviour management.

### **Anti-bullying Principles**

All pupils are entitled to receive their education. The aim of the Anti-bullying Policy is to ensure that pupils can learn in a supportive, caring and safe environment without fear of being bullied, intimidated, harassed, discriminated against or victimised in school. This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect. This underpins the school vision statement where every pupil is known, valued and achieves as an individual. This policy reinforces the school's commitment to inclusivity and equality.

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### **Aim and purpose**

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff are a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity are celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

### **Definition**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone;
- Attacking property – such as damaging, stealing or hiding someone's possessions;
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone;
- Psychological – such as deliberately excluding or ignoring people.

Bullying can be based on any of the following things:

- Race (racist bullying);
- Religion or belief;
- Culture or class;
- Gender (sexist bullying);
- Sexual orientation (homophobic or biphobic bullying);
- Gender identity (transphobic bullying);
- Special educational needs and disability (SEND);
- Appearance or health conditions;
- Related to home or other personal situation;
- Related to another vulnerable group of people e.g. Free School Meals, Looked After Children, Young Carers.

Bullying is anti-social behaviour; it is abhorrent and totally unacceptable. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, self-harming, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Incidents of bullying will be dealt with under the Sanctions section of the school Behaviour Policy within the school boundary.

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### **Racism**

The school follows the Lincolnshire County Council guidance document on 'Dealing with and reporting racist incidents in school'.

The school supports the Lincolnshire Local Authority and police definition of racism: 'Any incident which is perceived to be racist by the victim or any other person in school'. Racist behaviour can take many forms including:

- Physical assault;
- Physical intimidation;
- Verbal abuse;
- Insensitive/inappropriate remarks/comments/jokes;
- Racist graffiti;
- Written comments and drawings;
- Abuse of or damage to personal property;
- Disrespect.

### **Sexual orientation (homophobic or biphobic bullying)**

**Homophobic bullying** is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bisexual. It can also suggest that someone or something is less worthy because they are lesbian, gay or bisexual. Homophobic bullying is also often targeted at pupils who have lesbian, gay or bi family members, and pupils who do not conform to gender stereotypes or are seen to be 'different' in some way.

#### **For example:**

- A girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other students because she has short hair;
- A boy who is picked on for being gay at break-times because he does not want to play football; 'He must be gay if he doesn't like football';
- A girl who reports that since she came out as a lesbian, other girls in her class keep moving away from her and giggling every time they are in the changing rooms.

**Examples of homophobic language** could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms.

- 'That's so gay' or 'you're so gay'; 'those trainers are so gay';
- Someone calling another student a 'dyke' or 'faggot'.

**Biphobic bullying** is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation, or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

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### For example:

- A bisexual student receiving ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and girls;
- A bisexual student repeatedly being asked probing or intimidating questions such as 'can't you make your mind up – do you fancy boys or girls?' or 'why can't you be normal and just pick boys or girls?'.

### Examples of biphobic language:

- Shouting 'bi-bi';
- Referring to a bisexual person as 'greedy'.

**Gender identity (transphobic bullying)** is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans, but can also affect those questioning their gender identity as well as pupils who are not trans but do not conform to gender stereotypes.

### For example:

- Students pestering a trans young person with questions about their gender such as 'are you a real boy?' or 'are you a boy, or are you a girl?' or asking questions like 'do you wear knickers or boxers?' or 'what body parts do you have?'
- A girl being teased and called names referring to her as a boy or trans because she wears trousers or 'boys' clothes;
- A boy who tells his friends that his dad is now his mum suffers others pupils laughing and repeatedly telling him 'that can't happen – your dad's a freak'.

### Examples of transphobic language:

- Referring to a someone as a 'tranny';
- That long hair makes you look like a right gender bender!'

### Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying.

### Sexist language

There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

### Example of sexist language:

- The word 'girl' is sometimes used to mean that something or someone is rubbish or less worthy: 'Don't be such a girl' or 'you kick like a girl'.

### School responsibilities

- To foster in all pupils self-esteem, self-respect and respect for others in accordance with school policies and the Code of Conduct;

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- To encourage a culture of 'open listening' where pupils can report bullying without fear of intimidation or reprisal;
- Be aware of the signs of bullying and act promptly and firmly in accordance with the policy;
- If a pupil reports that they are being bullied, they should always be taken seriously and the matter reported to the Head of School;
- If a member of staff or parent suspects a child is being bullied, the matter should be reported to the Head of School immediately who will investigate and take relevant statements from pupils;
- The form tutor and parents will be kept informed of the investigation and outcome of their own child;
- The Head of School will record the incident in the pupils' intranet record incident file;
- Sanctions will be used as appropriate and in accordance with the School Behaviour Policy. If it is a serious incident or a second (or further) offence, the situation will be monitored on a regular basis by the Form Tutor or Head of School;
- Where appropriate, additional support will be offered e.g. mentoring, peer counselling (mainly for Year 7), signposting where support can be accessed;
- Within the curriculum, the school will raise the awareness of the nature of bullying, through inclusion in PSME, form tutorial time, assemblies and subject areas as appropriate, in an attempt to eradicate such behaviour. Pupils are encouraged to understand the possible effects of bullying on the victims and the consequences for those involved in bullying;
- To provide safeguarding training for all staff. In addition, induction training for new staff, updates for all staff on INSET days, CPD twilight sessions and specialist training for key staff will be offered.

### **Pupil responsibilities**

- Not to take part in any kind of bullying and should watch out for potential signs of bullying among their peers;
- To never be bystanders to incidents of bullying;
- To talk to a member of staff of their choice e.g. Form Tutor or Head of School, to disclose or report any incidents of bullying;
- To accurately record what has happened, when it happened and how they feel, including the names of any witnesses;
- Not to try and deal with the problem on their own;
- Support other pupils who may have been subjected to bullying.

### **Parents' advice**

Parents should:

- Look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour;
- Contact their child's Head of School to report incidents of bullying, or possible bullying. These will always be dealt with seriously and investigated with the information provided;
- Encourage their child to talk to a member of staff they feel they can trust to report a bullying incident e.g. Form Tutor or Head of School;

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- Advise their child not to discuss the matter with other pupils in school, retaliate or take the matter into their own hands;
- Keep a record of any reported incidents of bullying;
- Work in partnership with the school if their child is accused of bullying to try and establish the truth and point out the implications of bullying for all concerned;
- Support the school in their findings and any sanctions imposed.

Cyber bullying is an increasing problem for schools and society as a whole. Parents are advised to talk to their child about the dangers of cyber bullying and support available which is signposted on the school website.

### **Useful contacts**

Childline 24 hour help line

Anti-Bullying Campaign

Kidscape: Parent Advice Line Bullying

NSPCC

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### **Banned items - Principles**

There are a broad range of items which, if brought into a school setting or, in the possession of a young person, could compromise the health and safety of the individual pupil, other members of the school community, including students, staff or visitors to the school.

The Governing Body has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

This policy has been drawn up in accordance with DfE Guidance.

This policy should be read in conjunction with the school's published Drugs Policy, Behaviour Policy, Exclusion Policy, Safeguarding Policy, Uniform Policy and Health and Safety Policy. It has been produced using the Lincolnshire Children's Service recommended model.

### **Prohibited items**

The DfE's 'Searching, screening and confiscation advice' is the foundation for this policy and it identifies prohibited items as:

- Knives or weapons (see definition below);
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco products;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil);
- The Headteacher or designated member of the Senior Team can also search for any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

*For the purpose of this policy, the definition of 'knife' is this document includes any bladed article including: craft knife, Stanley knife, Swiss army knife, fishing knife, razors, kitchen knives etc. or any bladed item.*

*The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item intended for the purpose of assault or defence.*

The above is not an exhaustive list and could include other bladed items or weapons not specified above. The policy is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others. Details of the response to, and management of, any incident involving any type of drug/alcohol/tobacco are included in the school Drugs Policy.

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### Unauthorised items

In addition to the prohibited items identified and detailed in the DfE's 'Searching, screening and confiscation advice', there are a number of other items which could cause harm, distress or injury to pupils or persons or 'adversely affect good order and discipline of the school community'.

The Governing Body consider that the following items are inappropriate and should not be brought into school:

- Chains;
- Catapults;
- Lighters, matches;
- Tools (scissors, screwdriver, hammer, nails etc.);
- Pepper sprays and gas canisters;
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass;
- Laser pens;
- Dangerous chemicals (acids, hair dyes, bleachers, nail varnish remover etc.);
- Aerosol (including deodorant and hair spray);
- E-cigarettes;
- Stink bombs;
- Solvents;
- Chewing gum;
- Energy drinks;
- Super Glue;
- Needles (syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school medical policy);
- Offensive material – pornographic, racist, homophobic, extremist material (in any medium);
- Rope, cable ties.

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

### Incidents outside school

The above items are inappropriate and possession of such items in school, on the journey to and from school, on a school trip or any extracurricular activity – on or off the school premises – is unacceptable. The response to any pupil found with or believed to have possession of such items will be managed in accordance with the school Behaviour Policy.

### Publication and awareness

This Policy will be actively promoted to parents, staff and students by the use of:

- PSME;
- School website;
- Assemblies;
- Individual pupil plans (where appropriate);
- Newsletters;

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- Induction processes for new pupil admissions and new staff.

The school maintains a robust and comprehensive risk management of all legitimate items held for the purpose of pupils' education e.g. craft knives/scissors/kitchen equipment/science equipment/chemicals/ tools etc. as required for the school's own teaching facilities. This includes classroom arrangements for maintaining a safe learning environment and for monitoring and checking items.

All dangerous chemicals and equipment held in school will be stored in accordance with the COSHH guidelines including those for education purposes and for the routine maintenance and cleaning of the school premises.

### **Consequences**

The school understands that pupils can make poor choices and that these choices may from time to time breach the above standards of expected behaviour, or a pupil may foolishly or unwittingly bring into school an inappropriate or prohibited item.

When considering the consequences of such an event, the Headteacher or designated member of the Senior Team will thoroughly investigate the circumstances and, if necessary, the Headteacher will exclude the pupil for a fixed term period whilst this process is underway.

When reviewing the appropriate response, the Headteacher will have regard to any likely consequences following from any breach including, safeguarding the pupil involved, impact on pupils, members of staff and the wider school community. In their deliberations the Headteacher will review:

- Motivation and intention;
- The specific item;
- Pupil awareness of the health and safety implications of the item in their possession;
- The pupil's own statement;
- Any threats or intimidation made referring to or using the item;
- Any mitigating circumstances e.g. victim or bullying;
- Frequency/repeated breaches;
- Manipulation/duress of the student by others;
- Vulnerability of the pupil;
- Any SEND the pupil may experience.

### **Responding to an incident involving prohibited or unauthorised items**

All screening, searching or confiscation will be carried out by a designated staff representative and in accordance with the DfE's 'Searching, screening and confiscation advice'. The item will be confiscated and locked securely in the school office.

A photograph/photocopy of the confiscated item including a scale to illustrate the size will be taken.

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The pupil will be removed to internal isolation and given the opportunity to make a statement concerning their reasons for having this item in school.

Parents will be contacted by telephone.

If necessary, a fixed term exclusion will be considered to give opportunity for the incident to be investigated by the Headteacher or member of the Senior Team including taking witness statements from other pupils and staff members.

The Headteacher will consider whether it is appropriate to inform the police. For all incidents which involve the possession of a weapon, the police will be informed.

In the event that the item has been used to intimidate, threaten or harm others, the police will be informed.

### **Safeguarding response to incident involving banned items**

The Headteacher will always consider their safeguarding responsibilities arising from the discovery of a banned item and will make referrals as appropriate:

- If the incident is in relation to drugs, the Headteacher will refer to the school Drugs Policy;
- If the item confiscated constitutes a safeguarding concern, e.g. possession of pornographic material, this must be reported in accordance with safeguarding procedures;
- If the item confiscated constitutes racist or extremist material, the school will make a referral to appropriate agencies and establish support to address these concerns;
- If the item confiscated was held for the purpose of self-harm, the school will make a referral to appropriate support agencies and consider making a safeguarding referral;
- The school will always consider a multi-agency approach to addressing wider needs including completing an Early Help Assessment with the family.

### **Consequences**

Following investigation, the Headteacher will consider an appropriate response to minimise further breaches and to support the pupil's continuation in school. This could include one or a combination of the following (in no particular order):

- Letter home;
- Family/school meeting;
- School-based sanctions;
- A period of internal isolation;
- Amended timetable;
- Restrictions on movement around school site;
- Detentions;
- Fixed term exclusion;
- Changing teaching groups or forms;
- Restorative conversation;
- Pastoral Support Plan;

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- Behaviour contract;
- Referral to external support;
- Risk assessment;
- Managed move.

### **Fixed term and permanent exclusion (see school Exclusion Policy)**

Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

