

Eckington School

Behaviour for Learning Procedure

Reviewed: September 2025

Next review: June 2026

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Date ratified by Eckington SLT: September 2025



Eckington School

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Contents

1. Rationale	4
2. Aim	4
3. Our approach requires.	4
4. Establishing outstanding behaviour for learning	5
5. Ethos and Culture	6
The Eckington Way	6
6. Expectations	6
7. Punctuality	7
Meet and Greet	7
Punctuality to School	7
Punctuality to Lessons	7
8. Rewards	8
Achievement Points	9
9. Behaviour in Lessons	10
10. Isolation	10
11. Corrections	11
12. Other expectations in and around school	12
13. Escalation and Support	12
Tutor time	12
Year Teams	13
Inclusion and SEND Team	13
SLT	13
Reports	14
Tutor Report	14
Key Stage Report	14
SLT Report	14
PSP	14
Additional Behaviour Intervention Support	15
Tier 2	15
Tier 3	15
14. Sanction Stages	16
Sanctions	16
15. Recording Behaviour Incidents	18
16. Appendix and Glossary	19
On Call and Isolation Procedures	19
On-Call	19
Isolation Room Procedures	19
Key Stage Referral Panel	20
Inclusion and SEND Team	20
Banned Items	21
Search and Confiscation	21
Search and Confiscation Process	22
Serious Incidents	23
Zero-tolerance approach to sexual harassment and sexual violence	24
Zero-tolerance discriminatory and prejudiced behaviour	24
Internal Isolations	25
Suspensions and Permanent Exclusions	25



Off-site behaviour 26
Malicious Allegations 26

1. Rationale

The Behaviour for Learning Procedure is a system that seeks to promote high expectations of all students to achieve the vision of 'Outstanding Achievement for All'. This is underpinned by the Eckington Way which is made up of 5 key principles.

Eckington School wants everyone:

- To be Safe
- To be Polite and Kind
- To be Prepared
- To be Calm
- To be Ambitious

2. Aim

The Behaviour for Learning Procedure promotes an ethos of collective responsibility for the successful management of behaviour for learning. Students need to experience consistency in the application of the procedure for it to promote equality and inclusion for all. Reward and praise must outweigh sanctions, and a positive culture of shared goals and success is to be created in all classrooms. We wish to provide an environment where students are mutually respectful, supportive of each other and achieve. We will actively target and tackle any type of behaviour that impacts on the wellbeing and success of students, or which leads to inequality within our school community.

This procedure establishes the process and practices for rewarding students and ensuring behaviour that impacts on the learning of others is dealt with effectively and in a timely manner. It was created in consultation with staff at all levels and students.

Factors that may impact on student behaviour, including Special Educational Needs and Safeguarding Concerns, do not form part of this procedure. The individual needs of these students, and thereby individualised interventions undertaken, are recorded on the relevant areas of the students' file within school.

3. Our approach requires.

- This policy is underpinned by student choice.
- All interactions are positively framed.
- All staff to model the principles in the Eckington Way.
- Close liaison by all stakeholders, including staff and parents.
- Staff to be welcoming, supportive, and positive at all times.
- Lessons to be planned which meet the needs of all learners.



- The same high expectations established in all classrooms.
- Consistency in the use of sanctions and rewards.
- A focus on the wellbeing of the students.
- Staff to feel supported by the behaviour processes and systems to teach to the best of their abilities.

4. Establishing outstanding behaviour for learning

Praise, positive relationships and engagement and meaningful learning experiences are the best methods for ensuring good learning behaviours. Students respond well to consistency, routines, and relationships. When poor behaviour does occur, this must be dealt with consistently by all teachers with equity of sanction. It should be challenged, and the appropriate response and outcome issued.

The principles of effective classroom management are **high expectations; acknowledgment of positive behaviour; setting clear boundaries which are communicated; and providing appropriate feedback and responses.**

5. Ethos and Culture

The Eckington Way

At Eckington School we strongly believe that our ethos and culture is at the core of all we do. Therefore 'Outstanding Achievement for All' is at the centre of all practices in the school, ensuring all students have the best chances of success, and their outstanding behaviour makes this possible.

To support this, we have identified the principles underpinning the 'Eckington Way'.

Safe: safety is at the heart of everything we do at Eckington School

Calm: students are expected to be calm on corridors, in lessons, around school and on school busses

Polite and Kind: students are expected to treat other students and staff with respect and kindness.

Prepared: students are expected to have good levels of attendance and punctuality. Students are also expected to bring the correct equipment to school and wear the correct school uniform.

Ambitious: students are expected to try their very best in all aspects of school like to enable them to maximise their full potential and leave Eckington School with excellent qualifications.



6. Expectations

At Eckington School we aim to establish the same high expectations of all students. These are all clearly linked to the principles in the Eckington Way. The Eckington Way is taught explicitly to students. The principles of the Eckington Way are clearly displayed in classrooms and displayed around the school.

Eckington School has high expectations of all students and will issue rewards consequences to students linked to the Eckington Way.

7. Punctuality

Arriving on time and being prepared to learn are essential for success at Eckington School and beyond. They encourage an important lifelong skill for the individual and ensure an orderly start to learning for all students. (Linked policy: Attendance Policy).

Registration is an important part of our school day as this is an opportunity to narrate a warm, happy start to a day. Punctuality is important as we respect to each other and respect learning time.

Meet and Greet

Students will be welcomed into school via 'Meet and Greet' in a morning and for each lesson. Form tutors will Meet and Greet students from 8:25am in their tutor room.

Punctuality to School

Students will enter Eckington School through the student entrances. They will be welcomed into school, by members of SLT and the pastoral team between 08:10 and 8:30.

This will achieve the following:

- Provide a welcome to the day and set the tone for positive and supportive relationships with staff.
- Encourage punctuality.
- Provide opportunities to check uniform, preparedness to learn and well-being concerns.

Students who arrive after 8:30am will enter the school by the main reception. They will be issued with a correction in their planner 'Be prepared for our day by arriving to school before 8:30am'.

Students who arrive to school after the start of the school day will receive a late detention. All late detentions will be completed on the same day, at lunch and last for 20 minutes. Parents and carers will be notified by email on the day of the detention.

Any student who is late to a lesson for legitimate reasons should be issued a note in their student planners.

Punctuality to Lessons

All staff will 'Meet and Greet' students at their classroom door. This will provide a positive welcome, a check of being 'Ready to Learn' and will encourage other students off the corridor and into classrooms to begin learning. It also provides support for colleagues who are not present at their classroom, due to teaching or other commitments across the school site, and supervision for students who are awaiting the arrival of their teacher. Students will be provided with a big question or thinking activity displayed on the board or handed out at the door that can be completed with minimum teacher input.

On-call staff, (On-call is a timetabled hour each period where a member of staff supports colleagues if requested) with support from SLT and Pastoral team where possible, will support around school for the duration of each lesson.



Students who are late to lesson after 5 minutes when the attendance register is taken will be marked as late. All students who are late to lesson will receive a correction. If students are over 7 minutes late, they will receive a 30 minute, after school detention.

Students who miss over 10 minutes of their learning will be considered to be truanting and will receive a 60-minute, same day, after school detention.

Students must have a toilet pass, out of lesson pass or inclusion pass in their planner if they are on corridors after lesson start time. **Students are expected to only use the toilet during break and lunchtime.**

8. Rewards

Positive comments, positive interactions, praise, and rewards must outweigh negative interactions and consequences.

Rewards at Eckington School are:

- **Fair** – students systematically receive weekly rewards for attendance, punctuality, and positive behaviour. Thusly, students are constantly recognised for ‘getting it right’ every day and every week. All students who deserve reward are rewarded. For those who go beyond the expectations they will receive additional reward, but this will be appropriate.
- **Consistent** – rewards are given for all aspects of school life and are given consistently by all staff.
- **Simple** – what is rewarded is clear and follows a consistent criterion.

Teaching staff can reward students in the following ways:

- Verbal praise.
- Comments on work. (Linked policy: Feedback)
- Achievement Points
- Star of the lesson
- Certificates.
- Postcards
- Sending students to Year Team/SLT for praise and recognition.
- Positive contact with home.
- Public display of work.
- Acknowledgement through assembly.
- Certificate/award at presentation evening.

Achievement Points

Praise is central to The Eckington Way. At Eckington School we will celebrate when students meet our expectations and go above and beyond. All students are systematically rewarded Achievement Points for meeting The Eckington Way.

Achievement points are issued by teachers throughout the day. In lessons teachers may issue the following:

Behaviour Type	Points
Star of the Week	+15
Star of the lesson	+10
R1 – R5 R1 – Ready to Learn R2 – Resilient R3 – Resourceful R4 – Respectful R5 - Reflective	+2
5 Commendations	+5
10 Commendations	+10
15 Commendations	+15

Every lesson each teacher will issue one star of the lesson worth 10 Achievement Points.

Students will also receive achievement points and rewards for demonstrating The Eckington Way around the school at lesson transitions and social times. This will be done by commendations in the student planner.

At 5 commendations parents will receive a text message home and 5 achievement points will be logged.

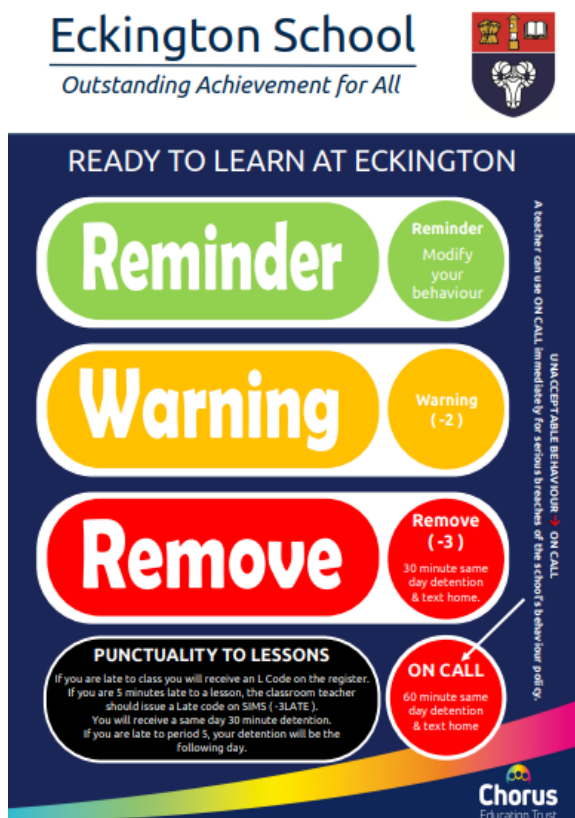
At 10 commendations parents will receive a call from staff in school to celebrate this achievement and 10 achievement points will be logged.

At 15 commendations students will receive a queue jump pass for 1 week and 15 achievement points.

9. Behaviour in Lessons

All students are to adhere to the high expectations at Eckington School. All of which are linked to The Eckington Way.

During lesson time when students do not meet the Eckington School Expectations staff at Eckington School use a **Reminder, warning, remove** system to ensure student behaviour is improved to meet expectations.



Eckington School
Outstanding Achievement for All

READY TO LEARN AT ECKINGTON

Reminder (Modify your behaviour)

Warning (-2)

Remove (-3) (30 minute same day detention & text home.)

ON CALL (60 minute same day detention & text home)

PUNCTUALITY TO LESSONS
If you are late to class you will receive an L Code on the register.
If you are 5 minutes late to a lesson, the classroom teacher should issue a Late code on SIMS (BLATE).
You will receive a same day 30 minute detention.
If you are late to period 5, your detention will be the following day.

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Reminder: A reminder is framed positively to explain clearly to the student what behaviour is expected. Reminders are only issued after the first 5 minutes of a lesson.

Warning: A warning is used to explain to students what is expected of them. Teachers will log this on SIMS, and this will be -2 behaviour points.

Remove: Students will be told to go to the remove room with work from the lesson they are in. On-Call will be used to talk to the class teacher and ensure students are working effectively in the remove room.

This will automatically trigger a same day, lunch time same day. (See section on detentions).

Please note: Remove can be used immediately for a serious incident.

Students will receive -3 behaviour points. Parents will be informed by a text message.

10. Isolation

If a student does not attend a 60 minute after school detention, they will be sent to isolation for a full day. This day starts at 8:30am and finishes at 4pm.

The school will use the isolation room for behaviours that are serious and are significant breaches of The Eckington Way. All decisions on these will be made by the Senior Leadership Team and Pastoral Leaders in school.

11. Corrections

Eckington School students are ambassadors for the school and as such are expected to conduct themselves in a positive manner. In line with the Eckington Way. At all times the aim should be for a student to be the best version of themselves.

We balance this between corrections and commendations.

A correction can be issued following a reminder and warning for anything staff feel contravene the Eckington Way.

The following rules apply throughout the school day, including before and after school whilst the student is on school site:

- Be polite and show respect for other people.
- Be safe at all times.
- Be Calm - movement around the school site. Walk around the school sensibly and quietly.
- Be Prepared – This is around uniform, equipment, punctuality.
- Be Ambitious – Having high expectations of themselves and each other.
- Do as you are told by all staff – first time, every time, no excuses.
- Wear your school uniform correctly at all times with pride.
- Look after property and put all litter in the bins provided.
- Mobile phones / electronic devices including earphones are switched off and out of sight.
- Use the designated footpaths and walkways.
- Promptly go to the location you are supposed to be.

For any behaviour that contradicts the rules, a timed written correction is placed in the Student Planner. Some behaviours may be worth more than one correction, any changes will be shared with students. A correction may be issued in the Student Planner for anything that does not show that students are following the Eckington Way. Below are some ideas of how to write the correction.

- Loitering / Slow timing to lessons – Be prepared for your lessons by being on time / Be ambitious for yourself and don't miss your learning.
- Running on the corridor – Be safe around school and remember to walk.
- Poor behaviour on the corridor – Be safe around school and keep your hands to yourself.
- Incorrect uniform –non-uniform items being worn. Be prepared for your next lesson by wearing your uniform correctly.
- Swearing – Be polite and kind and use appropriate language.

This list is not exhaustive.

The following sanctions are in place for Student Planner Corrections

5 Planner Corrections in a week	lunch time same day detention / -3 behaviour points
10 Planner Corrections in a week	60-minute next day detention / -4 behaviour points
15 Planner Corrections in a week	Internal Suspension / -5 behaviour points

Refusal to hand over Student Planner:

This is considered defiance. Students are given time to make the right decision. If the student still refuses to comply the following will take place:

- 'On-Call' is requested.
- The planner is to be handed over to 'On-Call' so the original comment can be written, and same-day 60-minute detention will be issued.
- If the student refuses to hand over the planner to 'On-Call', they will be internally suspended or if extreme defiance suspended for a fixed term period or equivalent sanction.
- At the start of the school day (tutor time) student can be issued with a temporary planner in exceptional circumstances from their HOY/PSA.

12. Other expectations in and around school

Smoking and Vaping

No smoking is allowed under any circumstance on the school site, this also includes vaping. If a student is caught in possession of smoking or vaping paraphernalia, they will be issued with a 60-minute detention a student is repeatedly caught with smoking or vaping paraphernalia, this could lead to an internal suspension. Any student caught smoking or vaping will be isolated for a full day until 4pm.

Mobile Phones:

At any time if a student is using their phone the phone will be confiscated by the teacher and passed to on call who will take phone to student reception, where it will be locked away for the remainder of the day. Students should collect their phones from student reception at the end of the day.

13. Escalation and Support

At Eckington School we will support students to modify their behaviour and meet the Eckington Way through positive support methods and via escalation of sanctions and reports. This support comes from: Form Tutors, Year Teams, Inclusion & SEND Team and SLT.

Tutor time

Tutor Time is an essential part of life at Eckington School. It provides a constant and first point of contact for students and an opportunity to support and guide students pastorally and academically.

Tutor time supports behaviour via the following:

- Tutors to check behaviour points for previous day. This information is used for Behaviour Mentoring discussions with tutees and checking behaviour reports.

- Uniform is checked and uniform slips issued as appropriate. Issues are shared with Key Stage in Thursday briefing. (Linked Policy: Uniform)
- Check for basic equipment for the day (*Basic equipment – Pen, Pencil, Ruler and Planner in a bag.*)

Year Teams

Heads of Year and Pastoral Support Assistants play an important role in supporting students and staff following a behaviour issue. They are responsible for:

- Providing daily support, guidance and intervention concerning behaviour.
- Monitoring student behaviour points weekly and cumulatively across half-terms and the academic year.
- Monitoring punctuality and overseeing Punctuality detentions (in liaison with the Attendance Support Officer and linked to the Attendance Policy).
- Supporting students via Year Team Report including meeting with students, communicating with parents / guardians, monitoring and reviewing progress.
- Supporting students at risk of permanent exclusion, with SLT, via support mechanisms and PSP (Personal Support Plan) including meeting with students, parents and SLT to discuss academic and pastoral progress, target setting, monitoring, and reviewing progress and regular communication with parents / guardians.
- Preparing information regarding behaviour for Referral Panel Meetings.
- Investigating and sanctioning serious incidents, in conjunction with SLT, staff and other pastoral team colleagues.

Inclusion and SEND Team

The Inclusion and SEND team provide interventions with students concerning behaviour. These are individualised and formulated by the team and agreed at the Referral Panel meetings in liaison with Heads of Year, Pastoral Support Assistants, Pastoral Managers and Deputy Headteacher: Culture.

Where these interventions require parental involvement or communication the relevant member of the team will inform parents.

SLT

SLT provide both strategic leadership and operational support with behaviour issues. This includes:

- Deputy Headteacher: Strategic Lead for Culture undertaking: policy review, behaviour strategy planning, behaviour strategy monitoring and Q&A, leadership of Referral Panel process.
- Supporting On-call and isolation through timetabled periods for both.
- Day-to-day support of all colleagues as required.



- Supervision of students on corridors and around school at: lesson change over, before school (Meet and Greet), break-time, lunchtime and after school.
- Liaison and support for Year Teams with reports, PSP, and parental meetings where appropriate.
- Investigation and action following serious incidents.

Reports

If behaviour issues persist for students and they reach certain thresholds students will be supported via a report. The report will be a single score 1-4 linked to the Attitude for Learning scores. Reports are set-up and recorded on SIMS. All reports will be reviewed in the following school day and further intervention and action taken as required. Failure by a student to successfully complete a report will result in a Behaviour Point and repeated failure will result in a period in isolation.

Tutor Report

- To be completed by class teacher in all lessons.
- To be reviewed daily in tutorial with tutor.
- Tutor to pass on concerns to Key Stage team.

Key Stage Report

- To be completed by class teacher in all lessons.
- To be reviewed daily with Key Stage Team.
- Key Stage to pass on concerns to Key Stage Referral Panel.

SLT Report

- Meeting to be held by SLT and Key Stage Team with parents prior to commencement.
- To be completed by class teacher in all lessons.
- To be reviewed daily with SLT member.
- SLT to feedback via Key Stage Referral Panel.

PSP

- To be completed by relevant staff.
- To be reviewed daily and weekly by Key Stage teams and SLT.
- Feedback via parental meeting.

Additional Behaviour Intervention Support

For students where behaviour issues are persisting, they will be added to the referral panel agenda. The referral panel will determine if the student is at risk of suspension or permanent exclusion and will assign the student to either a Tier 2, engaging in persistent low-level disruption and at risk of isolation or suspension or Tier 3 engaging in persistently disruptive behaviour and at risk of repeated isolations, repeated suspensions, or permanent exclusion.

Tier 2

For T2 pupils the following can be used:

- Discussed at Referral panel meeting.
 - Formal warning issued.
 - Referral made to external agencies.
 - Allocation of a key worker
 - Referral made to internal early help.
 - Review place on SEND register.
 - Final Formal Warning issued by AHT.
-
- Inclusion Panel Referral
 - Sets reviewed.
 - In class support offered by teacher.
 - Discussed at weekly staff briefing.
 - Staff CPD around common themes
 - AHT meeting with parents
 - In class observation done and actions agreed and shared.
 - AST structured interventions.
 - Form tutor report.
 - Head of Year / PSA report.
 - PSP - Mentoring programme.

Tier 3

For Tier 3 students' intervention will focus on continued dialogue between school, parents and the student and will include:

- Stage One Behaviour Contract
- Stage Two Behaviour Contract
- PSP
- Governor Behaviour and Suspension Panel
- Alternative Provision or 'Off-site Direction'
- Managed Moves
- Final Formal Warning Contact with a school governor

14. Sanction Stages

At Eckington School we believe that praise, positive relationships and engagement and meaningful learning experiences ensure a limited number of students will require a sanction. However, some students will require further intervention and support to ensure they make changes and improvements to their behaviour.

The sanctions and processes within the policy are summarised below:

Sanctions

Sanction	Description
20 minutes - Lunch time same day detention	<p>Issued following a repeat of behaviour that does not meet the Eckington Way in lesson.</p> <p>Students are removed from lessons following continued disruption to learning.</p> <p>5 Corrections issued in the student planner.</p> <p>Over 7 minutes late to lesson.</p>
Remove Room	<p>Students will go with work from their lesson to the remove room if they have been removed from learning.</p> <p>Students will only remain in the remove room for the duration of that period.</p> <p>Students will be issued with a lunch time same day detention. The remove room follows the same escalation framework. If students receive a reminder, a warning and are then removed they will receive a next day 60-minute detention. Students will remain with a member of the senior team for the rest of that period.</p>
60-minute next day detention	<p>Issued for:</p> <ul style="list-style-type: none"> • Failing to meet expectations in a lunch time same day. • Failing to attend a lunch time same day. • Defiance to staff • 10 Corrections in the student planner • Any behaviour that the pastoral team feels does not meet the high standards set out in The Eckington Way. <p>Parents will be informed by email.</p>
Isolation	<p>Students are secluded from lesson for a period of from 1 – 5 days and this is used for:</p>



Sanction	Description
	<ul style="list-style-type: none">• Serious Incidents• Multiple Incidents in day• Failed to meet expectations in a 60-minute detention.• Failure to attend 60-minute Detention.• Reaching Behaviour Point Thresholds <p>The pastoral team will inform parents.</p>
Reports	Issued by tutor, Year team or SLT. ATL scores to support students improve behaviour
Suspension	Linked Policy: Exclusions Linked Document: Eckington Suspension Process Linked Document: Governor Behaviour and Suspension Panel
Permanent Exclusion	Linked Policy: Exclusions



Behaviour Points

Behaviour Type	Points
Final Warning	-2
Late after 7 mins	-3
Removal	-3
On Call (Defiance)	-4
On Call (Out of lesson)	-3
On Call (Truancy)	-4
Incorrect Uniform	0
Lack of Equipment	-1
Lack of Homework	-1
Planner Detention	-1
5 corrections	-3
10 Corrections	-4
15 Corrections	-5

15. Recording Behaviour Incidents

All staff have a responsibility to record behaviour incidents via Arbor. Staff will record the following:

- Behaviour Points.
- lunch time same days.
- 60-Minute Detentions.
- 5 Corrections.
- 10 Corrections.
- On-call and remove.
- Isolation.
- Suspensions.
- Permanent Exclusion.

16. Appendix and Glossary

Within this policy key terms, processes and procedures are referred to. These are, for the most part, specific to Eckington School. These key terms, processes and procedures are defined and explained below.

On Call and Isolation Procedures

On-Call

- On-call is used to support staff whilst they are teaching – with pastoral, behavioural and serious incidents.
- Students should not be sent directly to isolation. Where behaviour has escalated beyond a remove or staff require support, On-call should be sent for the Arbor alert function.
- On-call staff should respond quickly to the request and discuss the incident with the teacher. An action should be agreed with the emphasis on getting the student back into a classroom. If the student is compliant and the issue can be resolved, the student could be allowed to return to the lesson or placed in the remove Room.
- If the situation has moved past this stage and the student remains uncooperative, defiant, or aggressive they will be removed to a member of the pastoral or senior leadership team with work from the lesson.
- The teacher will log the incident on Arbor

Isolation Room Procedures

- On arrival to the Isolation Room, the Isolation Room Staff will register the student with the attendance team and ensure that work is set for the day. Each day a member of the senior team will be present to support the start of the day.
- The student will be expected to comply with Eckington School Expectations and the Isolation Room Expectations
- The student will work as directed and complete work set.
- Students involved in serious incidents, incidents that require investigation or demonstrate particularly challenging behaviour can be placed in the Isolation Room for the remainder of the day. If staff believes that the incident requires further investigation and therefore a longer period, they will contact SLT for further guidance.
- The Isolation Room Staff will report on how well the student complies with expectations whilst in the Isolation Room.



- If the student becomes disruptive, defiant, or aggressive whilst in the 'Isolation Room', a member of the Senior Leadership Team should be contacted immediately.
- Failure to follow the high expectations in Isolation could lead to further time in the isolation room, a suspension or removed to work with the senior team.

Key Stage Referral Panel

- Each Year Group, hold a fortnightly Referral Panel Meeting.
- In attendance each meeting are the following staff:
 - Deputy Headteacher: Strategic Lead Culture
 - Head of Year
 - Pastoral Support Assistant
 - Safeguarding Team Members
 - SENCO
- The Referral Panel will discuss and plan actions for students who require a multitude of interventions. These are then actioned and reviewed at the next meeting.
- Students are discussed in categories as follows:
 - CLA/ PCLA
 - CP / CIN / Safeguarding
 - SEND
 - Early Help and Well-being
 - Bullying Incidents
 - Search and Confiscation Incidents
 - Behavioural Concerns
 - Attendance including reduced timetable and AP.
 - General Concerns and new referrals

Inclusion and SEND Team

- The membership of this team includes:
 - Safeguarding and Inclusion Manager
 - Safeguarding Trained Staff
 - SENCO
 - Deputy SENCO
 - TAs
- The Inclusion and SEND team support students with safeguarding, emotional well-being and mental health needs and special educational needs.
- They oversee and co-ordinate several individualised interventions with students designed at the point of need in liaison with parents, staff, outside agencies, and other stakeholders.

Banned Items

The following items are banned in school:

- Animals
- Alcohol
- Cigarettes & E –Cigarettes including vapes.
- Fireworks and bangers including ‘snaps’ and all forms of banger.
- Laser Pens
- Electric Scooters
- Illegal substances - drugs, drugs paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs including THC.
- Weapons (incl. knives, BB guns, sharp objects)
- Any item brought into school with the intention of causing harm.

Possession of banned items can result in suspension or permanent exclusion.

Search and Confiscation

Eckington School undertakes Search and Confiscation in line with the DfE guidance as contained within *Searching, Screening and Confiscation: Advice for Schools* (July 2022).

As stated in section 4, school staff have the power to search a student under common law. Reasonable grounds for a search will be established and communicated to the student. Under section 28 staff can search a student’s outer clothing, pockets, possessions, and lockers. As stated in section 74 searches of data and files on an electronic device will also be conducted.

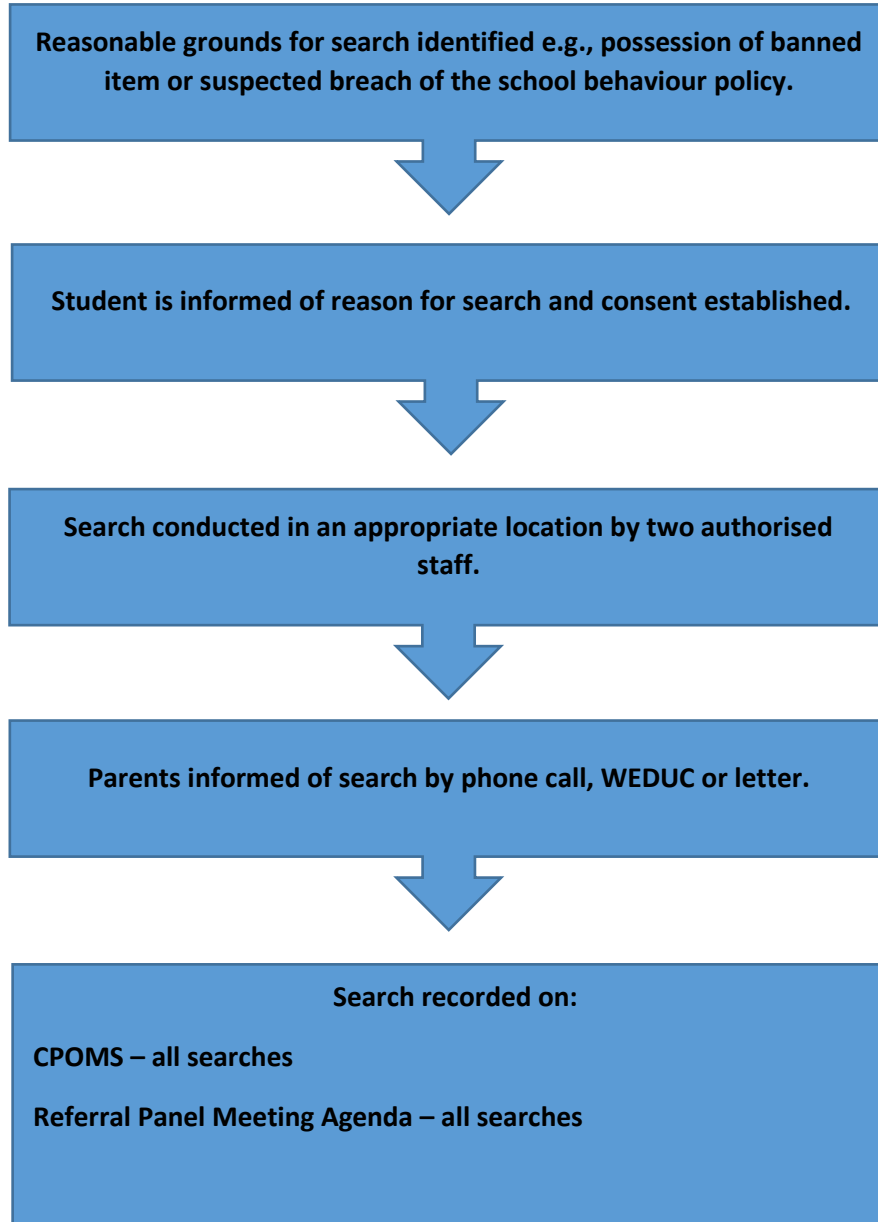
This will be carried out by staff authorised by the headteacher as stipulated in section 10. The staff authorised by the headteacher are:

- SLT
- Safeguarding and Inclusion Team
- SENCO and Deputy SENCO
- Key Stage Leaders
- Pastoral Managers.

Two members of staff will always be present when a search takes place.

Where a search takes place, it will be conducted with the student’s consent. Where a student refuses to a search, parents will be informed and asked to attend school to support the search. Once a search has been conducted the parents **must** be informed and the search recorded on the school systems.

Search and Confiscation Process



N.B. When searching the phone of a Muslim student; ask regarding images of females without head coverings etc. If student says phone contains such images the phone search is to be conducted by a female member of staff.

Serious Incidents

(Please note this list is not exhaustive and types of incidents may occur that do not appear on this list, but school staff determine as serious and therefore will be dealt with as such)

- Repeated breaches of the school rules
- Any form of bullying and aggressive behaviour
- Assault
- Banned items in school.
- Bullying (Physical, Emotional, Cyber or Written)
- Damage to property / Vandalism
- Dangerous behaviour
- Drugs
- Fighting
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature such as-
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Theft
- Smoking
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour – written including online, verbal, or physical.

This includes prejudice based and discriminatory behaviour including, (the list below is not exhaustive and is a guide. It will change as circumstances dictate):

- Racial
- Faith-based / religion
- Gendered (sexist)
- Homophobic/ biphobia
- Transphobic
- Disability based / Ableist.
- Unacceptable use of technology
- Vandalism
- Verbal abuse

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

- Isolation
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally.
- Refer to early help.
- Refer to children's social care.
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Zero-tolerance discriminatory and prejudiced behaviour

The school will ensure that all incidents of discriminatory and prejudiced behaviour are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Dismissing intolerant attitudes as ‘banter’ or ‘jokes’ is indirectly, subtly, and silently reinforcing issues. Staff will intervene and escalate all situations where discrimination and prejudice has taken place.

The school’s response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis.

Sanctions for discriminatory behaviour may include:

- Isolation
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

Internal Isolations

See the Chorus Education Suspension and Permanent Exclusion Policy on the Chorus website at: <https://www.chorustrust.org/policies>

Suspensions and Permanent Exclusions

See the Chorus Education Trust Fixed Term and Permanent Exclusion Policy on the Chorus website at: <https://www.chorustrust.org/policies>

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the students are:

Taking part in any school-organised or school-related activity (e.g., school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a student at our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school.

Poses a threat to another student or member of the public.

Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g., on a school-organised trip).

Malicious Allegations

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

The use of reasonable force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- The school follows the principles of the reasonable force in schools' guidance. Reasonable intervention should only take place for the following reasons:
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.