Behaviour for Learning Policy

The Vyne Community School

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Aim of the Behaviour For Learning Policy
A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

The aim is:

- to promote good behaviour, self discipline and respect
- to ensure positive behaviour for learning in the classroom
- to reduce the number of internal and external suspensions and time out of lessons
- to encourage students to take responsibility for their own actions
- to prevent bullying
- to communicate to students what good behaviour looks like and the benefits
- to provide a clear set of **rewards** and consequences which all students, parents/carers and staff understand
- to provide clear expectations for appropriate social time behaviour

Expectations of all at The Vyne
We have high expectations of everyone in our community and aim to inspire excellence in all we do.

It is essential that parents and students have clarity about the expectations of being part of The Vyne school community. Enrolling a child at the school implies agreement with the school policies and procedures as summarised here, full details can be found in relevant policies on the school website.

Acceptable and Unacceptable Behaviour
The School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community.

The Acceptable Behaviour of Visitors Policy and Procedure outlines the expectations with regard to behaviour of visitors/parents to the School.

Role model respectful conduct to my child in all my communications with school. (taken from the Home School Agreement below.)

Any allegation of abuse, aggression or insulting behaviour by a parent or carer will be investigated by the Headteacher or a member of the Senior Leadership Team. The Vyne Community School has the right to prohibit any individual to enter the school's premises if their behaviour is deemed unacceptable at any time. The ban will be effective as soon as the individual has been told by a member of staff that they must leave and are prohibited from returning, and will be confirmed in writing by recorded delivery if the home address is known.

The Vyne Community School
Home School Agreement September 2026

We value the partnership between students, parents/carers and school

At The Vyne Community School, we are dedicated to empowering young people to aim high, believe in themselves and achieve success academically and personally. This agreement sets out how students, parents and carers, governors, leaders, teachers and support staff will work together. It is built around the Vyne values of Determination, Opportunity, Valour and Empathy. Full details of related policies are available on the school website. Refusal to sign does not exempt any student from school expectations, policies or procedures.

Determination	Opportunity	Valour	Empathy
We work hard, persevere and take responsibility for progress.	We take part, contribute and make the most of school life.	We do the right thing, ask for help and learn from mistakes.	We show kindness, respect differences and support others.

Students will...	
Determination in learning	• Work hard in lessons, persevere with challenges and complete tasks to the best of their ability. • Ask thoughtful questions, seek help when needed and act on feedback. • Complete independent learning on time and prepare thoroughly for assessments. • Take responsibility for their own progress.
Opportunity in school life	• Contribute actively to class and group activities. • Participate in clubs, leadership, peer support and community activities where possible. • Represent the school positively from the moment they leave home until they return.
Valour through responsibility	• Attend school every day with a target of at least 96% attendance. • Arrive punctually, lined up by 8.25am and ready for tutor time by 8.30am. • If worried about attending or if something is troubling them, come to school and speak with their Tutor, PSGM or Progress Leader at the start of the day. • Learn from mistakes and complete any consequences such as detentions.
Empathy and respect	• Treat everyone politely and respectfully in school, travelling to and from school, and online. • Respect differences and value what each person contributes to The Vyne community. • Follow the Anti Bullying Policy, keep hands to themselves and be an Upstander by supporting others. • Report concerns, including bullying, using the Report The Bully button under Support and Anti Bullying on the school website. • Respect school property, resources and the learning environment.
Essential expectations	• Wear the correct school uniform and follow expectations on appearance, hair, piercings and nails. • Bring the correct equipment in a school bag, including pen, pencil, whiteboard pen, ruler, calculator, protractor and PE kit when needed. • Keep all electronic devices, including phones, headphones and smart watches, switched off and out of sight when on school site. • Listen to and follow instructions from staff and prefects. If something feels unfair, raise it respectfully with a Tutor or PSGM. • Use IT and the internet responsibly, following the Acceptable Use Policy.

Parents and carers will...	The school will...
• Support the school aims, values, policies and procedures. • Ensure their child attends school every day unless genuinely unable to due to illness, and contact school by 8.30am on the first day of absence. • Ensure their child arrives on time, in full uniform and with the correct equipment. • Support rules on uniform, appearance, equipment and electronic devices. • Keep school updated with any changes to contact details or circumstances that may affect their child. • Not contact their child directly during the school day. In an emergency, contact reception. • Communicate respectfully with staff and follow the Acceptable Behaviour of Visitors Policy. • Encourage their child to report concerns to staff rather than becoming involved in peer conflict. • Support school sanctions, including detentions. Same day detentions must be attended unless medical evidence is provided. • Ensure their child knows how to use their mobile phone safely and responsibly. • Support independent learning, revision and assessment preparation. • Attend Progress Evenings and information events, read eNews and raise concerns directly with school.	• Provide a safe and secure learning environment. • Provide a high quality, broad and engaging curriculum that supports students to achieve. • Promote good attendance, punctuality, independence, resilience and responsibility. • Communicate regularly with students, parents and carers. • Inform parents and carers promptly where there are concerns. • Act respectfully and build supportive relationships with students and families. • Support students to develop positive friendships and strong social skills. • Promote good behaviour and deal fairly with poor behaviour. • Maintain a clear and consistent approach to rewards and sanctions. • Listen and respond quickly to questions or concerns. • Work with parents and carers to promote safe and responsible use of technology and the internet. • Recognise effort and improvement, hold Progress Evenings and report on progress, attendance and attitude to learning.

Signed on behalf of The Vyne Community School: Mr D. Ross, Chair of Governors, and Mrs N. Pearce, Headteacher. September 2026.

Parent/Carer name	Parent/Carer signature	Student name	Student signature
Date		**Date**	

Praise, Recognition and Reward
At The Vyne everyone in our school community has a responsibility to contribute to the culture of our school. We celebrate student success daily in lessons through the use of house points.

Students can be issued with house points for the following reasons:

- Determination
- Opportunity
- Valour
- Empathy

In addition we use some of the following systems to further recognise students who are making the right behaviour choices:

- termly Headteacher rewards;
- invitations to celebration reward events each term;
- celebration assemblies;
- attendance awards and prizes;
- sports awards;
- house points (DOVE) for positive behaviour choices outside the classroom; and
- house Points for competitions.

The Behaviour For Learning System (C System)
The Consequences System is used when students make wrong choices. Initially teachers will use their professional judgement to employ de escalation strategies to engage the student in learning and support good choices. The system is consistent across the school and gives students the opportunity to reflect on their actions and change their behaviour. This consistency ensures everyone is clear of expectations and supports new teachers and supply teachers in particular.

It is essential that students understand when they have been given an opportunity to correct their behaviour. The behaviour system involves a stepped approach in the form of a

C1	Clear Verbal Warning from the teacher/member of staff
C2	Final warning
C3	30 minute after-school detention issued for the next school day. Once a C3 detention is issued it cannot be withdrawn. **Contact made with home by the Classroom Teacher.** If this detention is missed it becomes a C4 detention.
C4	Removed from lesson and parked by On-Call teacher results in a 50 minute school detention issued for the next school day. **Contact with home by Curriculum Subject Leader**
Reflection	Failure to attend a C4 detention - the student will spend a day in the reflection room, this will include a C4 detention at the end of the day. **Contact with home from the Year Lead.**

'consequence system'. Students are responsible for their choices and as such determine the need for sanctions. Students will have 2 warnings for low level disruption in a lesson before a

consequence is put in place. The system also makes use of a centralised detention system to further support and empower teaching staff.

If a serious or dangerous incident occurs a teacher can move to an immediate C4**.**

Multiple C4's
Any student that receives multiple C4's in a day will be placed in the reflection room for the remainder of the day. This is to limit the ongoing disruption they are causing to learning in multiple lessons and to allow pastoral teams to support the student to make better choices.

If a student receives their second C4 during lesson 4 or 5 then they will be placed in the reflection room for half a day, the following day.

Setting Detentions
Teachers have authority to issue detention to pupils, including same-day detentions. Parental consent is not required for detentions as long as the detention is held on:

a) any school day where the pupil does not have permission to be absent;
b) weekends during term - except a weekend during, preceding or following the half term break; or
c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

The Vyne staff will endeavour to set detentions on the following day for a C3 or C4 (Late detentions are set on the same day) and to contact parents by phone or email. **However, the detention will stand regardless of whether contact was able to be made with parents.**

Students names who have detention can be found by reception from second break - students are encouraged to check this if they think they have a detention.

Inappropriate Behaviour Outside of the Classroom
The common language of students making the right choice or taking the opportunity to correct their behaviour will be used by all staff when dealing with student behaviour before and after school, in-between lessons and at break times. **C3 and C4 detentions can be set by SLT and pastoral staff** for persistent behaviour issues or incidents outside of the classroom situation. Pastoral detention may include school based community service, such as tidying a classroom or litter picking. They may also include regular reporting including early morning reporting or scheduled uniform checks.

Toilets
The school and teachers do not encourage students to go to the toilet during lessons as this can be disruptive to learning. However, students who have a health condition that makes this difficult can be issued with a toilet pass after communication with parents or medical professionals.

Pupils must not enter toilet cubicles together. This will be treated as if they are vaping. Students should not be using the toilets as a place to loiter at break times, when they have used the facilities they should leave to ensure the environment is easy for all to access.

If toilets are misused then toilet bans can be issued and students will have to use specific toilets around the school to reduce further disruption to the shared facility.

Mobile Phones
Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. At the Vyne School mobile phones should be turned off and away in bags before they enter the school site. If a mobile phone is seen by a staff member anywhere on site, before school and up until 4pm, it will be confiscated. As the school phone line closes at 4pm, use of mobile phones on site is permitted after 4pm.

If this is the first time a phone has been confiscated the student can collect it at the end of the day from their appropriate Pastoral Support and Guidance Manager. If it is the second incident in an academic year then a parent must come in to collect the mobile phone. If there is continued breach of the mobile phone rules then mobiles will be confiscated every day or parents and carers will be asked to support, by keeping the phone at home.

Using mobile phones, and recording in any way, a member of the school community without prior permission is prohibited.

If a student is seen using headphones or smart device (including over ear and earbuds) then it will be assumed that they are also using their phone. Both the headphones and the phone will be confiscated. Failure to comply with this request will result in the student being placed in reflection and a parent meeting will be requested to support with the compliance of this rule.

Students in the reflection room are expected to hand over their mobile phone to a staff member immediately.

Punctuality
Students who are late to school will receive a 15 minute detention on the same day. Daily late to school detentions are held from 3.00pm - 3.15pm the same day as the lateness.

Being punctual to lessons is vitally important to maximise learning time and progress. Students have a 5 minute transition period between lessons and at the end of breaks. Students are expected to be in their lessons before the end of the 5 minute transition period. Students who are frequently late to lessons and therefore disrupt the classroom learning environment will be given C3 or C4 detentions for persistent lateness by the Attendance Officer. Staff will record students that are late to lesson (arrive after the start of lesson bell). A weekly report will be run and the following rules apply to setting detentions

a) 2 lates in a week - C3 detention
b) 5 lates in a week - C4 detention

Prejudicial and Discriminatory Behaviour
Using any form of prejudicial or discriminatory language is not acceptable at The Vyne Community School. This includes but is not limited to: racism, xenophobia, sexism, homophobia, ableism and discrimination based on religion or faith. We are clear that this directly contravenes our Vyne Values. For consistency, the following procedure should be followed in instances where students use prejudicial or discriminatory language.

Racist language is considered a safeguarding concern and must be reported on CPOMs and to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. Each incident

will be investigated and dealt with on an individual basis as part of our Anti-Bullying Policy and can result in Permanent Exclusion.

Prejudicial or discriminatory language will be investigated by the Progress Leader and Pastoral Support and Guidance Manager and dealt with as per our Anti-Bullying Policy and can result in Permanent Exclusion . Any non-directed prejudicial or discriminatory language heard by staff members will result in a C3 detention the next day.

Please see the Anti-Bullying Policy for more information.

Pastoral Report Card System
Report Cards are used by form tutors, Progress Leaders and SLT respectively to monitor students' progress and attitude across the school for a minimum of one week and potentially half a term. During the monitoring all class teachers, parents/carers and the supervising teacher signs each day and evaluates how well the student is getting on. If students do not consistently achieve the targets set by the report they get a second week and then are escalated to the next card in the system and a more senior member of staff. Students will receive sanctions for failing their report, including detentions and internal or external exclusions. If students are successful this will be celebrated and the report stopped.

Positive Report is used to encourage students and focus on good behaviour and the things the student does well.

Attendance/Punctuality Report is used to focus on attendance and punctuality where there are concerns about a student.

Acceptable Behaviour Contract
If a student is identified as a repeat offender of poor choices or bullying type behaviour, either through detentions or continued low level disruption they will be asked to sign an acceptable behaviour contract with their parents and will be discussed at case review for further investigation of needs. If parents are unavailable to be present at the meeting they must be informed of the contract over the phone. This may be as part of the Anti-Bullying Process or as part of the Behaviour for Learning Policy.

Pastoral Support Plan
If following support there are still concerns about a student's behaviour then a student will be placed on a Pastoral Support Programme (PSP) run by the Progress Leader. This will be for a minimum of 6 weeks and will involve a review with parents and the Progress Leader or SLT every 6 weeks.

Internal Exclusion (Reflection Room)
In the event of failure to attend a C4 they will be placed into Internal Exclusion (Reflection Room) the next day, this will be supervised by a member of staff. Parents will be notified of this by the Inclusion Team, Progress Leader or SLT. Parents should note this may be after the reflection has taken place. Students sit the missed C4 that day too.

Disruptive pupils may be 'parked' with another staff member as part of the C4 process and if necessary may be put into Internal Exclusion. It is for the SLT to decide how long a pupil should be kept in reflection. The Vyne will endeavour to ensure that pupils are kept away from lessons for as short a period as possible and that their time spent there is as constructive as possible. We ensure that pupils can eat or use the toilet as required as usual.

Reciprocal Arrangement at another School
Reciprocal Arrangement placements are used to:

- provide an alternative to Suspension whilst still maintaining a sanction which meets legislative and attendance requirements;
- provide time for a student away from school and the situation to reflect on their behaviour;
- provide time to investigate medium and long-term strategies and support and to engage with inclusion services and the family;
- ensure the student is in an education setting and engaged in learning;
- support families regarding an exclusion; and
- not impact attendance.

Parents are responsible for providing transport to and from the Reciprocal School Placement. An initial meeting must be held at the Reciprocal School Placement with the child, parents and a representative from the Vyne School. Progress Leaders are responsible for providing the details such as meeting times, places to parents.

This sanction is also not negotiable – schools have the right to direct any student to an alternative educational establishment when they feel necessary.

Governors Behaviour Review Meeting
Occasionally a student's behaviour may be at a point where a meeting with one or two of the schools governors is deemed helpful to review the behaviour choices of a young person with their parent or carer and review the support offered by the school. The aim of this is to encourage the student, their parents and the school to find solutions to enable the young person to engage in school in a positive way and to prevent further consequences potentially including suspensions.

Managed Moves
A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed Moves should be voluntary and agreed with all parties involved. At The Vyne Community School we are part of a consortium of secondary schools in Basingstoke. As a group we regularly meet and attempt to support each other by offering students a fresh start and alternative provision if the school feels that they have reached a point where the relationship with school is untenable. Managed Moves usually consist of a six week initial placement (which may be extended), where the student remains on roll at The Vyne. Following review, the receiving school may decide to offer a permanent place to the student. If a managed move to another secondary school is unsuccessful, The Vyne will need to carefully consider the options for a student which may include an application to an alternative education provision or whether the school is left with no alternative but to pursue a permanent exclusion.

Direction Off-Site
In certain circumstances, the Headteacher may decide that a student should be educated at another school or educational setting for a fixed period of time. A Direction Off-Site is used to help a student reflect on their behaviour, engage positively with learning, and make a successful

return to our school. It is not a permanent move but a supportive intervention designed to prevent further escalation of behaviour concerns. Parents and carers will be informed before a Direction Off-Site takes place and will receive full details of the placement, including the host school, duration, and expectations. During this period, the student must follow the rules and routines of the host school and maintain high standards of conduct.

Suspension (previously referred to as Fixed Term Exclusion)
Suspension is sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. Only the headteacher can suspend or permanently exclude a pupil on disciplinary grounds. A pupil's behaviour outside school can be considered grounds for a suspension. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. A suspension can be for parts of the school day.

Any decision of the headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' **This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.**

Whenever the headteacher suspends a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it. They must also provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this; and
- how any representations should be made.

It is important that during a suspension, pupils still receive their education. Work may be set online through the students google classroom, Seneca, Dr Frost or other online platforms such as Oak National Academy.

Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. During the first five days of exclusion it is the parent/carer's responsibility to ensure their child is not found unsupervised in a public place.

The reasons below are examples (but not an exhaustive list) of the types of circumstances that may warrant a suspension or permanent exclusion:

- physical assault against a pupil;
- physical assault against an adult;

- verbal abuse or threatening behaviour against a pupil;
- verbal abuse or threatening behaviour against an adult;
- bullying;
- racist abuse;
- sexual misconduct;
- drug and alcohol related;
- damage;
- theft;
- persistent disruptive behaviour/Disruptive general behaviour;
- use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy;
- abuse against sexual orientation or gender reassignment;
- abuse relating to disability; and
- inappropriate use of social media or online technology.

For a suspension of more than five school days, the governing board must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row. If the headteacher decides to withdraw or rescind an exclusion, the parents, the governing board and the local authority, must be notified and, if relevant, the social worker and Virtual School Head.

Reintegration
All students returning from a Reciprocal Placement or Suspension, should be seen, with their Parent(s)/Carer(s) preferably by a Progress Leader or member of the Senior Leadership Team. This meeting should offer the pupil a fresh start; help them understand the impact of their behaviour on themselves and others; teach them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. Where possible this meeting should include the pupil's parents.

Permanent Exclusion
A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently should only be taken:

- 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 such as staff or pupils in the school.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher.

The following parties must be invited to a meeting of the governing board and allowed to make representations or share information:

- parents (and, where requested, a representative or friend);
- the Headteacher;
- a representative of the local authority (in the case of a maintained school or PRU);
- the child's social worker if the pupil has one; and
- the VSH if the child is LAC.

The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The governing body will ask for any written evidence in advance of the meeting, including witness statements and other relevant information held by the school such as those relating to a pupil's SEN and the pupil's school record. Where possible they will circulate any written evidence and information, including a list of those who will be present, to all parties at least five school days in advance of the meeting. They will allow parents and the pupil to be accompanied by a friend or representative. The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request and the record of discussion should state clearly how the decisions have been reached. The governing board should ask all parties to withdraw from the meeting before making a decision. Where present, a clerk may stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter. In reaching a decision on whether a pupil should be reinstated, the governing board should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair. This should consider the welfare and safeguarding of the pupil and their peers, the headteacher's legal duties, and any evidence that was presented to the governing board in relation to the decision to exclude. The governing board should note the outcome of its consideration on the pupil's educational record, and copies of relevant papers should be kept with the educational record. In the case of a permanent exclusion where the governing board decides not to reinstate the pupil, the governing board's notification must state that the exclusion is permanent and provide notice of parents' right to ask for the decision to be reviewed by an IRP and the following information:

- the date by which an application for a review must be made (i.e., 15 school days from the date on which notice in writing of the governing board's decision is given to parents – see paragraph 134);
- where and to whom an application for a review (and any written evidence) should be submitted;
- that any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's SEN are considered to be relevant to the permanent exclusion;
- that, regardless of whether the permanently excluded pupil has recognised SEN, parents have a right to require the local authority/academy trust to appoint a SEN expert to advise the review panel;
- details of the role of the SEN expert;
- that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel; and
- meetings can be held via remote access (for example, live video) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied.

Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged.

Screen and Search and Confiscation of Property

Please see Searching, Screening and Confiscation Policy for full details. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons; alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Any article that a member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence;
- to cause personal injury to, or damage to property of; any person (including the pupil);
- vapes (schools list);
- energy drinks or fizzy drinks (schools list), these will be disposed of; and
- incorrect uniform such as hoodies, trainers, jewellery (schools list) which will be made available for parents/carers to collect.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The school will endeavour to contact parents to collect the confiscated item if it is considered appropriate to do so.
2) Power to search without consent for "prohibited items". The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the headteacher to decide if and when to return a confiscated item.

Only the Headteacher, or a member of staff authorised by the headteacher, can carry out a search. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and

give them the opportunity to ask any questions. The authorised member of staff should always seek the cooperation of the pupil before conducting a search. If a pupil continues to refuse to cooperate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. During this time the pupil should be supervised and kept away from other pupils. If the pupil still refuses to cooperate, the member of staff should consult the Headteacher to assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items (identified above in black), but not to search for items which are identified only in the school rules (identified above in school list).

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; and
- is evidence in relation to an offence.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

Searching, Screening and Confiscation Advice for schools July 2022 DfE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Reasonable Force
Full details are in the Restrictive Physical Intervention Policy. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Behaviour Outside of the School Gates
Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;

- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Child-on-Child Sexual Violence and Sexual Harassment
Full details contained in the Child Protection Policy. Following any report of child-on-child sexual violence or sexual harassment offline or online the Vyne will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) as well as the Anti-Bullying policy. The Vyne is clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff are provided with training to ensure they are confident in challenging all inappropriate language and behaviour between pupils. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Please see the Anti-Bullying Policy for more information.

Legal Duty to SEN
The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

For more information please see the SEN Policy.

Documents Relating to this Policy

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024;
- Behaviour in Schools Advice for headteachers and school staff February 2024;
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013;
- Searching, Screening and Confiscation Advice for schools July 2022;
- The Education Act 2002, as amended by the Education Act 2011;
    - ➢ the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
    - ➢ the Education and Inspections Act 2006;
    - ➢ the Education Act 1996; and 7; and
    - ➢ the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

Linked Policies

Acceptable Behaviour of Visitors Policy and Procedures