



Scarborough College

BEHAVIOUR POLICY (CODE OF CONDUCT, SEARCHING & CONFISCATION, REWARDS, SANCTIONS AND EXCLUSIONS)

This is a whole College policy, including EYFS and the boarding community.

POLICY AIMS

- To enhance the learning and social environment of the College.
- To provide a range of responses to promote positive behaviour at all levels.
- To promote a sense of value and worth in self-discipline.
- To present a framework for the conduct of members of the College community.
- To inform both staff and pupils of the range and use of responses for those who do not act in an acceptable manner.

The most important aspect of pupil behaviour in the College is that of creating the appropriate ethos, where all pupils recognise the need for, and value the worth of, self-discipline.

Creating such an ethos through the regulation of pupil behaviour by means of a fair and consistently applied structure of discipline must be seen as an important role for all colleagues.

Punishment should not be confused with discipline; punishment is a response to breaches of discipline. It should be employed for two reasons; firstly to point out to the offending pupil that his/her behaviour is incorrect and secondly to send out a message to other pupils that behaviour of this sort is unacceptable.

Rewarding good behaviour can be the most effective way of establishing the correct values amongst pupils. Colleagues should not hesitate about making distinctions of this kind when responding to individuals and groups of pupils with the offering of rewards.

Corporal Punishment is illegal, and therefore unacceptable under any circumstances.

Pupils are expected to adhere to all related College policies, including:

- Alcohol.
- Anti-Smoking.
- Drug and Solvent Abuse.
- Equal Opportunities.
- ICT Acceptable Use.
- Anti-Bullying & Cyberbullying.

CODE OF CONDUCT

- Be on time and ready to learn.
- Treat others in the manner you want to be treated: with respect and kindness.
- Listen to others and share your views one voice at a time.
- Be positive, hardworking and the best you can be.

REWARDS AND SANCTIONS SYSTEM

Rewards

Rewards are given for excellent attainment in class and 'at home work' and for Pupils who put in lots of effort and/or show a big improvement in their work. Rewards should also be given for co-curricular development linked to Creativity, Activity and Service and to those pupils who are role models to others in any aspect of school life.

- **House points** are awarded for academic attainment. These should be awarded for, for example, full marks in tests, excellent pieces of homework, significant improvements or achievements, or meeting targets specific to the pupil/pupil concerned. The expectation is that only one or two House Points would be awarded to pupils for a specific test or piece of homework.
- **Stars** are awarded for 'non-academic' reasons, e.g. effort, conduct, good behaviour, teamwork, special musical performances in a whole school assembly, outstanding individual performance for a College team, volunteering to help other pupils, or making some other significant contribution to the College Community. 'Stars' should recognize the efforts of pupils both inside and outside the classroom and beyond the realm of our everyday curriculum.
- House Points and stars must be recorded on the pupils 'Reward Card' using the appropriate stamp. Each fortnight, or as soon as the card is filled, the tutor will transfer the rewards onto the MIS to keep a running total. The tutor must initial the card to show that it has been logged.
- Once the card is full and has been logged by the tutor the pupils can exchange it for a snack at break time.

Tutors will notify the head of tier when a pupil reaches the House Point and Star thresholds listed below and badges/certificates will be awarded in assembly.

House points thresholds

Year Group	Bronze	Silver	Gold
7	30	60	120
8&9	30	60	100
10&11	25	40	70
Sixth Form	15	25	40

Stars thresholds

Year Group	Bronze	Silver	Gold
7	20	40	60
8&9	20	40	60
10&11	10	25	40
Sixth Form	5	15	25

Prizes will be awarded at the end of year for pupils with the highest house point/star totals. The House point and Stars totals will also contribute to the overall annual House Competition.

Celebrating Success

In addition to the house point and star thresholds, after each half term grade card those pupils who have high levels of attainment and/or have shown great improvement and or have demonstrated excellent CAS (Creativity, Activity, Service) will be recognized in a Celebration assembly. At the end of each term prizes will be available to recognize attainment and improvement in each year group. The annual Prize giving ceremony is used to recognize outstanding performance in a wide area of school life, including examination results.

Attendance

Attendance figures will be generated each half term. Those pupils with 100% of attendance will receive an email from the tutor/Head of Tier (see Rewards Ladder).

The rewards ladder indicates the range of ways in which pupils may be rewarded and illustrates that the pupils can, and should, progress through the different stages of the Rewards ladder.

Rewards Ladder

Level 4	Prize Giving. Reward trip. School colours - Ties/Badges. 100% attendance for the year - Email home from Head Gold award badge presented in Celebration assembly.	Headmaster DH Director of Studies
Level 3	Term prizes for achievement and most improved - Voucher Celebrating success - Celebration assembly after half term report card - Attainment and improvement/consistent effort Celebrate CAS/Round square elements each half term. Letter home. Mention in whole school assembly. 100% attendance - email home from HoT. Breakfast/breaktime with the Head. Silver award badge presented in Celebration assembly.	DH HOT/HOD Director of Studies
Level 2	Phone home. Email home. Postcards. Send to HOD for more praise. 100% attendance in half term - email home from tutor. House point Reward card:10 house points/Stars = trade in for a coffee/muffin/sausage roll, etc. (Yr 11 can use 6th from cafe to trade in). Bronze award badge (achievement) presented in tier assembly.	Subject Teacher Form tutor
Level 1	Oral Praise. Comments in books. Sweetie jar/chocolate. Housepoint/Star Stamps for effort and achievement. Written feedback. Show/read out good work. Man of the match/Most improved.	Subject Teacher

SANCTIONS

Sanctions may be applied by the staff as appropriate for poor work or behaviour. The sanctions ladder below outlines the types of behavior which may merit a sanction. At each stage of the ladder there is opportunity for the pupil to reflect upon and modify their behaviour. The ladder gives examples of when and how sanctions may be used but College reserves the right to issue any sanction at any time.

Tutors should liaise regularly with the relevant Head of Tier regarding negative sanction events logged on the MIS. Where necessary, parents will be contacted.

Attendance at detentions will be logged on the MIS. Failure to attend a detention will result in a pupil being moved up to the next detention level.

Sanctions Ladder Structure

Behaviour	Examples of Types of Behaviour	Examples of Suitable	Staff Responsible
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Level		Sanctions	
Level 7	<p>Bringing the school into disrepute. Behaviour that puts others at risk. Serious acts of bullying/persistent bullying. Substance issues. Serious incidents of aggression/violence towards others. Criminal activity.</p>	<p>Fixed term exclusion. Permanent exclusion. Police called in. Log on MIS.</p>	<p>Headmaster</p>
Level 6	<p>Failure to improve on Red report. Serious misuse of social media. Second incident of bullying or significant first bullying offence. Physical/Verbal aggression. Wilful damage of school property/someone else's property/petty theft. Smoking on site. Cheating in exams/coursework.</p>	<p>Sat Detention. Internal exclusion. Fixed term exclusion. Log on MIS. Contract of acceptable behaviour.</p>	<p>DH informs parents* Director of Studies informs parents. Headmaster.</p>
Level 5	<p>Failure to improve on Amber report. Failure to attend DH Detention. Being out of bounds/leaving site without prior permission. Bullying (first offence). Defiance towards a member of staff. Serious incidents of misbehaviour such a fighting. Significant misuse of social media. Truancing a lesson. 2+ referrals per half term.</p> <p>Repeated incidents of level 4 behaviours, i.e. persists over a short time frame, e.g consecutive lessons/3 within a cycle).</p>	<p>Report (Red). Fri/Sat Detention (48 hrs notice). Internal exclusion. Log on MIS.</p>	<p>DH monitors report and informs parents - meeting called. SMT.</p>
Level 4	<p>Failure to show improvement on Green report card/positive behaviour card. Failure to attend HOT detention. Disrespect towards teachers. Unsafe behaviour or playground misbehavior. Verbal aggression towards another pupil, e.g swearing/shouting. Inappropriate comments/conversations. One off serious incident of lesson disruption. Truancing a lesson. Repeated phone misuse. Persistent lateness to school (5+ x per half term). Repeated incidents of level 3 behaviours, i.e persists over a short time frame, e.g consecutive lessons/3 within a cycle).</p>	<p>Report (Amber). DH Detention (lunchtime community service). Positive behaviour monitoring card. Log on MIS. Referral.</p>	<p>HOY monitors report and informs parents - meeting called. DH. Staff mentor. Referral to reception and contact a HOT/SMT.</p>

<p>Level 3</p>	<p>Poor attitude towards teachers Failure to attend teacher/dept detention. Unacceptable behaviour in class Poor behaviour around school Unkind words, texts, images or behaviour at or about another pupil (single incident) Persistent misbehaviour in lessons Repeated failure to complete or submit homework Plagiarism / Academic dishonesty Phone misuse 6th form not attending lesson without appropriate permission</p> <p>Repeated incidents of level 2 behaviours, i.e persists over a short time frame, e.g consecutive lessons/3 incidents within a cycle)</p>	<p>HOT detention Report (Green) Positive behaviour monitoring card Log on MIS Referral Hand in phone during school day</p>	<p>Form tutor monitors report and informs parents (phone call/meeting called) HOT Deputy Head Referral to reception and contact a HOT/SMT</p>
<p>Level 2</p>	<p>Pupils being rude to other pupils/nasty remarks/Personal remarks aimed at others. Lack of respect for equipment/their own belongings. Arrogance. Argumentative/low level defiance Lack of/poor homework. Poor attitude. Persistent lateness to school (2 a.m. lates in a week). Chromebook misuse. Anti- social behavior around school, e.g littering, rowdiness in lunch queue. Chewing gum. Phones out.</p> <p>Repeated incidents of level 1 behaviours, i.e persists over a short time frame, e.g consecutive lessons/3 times within a cycle).</p>	<p>Pupils spoken to 5 mins outside class Log on MIS Form tutor follow up Break time Detention (SMT) Confiscate phone</p>	<p>Subject teacher Form tutor (inform parents if pattern beginning to emerge - email) HoD/HoT (informed) Record DT on ISAMS (Failure to attend means pupil will go into HOT Friday lunch DT)</p>
<p>Level 1</p>	<p>Shouting out. Everyone talking/Private conversations/Talking out of turn. Missing equipment. Poor use of chromebooks. Deliberate distractions. Immaturity/silly behavior. Low level disruption. Off task. Bad time keeping. Lack of accountability 'it wasn't me'/'not my fault'. Lateness. Not listening to others. Lack of equipment/kit.</p>	<p>Informal Verbal warning Log on MIS if subject teacher feels warnings are not working.</p>	<p>Subject teacher/staff member</p>

	Uniform or appearance scruffy/inappropriate.		
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* Following any external exclusion a restorative meeting will take place between pupil/parents house parents and Deputy Head/Head and any other staff who may need to be involved, form tutors/mentors, etc., on a case by case basis.

Prefect Sanctions

Prefects can issue 'Red Slips' to pupils who are rude and/or refuse to follow a reasonable request made by the prefect.

These slips are completed by the prefect and handed in to College reception. These slips will be seen by the Headmaster, and then passed on to tutors via the tutor folders.

Tutors must then discuss the matter with the pupil concerned, issue a sanction if deemed appropriate, and then log the event and the action taken on the MIS.

Seating Arrangements for Year 7 and 8

It is expected that staff will seat pupils in Years 7 and 8 according to a fixed seating plan. A copy of this plan should then be taped to the desk in the classroom so that any member of staff covering the lesson is also aware of the arrangements.

This plan should initially be done alphabetically, but should then be adjusted by the teacher of the class to both optimise the positive working environment for their particular classroom, and to meet the individual needs of the pupils concerned.

This approach should then reduce the need for additional sanctions and establish a pattern of excellent behaviour from the start.

It may be appropriate to relax the seating plan after Christmas - but this step should only be taken if the behaviour of all members of the class has been exemplary throughout the term. If in doubt, the seating plan should be maintained.

Poor Behaviour in Lessons

- Initially a pupil who is behaving in an inappropriate manner in the classroom should be reprimanded by the class teacher, possibly moved to a different place in the room, and given the opportunity to correct their behaviour. *(INSET sessions on classroom management strategies may be useful, particularly for new and inexperienced teachers. This will form part of the New Staff Induction process as and when needed. Further training is available on this issue, and staff should speak to their Head of Department, the Deputy Head or the Director of Studies to arrange this).*

- The teacher may use a range of minor sanctions as appropriate including break time/lunchtime detentions with the class teacher or repeated or additional work, as an interim step before imposing further sanctions. This should be logged on the MIS. Alternatively the pupil should be sent to stand outside of the classroom for a five minute 'cooling-off' period. At the end of this time the class teacher should speak to the pupil outside the room before allowing them to return to the classroom. The teacher should clearly explain what will happen if the behaviour continues. This should be logged on the MIS.
- Should the behaviour continue, or deteriorate further, then the pupil will be sent to Reception. This will be called a '**Referral**' for the purposes of recording this on the MIS.) The pupil should take his/her belongings with them, as he/she will not be returning to the classroom during that lesson, and preferably be sent with work to complete. In addition, the class teacher should complete the top part of a 'Reflection/Referral Sheet'¹ with the details of why the pupil is being sent out of class, and the pupil should bring this sheet to Reception.
- If a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- The class teacher **must** also call Reception (ext. 201) to inform them that the pupil is on his/her way.
- After the lesson the class teacher should write a brief report on the incident, giving the reasons for sending the pupil out of class and the actions taken, and pass this on to the Head of Tier.
- When the pupil arrives at Reception they will hand over their 'Reflection/Referral Sheet' to the College Receptionist. If for any reason they do not bring this form with them, spare copies will be available in Reception.
- The pupil will be collected from Reception by one of the Heads of Tier or a member of the Senior Management Team (SMT) and be given the opportunity to fill out the rest of the 'Reflection/Referral Sheet'. The pupils will be supervised in the referral zone outside the Sixth Form study Centre. The member of staff who supervises this session must complete the 'action taken' section of the 'Reflection/Referral Sheet'. Once completed, this sheet should be given to the relevant Head of Tier, who will log the referral on the MIS (and record what action they choose to take), and will pass on the form to reception for filing in the central pupil file. The Head of Tier will also inform the class teacher of the outcome.
- The pupil should, whenever possible, return to class at the start of the next timetabled lesson. If not, the person supervising the pupil must inform the teacher of the next lesson that the pupil will be absent.
- There may be occasions, however, when a five minute 'cooling-off' period is not appropriate. In these circumstances the pupil should be sent immediately to College Reception. In these situations it may not always be appropriate to send the 'Reflection/Referral Sheet' with the pupil, but staff **must** still call College Reception (ext. 201) to inform them that the pupil is on his/her way. After the lesson the class teacher should write a brief report on the incident, giving the reasons for sending the pupil out of class and the actions taken, and pass this on to the Head of Tier.

¹ The 'Reflection/Referral Sheet' is given at the end of this document.

- Situations that do not require a five minute 'cooling-off' period before a referral is made include, but are not limited to, the following:
 - ◆ Rudeness to a member of staff.
 - ◆ Swearing.
 - ◆ Aggressive or intimidating behavior.
 - ◆ Defiance.
- In situations where rudeness/swearing/aggression/defiance, etc., are the reason for the referral, the relevant Head of Tier will be contacted **immediately** by College Reception. If they are unable to deal with the pupil themselves straight away, then one of the other Heads of Tier, or a member of the SMT, must deal with the pupil immediately. **The pupil should remain out of lessons and in isolation until the relevant Head of Tier and/or the Deputy Head have had the opportunity to speak with the pupil concerned.** The Head of Tier will then log this referral/isolation on the MIS, along with details of any action taken.
- A pupil who receives more than two or more referrals over the course of a half term will then face further sanctions. This will normally take the form of a Friday night / Saturday Detention. The Head of Tier will also contact the parent/guardian/house staff as appropriate to discuss the problem. (Extenuating circumstances may exist, and so the decision about what other sanctions are appropriate at this time will rest with the Head of Tier.)
- Saturday Detentions will last for two hours and will normally be supervised by a member of SMT, or a Head of Tier, on a rota basis. So as to avoid clashing with fixtures the timings of these detentions may vary from week to week. As a guide, however, 10.00 a.m. until 12.00 noon, or 1.00 p.m. to 3.00 p.m., would be the usual times.

Report Cards

- Report Cards may be issued for purely academic concerns, or for behaviour issues, or for a combination of the two. Report cards must only be issued by the Heads of Tier or a member of SMT.
- Report Cards may also be issued to pupils to assist them with their organisation, and should therefore not be viewed solely as a form of punishment. Teaching staff and tutors who feel that a pupil would benefit from being placed on report should discuss this with the relevant Head of Tier.
- Whenever a pupil is placed on report the Deputy Head must be informed by the Head of Tier.
- It is the responsibility of the Form Tutor / Head of Tier to write a letter or email to parents explaining the reason for the pupil being placed on report, and to record this on the MIS.
- The reason the Report Card has been issued must be written on the front of the card and communicated to staff via the College e-mail system and/or the staff briefing so that the reasons for the report are universally known and understood. It may be appropriate to set specific targets that must be met, and these too should be written on the front of the card.
- The pupil must present their report card to their form teacher (GREEN), Head of Tier (AMBER) or the Deputy Head (RED) at the end of every day. The relevant person should sign to show that this has been done.

- Pupils on report will must have a successful two week cycle on the Green report before they can be taken off report altogether. Thus a pupil who is successful on Amber report must be moved down to a Green report before being taken off report altogether. The length of time a pupil is placed on Amber or Red report will usually be one week but this is at the discretion of those staff monitoring the pupil and/or the Head Teacher.
- Any breaches relating directly to the reason the pupil was placed on report should be communicated **immediately** to the Head of Tier and/or the Deputy Head by the member of teaching staff who first identifies the problem to allow swift action to be taken.
- From time to time alternative report cards may be used. The decision to create a pupil-specific report card will rest with the Head of Tier.

Uniform Cards

- Pupils in Years 7 to 11 who repeatedly breach the College Dress Code should be placed on a 'Uniform Card' for the next five working days.
- Any member of staff can issue a pupil with a Uniform Card, but if this is done this must be logged on the MIS so that the tutor and Head of Tier are made aware of the problem.
- Nail varnish remover and cotton wool are available in the Staff Common Room - pupils wearing nail polish should be made to remove this.
- Pupils wearing too much make-up should be sent to wash this off.
- More freedom is given to Sixth Form pupils, but they must still adhere to the set dress code. Pupils in breach of this should be referred to the Head of Sixth Form who will decide upon suitable sanctions as needed.

More Serious Issues

- It is recognised that repeated poor behaviour, combined with academic under performance, even where the individual offences may appear minor, will constitute a major offence. The cumulative effect of such behaviour is detrimental and may therefore result in the most serious sanctions be applied. It is vital that parents be informed of such events as they develop.
- There will be occasions, for example when bullying is suspected, or when the 'No Physical Contact' rule has been breached, when more serious sanctions may be required.
- Use of Reasonable Force: Teachers may need to physically separate pupils found fighting, and if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- In the first instance the member of staff who first learns of a significant breach of the rules should **immediately** contact the relevant Head of Tier, or a member of SMT, to discuss the situation. It is essential to pass on these concerns as soon as possible.
- The Head of Tier or member of SMT may then decide to issue a Saturday Detention or another appropriate punishment, or they may decide to refer the matter directly to the Headmaster. In either case, the Headmaster must be informed of the matter so that details can be recorded in the pupil file.
- In the event that none of the Heads of Tier or members of SMT or are available, the member of staff who first learned of the breach of the rules should contact the Headmaster directly. It is important that information is passed on swiftly so that pupils can be dealt with the same day.

- Examples of behaviour that might result in immediate suspension, or expulsion, from the College include, but are not limited to, the following:
 - ◆ Violence towards staff
 - ◆ Being found in possession of an offensive weapon
 - ◆ Being abusive towards other pupils, staff, or parents
 - ◆ Misuse of substances such as drugs, alcohol and tobacco
 - ◆ Misuse of electronic forms of communication – mobile phones and/or cameras, internet sites, social networking sites et cetera. It is understood that ‘cyber bullying’ is likely to take place outside of school hours and off the school site. However, the College will take action in such cases.
 - ◆ Theft of or damage to College property
 - ◆ Repeated episodes of unruly, ill-disciplined behaviour.

- The decision to suspend, or exclude, a pupil from College will only be made by the Headmaster or, in the Headmaster’s absence, the Deputy Head.

- In the event of a suspension or expulsion, parents have the right to appeal against the decision. In such cases the College’s Complaints Policy will apply.

SEARCHING & CONFISCATION

The following advice is based upon the Department for Education document ‘Searching, screening and confiscation - Advice for Headmasters, school staff and governing bodies’ February 2014

Searching

- School staff can search a pupil for any item if the pupil agrees. (*The ability to give consent may be influenced by the child’s age or other factors*).

- The Headmaster and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - ◆ Knives or weapons.
 - ◆ Alcohol.
 - ◆ Illegal drugs.
 - ◆ Stolen items.
 - ◆ Tobacco and cigarette papers.
 - ◆ 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 to, or damage to the property of, any person (including the pupil).

- The Headmaster and authorised staff can also search for any item banned by the school rules.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Searching with Consent

- School staff can search pupils with their consent for any item.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree. If the pupil refuses, the teacher can apply an appropriate punishment.

Searching without Consent

- The member of staff conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Authorising Members of Staff

- The Headmaster decides who to authorise to use these powers.
- There is no requirement to provide authorisation in writing.
- Staff can refuse to undertake a search.

Training for School Staff

- When designating a member of staff to undertake searches under these powers, the Headmaster will consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Location of a Search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

During the Search

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
- ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

- Scarborough College makes it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.

Use of Force

- Members of staff can use such force as is reasonable given the circumstances when conducting a search 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.
- Such force cannot be used to search for items banned under the school rules.
- Separate advice is available on teachers' power to use force – see the 'Use of Reasonable Force' Policy for further details.

After the Search

The Power to Seize and Confiscate Items – General

- A member of staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.
- Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items Found as a Result of a 'Without Consent' Search

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory Guidance on the Disposal of Controlled Drugs and Stolen Items

- It is up to the member of staff to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
 - ◆ In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
 - ◆ Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
 - ◆ With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Statutory Guidance for Dealing with Electronic Devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
 - ◆ In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
 - ◆ If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling Parents and Dealing with Complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- The College will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching or confiscation should be dealt with through the normal school complaints procedure.

SCARBOROUGH COLLEGE PREP SCHOOL REWARDS AND SANCTIONS SYSTEM

Rationale

At Scarborough College Prep School, we are committed to establishing a learning environment that promotes positive behaviour and relationships, where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others. It is a chance for children to develop their sense of right and wrong.

Children need to feel safe in their school. They need to be nurtured and encouraged to learn. To do this, we expect children to behave well and look after each other. So along with our PSHE schemes, we use rewards and sanctions to encourage and promote good behaviour, and maximise learning.

Aim

We use a system of rewards and sanctions at Scarborough College Prep School with the aim of:

- Motivating each pupil to realise his/her full potential.
- Encouraging pride in their own achievements and behaviour.
- Keeping children safe.
- Developing every child's self-esteem; and
- Nurturing good behaviour and awareness of the rights and responsibilities of citizenship.

ACADEMIC REWARDS AND SANCTIONS

For good work:-

House points

- Children may be given housepoints for working hard, completing a good piece of work or doing something that has impressed the teacher.
- Housepoints will normally be given out in lessons by the class teacher.
- Each child will have a card/book which the teacher will stamp when a housepoint is awarded.
- During house meetings numbers of housepoints are counted and celebrated.

Commendations

- Children can be given a commendation for an exceptional piece of work.
- The Head of Scarborough College Prep School will see the work, a copy of which can be kept on file, and he will celebrate this work in assemblies on Fridays, where the child will receive a certificate and a round of applause.
- Commendations are worth one house point.
- Commendations will be recorded on the MIS.

For work which falls below the required standard, the following sanctions will apply:-

- If a piece of work is not to the required standard then a 'poor' is to be given and the child is to re-do the work to a higher standard in their own time.
- Continued poor work or insufficient effort in completing a poor copy then the pupil (and work) will be referred to the Headmaster of BJS.

Rewards Ladder

	Possible Rewards	Staff Responsible
Level 4	Prize giving mention. Annual Reward trip. Gold award badge (50 House points) presented in whole school assembly.	Headmaster
Level 3	Term prizes for achievement and most improved by form - Academic Books. Celebrate CAS/Round square elements each half term. Letter home. Mention in whole school assembly. 100% attendance in a term - email home from Head of house. Commendations in weekly assembly. Maths certificates. Silver award badge 30 points presented in house assembly.	Headmaster Head of House
Level 2	Phone home. Email home/Postcards. Send to Head of house for more praise. 100% attendance in half term - email home class teacher. House points/house meeting weekly round-up. Display board outside Heads office. Wow Board. Bronze award badge 20 House points presented in House assembly.	Class Teacher Head of House
Level 1	Oral Praise. Comments in books. Stars. Housepoints. Treats. Stamps. Written feedback. <i>Optional rewards in class.</i> Star of the day. Star of the week. Show/read out good work. Man of the match/Most improved.	Subject Teacher

Rewards should be for excellent attainment in class and 'at home work' and for Pupils who put in lots of effort and/or show a big improvement in their work. Rewards should also be given for co-curricular development linked to Creativity, Activity and Service and to those pupils who are role models to others in any aspect of school life.

BEHAVIOUR REWARDS AND SANCTIONS

Rewards

These should be given to promote good citizenship and encourage other children to behave in positive ways.

Stars

- Awarded in recognition of commendable behaviour, such as an act of kindness or helpfulness which we would like to celebrate and reward.
- This is issued by the teacher to the child by stamping their card/book.
- Stars are counted and celebrated by the House Master/House Mistress.
- Any adult can award a star.

Sanctions

Children naturally test boundaries, and they will begin to learn what behaviour is acceptable and what is not. To help them, teachers need to be clear in what is expected in the classroom, and around school. In particular, children must abide by the College Code of Conduct. If children are not doing what is expected then teachers need to take time to talk and explain why certain behaviour is not acceptable. If children persist, then they will get a warning.

Warnings

- If a child is behaving in a way that doesn't support learning in the classroom, or isn't acceptable then a warning can be given.
- A warning is verbal, and the teacher must be sure the child understands what the offending behaviour is and what needs to stop.

Conduct Marks

- These can be given after a warning, where a child has continued doing something after he/she has been asked to stop.
- Some misdemeanours warrant a conduct mark straight away.
- These are written on a red slip of paper and the teacher needs to put it into the house box.
- Teachers will need to write a comment about the behaviour on the MIS, and let the form teacher know.
- A conduct mark will deduct three house points.
- The teacher giving the conduct mark should explain to the child why he/she is getting it.

Form teachers have a duty to monitor the amounts of conduct marks being given to a child, and staff meetings are an appropriate place for discussion about how we can help a child who may be receiving too many (more than 6 per half term). The child may also be sent to the Prep School Headmaster and parents informed.

Behaviour Plans

Children with specific behaviour issues may need a behaviour plan, designed and coordinated by their form teacher and the Headmaster of the Prep School, and distributed to those teachers who teach that child. This should have very clear, small, achievable goals to help the child know the appropriate way to behave in situations they have found difficult in the past. This would need updating and reviewing regularly. This plan can run alongside the sanctions ladder structure.

Sanctions Ladder Structure

Behaviour Level	Examples of Types of Behaviour	Examples of Suitable Sanctions	Staff Responsible
Level 7	Behaviour that puts others at risk. Serious acts of bullying/persistent bullying. Serious incidents of aggression/violence towards others. Criminal activity.	Fixed term exclusion. Permanent exclusion. Police called in. Log on MIS.	Headmaster
Level 6	Failure to improve on Amber positive behaviour report. Serious misuse of social media. Second incident of bullying or significant first bullying offence. Physical/Verbal aggression. Wilful damage of school property/someone else's property.	Internal exclusion. Positive behaviour monitoring card (Red). Fixed term exclusion. Log on MIS. Contract of acceptable behavior.	Head informs parents* Headmaster
Level 5	Failure to show improvement on Green positive behaviour card. Being out of bounds/leaving site without prior permission. Bullying. Defiance towards a member of staff. Serious incidents of misbehaviour such a fighting. Significant misuse of social media. Repeated incidents of level 4 behaviours, i.e persists over a short time frame, e.g consecutive lessons/3 within a cycle.	Positive behaviour monitoring card (Amber). Internal exclusion. Log on MIS.	Head monitors report and informs parents - meeting called Prep school SMT
Level 4	Unsafe behaviour or playground misbehavior. Verbal aggression towards another pupil. One off serious incident of lesson disruption. Repeated incidents of level 3 behaviours, i.e persists over a short time frame, e.g consecutive lessons/3 within a cycle.	Log on MIS. Positive behaviour monitoring card (Green).	Assistant Head monitors card and informs parents.
Level 3	Disrespect towards teachers. Failure to attend detention. Unacceptable behaviour in class. Poor behaviour around school Unkind words, texts, images or behaviour at or about another pupil (single incident).	Break time Detention (Assistant Head academic, recorded on MIS)	Form teacher to email home to inform parents of detention.

	<p>Persistent misbehaviour in lessons.</p> <p>Repeated failure to complete or submit homework.</p> <p>Repeated incidents of level 2 behaviours, i.e persists over a short time frame e.g consecutive lessons/3 incidents within a cycle.</p>		
Level 2	<p>Pupils being rude to other pupils/nasty remarks/Personal remarks aimed at others.</p> <p>Lack of respect for equipment/ their own belongings.</p> <p>Arrogance.</p> <p>Argumentative/low level defiance.</p> <p>Lack of/poor homework.</p> <p>Poor attitude.</p> <p>Chromebook misuse (for those who have them).</p> <p>Anti social behaviour around school, e.g littering, rowdiness in lunch queue.</p> <p>Copying work from others.</p> <p>Breaking equipment/toys.</p> <p>Repeated incidents of level 1 behaviours, i.e persists over a short time frame, e.g consecutive lessons/3 times within a cycle.</p>	<p>Pupils spoken to.</p> <p>Time out.</p> <p>Class teacher follow up.</p> <p>Conduct Mark.</p>	<p>Record Conduct Mark on ISAMS</p>
Level 1	<p>Shouting out.</p> <p>Everyone talking/Private conversations/Talking out of turn.</p> <p>Missing equipment.</p> <p>Poor use of chromebooks (Y5/Y6 only).</p> <p>Deliberate distractions.</p> <p>Immaturity/silly behavior.</p> <p>Low level disruption.</p> <p>Off task.</p> <p>Not joining in with an activity.</p> <p>Bad time keeping.</p> <p>Lack of accountability 'it wasn't me'/'not my fault'.</p> <p>Lateness.</p> <p>Not listening to others.</p> <p>Lack of equipment/kit.</p> <p>Uniform issue.</p>	<p>Informal Verbal warning.</p> <p>Highlight the Golden Rules.</p> <p>Time out.</p>	<p>Subject teacher/class teacher/staff member</p>

*Following any external exclusion a restorative meeting will take place between pupil/parents /house parents and Deputy Head / Head and any other staff who may need to be involved (class teachers/mentors, etc., on a case by case basis.

It is recognised that repeated poor behaviour, combined with academic under performance, even where the individual offences may appear minor, will constitute a major offence. The cumulative effect of such behaviour is detrimental and may therefore result in the most serious sanctions be applied. It is vital that parents be informed of such events as they develop.

SCARBOROUGH COLLEGE LITTLE OWLS PRE-SCHOOL REWARDS AND SANCTIONS SYSTEM

Rationale

In the Early Years Foundation Stage, we are committed to establishing a learning environment that promotes positive behaviour and relationships, where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others. It is a chance for children to develop their sense of right and wrong. Children need to feel safe in their school. They need to be nurtured and encouraged to learn. To do this, we expect children to behave well and look after each other.

Behaviour Awards and Sanctions

Behaviour in the foundation stage is managed in a positive way, using Golden Rules and Seal. Children learn by example, so staff and children interact with respect. Whenever staff see examples of good behaviour, kindness, empathy, or any other noteworthy behaviour, then it is commented on, highlighted to another member of staff or mentioned to parents. Merits can be awarded in Reception for super behaviour which contribute to house points. Little Owls children receive stickers for good behaviour.

On occasions when behaviour is not of a good standard, it must immediately cease. All children have a right to feel safe (including the perpetrator of the action). This also applies to potential damage to property. Inappropriate behaviour in class, disrupting the learning of others, is equally not acceptable. Staff should discuss behaviour that is appropriate with the child causing the disruption. Discipline at this stage will be in the form of verbal instructions or discussions.

If a child continues to behave in an unacceptable manner, they may need to be removed from the situation and spend time thinking about what has been discussed at the previous stage. It is important that the child does not feel humiliated and all steps should be taken to ensure the child has time to reflect on the consequences of their actions and learn from them.

As children get older and enter Reception class, a conduct mark might need to be given. This means their house will lose points and they have to see the Headmaster. Teachers will only resort to this sanction as the last resort. We think that positive intervention is appropriate for this age.

Each class teacher keeps a log on each of their children. This is a record of incidents such as stars awarded, commendations, medical notes or problems.

Any patterns in behaviour can be looked for. There is a note book in the staff room for messages about incidences at break times.

Children with specific behaviour issues may need a **behaviour plan**, designed and coordinated by their class teacher and the Headmaster, and distributed to those teachers who teach that child. This should have very clear, small achievable goals to help the child know the appropriate way to behave in situations they have found difficult in the past. This would need updating and reviewing regularly.

All teachers should follow the action-response as set out below:

- 1 Verbal/Visual warning.
- 2 Removal from the scene.
- 3 Speaking to parents.
- 4 Referral to senior staff.

Policy Prepared by:

Tim Cashell
Deputy Head

Person Responsible for Updates	Date Last Reviewed	Next Review Due
Tim Cashell	January 2020	June 2022

SENIOR SCHOOL REFLECTION/REFERRAL SHEET

Name of pupil:		Tutor Group:	
Sent to Reception by:		Date:	
Subject:		Time sent:	
Has a five minute 'cooling off' time been given? (Remember to log 'cooling off' periods on the MIS) If not, please use this approach before sending the pupil to Reception unless the pupil has been rude, aggressive, defiant or discourteous to a member of staff.			YES NO
Seen at Reception by:		Signed:	
Reason for referral:			
Action taken by member of staff who collects the pupil from Reception:			
Further action taken by Head of Tier:			

To be completed by pupil:

What can you do to help make things better? Consider setting yourself one or two targets for next lesson.	
Pupil signature:	

(Please continue on the back of this sheet if necessary.)

