

## Behaviour Policy

### Promoting Positive Behaviour

#### Statement of Intent

Our vision is to be an excellent college and to create a positive educational experience that cultivates high self-esteem, allows pupils to flourish and ensures that all members of the school community can take advantage of learning opportunities, both curricular and extra-curricular, in order to prepare them for the next stage of life. We will promote and expect the highest standards of student behaviour so that high quality learning can take place and so that all students can feel happy and safe to come to college. Positive relationships are at the heart of our behaviour management and the cornerstone of all successful behaviour management.

We strive to eliminate all forms of bullying, promote equal opportunity and provide behavioural support according to the needs of all students. Underpinning this policy is a distributed leadership model wherein it empowers all staff to safeguard and protect the environment for learning as stated in section 7 of the Teachers' Standards (DFE).

#### Equal Opportunities

We believe in the equality of opportunity for all students at the College. We aim to equip students with an awareness of our diverse society and to appreciate the value of difference. We make every effort to ensure that this ethos is reflected throughout practice at all times. Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the College community.

***Any instances against protected characteristics (age, disability, gender, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) are treated very seriously and once reported, are dealt with immediate.*** Any such incidents are logged and reported to the Local Authority. We seek to use every opportunity through the curriculum, our PHSE programme, assemblies and tutor time to reinforce with students that such behaviour is unacceptable. The College will use a range of strategies and sanctions as befits the seriousness of the incident; a fixed term exclusion may be a possible consequence.

#### Communication with Parents

The College endeavours to establish good relationships with parents and carers, recognising that they are essential partners in the task of education and in managing good behaviour. The College seeks to positively involve parents / carers in all aspects of their child's learning and behaviour. All staff play a key role in developing and supporting these positive links and enabling relationships. The College makes every effort to communicate to parents/carers instances of behaviour, whether positive or negative in nature.

#### Expectations and Behaviour Management

*Our aim is to sustain a positive ethos and environment where everyone can learn, enjoy and achieve.*

#### Encouraging good behaviour

We encourage good behaviour by:

- promoting an ethos of mutual respect
- finding opportunities to praise and reward
- having high expectations of behaviour in the classroom and around the school
- promoting fairness and consistency in dealing with student behaviour

- working with parents/carers, students and staff to promote positive behaviour
- use of restorative approaches
- individual behaviour plans and pastoral support plans to monitor and set targets
- use of assemblies and tutor time to promote positive messages about our expectations
- staff acting as positive role models

The college is committed to recognising and celebrating the achievements of our students. Achievement points and behaviour points are logged on Go4Schools and monitored by Form Tutors and Heads of Year. Verbal encouragement, positive feedback, merits, communication with parents/carers, certificates and prizes are awarded to celebrate a student's achievement and excellent attendance.

## **Code of Conduct**

### **Expectations of our students, in line with the Local Executive Committees' principles:**

- to behave in a responsible manner, showing respect and courtesy for everyone
- to respond appropriately to all reasonable requests
- behaviour should be exemplary and not impact negatively on the safety or well-being of others
- behaviour to and from college, including travelling on college buses, should always be positive and responsible and when taking part in college trips, or during work experience
- not to engage in any form of bullying, cyberbullying or any physical or verbal abuse and to report any concerns to a member of staff immediately
- be punctual to school and to lessons
- be organised and ready to learn; bring the correct equipment to lessons
- must not disrupt the learning experience of others
- photographs or videos of others should not be taken whilst on the college site or on college visits, including those using electronic devices, unless for an educational purpose and with permission from a member of staff at the college
- wear correct college uniform
- move about the college with awareness and courtesy for others
- respect the college environment: keep the classroom, corridors and outside areas clean and free from litter or gum

## **Rewards and Recognitions**

**SHINE** encourages and promotes positive behaviours both in school and through extra- curricular events.

make Aims:

- tangible all different types of progress and the impact that can be achieved through displaying positive behaviours
- improve participation *in life* by all students, no matter their background
- enable all students to recognise their own achievements
- encourage all students to set goals
- ensure that all of our students are competitive at interview

There are five categories in the SHINE initiative:

**S (Succeed), H (Help others), I (Inspire), N (Never give up), E (Engage)**

To achieve the respective SHINE awards, student collect evidence relating to the following:

# Policy Statement

SUCCEED	I have represented the school or community in a sporting, cultural or academic event played sport / performed in a play / signed in a concert / been in the maths team
HELP OTHERS	I have volunteered my time to support a school or community project litter picked for a day at break and lunch times / visited the care home to speak to residents
INSPIRE	I have taken on and committed to a L1 leader/ ambassador role
NEVER GIVE UP	I have overcome a challenging situation or achieved something I thought unachievable in my school, social or personal life  shyness/ social anxiety/ lack of fitness/ academic/ independence/ life skills
ENGAGE	I take part regularly in a club or activity  scouts / guides / cadets / trampolining / archery/ street dance/ art club/ cooking club

- There are 3 levels: Silver, Gold and Platinum.
- Students will collect evidence to demonstrate that they have met the criteria needed for each level. They must meet ALL 5 categories to complete a level.
- Students will keep their own record of achievement.
- Completion of levels will be recognised with badges which will be presented in assemblies
- Positive behaviours both in class and outside of lesson time are recognised via the SHINE points system.
- If there are achievements or events that clearly warrant a higher reward SLT, HoF and PL can log a 5 point reward.

## SHINE POINTS

<b>5 points</b>
Outstanding achievement – for use by SLT/ PL / HOF
Star of the lesson
<b>1 point</b>
S – Succeed
H – Help Others
I – Inspire
N – Neve Give Up
E – Engage
Prom Point for Year 11 only

### End of Term Celebration Assemblies:

- Most SHINE points
- Star of lesson
- Student of the term
- SHINE awards
- Sporting accolades

We also award certificates to students to celebrate excellent attendance per term and for the whole academic year.

### Uniform

Students who arrive at school in incorrect uniform are asked to give a reason for the change in dress code at the College. They are provided with a yellow card and the reason noted, so that the student can show to staff that the matter is being dealt with according to the severity of the problem. In some cases, it is appropriate for the Progress Leader, Form Tutor or Year Coordinator to contact parents or carers.

If the situation necessitates a longer period in which to rectify the uniform problem, then the student is issued with a red card, to indicate that the matter will be resolved but in a longer timescale. Parents/ carers should write a note in planners when a longer-term uniform matter arises.

Full details of correct uniform requirements can be found on the College website (Parental Information); there is also a PowerPoint presentation on the website which shows the information that is shared with student in assemblies.

## **Hair, Make up, Jewellery, Facial piercings**

In years 7, 8 and 9, students are not allowed to wear make-up or nail varnish. Hair should look 'natural'. In years 10 and 11 students may wear make-up and which is not too heavy or obtrusive. Where there are concerns over inappropriate extreme hair styles or colours, too much makeup or jewellery, then students will be required to rectify the situation. Contact with home may be necessary, depending upon the severity of the situation. The PowerPoint presentation on the website (mentioned above) shows the information shared with students in assemblies about what is, or is not, acceptable at the College. Facial piercings, if any type, are not allowed at the College and students will therefore be asked to remove any facial piercings regardless of when the piercing was carried out. Failure to abide by this will result in a students' isolation from lessons and breaks.

Please note: The College will not accept facial piercings and the judgement of what constitutes appearance being 'unobtrusive' will be made by the College staff. **If an item is worn for medical or religious reasons, a letter should be sent to the Headteacher requesting permission to do so.**

## **Mobile Phones and Electronic Devices**

Mobile phones and electronic devices are a distraction from learning and are hence not allowed at Cottenham Village College. In the exceptional circumstances that students require their mobile phones for safety to and from school, their parents or carers must fill in a form available from student services. Students can then hand in their mobile phone at student services in the morning. It will be securely held and they can retrieve their mobile phone from student services on their way home. We do not allow the buses to leave until mobile phones have all been returned.

Mobile phones that are seen in the college are confiscated and only parents can collect them.

## **Unacceptable Behaviour**

Verbal admonishment, written feedback, communication with parents/carers, detentions, report, internal isolation and fixed term exclusion are methods used for unacceptable behaviour.

Where students' behaviour is unacceptable, a range of sanctions is used depending on the particular situation. A member of staff may, therefore:

- have a quiet word with the student either during or after the lesson
- move a student within a class or to another teacher's classroom or teaching area
- have on-call remove a student to an isolated area for the rest of the lesson
- place a student on report
- contact with parents/carers
- invite parents/carers into college
- record incidents of poor behaviour on the behaviour log for tracking and monitoring

purposes (incidents which trigger a point system are outlined below in **Sanctions and Consequences**)

- give a detention at break or lunchtime
- issue an after-school detention with a Progress Leader

**Other sanctions may include:**

- placing the student in internal exclusion from lessons with a senior member of staff
- issuing a fixed term exclusion

Any student who persistently disrupts the learning of others will be removed from class by a senior member of staff, as will any student who refuses to cooperate with a reasonable staff request. We aim to keep parents/carers informed of any incidents of serious misbehaviour. Behaviour which disrupts the learning of others or which threatens the welfare or safety of any member of the school community is unacceptable. It is prohibited for students to bring onto the college site tobacco/cigarettes, alcohol and illegal drugs; it is also prohibited for students to use, or be under the influence, of such substances.

**Use of Reasonable Force**

'Use of reasonable force guidance' (July 2013) outlines the use of reasonable force within schools to prevent students from hurting themselves or others from damaging property or from causing disorder. Examples where we may use reasonable force would include separating students who are fighting or to prevent a student causing harm to themselves. Any such use of force will be reasonable, proportionate and necessary. Within the College we have a group of staff who have been trained - they are skilled in using de-escalation techniques but will use positive handling techniques if reasonable force is required to resolve a situation. College staff will always try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible.

**Lateness to lessons or College**

Where poor punctuality causes concern, students may be issued with a detention. This may be at break or lunchtime if the lateness occurs in lesson time, and after school if late to school in the morning. Morning registration is from 08.50 - 09.10 Monday to Friday. Progress Leaders and Year Coordinators are informed of students arriving late to school.

## **Sanctions and Consequences**

### **Subject Area Procedures**

Subject areas will follow the guidelines for dealing with low level disruption and continuing disruption e.g. using the 'parking system, weekly detentions for poor behaviour or lack of homework. Behaviour points should be added to the SIMS behaviour reporting system so that these behaviours can be tracked and monitored by Heads of Year, Pastoral Assistants and Form Tutors. Parents/ carers should be contacted where necessary and appropriate for individual behaviour incidents or to update on progress/ attitudes to learning.

Staff should record behaviour points on the SIMS tracking system. Recording points initiates further action, it is not the sanction itself. Staff must complete the behaviour tracking record on SIMS as well as recording the point(s) given. Students meeting thresholds for individual behaviour plans do not have their points reset termly.

Where the on-call system is used to support behaviour management issues in lessons, staff should record the behaviour incident in the usual way on Go4Schools and inform the Head of Faculty/ Subject Leader.

## Detentions

Detentions are centralised and run every lunchtime by a member of SLT. Students receive a detention when they are given a negative behaviour point. Where the incident is repeated or requires immediate consultation with an SLT member, the pupil can be awarded an afterschool detention. Staff are also empowered to set their own detentions if they feel it is appropriate for that specific situation. Afterschool detentions are awarded when a pupil is removed from lesson when they do not meet expectations. When an afterschool detention is awarded, it is logged on SIMS and a letter sent home. These usually take place on a Monday or Thursday to coincide with the days that the late minibus service operates.

## Exclusions

The exclusion process is set out as stated by the DFE statutory guidance and can cover the behaviour of a pupil outside school. Permanent exclusion is based on the criteria described on P10 of the guidance:

A 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;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious Breach can be defined as anything that is considered a "criminal offence" (such as carrying a knife, sexual assault, damage to school property or common assault etc) or harmful (physical or emotional) to staff or pupil.

Persistent breach can be defined as happening more than once which reveals a pattern or behaviour that allows the Principal to establish the facts "on the balance of probability". In relation to an exclusion decision the Principal 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.'

## Recording Behaviour on SIMS

### 0 BEHAVIOUR POINTS (to record info only)

LACK OF EQUIPMENT
INCOMPLETE OR MISSING HOMEWORK (SINGLE CASE)
INTERNAL ISOLATION
FOR INFORMATION ONLY
MISSED LUNCHTIME DETENTION

### 1 BEHAVIOUR POINT

DISHONESTY/DECEPTION
DISRUPTIVE BEHAVIOUR
ESCALATED LACK OF HOMEWORK (MIN 3)
FAILURE TO FOLLOW ICT AUP (Appropriate Use Policy)
LACK OF PE KIT (MIN 3)
PERSISTENT LATENESS TO CLASS (MIN 3)
POOR EFFORT/LITTLE WORK DONE
UNSAFE BEHAVIOUR
VERBAL ABUSE (STUDENT)



## 2 BEHAVIOUR POINTS

PHYSICAL OR VERBAL AGGRESSION
DEFIANCE/ FAILURE TO COOPERATE
DISRUPTIVE BEHAVIOUR IN SCHOOL (after warning given)
DAMAGE TO SCHOOL PROPERTY
MISUSE OF MOBILE PHONE OR ELECTRONIC DEVICE (+ confiscation)
PERSISTENT IN APPROPRIATE UNIFORM, MAKE-UP, JEWELLERY (given by HOY or Pastoral Assistant)
RUDE/ INSOLENT
UNSAFE BEHAVIOUR (LEADING TO AN INCIDENT)

## 3 BEHAVIOUR POINTS

BULLYING
THEFT *
TRUANCY FROM A LESSON

## IMMEDIATE CONSULTATION WITH SL / Progress Leaders leading to SLT detention, IER or exclusion

PHYSICAL OR VERBAL AGGRESSION (MAJOR) **
DELIBERATE MISSED AFTER SCHOOL DETENTION WITH SLT/HOYS
GROSS MISCONDUCT *
RACIST, DISABILITY, RELIGIOUS, SEXUAL OR HOMOPHOBIC COMMENTS <i>or comments against protected characteristics</i>
SMOKING ON SITE
TRUANCY FROM SCHOOL
VERBAL ABUSE (STAFF)

## Behaviour sanctions pertaining to the points system

- Initial points - Picked up and responded to by Tutor.
- **5 points-** Tutor ATL report + first contact home by tutor (report checked in form time and detentions done in pastoral room at lunch time). Student file opened by Year Coordinator.
- **10 points-** Head of year report and parental meeting (checked each lunchtime by pastoral team). When there is a recorded 3 or 4 on report, pupils complete a lunchtime detention.
- **15 points-** Individual Behaviour Plan (IBP) set up with Progress Leader/Year Coordinator + parent meeting + possible internal exclusion if a 'drastic change' is necessary. The IBP will still carry into the next term and once failed/ the next time a student gets to 15 points, it will be replaced by a PSP. SEN enquiries, Early Help Assessment (EHA) referral if appropriate, internal and external support requested (mentoring etc.).
- **20 points-** Pastoral Support Plan (PSP) set up with SLT + parent meeting + internal exclusion/external if deemed necessary. SEN/EHA/support programmes must have been discussed at this stage.
- **25 points-** Managed Move/ Alternative provision to be sought whilst student on report to Principal.
- In certain case (continued defiance, bullying, misconduct) the decision to use an IAP or PSP may be necessary.

In instances of serious incidents (e.g. physical or verbal abuse of a member of staff, sexual harassment, racially aggravated incident) a student may be immediately excluded for a fixed term. Parents/ carers are contacted and a letter sent home first class to parents/ carers.

When students are on report, they will only get a behaviour point if they receive a 4 (which will mean removal from lesson by SLT). where they are issued a 3, they will do an immediate detention with Year Coordinator. When pupils begin to acquire points rapidly or go beyond 10 points. The Education Inclusion Officer (E.I.O) will be notified to form part of the plan to support the individual.

*\*Consultation with the Senior Leadership Team.*

*\*\*The Principal has the final decision on the behaviour points.*

## **Individual Behaviour Plans (IBPs)**

For students who are not meeting their targets on faculty or year reports, an IBP may be used and involves both the school and home. A maximum of three targets will be set and this will be monitored by the Form Tutor, the Year Coordinator, the Progress Leader and the parents/ carers.

The Progress Leader will review the report at an agreed point appropriate for each individual student. The parent/career should sign the report to acknowledge that they have seen the report and discussed this with their son/daughter. A review meeting between home and school will be held after an agreed and appropriate period of time, relevant to the situation and the individual student.

## **HUB / KS4 Support Room**

These are spaces where students are provided respite or breathing space whilst the college investigates any behavioural disputes or welfare/CP needs. They are also where students removed from lessons are placed.

Please note the following conditions for HUB access by pupils:

1. CP issue
2. A known welfare case
3. SLT/PL brought them down

## **Internal Exclusion room**

Students placed are placed into the Internal exclusion room when they have shown evidence of breaching the college's expectation. The purpose of this room is to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. It provides the pupils a space to reflect, work independently and in a quiet, calm environment under the guidance of middle and senior leaders at the school. All pupils who attend IER will have a fixed period of time, engage in a restorative process. Classwork is collected so students do not miss out on learning and quality assured by the staff in the room. Comments will be recorded and provided to the pastoral team and their tutor for follow up.

## **Graffiti/ Vandalism**

If a student is found responsible for vandalism to College property the student may be charged for the repair or the replacement of any item vandalised. This also includes any damage caused to school transport. The appropriate sanctions will be applied as laid out in the 'Sanctions and Consequences' section of this policy. Often, the most appropriate sanction would be a 'community service' style sanction. In extreme cases of vandalism, internal isolation and/or a fixed term exclusion may be issued.



## **Bullying and Harassment**

### **Statement of Intent**

We offer a positive educational experience that cultivates high self-esteem and ensures that all members of the college community can take advantage of both learning and leisure opportunities to make good progress and prepare them for the next stage of life.

#### **Our aims:**

- to make sure that the person being bullied is safe
- to work to stop the bullying from happening again
- to provide support for the person being bullied
- to take action to ensure that the person doing the bullying stops, and that they learn not to cause harm to others, either physically or emotionally

### **What do we mean by bullying?**

**Emotional:** being unfriendly, excluding, tormenting, (e.g. taking personal property, threatening gestures)

**Physical:** pushing, kicking, hitting, punching or any use of violence

**Racist:** racial taunts, graffiti, gesture

**Sexual:** unwanted physical contact or sexually abusive comments

**Transphobia, Gender, Homophobic or other protected characteristics:** because of, or focusing on, the issue of sexuality

**Verbal:** name-calling, sarcasm, spreading rumours, teasing

**Cyber:** all areas of the Internet, such as email, chat room misuse, threats and unwanted comments via mobile phone calls or texts, misuse of cameras and video facilities

### **Harassment may include, for example:**

- racist, sexist, homophobic or ageist jokes, or derogatory or stereotypical remarks about a particular ethnic or religious group or gender;
- outing or threatening to out someone as gay or lesbian; or derogatory or stereotypical remarks about protected characteristics about e.g. age, disability, gender, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity

### **What do we do about bullying at CVC?**

- Laminated information sheets are on display throughout the College which gives advice about bullying. There is also information on what to do in students' planners.
- Staff at the College always take any allegation of bullying very seriously. It **will** be followed through.
- Various strategies are in place at the College to deal with each incidence of bullying. Each incident will be dealt with on an individual basis and an appropriate sanction applied.
- Students are given advice and guidance on how to deal with any instances of cyberbullying.
- All incidents of bullying are logged so that we can track what happens and which students are implicated.
- Persistent bullying may result in an exclusion from school

## **What can students do?**

If students are being bullied, or know of other students who are being bullied, they should tell any of the following people:

- their parents/carers
- their Form Tutor or Pastoral Team
- any teacher or TA
- a member of the anti-bullying council
- a trusted friend
- any member of student services

## **Sexual Violence and Sexual Harassment**

### **Statement of Intent**

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

### **What do we do about sexual violence and sexual harassment at CVC?**

At CVC, sexual violence and sexual harassment is not acceptable, will never be tolerated and **is not** considered as an inevitable part of growing up. Therefore, we will not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up” or “just having a laugh”. Challenging behaviour (potentially criminal in nature), such as grabbing or touching (including with other items such as pencils, rulers etc) bottoms, breasts and genitalia and flicking bras and lifting up skirts could lead to a fixed term exclusion. On cases where this is persistent, the actions can lead to the school sanctioning a Managed Move or Permanent Exclusion. Where the school/college feels an offence has been made, the school/college will report it to the police and Cambridgeshire Local Children Safeguarding Board.

### **Definitions:**

#### **Sexual violence**

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we are referring to the Sexual Offences Act 2003.

#### **Sexual harassment**

For the purpose of this advice, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the terms that it is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting or sexual violence such as rape or sexual molestation;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of these cross a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

CVC considers sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Students making comments about “rape” or any other comment on a sexual nature directed at or about another member from the school/college will be challenged as stated in our behaviour policy.

## **Restorative Approaches**

Restorative approaches support our Behaviour Policy. These approaches offer an alternative response to challenging behaviours based on the notion that in some cases, restorative approaches may have a better impact than with use of sanctions. Restorative approaches are educative and help those involved to learn how to change.

The main features of this approach:

- focus on harm and actively seek ways to repair that harm.
- help create dialogue and communication.
- are fair, open and honest.
- lead to acceptance of responsibility, and the need for reparation, restoration and change.

The process will engage those people who have the problem in resolution. It addresses both the needs of those responsible and those who have been affected. It also addresses the needs of the whole college. It will enable us to put whole school values and beliefs in to practice. We will ensure that appropriate staff are aware of the principles of restorative approaches. Restorative approaches can be applied in a number of ways, ranging from informed work on a daily basis to a formal conference with a trained facilitator.

## **Searching, Screening and Confiscation**

This summarises for parents and carers the College’s procedures for searching, screening of pupils and confiscations.

### **Searching**

- All College staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search students 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 any type of weapon
  - 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 (e.g. theft)
    - to cause personal injury to, or damage to the property of, any person (including the pupil)
    - to cause upset or distress (e.g. bullying, misuse of images or texts)
- Headteachers and authorised staff can also search for any item banned by the College rules which has been identified which may be searched for.
- The College is not required to inform parents or carers before a search takes place or to seek their consent to search their child.
- The College will inform parents or carers where alcohol, illegal drugs or potentially

harmful substances or weapons are found although there is no legal requirement to do so.

**Schools' obligations under the European Convention on Human Rights (ECHR).**

*Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The intervention must be justified and proportionate.*

## Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of the College staff can screen pupils if permission to do so has been given by the Headteacher or a Deputy Headteacher.

Also note:

1. If a pupil refuses to be screened, the College may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
2. If a pupil fails to comply, and the College does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil must comply with the rules and attend.
3. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers that apply to search without consent

## Confiscation

- Students carrying mobile phones or misuse of other electronic personal devices (e.g. iPod) will result in the confiscation of that item. Parents and carers will be required to come to collect the item from the College. In cases where such material is illegal, the police will be contacted and the device handed over to their care.
- College 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. If a legal item, and the incident 'minor', then the item will be held securely until the agreed time to return it (e.g. end of the school day). If an illegal item, then this will be handed to the police or appropriate authority. In some instances (e.g. electronic device which have been grossly misused) then parents will be asked to collect the item from the college in person.

This policy was ratified on  
And will be reviewed on

30 September 2019  
September 2020