

Cheney School

Respect for Learning Policy (Behaviour Policy)

Draft: July 2020

Approved by Trustees: October 2020

Next Review Date: October 2022

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act 2010.
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7
 - outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

Introduction

'Think for yourself, act for others'

The high standards for learning at Cheney School tie into our Respect for Learning Policy. Cheney School staff have high expectations of themselves: we aim to be 'best in class' to offer our students the very best in teaching and learning, excellence in extra-curricular activities and provide a myriad of opportunities for our students to excel both academically and personally.

We also have high expectations of our students. We believe that all the young people who attend Cheney have the potential to achieve greatness. For this reason we have the highest expectations of student behaviour, presentation and attitude to learning. We ask that students always show respect to teaching staff, support staff and their peers.

We expect all our students to wear their uniform proudly, to respect the school site and to behave considerately and appropriately at all times – whether that be in school, on school trips or on the journey to and from school. We speak daily to students about our expectations so that they understand what they are and, crucially, why they are important.

Our goal is that Cheney students come to have these expectations of themselves and can articulate their importance. We know that students who do this will live up to our motto: ***'Think for yourself, act for others.'***

Aims:

At Cheney we want to improve behaviour through developing a more trauma informed and relationships focussed approach to behaviour. The approach has 6 key strands.

1. Know and understand your students and their influences - Good relationships matter!
2. Teach Learning behaviours alongside managing misbehaviour
3. Use Classroom Management Strategies to support good behaviour
4. Use simple approaches as part of your regular routine
5. Use targeted approaches to meet the needs of individuals in school
6. Consistency is key

1. 6 Key strands underpinning Respect for Learning

1. **Know and understand your students and their influences** - Good relationships matter!
 1. Apply the **EMR Method** in tutor groups; focus on the students who it is most difficult to connect with - a finite identified group that is shared among the staff body
 - **Establish** - cultivate a positive relationship
 - **Maintain** - prevent the relationship from diminishing over time
 - **Restore** - intentionally repair the relationship after negative interaction
 2. HOSPs, HoFs, SLT and BIT are use the **2X10 model**; actively spend 2 minutes having non-school related conversation with hard to reach students for 10 days.
 3. Information on key students showing persistent behavioural issues is shared with all staff connected to the students. This is to explore the student's barriers and share effective strategies
 4. Where possible we access support and suggestions from MHST; to discuss strategies and individual cases.
2. **Teach Learning behaviours alongside managing misbehaviour**
 - The Agile Teaching Policy aims to create a consistency in approach in classrooms - especially with regard to expected routines, teaching metacognition and Behaviour for Learning
 - Homework is addressed through subject led homework clubs. Failure to attend homework clubs will be addressed as a behaviour issue
 - We aim to explicitly teach learning behaviours in lessons
 - **Relationship with self**
 - **Relationship with the curriculum**
 - **Relationship with others**
3. **Teachers should use the Classroom Management Strategies below to support good behaviour**
 - **Reinforce positive behaviours** - make the 5:1 ratio an expected approach
 - **Apply the First Five and Last Five routines**
 - **Register promptly and accurately** - consistency of roll call
 - **Positively and explicitly Meet and Greet** their classes
4. **Use simple approaches as part of your regular routine by:**
 - Having shared and consistent scripts
 - Applying strategies such as; ERM, 5:1, 2X10 model, scripts
 - Proactively engage parents at an earlier stage
 - Using scripts for phone calls home
 - Using a parental agreement
 - Setting up problem solving groups over behaviour issues
5. **Use targeted approaches to meet the needs of individuals in school**

- Challenge misbehaviour positively!
- Work with external bodies, Social Workers, attendance team
- Daily report cards for key students
- Investigate introducing the GL Assessment PASS test (Pupil Attitudes to Self and School) to create a positive roadmap of intervention
- 2X10 model (Leaders) and ERM model (Form Tutors)
- Parental Meetings should be scripted and structured

6. Consistency is key

- All are staff trained on how to interact with students - this is constantly revisited through briefings
- De-escalation training is provided for staff
- We work to create a shared responsibility to behaviour
- We are explicit about the behaviours we expect to see and share with staff, students and the wider community
- Consistency is key but we are explicit that some students will need exceptions; we know who they are and share what allowances they are allowed

2. Students' Responsibilities

- Students are expected to abide by the Cheney Home School Agreement
- Students are expected to sustain positive attitudes, demonstrated through high levels of Respect for Learning and supported by outstanding **attendance**, **punctuality** and **appearance** at all times. (please refer to the latest guidelines on uniform set out on the school web page)
- Students are expected to strive to reach their aspirational targets/levels/grades and exhibit a 'thirst for learning'
- In aspiring to be successful learners; students make good or outstanding progress by developing skills of **RESPECT**: Resilience, Empathy, Sincerity, Politeness, Endeavour, Communication and Teamwork
- Students have no excuse for rudeness or disrespect towards teachers, students and members of staff
- Students are expected to action any reasonable request from any member of staff **without delay or argument**
- Students are expected to ensure that mobile phones are switched off during the school day and kept out of sight – any mobiles seen or heard will be confiscated by staff and appropriate sanctions given
- Students are expected to remain in lessons at all times unless they have permission to leave from a member of staff. Permission slips must be used for this
- The school takes breaches of this policy as a serious matter and appropriate sanctions will be issued as a consequence

3. Parent/Carers' Responsibilities:

Parents and carers are:

- Expected to actively agree to and support the Cheney Home School Agreement
- Expected to accept and actively support the school's Respect for Learning Policy
- To recognise the school's need to balance the rights of the individual student with the needs of the school as a whole
- To provide direct practical support to ensure that their child abides by the school rules, for example ensuring correct school uniform, daily punctuality, homework undertaken in line with school policy
- To actively participate in school behaviour-related procedures, for example, supporting detentions and checking reports
- To attend parents' evenings and meetings with school staff to discuss their son or daughter's progress and behaviour
- To inform the school of any personal circumstances which may affect their child's behaviour at school
- To take an interest in their child's in-school behaviour, using home-based rewards or sanctions in support where appropriate. To agree to matters being referred to other agencies if recommended by the school.

4. Teachers' Responsibilities:

- Teachers will uphold the Cheney Home School Agreement
- Teachers will role model and promote the use of **positive language** and **positive body language**
- All staff members have a responsibility for upholding this policy and are obligated to intervene, address inappropriate conduct and reinforce Respect for Learning, both inside and out of the classroom. This should be done in as positive a manner as possible.
- All behavioural concerns should be recorded on ARBOR. Details should be sufficiently detailed to provide the necessary information for an appropriate staff member to conduct an investigation successfully
- All staff members have the responsibility to recognise, acknowledge and reward positive attitudes towards learning and reinforce the Cheney Attributes, both inside and out of the classroom.
- All forms of Positive Respect for Learning should be recorded on ARBOR to provide the necessary information to ensure that the Pastoral Team can follow up with further rewards.
- Wherever and whenever a member of staff uses physical contact in dealing with a student that member of staff must pass the information to the Designated Safeguarding Lead who will investigate and contact the parent. It is the responsibility of the member of staff to ensure that any physical contact is appropriate and follows the child protection policy. Such incidents must also be recorded in the Handling Book held by the Human Resources department

5. Governors' Responsibilities:

- To fulfil the requirements of the law in relation to governors' responsibilities regarding discipline in the school
- To contribute to the formulation or review of the school's Respect for Learning Policy, including the setting out of expectations about student behaviour
- To consider judgements of the school, both by directly observed behaviour, as well as third party perceptions about student behaviour
- To take positive steps to attempt to understand the complexities of ensuring high standards of student behaviour, and the challenge this presents to the school staff
- To support the Head and staff in the operation of all behaviour-related procedures pertaining to the day-to-day running of the school
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour
- To celebrate positively the standards expected and achieved by our students. To monitor the functioning of the school's behaviour policy by analysis of a range of available indicators
- To receive any representations by parents regarding the fixed term exclusion of their child. This will take place at a Governors Disciplinary Panel, which will be convened for this purpose
- To ensure a fair and consistent application of the policy regarding permanent exclusion. This will take place at a Governors Disciplinary Panel, which will be convened for this purpose.

6. Rewarding Students

Our aim is to develop students' learning abilities to ensure that they have a positive attitude to learning and are equipped with a range of skills to thrive academically and in employment. We want our students to be responsible life-long learners; the attributes promoted through the Cheney Attributes philosophy that will empower them to strive to achieve their full potential by learning in a variety of ways and through challenging learning experiences. All students will be involved in a culture of high expectations regarding learning and professional conduct to enable them to work independently and to support each other to learn through collaboration. This policy will infuse learning skills across the curriculum, thus enriching the learning experience for all students and will encourage them to raise their aspirations.

All teachers will have consistently high expectations of all pupils. The delivery of the Cheney Attributes will be done through the promotion of the learner attributes represented within our acrostic of RESPECT. The Cheney Attributes encourage the students to show: resilience, empathy, sincerity, politeness, endeavour, communication skills and teamwork. It is the role of all tutors and subject teachers to model, promote and value these attributes. Students will be recognised and rewarded when they

demonstrate the Cheney Attributes and should base their professional conduct around these standards.

To award students with an Achievement Point, staff enter them onto Arbor. At the end of every half-term the top students in each form are rewarded. Achievement Points are rewarded for a variety of endeavours such as:

- Attendance and Punctuality Certificates are awarded to students who achieve 100% attendance over a term or/and full year.
- Contribution to the school or wider community

When a student achieves each Achievement Point threshold, ARBOR will notify the Pastoral Team. The Pastoral Team will then arrange for the certificate, and any associated prize, to be presented to the student either in form time (Bronze level) or in assembly (Silver and Gold level).

Levels Achievement Points Reward

- **Bronze 50 Certificate from Tutor**
- **Silver 100 Certificate from the Pastoral Team and Film Event**
- **Gold 150+ Certificate from the Headteacher, Gold Badge and Celebration Event**

7. Role of the Form Tutor

The form tutor is a key individual for supporting students with attendance, accessing learning and behaving positively. Tutors should adopt a parental approach to their tutees, giving advice and guidance, acting as an advocate for students with staff and actively look to discuss barriers to learning and behavioural characteristics. Tutors should look to develop a supportive relationship with their tutees' families. Early contact with families is essential; especially if issues begin to arise.

Form Tutors on an ongoing daily basis should:

- Reward positive behaviour by issuing achievement points, making phone calls home or sending postcards
- With their pastoral leaders agree and identify tutees who would benefit from the ERM approach. The tutor should actively engage with these students through the ERM approach. The EMR Method focuses on the students who it is most difficult to connect with - a finite identified group that is shared among the staff body
 - **Establish** - cultivate a positive relationship
 - **Maintain** - prevent the relationship from diminishing over time
 - **Restore** - Intentionally repair the relationship after negative interaction
- Tutors should follow up and reinforce expectations when students receive sanction. They should seek to explain what is and is not acceptable and support the student with reasoning through the impact of their actions in order to help them realise why their

actions were not acceptable. The aim is to help the student to make more positive choices in the future.

- Monitor students' behaviour through the use of report cards as appropriate
- Tutors should monitor the attendance of their tutors and identify those who deserve praise for excellent attendance or for improving attendance.
- Tutors should identify students whose attendance is of concern, be the first point of contact for a call home and liaise with the Year Team regarding support and actions.

8. The Role of the Head of Student Progress and Pastoral Leader

The Year Team is there to support the academic development of every child in their year team. In order for students to flourish, they need to be in the right place emotionally and they need to behave appropriately. This makes the work of the Year Team varied and wide ranging. To support positive behaviour for learning the Year Team should:

- Liaise with subject teachers, HoFs, SEND, BiT and SLT or other professionals as needed
- To take the lead when students are having issues in more than one faculty area
- Contact home as appropriate and set up parental meetings
-
- Set consequences as appropriate and follow up with appropriate Restorative Justice meetings
- Set up and monitor Individualised Learning Strategy Plans and attach to Arbor and alert relevant staff and condense targets onto a report card
- Place students on report to support them in achieving the targets set in the Learning Strategy Plan
- Access additional support or escalate consequences as appropriate
- Act as an advocate for students who find it difficult to express their position positively
- HOSPs, HoFs, SLT and BIT to use the 2X10 model; actively spend 2 minutes having non-school related conversation with identified hard to reach students for 10 days.
- Reward positive behaviour by issuing achievement points, making phone calls home or sending postcards. Regularly reward positive behaviour though Year Assemblies and through the use of Golden Tickets etc

9. The Role of the Subject Teacher

All subject teachers are key in establishing and maintaining high expectations and standards of behaviour. Subject teachers are responsible for the behaviour for learning in their classrooms. To support them with this control they should avail themselves of the support from HoFs, Year Teams (including form tutors), BiT and SLT. Consistency of the student experience is key in establishing good behaviour. All subject teachers must follow some simple routines. This is especially important if they have fewer behaviour issues; this is because if everybody follows the same approach it supports those who are having more behaviour challenges by creating consistency for students.

Subject Teachers should:

- Implement the First Five Routine
 - a. Positively meet and greet your students at the door
 - b. Ensure an independent DNA is prepared that students enables students to settle
 - c. Take a formal register “Good morning/afternoon (student name)” with response “Good morning/afternoon Mr/Miss/Mrs (staff name)
 - d. Focus on lateness and marking lates into the register
- Register students arriving late. Students use the late to lesson script to acknowledge their lateness
- Use of soft skills to acknowledge students being off task and give them the opportunity to return to the task. **Reinforce positive behaviours** - use the 5:1 praise to consequence ratio an expected approach
- Apply the warning system/C system; two explicit warnings (using the terminology of C1 for the first warning and C2 for the second warning) with take-up time and use of soft skills before being given a third warning (C3) and a detention as a consequence. If a fourth challenge (C4) is needed by the teacher the student should be removed from the lesson. Staff should record the issuing of detentions issued and when students are removed from the lesson on Arbor.
- Students being removed from the lesson are sent to department support by:
 - a. BiT team support
 - b. TLR holder support
 - c. SLT support
 - d. If support is not available a sensible student should escort and report that the removed student has reached department support
 - e. Staff should be called for key students
- When appropriate set detentions. Staff who put students in detention to have an RJ meeting - this could be in detention. Staff to sign off RJ has happened at detention.
- Identified students will sit reflective detention in Gateway instead of the normal detention
- Implement the Last Five Routine
 - a. Pack up
 - b. Stand quietly/silently behind desks
 - c. When silent and on the teacher’s command be dismissed in an orderly way
 - d. Staff to monitor movement up and down the corridors on lesson changeover
- At the end of the last period of each day, escort identified students to detention.
- If students are persistently disruptive, the subject teachers should contact home in the first instance and then seek support from the Head of Department.
- Reward positive behaviour by issuing achievement points, making phone calls home or sending postcards

10. The Role of the Head of Faculty and Subject Leads

The Faculty Team is there to support the academic development of every child in their area. In order for students to flourish, they need to be in the right place emotionally and they need to behave appropriately. This makes the work of the Faculty Team more varied and wide ranging than simply focussing on academic attainment. To support positive behaviour for learning the Faculty Team should take the initial actions to support behaviour for learning. When students fail to meet expectations faculties should try to unpack the barriers to learning and positive engagement. Subject teachers and subject and faculty leads should contact home at the earliest stage to try to prevent situations escalating. Leads should:

- Follow up with students and their families when behaviour is persistently below expectations, where necessary hold a parental meeting
- Provide support in the classroom to explore the circumstances behind poor behaviour
- Develop a subject specific learning plan to help overcome barriers to learning
- Provide support to the classroom teacher
- Use subject report cards to set targets to support students to achieve and succeed
- If the situation persists liaise with the Behaviour Improvement Team and link SLT
- If poor behaviour is an issue in more than one subject area liaise with the Year Team
- HOSPs, HoFs, SLT and BIT to use the 2X10 model; actively spend 2 minutes having non-school related conversation with identified hard to reach students for 10 days.
- Reward positive behaviour by sending postcards home, nominating students of the Year Team etc

11. The Role of the Behaviour Improvement Team

The Behaviour Improvement Team provide flexible support and are there to:

- Support students who are struggling to fulfil their potential, often due to emotional or behavioural issues
- Provide rapid response support where students are failing to comply
- Provide ongoing support in lessons where persistent poor behaviour is affecting learning
- Provide respite for students over a number of lessons for students that are having ongoing issues in lessons
- Provide social, emotional, mental health and behavioural support for students that struggle to manage their responses to difficulty well
- Run internal exclusions and isolation as a consequence for serious or repeated issues
- HOSPs, HoFs, SLT and BIT to use the 2X10 model; actively spend 2 minutes having non-school related conversation with identified hard to reach students for 10 days.

12. The Role of The Senior Leadership Team

The Senior Leadership Team is ultimately there to support with behaviour issues, but these should be for the most extreme and persistent cases. The involvement of the SLT should add a level of seriousness to any case that should add extra weight and authority when students are particularly challenging. The SLT should also provide support when families are not supporting

school. As cases become more extreme these should escalate through the Assistant Heads, Deputy Heads and to the Head.

The SLT should:

- Be present around the school site, dropping in on lessons and visible before school, during break, lunch and at the end of the day
- Support staff when dealing with difficult behaviour incidents
- Support re-admission meetings
- Contact and meet families when support from Faculties and Year Teams has failed
- Make decisions about exclusions (Deputy Head and Head)
- HOSPs, HoFs, SLT and BIT to use the 2X10 model; actively spend 2 minutes having non-school related conversation with identified hard to reach students for 10 days.

13. RFL process

[Classroom Behaviour Flow Chart](#)

[Behaviour and Consequence Ladder](#)

[RfL Crib Sheet](#) - One page guide

[Guidance RfL levels 2020](#)

Detention

Detentions can be set by any member of staff. Any students set a detention must have a restorative justice conversation with the member of staff setting the detention. Students will sit their detention on the day of the incident where possible and if not on the following day. The member of staff setting the detention should record the detention in Arbor which will automatically notify the student's parent/carer to inform them of the detention. Teachers should not need to notify parents/carers as a matter of course, but should contact parents/carers quickly if behaviour is becoming an issue.

It is expected that students will be escorted to detention by the teacher of their final lesson on the day. Standard detentions are set to last 30 minutes. Students arriving on time and behaving well may be dismissed after 20 minutes. This is at the discretion of the staff on duty. Poor behaviour will result in the student remaining for up to an hour. Incidents of a more serious nature will be given an hour's detention. Walking out of a detention, refusing to attend or being asked to leave due to poor behaviour will result in an internal exclusion.

Gateway

Gateway is a supportive temporary withdrawal environment. It is there to support students that are finding full time education challenging. Gateway provided respite care allows students to spend a single period to an extended period of time away from lessons. It is not intended to be a punitive resource. The gateway team spend time unpicking the challenges faced by the students and aim to reintegrate them back into full time education as soon as possible. Students returning to school after a fixed term exclusion should be managed through Gateway.

ASC

ASC provides internal isolation either for specific lessons or for full day internal exclusions. ASC is intended to be a punishment for serious or persistent offences.

Students will be placed in ASC in agreement with the Head of Student Progress/Pastoral Leader/Behaviour Manager or member of the Senior Leadership Team. **Any student placed in ASC may be expected to stay until 3:00pm, 3:00pm or 4:00pm as directed according to the reason for being placed in ASC..** However, students may be released at 3:00pm or 3:30pm as a reward for positive behaviour. Parents/carers will be contacted via phone/e-mail/letter in regards to this. Students' behaviour and progress is monitored closely throughout the day and where expectations have not been met, students return to ASC the following day. Parents/carers will be informed of this by the Heads of Student Progress/Behaviour Manager. An end of day report is completed for each student and placed on Arbor for staff and parents/carers to view.

Students are expected to remain in ASC during the course of the day and only leave under exceptional circumstances if approved by the Head of Student Progress/Pastoral Leader/Behaviour Manager/SLT.

Students in ASC are assigned to a desk according to a pre-determined seating plan. Phones are handed into the Behaviour Manager and locked away. Bags are kept underneath the student's chair.

Students are registered by the Behaviour Manager and are supervised at all times. Students are expected to work in silence for the duration of the day and not interact with each other.

Rest breaks will be given and directed by the member of staff leading ASC at the given time. Food and drink is collected during the morning rest break. Students in ASC may be expected to be involved in improving the school environment by undertaking activities such as 'litter picking' after break and lunch times.

Heads of Student Progress/ Pastoral Leaders/SLT will visit students in ASC during the course of the day to check on behaviour and learning.

SWS

Cheney's School within a school is a longer term intervention for students that are not secondary ready. It provided behavioural and emotional support for students that are persistently disruptive and are at risk of repeated fixed term exclusions that could result in a permanent exclusion. SWS develops social and emotional awareness in conjunction with an academic curriculum. Students access SWS through identification by the SLT member responsible for vulnerable students and/or through a referral process. SWS is intended to be a medium term intervention of approximately 6 weeks.

Cheney Plus

Cheney Plus is similar to the SWS but is a longer term provision for students often on the ASD spectrum who find mainstream school too challenging. Places are limited and can only be accessed through a referral process.

14. Recording & reporting incidents

Incidents of students' misbehaviour and action taken are recorded electronically. The Pastoral and Inclusion teams monitor reported incidents taking actions and making referrals to SLT and other stakeholders/external professionals as appropriate.

Incidents of bullying, racial or homophobic nature will be recorded and monitored separately in keeping with the 2010 Equality Act. Appropriate action will be taken to support both the perpetrator and the victim and such incidents will be reported to stakeholders/external professionals as appropriate.

15. Misuse of substances & searches

Cheney School is committed to the health and safety of our staff and students and will make every effort to safeguard their well-being.

A drug is any substance which affects the way in which the body functions either physically, emotionally or mentally. It includes legally available substances such as alcohol, tobacco, caffeine and solvents; over-the-counter and prescribed medicines, e-cigarettes (vapes) and illegal highs.

The school will search students when there is reasonable evidence to suspect that they are in possession of a harmful or controlled item, whether legal or illegal and sanctions will be implemented accordingly – any harmful or illegal substances will be handed over to the Police.

16. ILLEGAL SUBSTANCES / WEAPONS /ASSAULT

Any student involved in a drug-related incident, carrying or using a weapon, making a violent assault on a student or member of staff, will have their case referred to the Head Teacher. Any case involving one of these issues can lead to permanent exclusion. This applies whether in the school, going to or from the school, or on a school activity

Teachers have the authority to search students where they reasonably believe that they are in possession of any of the listed items below. Please refer to:

<https://www.gov.uk/school-discipline-exclusions/searches>

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen or missing items
- Tobacco, cigarettes, cigarette papers (and e-cigarettes/vapes)
- Lighters(& lighter fluid)
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offense or cause personal injury to damage another person or property

NB: If any of the above are found to be in a student's possession, the items will be confiscated as they form part of the Government's list of banned substances. Weapons, knives and extreme or child pornography will always be handed over to the police. For other items, the teacher will use personal judgement to decide if, when and whom to return a confiscated item.

A student's possessions (any goods over which the student has or appears to have control – such as bags and lockers) may be searched. Force should not be used when conducting a search. Any dangerous, illicit, explicit and illegal items/substances will not be returned and may be given to the police for further investigation/intervention.

Extent of the search

When a search is required there will be two members of staff present. This should be led by a senior member of staff such as the Behaviour Manager, a Head of Student Progress, Head of Faculty and/or member of the Senior Leadership Team. On an off-site activity, the Group Leader is authorised to search students at the location.

The member of staff conducting the search would be required to provide a statement of the search and the reasons for it for future reference. All staff have the on-going authorisation to be the witness of a search. During an off-site activity; temporary authorisation is given to non-employees who are named adults supervising students on trips to be a witness to a search.

Staff are not authorised to conduct an 'intimate search' which requires the removal of non-outer clothing. The police will always be called if an intimate search is required as they have the legal powers required.

17. Section 14 Staff Training

At the beginning of the academic year, all staff receive training on the Respect for Learning Policy in order to ensure that it is consistently applied across the school. This usually happens during the September INSET days; however, subsequent training is given to new staff as they join the school as part of the school's induction process.

Newly Qualified Teachers have further support from their mentors and/or Subject Leaders/SLT link to ensure that the policy is understood and adhered to.

18. Government Expectations

All students are to show respect and courtesy towards teachers and other staff and towards each other.

Parents are to encourage their children to show that respect and support the school's authority to discipline its students.

Governing bodies and Head Teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation.

That every teacher will be good at managing and improving children's behaviour.

Further information about the legal stance on behaviour and the school's responsibilities/powers can be found on this government link document:
<https://www.gov.uk/school-discipline-exclusions>