

Holland Park School

BEHAVIOUR POLICY 2023

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Holland Park School Behaviour for Learning Policy

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Expectations

We promote our aim of "Ambition for Everyone" through developing confidence, creativity, respect, enthusiasm and determination. We, as a school, believe we have a duty to build and maintain an orderly and cohesive community. Positive behaviour expectations, consistently applied, are the glue of our community that helps develop students to be the best version of themselves and to society. We expect our students to aspire to the highest standards of personal behaviour, though some will need extra support to maintain it. In this way, our students may be enabled to reap the life-long personal and economic advantages of good, trustworthy behaviour.

All students should have the right to a disruption free learning, safe environment to enable them to achieve, be fulfilled and happy.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

Policy Implementation

Our policy is to create a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent. We have a fair approach to behaviour for learning to ensure lessons are well ordered, disruption free and enable students to flourish academically and socially. That everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, the school is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

The responsibility for implementing, adhering to and supporting the policy is as follows:

All staff to implement the school policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The senior leadership team of the school to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stakeholders in setting and maintaining a behaviour culture.

Students are responsible for aspiring to the highest standards of personal behaviour, by being polite and respectful to peers, staff, members of our local community and visitors to the school. To adhere to the values of working to the best of their ability. This includes, but not limited to, being punctual, excellent attendance, walking quietly on the left-hand side of the corridors and stairways, always prepared for the lessons by being equipped, in full uniform, and meeting our expectations.

Parents are responsible for: the role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.

Schools should place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school.

In particular,

- Parents and carers have a responsibility to prepare to ensure that their children attend school regularly, wearing full uniform and well equipped.
- To support the school in ensuring the highest standards of academic work, extra-curricular activities, and homework/private study.
- Support their child in meeting the expectations of their school. Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support the school in celebrating success and carrying out behaviour for learning sanctions.
- Discuss any behavioural concerns with staff at the school promptly so that effective support can be put in place.
- Take responsibility for their children's activity out of school. In particular, we expect that parents will monitor internet activity so that students are not easily enabled to engage in bullying or harassment of other members of the school community through social networking sites.
- In the event of any behaviour management issue, schools should liaise closely with parents where practical and, if relevant, other local or national support agencies.

We have a positive behaviour culture, which is intended to ensure all people in our school community are respected, feel safe, fulfilled and happy.

- We therefore have to maintain the highest standard of conduct and address the behaviour of individuals if they do not maintain our expectations of behaviour. The protection, comfort and security of all members of our community is paramount. It is inevitable that young people will make mistakes, and the back to learning strategies are designed to help them to understand why their behaviour was inappropriate so that they can endeavour not to repeat their actions.
- We will, through careful transition, extensive SEND support and ensure consistently excellent teaching to do our very best to support students who find it hard to maintain the levels of behaviour that we expect.
- We will also have fair and transparent systems for dealing with disruptive behaviour that interferes with the efficient education of our wider student body.
- We keep all behaviour for learning systems under review and from time to time will make refinements, which will be communicated to all staff, parents and students as appropriate.

Rewards

Holland Park School students are ambitious, determined and diligent: we want to recognise, celebrate and encourage behaviours that are conducive to an excellent environment for learning and that contribute to the school's ethos. We believe that school should nurture students' personal development and character education alongside academic foci, and seek to reward attitudes, manners, and characteristics alongside academic attainment. Rewards play a central role in communicating our values to students, and they underpin our positive ethos. We aim to recognise and encourage our students demonstrate our core values of displaying confidence, creativity, respect, enthusiasm and determination.

Reward starts in the classroom, around school, and in the community. All teachers recognise the effort and achievement of students through verbal praise and supportive written comments when assessing work. All members of staff recognise kindness and good manners around school in similar ways; and members of the public reward students' manners, kindness, and consideration in the community through their positive perception of the students and the school.

Level of achievement	Reason for rewards	Reward
Achievement point	Recognising student's excellent conduct / work	Recorded on Arbor, accumulation of achievement points can lead to specific awards.
Positive postcard	Recognising an outstanding piece of work, consistent excellent attitude or for exceptional demonstration of the HPS values.	Postcard sent home & students to place in the postcard box in the school's reception. Postcard lottery to take place each term in the reward assembly.
Termly reward assemblies	Recognising students' excellence over the term regarding behaviour, achievement & attendance	Amazon vouchers for individual winners, pizza party for the best tutor group each term
H.P.S Ambition awards	Demonstrating the school values: Confidence, Creativity, Respect, Enthusiasm, Determination. This is for 1 student in every year group once per week.	Holland Park School Ambition Badge to be worn on the school uniform.
Attendance awards (Bronze, Silver, Gold)	Recognising students who come to school every day throughout the year (100 % per term)	Badge provided & certificate sent home. Discounted reward trip for Gold badge holders at the end of the year. 1st term 100% = bronze / 2nd term 100% = silver / 3rd term 100% = gold (School discretion e.g. medical procedures)
Bronze AP award	Recognising students with 50 AP	Badge provided & certificate sent home, positive communication with FT/AHY
Silver AP award	Recognising students with 100 AP	Badge provided & certificate sent home, positive meeting with HOY/AP(KS)
Gold AP awards	Recognising students with 150 AP	Badge provided & certificate sent home, celebration meeting with Vice Principal
Headteacher's Award	Recognising excellence. 200 AP and 96%+ attendance	Badge provided, certificate sent home and tea with the Executive Principal praising the students' amazing contribution towards Holland Park School.
Holland Park School Ethos Awards	End of year celebrations recognising the very best of Holland Park School. Awards based on academia, ethos & culture	Awards evening where families are invited in to celebrate with the winners of the schools Ethos awards.

To support a positive behaviour for learning culture and ensure all students feel safe and not have their learning hindered the following **3 steps** apply:

First Warning

This is issued if a student is causing a disruption to learning in the classroom by displaying an inappropriate behaviour that disrupts learning.

An example of the script used when issuing this, *"I am issuing you a FIRST warning for calling out when it was made explicit to put hands up instead of shouting out"*

Final Warning

This is issued if the student still continues to disrupt the learning of others, after the first warning has been issued. The Final Warning will be entered on Arbor.

An example of a script used when issuing this, *"I am issuing a FINAL warning for distracted someone else by talking to them when they are trying to complete the work"*

At each warning stage a student should be encouraged to, and given time to respond positively by self-regulating their behaviour.

Removal

If the student still fails to disrupt learning for others, after the warnings have been issued, the staff member will instruct the student inform the student this will be a removal and for them to attend the Refocus Room. They will have three minutes to get to the Refocus Room. The reasons for the removal will be recorded on Arbor and communicated to the family

Students will be in the Refocus Room for the remainder of the lesson and a further two lessons, which will include a normal break, either break time or lunchtime. The student will be released at the appropriate times to be provided an opportunity moderate their behaviour for the remainder of the day. In the Refocus Room the student will have to complete work by following the United Learning Curriculum. There will be an opportunity to consider their actions and there is an emphasis that there will be a restorative meeting that can take place during the detention. There will be a one-hour detention issued for a student being removed and this will be set for the end of the day.

As an inclusive school, Holland Park School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's Special Educational Needs Co-ordinator (SENDCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. We believe in delivering a preventative approach to support all students. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist (if available), medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis.

However, there will be some behaviours that will result in an immediate high level sanction, Red Zone Behaviour, which will result in escorted to the Refocus Room.

Red Zone Behaviour (Immediate – removal to the Refocus Room)

A Red Zone Behaviour is identified as an incident in which a student needs to be removed with immediate effect from either from inside or outside a classroom. This is irrespective of whether any previous steps have been issued. Any student involved in a reported red zone behaviour or under

investigation for a red zone behaviour may lead to an extended time in the Refocus Room a suspension or a permanent exclusion (PEX), but will be always taken to the Refocus Room. Examples of such incidents include but not limited to:

- Verbal Abuse (derogatory, threatening)
- Physical assault
- Vandalism
- Extreme defiance (refusing to leave a location when requested, refusal to hand over items for confiscation, or walking away from staff when spoken too)
- Possession of an illegal item (drugs, alcohol, vapes, cigarettes, fireworks, weapons)

Refocus Room

Students placed in the Refocus Room for a day or more for a red zone behaviour. The student will have to complete a minimum of one full day and this may mean the duration takes place over two days as a student may have been placed throughout the day. In the Refocus Room the student will complete all work set based on the United Learning curriculum. The student will also reflect on their actions and consider different strategies to improve their behaviour, participate in restorative meetings that will be organised to take place as soon as it is convenient; and completing all work set to successfully reintegrate back to their learning. The following are the basic expectations in the Refocus Room and failure to uphold the expectations can result in extended the period in the room, a Saturday detention or a suspension:

- Students must listen to all instructions by staff on the first occasion
- Students to complete all work set
- Students should not communicate with other students in the room
- Students must not to distract others in the room
- Students must never be defiant in the room as this will lead to more severe consequences, which could include an extended period or a suspension
- Students can only leave the room when escorted by a member of staff and this will be the only time they will be able to use the toilets unless there is an authorised medical reason
- Students to hand in their mobile phones and it will be returned at the end of the detention
- Students will have their break and lunch time in the room
- Students will be provided with food in the room
- Students must complete a full day starting from time of entry
- Students must complete the extended detention at the end of the day

There is a warning system to ensure students comply and failure to adjust their behaviour will lead to further sanctions. The warnings will be the only opportunity that a student will have to consider their conduct and act appropriately. Failing the day will could result in the family requested to attend the school to discuss the issues and understand further sanctions will be applied. This may entail a number of sanctions that could include another day in the Refocus Room, a Saturday detention or a suspension. Students will have a report completed for every session and this will be assessed to decide the outcome of their time in the Refocus Room.

Mobile Phones

Students are permitted to have a mobile phone on site. It must, however, be switched off and in their school bag at all times. Students bring a mobile phone to school at their own risk. The

school will not take responsibility for lost or stolen phones no matter what the circumstances. Mobile phones cannot be used to take photographs, listen to music or watch a video. If a mobile phone is used in the school, it will be confiscated until the end of the day. A second incident will lead to the phone confiscated and parents will have to collect it from student services, at the school's convenience. A third occasion, the parent has to collect this at the end of the week. The refusal to hand over a phone will be deemed a red zone behaviour and appropriate sanctions will be applied.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.
Home circumstance	Targeting individuals who are looked after children or because of a particular home circumstance.

Anti-bullying

Students, staff and parents work together to create a school community free from bullying and where it is recognised that any form of bullying will not be tolerated.

We all recognise that our school:

- has a clear statement on anti-bullying;
- supports staff to identify and tackle bullying appropriately;
- ensures that students are aware that all reported bullying concerns will be dealt with sensitively and effectively;
- reports back quickly to parents when concerns arise;
- seeks to learn from anti-bullying good practice elsewhere;
- utilises the support of relevant organisations when appropriate.

We expect all students to sign and adhere to our expectations and to respect all members of the school community at all times. Our students' anti-bullying statement reads: As a student at Holland Park I promise to adhere to our shared expectations and ensure that I never bully another student. If I am being bullied in any way, I will report it to a teacher immediately.

Contextual Safeguarding

At Holland Park School, we always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Where a member of staff reasonably suspects that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead, Operational Safeguarding Lead without delay. Where disruptive behaviour might be the result of unmet educational needs, or any other needs, Holland Park School will discuss concerns with the students' parents accordingly and implement support for the student which allows for students to successfully meet expectations.

Graduated Approach

The graduated approach is designed to depersonalise behaviour management by communicating clearly to all students that actions have positive and negative results and that sanctions are the inevitable result of unacceptable behaviour. A final advantage of the approach is that they help teachers provide students the opportunity to refrain from poor behaviour before being issued with further sanctions. Students should be able to self-manage and make positive behaviour choices.

The approach is a supportive measure and will include a number of interventions that are embedded in the wave system to provide the best possible chance for the student to succeed. The strategies below may be applied in order but also dependent on the circumstances, for example, serious incidents may result in a permanent exclusion.

- Tutor Support Report (20 behaviour incidents)
- Hoy Warning, which includes a report (50 behaviour incidents)
- Principal Warning, Head of Key Stage Report (100 behaviour incidents or accumulating significant sanctions such as suspensions)
- 8-week inclusion support plan with the Inclusion Manager, parents to meet regularly, once a month at least
- 5 week alternative provision at the Golborne Centre
- Pastoral Support Plans, which would be led by the Vice Principal and implemented by the HOY, Key Stage Assistant Principal. This will be a shorter period, usually three weeks with meetings on a more regular basis

- 12 week managed move may be explored within the borough but this is at the discretion of the school and the other schools as this will not always be possible
- Pastoral Support Plan with the Executive Principal and will usually last two weeks and meetings weekly with the parents
- Permanent exclusion from the school

To support the above a number of internal and external interventions will be implemented, with an emphasis on agreed targets to enable a student to succeed.

Sanctions

A behaviour sanction can be in the form of a detention. Section 5 of the Education Act 1997 gives school's authority to detain students after the end of a school session on disciplinary grounds. This section of the policy details the legal position for schools as laid down in the 2011 Education Act: The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining students after school. The Act confirms school's powers to use detentions by making it lawful for schools to put students aged under 18 in detention without parental consent at a variety of times outside school hours. Other legal requirements as regards detentions remain unchanged. We as a school will endeavour to give notice in most cases, especially for longer detentions.

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010. With this in mind, when sanctioning, the behaviour of pupils with SEND will be carefully considered which means that:

- A consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any SEND the pupil may have.

It is important to note that this does not mean that students with an identified SEND do not receive sanctions here at Holland Park School, but rather that these sanctions are carefully considered in order to ensure that they are appropriate and that they have taken into account the needs of the student.

Centralised Detention 15:15-16:00	Twilight Detention 14:00-17:00	Refocus Room	Saturday Detention 09:00-11:00	Internal Suspension 08:00-17:00	Suspension
<ul style="list-style-type: none"> • 2 x Late in ½ term (resets after detention) • 2 x No Homework in ½ term (resets after detention) • 3 x Smart Card in a ½ term (resets after detention) • 3 x Final Warnings in 5 days (resets after detention) • No PE Kit • Anti-Social Behaviour • Failed Report • Lesson Removal 	<ul style="list-style-type: none"> • Truancy • Refused 45-minute detention 	<ul style="list-style-type: none"> • Removal from a lesson • Uniform issue (released once resolved) • Investigating an incident • Twilight detention 	<ul style="list-style-type: none"> • Red-Zone Behaviour • Persistent poor behaviour • HoY's discretion • DRB incident 	<ul style="list-style-type: none"> • Serious breach of the school's behaviour policy • Failure to attend Twilight detention • Failure to attend a Saturday detention 	<ul style="list-style-type: none"> • Serious incidents, which results in significant disruption to learning • Behaviour that significantly impacts on the smooth running of the school • Behaviour which puts the safety of staff or students at risk; • Actions that bring the school's reputation into disrepute.

Detentions

Detentions are centralised at Holland Park School and always take place the same day after school for 45 minutes. Twilight detentions are for 1 hour and 45 minutes.

Following the DFE guidance 'Behaviour and Discipline in Schools' (July 2016), parental consent or prior notice is not required for detentions but we will endeavour to contact parents to inform them of the detention on the same day of the detention. Students will spend the time in detention completing the work set.

The permitted times for detentions are:

- any school day when the pupil does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days. Any member of staff, designated by the headteacher, may sanction a student with detention.

Allegations against staff

Holland Park School takes its responsibilities for safeguarding extremely seriously, and with this in mind we are clear that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the Safeguarding Policy.

Malicious allegations against staff

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

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

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

The school will also consider the pastoral needs of staff and students accused of misconduct. Please refer to our child protection and safeguarding policy, and allegations of abuse policy, for more information.

Use of reasonable force

Use of reasonable force at Holland Park School, our behaviour policy follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' & Use of reasonable force in schools (2023). The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. Teachers and members of staff authorised by the headteacher have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff may also use such reasonable force at any time off the school premises when they have lawful charge of the student elsewhere (e.g., on a school trip or other authorised out-of-school activity, or on their journey to and from school).

Prohibited items and searches

The law relating to searches

The headteacher and authorised members of staff have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug. The headteacher or a member of school staff authorised by the headteacher can undertake the search of a student. When undertaking a search there will be a witness who is also a staff member. The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Weapons – or any object that could be used with the intention of harming another person
- Alcohol
- Cigarettes, tobacco and/or smoking materials (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list here) including drugs paraphernalia
- "Legal high" drugs including those which are edible (regardless of whether they are technically legal or illegal) and/ or anything pertaining to be a drug
- Stolen items
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - o to commit an offence,

o to cause personal injury to, or damage to the property of, any person (including the pupil)

- Lighters, matches or any article which could be used to start a fire
- Stink bombs and water bombs
- Mobile phones that are heard or visible
- iPods or headphones that are visible
- Aerosols
- Bandanas
- Hooded sweatshirts
- Jewellery (except watches)
- Make-up
- Nail varnish
- Chewing gum
- Chocolate, sweets, high energy/fizzy drinks

Refusal to consent to a search by a student is likely to result in a disciplinary sanction being applied. 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.

A member of staff can conduct this search without consent where there is reasonable suspicion that the student has any of the listed prohibited item(s) in his/her possession. Only staff members authorised by the headteacher may carry out searches without consent.

Where an item prohibited by the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone or tablet, the member of staff who seized the item may inspect the data on it, if there is a good reason to do so. For this purpose, the member of staff has a good reason to do so if they reasonably suspects 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. Holland Park School reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material, which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL/ODSL and should always comply with the Safeguarding Policy. The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then sanction the student in accordance with this policy, where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

Holland Park School may search students with their consent for any item. A student's possessions will only be searched in the presence of the student 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.

Extent of search

The member of staff 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' can also include hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in section 91 of the Education and Inspections Act 2006. Holland Park will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items.

Drugs

Holland Park School operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines are dealt with separately and students and parents should inform a member of the year team or the first aid if they are in possession/likely to be in possession of over the counter and/or prescription medication so that these can be appropriately handled and students can be appropriately safeguarded.

Holland Park School will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school but the decision to sanction will be taken on a case-by-case basis.

Sometimes, it will also be necessary to involve the police. Holland Park School will take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. Holland Park School takes a contextual approach to where pupils are affected by their own or other's drug misuse, which may include early access to support through the school and other local services as appropriate.

Confiscation of drugs

Any drugs or suspected drugs found during a search will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will also be disposed of. Holland Park School may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which

may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice

Suspensions and Permanent Exclusions

- The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State.
- Following suspension, a meeting between the school, the student and the parent is arranged in which a re-admission agreement is signed and relevant support is agreed.
- The Governors' Discipline Panel is involved in all suspensions as laid down by the law on suspensions.
- A Governors' Discipline Panel, made up of three governors, will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded.
- An Independent Review Panel Procedure process is also set out in the DfE Exclusions Guidance.

Monitoring and Review

Holland Park School will monitor behavioural issues and to evaluate the effectiveness of the behaviour policy. This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among students, which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school should decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

Managed Moves

A school cannot be forced to accept a student on a managed move and to make enquiries to do so is the discretion of the headteacher. However, Holland Park School will participate, when possible, in the managed move process in RBKC, as well as other boroughs. This may involve students transferring to another school on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the school. Managed moves will be with the agreement of all parties (including parents). The school also receives students under this scheme and has successfully integrated students on this basis. The decision to seek a managed move is made by the headteacher and only where it is in the best interests of the student.

Behaviour outside of school premises

Our relationship with the community we serve is an integral part of the school and therefore the excellent behaviour and interaction of our students outside the school are basic expectations. Failure to uphold these expectations can lead to sanctions as if they were in school. This is always to be applied if actions outside the school result:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- in the serious concerns on the safety or welfare of students and staff
- incidents that damage the reputation of the school
- that could have repercussions for the orderly running of the school

Any damage to property or distress caused by our students, in uniform, in the local community will result in requesting from the families to compensating the affected parties accordingly, restorative meetings with the community and the appropriate sanction.

Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents

Holland Park School have a number of preventative measures put in place to reduce the likelihood of suspension and permanent exclusion. The emphasis is to acknowledge positive behaviour, regardless of previous actions alongside providing a number of strategies to support students. This includes both in lesson and external provisions being accessed. We have endeavoured to acquire, where possible, some of the organisations to support our students:

- NKIP • Place 2 Be • SEND support • Safeguarding provisions • Early Help • Social Services • Football beyond borders • Grow 2 Know • Reach Out UK • Jamie's Farm • St Giles Mentoring
- Pass the Mike

Holland Park School will continue to make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. The Academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour. We aim to provide interventions as an entitlement to students when they are needed, rather than a compensation at a later time. We also recognise that poor behaviour may be a symptom of other needs that a student may have and we aim to address these as soon as they are identified

Off-site Education

Off-site Education may be decided for the student to be educated away from school at a temporary specialist alternative provision including the Golborne. There will be specific targets agreed over the designated period to support the student to manage their behaviour better within the provision. The provision will provide strategies to support the child on their return. There will be a meeting with the Behaviour Manager and Assistant Principal of the Key Stage, the student and parents/carers to agree strategies for the re admission.

Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the school may send a student without parental agreement, where it is in the best interests of the student.

Specific behaviour issues

Child-on-child sexual violence and sexual harassment

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

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

The school's response will be:

- proportionate;
- considered;

- supportive;
- decided on a case-by-case basis.

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

- responding to a report;
- carrying out risk assessments, where appropriate,
to help determine whether to:
 - manage the incident internally;
 - refer to early help;
 - refer to children's social care;
 - report to the police.

Please refer to our safeguarding policy for more information

Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited online behaviour may include:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- misuse of school IT and passwords
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another student, staff and/or could have repercussions for the orderly running of the school when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Misuse of social media can be reported to a child's head of year or a member of the pastoral year team who are best placed to then support with resolving any concerns raised. Student involvement in behaviour incidents online is likely to lead to students being sanctioned for this behaviour.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the Designated Safeguarding Lead/Operational safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.