



**Behaviour, Relationships, and Inclusion Policy**

<b>Policy Written/Reviewed by</b>	C Miller
<b>Date of Approval</b>	15.11.23
<b>Date of Next Review</b>	September 2024

## **Objectives of this policy**

### **Promoting a Culture of Positive Behaviour**

Developing and maintaining strong relationships with all stakeholders, is central to our work at Southway. Strong, authentic relationships amongst staff, between staff and students, between Southway and the families it works with, are what gives this policy the necessary agency to have impact.

**One critical principle of this relational approach is our commitment to ensuring that ‘every day is a new day’, particularly in terms of students’ relationships with staff; poor conduct will always have consequences, but a diminishing of the warmth we extend to all stakeholders, every day, will never be a consequence of poor conduct.**

Southway will work to ensure the education students receive is tailored to meet their individual needs as far as we are able. In this respect, it will be personalised where appropriate to provide students with knowledge, understanding and skills relating to personal welfare and well-being, safeguarding and self-regulation that is specific to their individual context and need, as well as readying them for the next phase of education, training, and employment. This next-phase-readiness ranges from preparing students for a sustainable return to a mainstream setting or helping them secure the qualifications and skills to improve their life chances. Southway is a place where young people can learn through supportive interaction, experience, and success.

We provide a safe environment for both students and staff so that the emphasis can be placed upon growing, learning, and fulfilling the potential that exists. We are committed to removing barriers to participation and achievement, particularly the actual and perceived barriers that limit educational opportunity relative to students’ mainstream peers. Many students are entrenched in poverty or emotional, social, and cultural deprivation. The deprivation factor common to most students is hopelessness. Our aim is to give students a credible and sustainable sense of hope. We do this by creating a secure and inspiring environment where each student is supported holistically to enable them to take ownership of their lives, their learning, and their decisions. The development of the student’s personal integrity, self-respect and citizenship is central to all work.

### **The role of a tailored curriculum**

We have developed 4 curriculum pathways for students, and allocation to each is initially determined on entry, through a robust initial induction and assessment process. Effective induction ensures we are addressing identified needs accurately, correctly implementing appropriate interventions and that outcome targets are carefully considered, challenging and achievable. Base line diagnostic assessments are conducted to determine academic ability and emotional well-being.

Wider contextual information, including Adverse Childhood Experiences, and historic or current safeguarding concerns will be considered based on the transfer of information from the host school, family and agencies involved with the student & family. Changes may need to be made if further information is shared after induction.

### **Pathway 1**

Students that have demonstrated they are approaching readiness for a return to a mainstream setting through effective emotional-regulation and improved social interaction. The curriculum offer is designed to increase academic load and to build the requisite stamina, whilst continuing to strengthen emotional readiness.

### Example Pathway 1 timetable

9.15 - 10.00 AM	10.00 - 10.45 AM	10.45 - 11.45 AM	11.45 - 12.30 AM	12.30 - 1.15 PM	1.15 - 1.45 PM	1.45 - 2.15 PM	2.15 - 2.45 PM	
Period 1 or KS3 Target-setting	Period 2	Period 3	Break	Period 4	Period 5	Period 6 LUNCH	Period 7	Period 8

### Pathway 2

Students will experience the full curriculum but in a condensed day format that ensures lower stamina does not inhibit progress towards improving engagement, relationship building and initial steps towards self-reflection and regulation. Tailored academic and social-emotional interventions are woven into this programme, where the priority is addressing underlying SEMH and further needs and gaps in Secondary-readiness, such as literacy.

### Example Pathway 2 timetable

9.15 - 10.00 AM	10.00 - 10.45 AM	10.45 - 11.45 AM	11.45 - 12.30 AM	12.30 - 1.15 PM	
Period 1 or KS3 Target-setting	Period 2	Period 3	Break	Period 4	Period 5

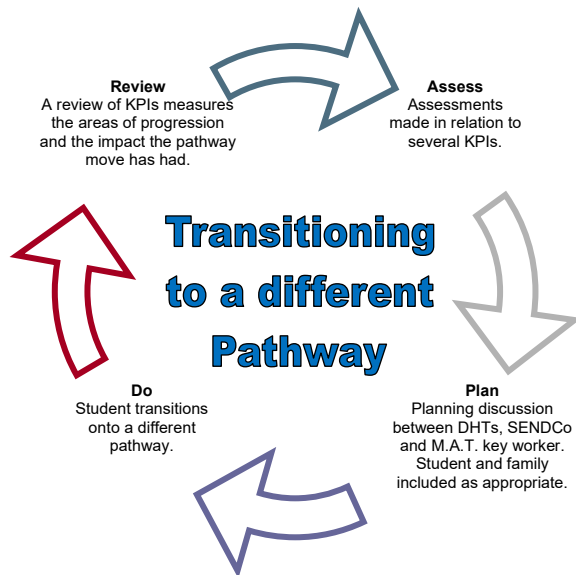
### Pathway 3

A pathway for students who come to us with high needs, significant barriers to learning and significant barriers to building effective relationships and are potentially awaiting Specialist provision. They have significant barriers that prevent them from successfully participating in learning, having successful relationships, accessing everyday activities that are accessible to chronological peers, managing their emotions and participation in their wider communities. These students will need a nurturing approach on entry and will not access Pathway 2 lessons until they are acclimatised to the environment and have established relationships and routines in the academy. Entry to Pathway 2 will be through the review process of the initial plan and progress made against desired agreed outcomes. Examples of Pathway 3 activities will vary according to identified need but will include as appropriate: Icebreaking; relationships building activities with allocated worker; Art Therapy; flexible timetabling; personalised curriculum; gardening; games; Zones of Regulation; Lego therapy. Where possible activities tailored to a student's existing interest/strength such as cooking, art, or sport, so that we intentionally create positive experiences.

### Pathway 4

A pathway for the small number of students who are referred to Southway and then refuse to attend. These are typically a tier of students who have an attendance of less than 10% but also may be students who suddenly have a change in circumstance which impacts on attendance. This pathway will also include students who cannot access Southway main site due to bail conditions, medical conditions or where they have been removed from area due to PLO. Southway has several students who are referred to us due to a specific incident or a culmination of incidents in their school, who then refuse to attend following their contract meeting. Southway recognises that this can be a pattern of behaviour we are expected to address following the referral and contract meeting. Student refusal to engage is often due to their presenting SEMH needs following the referral to alternative provision. The MAT lead is responsible for this cohort of students and will conduct safeguarding visits to try and engage the student and the family. Where necessary they will be accompanied by the Safer Schools Officer. All students will be offered an online learning pathway to support them whilst they cannot access Southway. Students will move to Pathway 3 through consultation with the Principal/ Vice Principal. This move to Pathway 3 may involve structured activities such as cooking/ art/ sport to help the student build relationships within the provision before they access any form of structured timetable.

An appropriate pathway is identified at the end of the induction process, but movement between pathways during placement, is facilitated through an Assess, Plan, Do, Review process whereby assessment of KPIs will inform a planning discussion between a student’s SENDCo, their M.A.T. key worker, the appropriate Key Stage Deputy Head Teacher and the Deputy Head Teacher responsible for Inclusion; planning will then extend to conversations with the young person and their family, and where necessary, with the student’s referring school; a proposed pathway move will be made; the move will be reviewed.



## Recognising and supporting students with Special Educational Needs and Disabilities

At Southway we are committed to understand the complex needs of our students and how they contribute to students’ ability to self-regulate, build resilience to manage their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how we can offer the students the security and relationships needed to meet their individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners. Our pathway curriculum creates the room for this critical learning and development to take place.

Southway recognise that behaviour may be impacted by SEND. The school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school’s policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health, and care (EHCP) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, Southway will anticipate, as far as possible, all likely behaviour and de-regulation triggers and put in place support to prevent these from occurring. We are also committed to ensuring that suspension from school is an outcome that is only used after all other strategies have been unsuccessful.

The aim of this policy is to provide a framework in which there is an understanding of attachment and trauma, extending our knowledge and response to adverse childhood experiences so that students can heal, thrive, learn, and make progress, recognising that behaviour strategies are developmentally, and trauma informed. All staff will work hard to be consistent in the application of this policy, keeping clear

boundaries and maintaining high expectations thus promoting trusting and mutually respectful relationships.

In addition to fostering hope, we aim to instil in each young person an understanding of their inherent value and the value of others and to enable them to go on to live in the world as independent people and meet the challenges of the 21<sup>st</sup> Century.

At Southway we believe that:

- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately.
- Students are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills students can learn to improve their behaviour. Many students at Southway find learning difficult: learning new behaviour is a task, just like learning to read or write.
- Students need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.
- As adults, we must consider the learning styles and needs of the students; we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process, and we recognise that all our students are at different stages of the developmental process. We do not make a judgement about it – instead we support and guide our students to get it right. This approach is reinforced by daily routines such as purple pen use, resilience lessons and learning about growth mindset.

The stage of emotional development and additional needs of a student will determine their ability to self-regulate and their readiness for learning. Southway offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour, Inclusion and Relationships Policy emphasises the importance of acknowledging academic, social, and emotional progression involving students, parents, and carers to provide a safe, welcoming, and inclusive environment. Working in partnership with stakeholders is a very high priority. We believe that parents/carers know their children best, and we are committed to working in partnership to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

### **Our values**

At Southway we believe that building healthy, authentic relationships is a critical life skill. We also recognise the immeasurable impact of giving credible, realistic hope to other people. Therefore, our core values are, **‘Build healthy relationships and give hope’**.

These values apply to staff and students and are evident throughout school life and displayed around the school. They form the framework for our Recognition and Reward system, our expectations of conduct and our non-negotiables.

To promote a culture of positive behaviour, it is important that all staff are intent upon ‘catching students being their best selves’, in other words, highlighting those occasions when their conduct and interaction aligns with our values. This mindset must be the start point for all interaction with students and our efforts to see these behaviours, must be intentional. Students’ daily progress considering these positive,

character-developing behaviours are tracked, and linked to our Recognition and Rewards, including in the 'Values in Action, Steps' classroom poster, **Appendix A**.

<b>Examples of our values in action</b>	
<p><b>Build healthy relationships.</b></p> <ul style="list-style-type: none"> <li>• Listen to and acknowledge the views of other people during a conversation/discussion.</li> <li>• Put your hand up to ask for help or answer a question.</li> <li>• Support someone who is struggling.</li> <li>• Reflect upon situations and events that affect the health, wellbeing, or safety of other people.</li> <li>• Try to cheer someone up.</li> <li>• Offer to help with a task or activity.</li> <li>• Show gratitude e.g., say 'thank you', for something someone has done for you.</li> <li>• Ask someone how they are feeling.</li> <li>• Offer to hand-out books or resources.</li> <li>• Ask for help rather than allowing yourself to become frustrated.</li> <li>• Follow staff instructions at the first time of asking.</li> <li>• Accept responsibility for a mistake you have made/when you have not met expectations.</li> <li>• Own-up to something that you've done wrong, even if you could probably '<i>get away with it</i>'.</li> <li>• Be honest even when there may be negative consequences.</li> <li>• Apologise to someone you may have upset.</li> <li>• Choose not to join-in when other students are making poor choices.</li> <li>• Participate sincerely in a restorative meeting if required to do so.</li> </ul>	<p><b>Give hope.</b></p> <ul style="list-style-type: none"> <li>• Give positive, constructive feedback to someone about work they have done or something they have shared.</li> <li>• Encourage someone as they are doing a task/activity they find difficult.</li> <li>• Participate in a voluntary activity that supports someone else.</li> <li>• Greet people warmly when you first meet them.</li> <li>• Pay someone a sincere compliment.</li> <li>• Acknowledge someone else's achievement.</li> <li>• Tell someone else about something you've done that you are proud of.</li> </ul>
<b>Additional behaviours and positive choices that we encourage</b>	
<ul style="list-style-type: none"> <li>• Meet a target you or a member of staff has set.</li> <li>• Exceed a target you or a member of staff has set.</li> <li>• Volunteer to have a piece of work you are proud of, presented/discussed/displayed.</li> <li>• Give your maximum effort to an activity.</li> <li>• Complete a task you have been set.</li> <li>• Re-work something you have done to make it better e.g., respond to purple pen.</li> <li>• Try an activity or skill for the first time.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a conversation with a member of staff about your plans.</li> <li>• Set yourself an ambitious target.</li> <li>• Tell someone else something positive about yourself (your character) and mean it.</li> <li>• Make a healthy choice about doing or not doing something.</li> <li>• Improve your attendance and/or punctuality to school.</li> <li>• Be ready to start learning at the beginning of the lesson.</li> </ul>

## Conduct: Expectations and Non-negotiables

### (1) Our expectations

We have clear and simple expectations of students' conduct in classrooms and around school. Students' engagement with these is tracked and recognised:

Conduct: Expectations	
<ul style="list-style-type: none"><li>• Behave towards and speak to everyone respectfully.</li><li>• Use appropriate language to participate in lessons and conversations.</li><li>• Contribute appropriately and not shout-out or interrupt others.</li><li>• Respect the right of others to hold different views to you.</li></ul>	<ul style="list-style-type: none"><li>• Remain in the designated learning space during timetabled lessons unless you have permission to leave it.</li><li>• Attend on time and engage in all lessons.</li><li>• Make a genuine attempt to complete each task to the best of your ability.</li><li>• Engage with the offer of support when you are struggling.</li><li>• Have respect for the classroom environment and lesson resources.</li></ul>

The framework for managing and rewarding students based on these expectations, can be found in the 'Conduct: Expectations, Steps' and 'Recognition: Expectations, Steps' charts found in **appendix B**.

In addition to individual recognition and reward, an individual can contribute or behave positively in a way that secures reward for their base group, and base groups can also be recognised for collective achievements. This instils a sense of belonging and a develops a team ethos.

### (2) Our non-negotiables

There are some forms of conduct that we will not accept, even when students are deregulated. These non-negotiables are:

Conduct: Non-negotiables	
<ul style="list-style-type: none"><li>• Behaving in a way that is threatening to anybody. This includes verbal or physical behaviour that makes another person feel uncomfortable or unsafe and unwanted verbal or physical interaction.</li><li>• Any form of physical aggression towards another person, which may include physical contact and assault.</li><li>• Grooming, controlling or coercive behaviour; behaving in a way that encourages or pressures another person to participate in behaviour or activities that are not appropriate or are unsafe.</li><li>• The use of sexualised language towards or about another person.</li><li>• Refusing to attend a timetabled Lesson or to participate in an organised activity.</li><li>• Leaving site without permission.</li><li>• Leaving your designated learning space without permission for example, through a window or fire exit or without an accompanying adult.</li><li>• Taking any Category B, prohibited items into a designated learning area (anywhere beyond</li></ul>	<ul style="list-style-type: none"><li>• Swearing at or verbally abusing another person, including comments that are derogatory, belittling, or personal in nature.</li><li>• Participating in or tolerating, any forms of bullying or to use language or gestures or display behaving in a way that is discriminatory of another person's protected characteristics.</li><li>• Any form of theft.</li><li>• Wilfully causing damage to or defacing (e.g., graffiti), any property that does not belong to you.</li><li>• <b>Possession or use of illegal substances, including alcohol, on site.</b></li><li>• Arriving on-site already under the influence of such substances.</li><li>• <b>Possession of a weapon/item likely to or intended to cause harm.</b></li><li>• Any forms of smoking, including vapes, or e-cigarettes, <b>inside the building.</b></li><li>• Any forms of smoking, including vapes, or e-cigarettes, on site, but not in the building.</li><li>• Behaving in a way that places yourself or others</li></ul>

reception).	<p>at risk of harm.</p> <ul style="list-style-type: none"> <li>• Consuming energy or carbonated drinks after screening, and before the end of the school day.</li> </ul>
-------------	--

The framework for managing these non-negotiable aspects, can be found in the ‘Conduct: Non-Negotiables Tables 1-4’ (one table per school value). These can be found in **appendix C**.

**Supporting students to be successful**

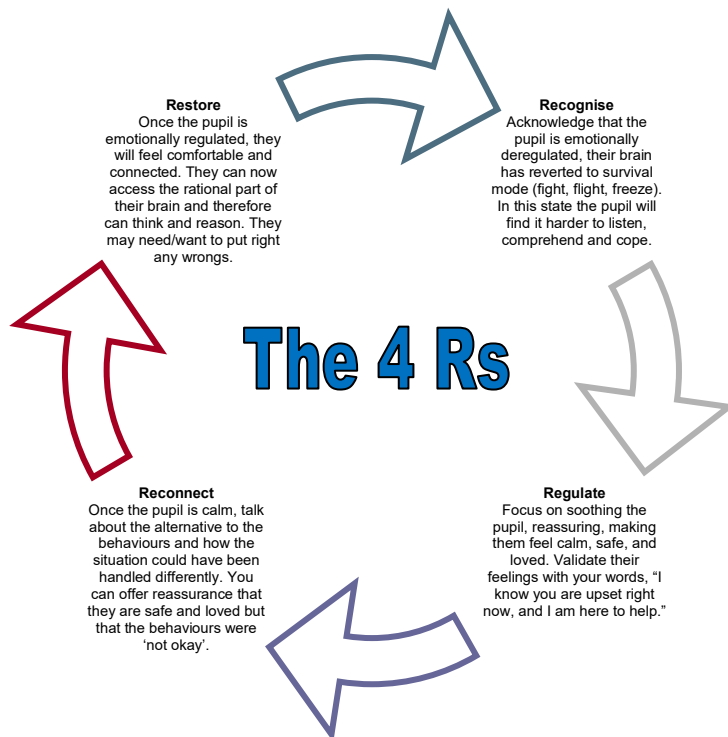
**A trauma-informed approach**

Southway operates within a trauma-informed approach, where there is a recognition that students are emotionally de-regulated, staff support students to regulate, often through co-regulation, then relationships are re-established through reconnection. Part of this process will also be to remind the students that there will be a consequence for their choice of behaviour. Strategies for supporting students displaying challenging behaviours and displays of anger, are based on an understanding of the functioning and development of the brain, the reminders of the link between choices and consequences, the role that trauma and adverse childhood experiences has on development and the importance of an emotionally available adult to support with the 4Rs – Recognise, Regulate, Reconnect, Restore.

The 4Rs cycle is built into the Conduct: Expectations, Steps process.



## Processes for supporting a student through a period of emotional de-regulation or challenging behaviour:



### Trauma-informed practice at Southway means:

- Building and maintaining positive relationships
- Having the confidence and ability to own your own mistakes in front of the students – allowing them to feel safe when they make mistakes.
- Knowing the individual students and the appropriate contextual information in their background
- Being emotionally available to students
- Sharing what trauma is with the students so that they are self-aware.
- Using more trauma-informed appropriate language to help the child understand.
- Important that the students are not blamed for their ACEs.
- Modelling healthy relationships
- Opportunity to access therapeutic interventions and counselling.
- Empowering students, giving them control where and when appropriate.
- Clear and firm boundaries in place
- Taking care of yourself and your colleagues
- Having the time to reconnect with students and help heal hurt.

### Our underlying commitment to students and their families

In addition to regular teaching and learning about positive behaviour and regular attendance, Southway provides the following support to students:

- Use of Early Help process.
- Liaison with parents/carers, previous schools, outside agencies, and services.
- Regular pastoral reviews to identify students most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum underpinned by nurture approaches.
- Regular contact with parents to inform them of progress being made by their child and regarding the celebration of achievement and behavioural achievements.

- Contact with parents on the first day of any unexplained absence and discussion between the student and staff responsible for their registration about the absence.
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school.
- Access to Key (MAT) Worker support.
- Educational Psychologist support.
- Access to regular, professional counselling service.

### **Encouraging Positive Behaviours**

At Southway, we encourage and champion positive behaviours because we are trying to nurture and grow human beings that have a character that enables them to thrive and contribute positively to the world, they live in. Southway believes that positive behaviours consistently practiced, and recognised and celebrated over-time, shape character.

All staff are responsible for adhering to positive practice that promotes holistic student progress. This is based on the understanding that students make optimum progress when staff are fair, flexible, trusting, respectful and model positive relationships.

*“The ability to form meaningful relationships is fundamental to mental health and happiness. It’s the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.”*

Trauma Informed School UK, 2019

### **The staff team will:**

- Model expected behaviour.
- Have high expectations of students’ behaviour.
- Plan lessons that encourage positive behaviours and challenge anything unacceptable.
- Ensure the entire curriculum is planned to cover personal, social, and emotional issues that may affect students at Southway.
- Acknowledge/capture instances when pupils are good and making positive contributions to school life. Always ‘capture’ students ‘being good’ and ‘making positive contributions’ to school life.
- Ensure displays around the school are vibrant and show all students in a positive manner.
- Maintain positive communication with home and external agencies.
- Ensure that Southway is a place where everyone is accepted for who they are; we are tolerant and understanding of each-other’s differences.
- Strive to ensure a calm, purposeful and orderly learning environment.
- Endeavour to develop positive and supportive relationships with all students.
- Plan each activity to ensure the aims and instructions are clear.
- Communicate with each other regularly, to ensure difficulties are contextualised and that well-focused support strategies are implemented.
- Implement restorative meetings between students where necessary.
- Share and cascade good practice.
- Create a safe and secure environment for all, ensuring that all classroom and corridor displays are vibrant and motivating and all opportunities to show students’ progress and thirst for learning are exploited.
- Work closely with external agencies to provide support for all students.

## Build healthy relationships and give hope.

### Recognising Achievement

In addition to the day sheet system in Key Stage 3, other ways of recognising students' everyday achievements include:

- Displaying work
- Sharing success within lessons
- Phone calls to parents
- Postcard home
- Awarding Values Points (VPs)
- Half-termly celebration assemblies
- Rewards activities
- Values Champions certificates

Where conduct does not meet expectations, the Behaviour Lead or Leadership group will become involved once the class teacher has followed **Conduct: Expectations, Steps** (Appendix B) and used a range of strategies. Some of the following strategies and interventions, **Conduct: Non-negotiables** (Appendix C), may be employed, ensuring that the responses are appropriate to the conduct.

- Involvement of the Behaviour Lead
- Involvement of the Key Stage Deputy Head Teacher
- MAT key worker involvement
- Request made for SSO input
- Parental phone call
- Restorative meeting
- Reintegration meeting
- PSCH and RSE curriculum referral
- Embedded intervention
- Intervention programme
- Pathway review and transfer
- A temporarily modified timetable
- Review and/or modified IPRA
- Behaviour Lead Class Observation
- Key Stage DHT Class Observation
- Confiscation of items
- 1 day suspension
- 2-day suspension
- 3-day suspension
- 5-day suspension
- All parties (Southway, parent school, family) meeting with Principal

Sometimes, decisions about behaviour incidents are made through dialogue with the staff involved, which encourages shared decision-making. **Teachers and Instructors are responsible for ensuring that information relating to conduct that fails to meet expectations, and all Values Points awarded in their lessons, are properly recorded in Class Charts before the end of the school day.**

The Class Lead (Teacher or Instructor), will ensure that a P.C. in the classroom space, has Class Charts open and running. They will direct the Class Support staff and/or ISAs present in classroom, to add Values Points (VPs) and comments relating to conduct, enabling them to continue teaching.

Accurate records are critical in ensuring the Behaviour Lead's role is effective and impactful and that Senior Leaders are working with accurate and current data when making decisions.

## **Restorative Approach – Student and peers**

Forming and maintaining strong relationships is crucial to our practice, as is the commitment to making sure that 'every day is a new day'. Therefore, wherever possible, Southway will seek a restorative approach to all incidents, including as phase four of the 4Rs cycle.

The restorative process does not assign blame but encourages the students to look at their own and others' behaviours with a view to providing a positive outcome for all involved.

A Restorative meeting may then be arranged at which the student is encouraged to think about the following:

- What happened?
- How they felt at the time
- Who was affected by what happened?
- How they feel about it now
- Repair and the future

This process may be repeated with as many students as were involved and it may culminate in a group session where everyone is encouraged to contribute to the repair process. By using this approach, students are taught to reflect and take responsibility for their own actions. All restorative meetings will be supervised by an appropriately trained member of staff and restorative practice training is delivered as part of whole school, and role-specific CPD.

## **Restorative Approach – Student and staff**

Where the restoration is required between a student(s) and a member(s) of staff, these will be carefully planned, so that both parties understand what behaviours and/or events have led to this point and what the expectations of the restorative meeting are. Parents/carers will be informed of the details of the behaviour/event leading to a student-staff restorative meeting and so in most cases, it will not be necessary for a parent/carer to attend the restorative meeting. The student may wish to have an adult from Southway, support them in the meeting as an advocate. The priority of the meeting is to facilitate a restorative conversation, it is crucial that both parties feel ready to meet before the meeting takes place, though students are not able to refuse to meet if the need exists.

## **Damage to Property or equipment**

At Southway students learn to be accountable for their actions, there are a range of follow-up actions associated with conduct that causes wilful damage to property or equipment, see Appendix C.

## **Operational procedures**

### **Positive Handling**

All staff at Southway are trained to use the **Team Teach** framework for positive handling, which champions de-escalation as the primary strategy. Furthermore, Southway has secured Service Level Agreements with the Local Authority for the provision of support for Health and Safety and the development of **Individual Pupil Risk Assessments**.

Southway's Behaviour, Inclusion and Relationships policy requires all staff members to work with students in such a way that positive handling is used as a last resort, and in emergency situations to control or restrain students, where the usual methods of discussion, guidance and negotiation are not appropriate. When reasonable force must be used, it should be applied using the minimum amount of force for the

minimum amount of time, having done a dynamic risk assessment. It should always be used in a way that maintains the safety and dignity of all concerned.

Incidents of positive handling are recorded in the serious incident book and reported to the Directors via Key Performance Indicators. Situations may arise in school whereby the police need to be called. This judgment is to be made by the Principal, or in their absence, the Vice Principal, in conversation with the Safer Schools Officer.

**Screening, Searching and Confiscation**

Southway operates a ‘screening-on-entry’ approach to ensuring all stakeholders are safe on site. Where practically possible, all screening will be conducted on a same-sex basis. The school uses a metal-detecting wand during the screening process.

The process of screening, together with details of prohibited items, are clearly explained during the contract meeting prior to all student admissions. Any questions a child or parent/carer might have about this, should be raised during this meeting or as soon after.

In addition to any items that are banned from site (Category A), below is a list of items that Southway prohibits students from bringing into the designated learning areas of the site, beyond reception (Category B). Students are therefore encouraged to hand-in any such items they have brought on-site before they are screened. These items are placed in a secure store area and returned to students at the end of the school day.

**Screening-on-entry is conducted based on mutual trust and respect between the student and Southway.**

This approach ensures that screening is not more intrusive than necessary. Students that show disregard for this process and attempt to bring prohibited items onto site or into a designated learning area, will face a sanction relative to the breach see **appendix C**.

Category A: Items prohibited from school site	Category B: Items prohibited from learning areas. (To be handed-in on arrival or during screening)
<ul style="list-style-type: none"> <li>• Knives or any other weapons</li> <li>• Alcohol</li> <li>• Illegal drugs or associated paraphernalia</li> <li>• <b>For students in Key Stage 3:</b> Possession of smoking paraphernalia, including e-cigarettes and vapes, see note below.</li> <li>• Stolen items</li> <li>• Fireworks</li> <li>• E-Scooters</li> <li>• Clothing or other materials that may cause offence.</li> <li>• Pornographic images</li> <li>• Any item that the member of staff reasonably suspects, or is likely to:               <ul style="list-style-type: none"> <li>- Be used to commit an offence.</li> <li>- Cause personal injury to any person (including the student), or damage property.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mobile phones and/or smart devices including ear/headphones.</li> <li>• Sports/energy drinks or carbonated/fizzy drinks.</li> <li>• Sweets, including chewing gum and snacks.</li> <li>• Balaclavas/clothing intended to inhibit facial identification*.</li> <li>• Any item that the member of staff reasonably suspects, may cause (accidentally or otherwise), injury to persons or damage to property:               <ul style="list-style-type: none"> <li>- Some jewellery or accessories</li> <li>- Some door keys.</li> <li>- Marker pens</li> </ul> </li> </ul> <p>* Face coverings that support religious observance, are permitted. If applicable, this can be agreed during the initial contract meeting.</p>

## Note about vapes and e-cigarettes.

Many of the students that attend Southway have been excluded from mainstream settings. In supporting these vulnerable students, Southway must manage the tension that exists between our duty to educate, challenge, and support them to make healthy life choices, with the wider safeguarding implications posed by further exclusion, disengagement, and non-attendance. We do not diminish the importance of discouraging unhealthy behaviours, but we recognise the contextual circumstances that we are working with; a significant proportion of our students have grown-up and live in family and social environments where smoking in all formats is common and may be considered quite normal. Challenging these embedded behaviours and addictions, where they exist, **only** through confiscation or sanction, does not effectively address the wider issue of their use and presents the greater risk of further exclusion and disengagement from school.

Southway adopts a clear stance and does not waver in its application:

- **Students in Key Stage 3** are not permitted to arrive on site with smoking paraphernalia of any kind. If they do, it will be confiscated during screening and stored securely. A phone call will be made to the parent/carer to inform them of this intervention. The materials will only be returned to the parent/carer. If this behaviour persists, a parental meeting will be arranged, and support strategies discussed. On-going health-awareness for all students will be provided through PSCH lessons or referrals to external programmes.
- **Students in Key Stage 4** must hand-in any smoking paraphernalia during screening and providing the materials are not illegal, e.g., 'grinder' devices, they will be returned to the student at the end of the school day. On-going health-awareness for identified students will be provided through **targeted** PSCH lessons and M.A.T. worker input.

Smoking Paraphernalia may include the following:

- Vapes
- Cigarettes
- Rolling tobacco
- Rizla papers
- Lighters

We make this distinction between the two Key Stage groups because whilst it is unclear what the 'legal age' for use of e-cigarettes and vapes is in the UK, police confiscation of materials does not apply beyond 16 years. We also acknowledge the [NHS' evidence-based guidance](#) indicating that e-cigarettes and vapes have a role to play in reducing nicotine addiction and supporting people to stop smoking traditional tobacco products that carry greater health risks. In this respect we recognise that students in Key Stage 4 may have had a greater exposure to tobacco smoking in the past, given their age in relation to the recently increased availability of tobacco alternatives.

## Additional screening/searches

Over-and-above the process of screening-on-arrival, the Principal and authorised staff have a statutory power to search students and their possessions, where they suspect that a student has brought a prohibited item into school. The Principal and authorised staff will take appropriate advice from the Safer Schools Officer before conducting a search. Before carrying out a search the authorised member of staff will:

- Assess the urgency of the need for a search.
- Assess whether not doing the search would put other students or staff at risk.

- Consider whether the search would pose a safeguarding risk to the student.
- Ensure there is an appropriately private place in which to conduct the search.
- Ensure that an appropriate colleague is available to support with/witness the search.
- Explain to the student why they are being searched – what staff think they are looking for.
- Afford the student the opportunity to hand-over any prohibited items before searching.
- Explain to the student what a search involves, e.g. “I will ask you to turn out your pockets” etc.
- Explain how and where the search will be carried out.
- Give the student the opportunity to ask questions.
- Seek the student’s co-operation.

The student will not be required to remove any clothing other than outer clothing e.g., headwear, coat, footwear. A student’s possessions will only be searched in the presence of the student and with 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 practical to summon another member of staff.

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded on CPOMS.

Staff will always inform the student’s parents/carers when a student has been searched for a prohibited item (as listed above). They will be informed immediately if alcohol, illegal drugs, stolen items, or potentially harmful substances are found.

Staff may retain or dispose of a student’s property and items will not be returned to the student. In addition:

- Weapons or items which are evidence of an offence will be passed onto the police.
- Controlled drugs will be passed onto the Safer Schools Officer.
- Staff will contact the police to deal with any stolen items.
- Pornographic images may be disposed of unless they constitute an offence (i.e., extreme or child pornography). In these cases, they will be passed onto the police.

### **Strip Searches**

**No strip searches will be conducted on Southway premises.** Where there are concerns that a student may be carrying items that present a risk and either (a) the student has refused to be searched in the means described above or (b) this search has not uncovered anything but staff remain concerned, arrangements will be made for the student to be discreetly monitored but at close quarters, or else safely isolated, whilst the Principal, Vice Principal or other Senior Leaders, make a dynamic risk assessment and appropriate action plan in discussion with the Safer Schools Officer. On the advice of the Principal or Vice Principal, the student’s MAT worker will notify the parent/carer of the concerns that have been raised.

Where the concerns are significant enough, a decision may be made to contact the police and request support on-site. The SSO will guide this decision. When briefing police officers, The Principal or Vice Principal and the Safer Schools Officer will discuss the concerns in greater detail and plan for the safe transfer of the student into police custody. At all times, the student’s dignity and welfare will be considered.

## **Drug or alcohol related incidents**

It is the policy of the Southway that no student should bring any illegal drug onto the school premises. We take very seriously the misuse of any illegal substances or alcohol. The parents/carers of any students involved will always be notified. The police and social services may also be informed. If a student is found to have brought an illegal substance to school, they will need to have a reintegration meeting with a senior member of staff to re-establish boundaries and expectations. If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that student to be taken home with the advice to seek medical attention and relevant agencies informed. Southway operates the lowest possible threshold with regards to students that appear to be under the influence of any substances. If staff have concerns to this end, they will notify a member of the Senior Leadership Team who will decide about fitness-for-school. If there is the smallest doubt about fitness, a telephone call will be made to parent/carer and the student will be sent home. If the student is deemed unfit to make their own way home, the parent may be asked to collect them.

## **Weapons**

If a student is found to have brought a weapon (knife, gun, or other item intended to cause harm) onto the school site, even if it is found to be imitation, the Safer Schools Officer will be informed immediately. Confiscated items will be stored securely in the school safe and, the SSO will coordinate the disposal of such items.

## **Bullying**

Southway has a separate Anti-Bullying Policy which explains in detail steps that we will take to deal with any behaviour that involves bullying. **Bullying** is defined as the repetitive, intentional harming of 1 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
- Difficult to defend against

## **Sexual Harassment and Sexual Violence**

Southway will always respond to any incidents of sexual harassment and or violence. The response will always be proportionate, considered, supportive and decided on a case-by-case basis. Southway has clear safeguarding procedures in place within the Child Protection Policy for managing allegations or concerns regarding a child's safety or wellbeing.

## **The Principal's role**

The Principal has the ultimate responsibility for setting the standards of behaviour in school. The Principal is committed to ensuring that there is a purposeful working environment, that teachers and instructors can teach, and students can learn. The Principal will ensure that all staff have training to support students in modifying their behaviours and in the practice of restorative conversations and meetings to support reflection. The Principal must be kept informed of students' behaviour and attendance.

## **Suspension from school**

Students attend Southway on a Dual Registration basis and therefore, the decision to suspend a student can only be made with the authorisation of the Headteacher or Principal of the school that the student is on roll with. Where the Principal at Southway is seeking to suspend a student, we will not notify the relevant parties of this decision until we have written confirmation from the mainstream school. Where a



student has been placed at Southway because they have been permanently excluded from a mainstream school, any decisions about further suspensions will be made in conversation with the relevant authority responsible for their education.

That said, Southway recognises that most of our students have already experienced exclusion or suspension and the emotional damage caused by it. Southway will, where possible, use SEMH alternatives to suspensions. These alternatives may include a temporarily modified timetable; a referral to an internal intervention programme; restricted access to some activities (where concerns relate specifically to an activity e.g., an offsite learning programme), a key stakeholders meeting. We also recognise that a student's placement at Southway may only represent a small portion of their whole academic year and we do not want to create further difficulties for the student by putting them at risk of Permanent Exclusion from school.

As such, it is understood by all stakeholders that suspensions will be used as a last resort and in serious circumstances where a clear message is being given that for a temporary period, the student is not welcome to be part of the school community as their choices and actions have been harmful and hurtful.

### **Staff Induction, Training and Support**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The use of positive handling, including doing a Team Teach course.
- The needs of the students at the school
- How SEND and mental health needs impact behaviour?

All staff are issued with a copy of The Southway Behaviour policy and accompanying materials. Behaviour management also forms part of the programme of continuing professional development.

### **Monitoring this policy**

It is the responsibility of the Board of Directors to monitor the effectiveness of the policy and to support the Principal and Leadership Group. The policy will be reviewed annually.

### **Legislation and Statutory Guidance**

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies, and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies, and student referral units in England, including student movement - 2022.](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

### **UN Convention on the Rights of the Student**

This policy takes into consideration the following Articles:

Article 19 - Governments should ensure that students are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All students and young people have a right to primary education, which should be free. Discipline in schools should respect students' human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 – Education should develop each student's personality to the full. It should encourage students to respect their parents, and their own and other cultures.