




Behaviour and Emotional Regulation Policy

This policy was approved by the Local Advisory Board of Governors on:-	05 February 2026
The policy owner is:	Niall Cole
This policy will be reviewed by the Local Advisory Board of Governors in: (unless earlier review is recommended by the Trust)	September 2028
Policy Version:	2.0
Signed by the Chair of the Local Advisory Board of Governors.	
Ratified by the Board of Trustees	N/A
Signed by the Chair of Trustee Board	N/A Renewal

1. Introduction

At Hellesdon High School, we aim to promote positive mental health and wellbeing for every student and for all members of staff. We pursue this aim by adopting a pro-active approach to relationships and a restorative approach to repairing conflict. We understand that behaviour can be a form of communication. We will always strive to understand poor behaviour, its underlying causes and support students and their families as we look to address this to ensure that all students have the best opportunity to achieve their full potential. This approach does not remove consequences for poor behaviour but encourages students to reflect and take ownership of their actions. We believe that accepting the consequences of poor choices is an important part of the learning process and prepares our students for their futures and their lives after high school.

The Education Endowment Foundation Research is clear that a pro-active approach is the most efficient method of improving and maintaining excellent behaviour. This includes;

- Knowing and understanding your students
- Teaching learning behaviours alongside managing misbehaviour
- Using classroom management strategies to support good classroom behaviour
- Using simple approaches as part of your regular routine
- Use targeted approaches to meet the needs of the individuals in your school

We believe that this policy and our approaches in all areas of the school reflect the findings of this research and enable us to best support the students throughout their entire school lives.

2. Aims

Our approach is built entirely on the belief that children learn and make the most progress in an environment where they feel safe, well supported and cared for and where learning opportunities are maximised by adults who the students feel genuinely care about their progress and wellbeing. For this to be achieved, this policy and its associated procedures must be used by all staff (paid and voluntary), used consistently (within, outside and between every classroom) and supported by all managers and leaders in the school.

We use behavioural systems which support the efforts of individual members of staff to reinforce the positive behaviours that are expected from all students whilst feeling empowered enough to challenge all unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

3. Parameters

3.1 This policy applies to all students of Hellesdon High School;

- When at school
- On the way to or on the way from school
- While on any school activity or on the way to or from that activity
- When wearing school uniform away from the school premises

3.2 It applies to;

- Actions within the school – inside and outside the classroom
- Actions outside school which may harm, threaten or bully another student
- Any action by a student (whether in school or outside of school) which may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or pose a threat to staff, another student or a member of the public.

4. Roles and Responsibilities

4.1 The Local Advisory Board (LAB)

- The LAB is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.
- The LAB is responsible for monitoring the implementation of this policy and for holding disciplinary committees to review permanent exclusions as required.
- They also have responsibility, with the support of the Principal, for creating a high-quality learning environment, reinforcing good behaviour and ensuring that there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

4.2 Principals and Senior Leadership Team

The Principals and the Senior Leadership Team are responsible for;

- Implementation and day-to-day management of the policy and procedures
- The regular monitoring of the use of the various consequences to identify any inconsistency or potential discrimination
- Review and evaluation of any support and consequences to ensure their effectiveness
- Ensuring that this policy and school procedures are followed and that they are consistently and fairly applied by all
- The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.
- The Principal's role is to determine the detail of the standard of behaviour acceptable to the School as well as the day-to-day responsibility for maintaining discipline in the School, which will include making rules and provision for enforcing them. A designated member of the Leadership Team with particular responsibility for student discipline will assist in that role. (Assistant Principal, Behaviour & Attitudes)

- The Principal has sole responsibility for deciding to exclude a student from the School.
- The Principal and the Leadership Team are responsible for ensuring that this policy is followed consistently and fairly by all staff providing appropriate support, advice and behaviour management training where appropriate.
- They are also responsible for reviewing the School's disciplinary procedures at least annually, making amendments as required for the effective management of student discipline at the School.
- Appropriate records of disciplinary issues will be kept in order to inform future practice. suspensions, inclusions and any other significant student behavioural issues will be included in the Principal's Report to Governors.

4.3 All Staff

All staff have the responsibility to consistently:

- Apply the school rules
- Support all other adults in applying the school rules and procedures
- Implement procedures to challenge poor behaviour and bullying in any form using the emotion coaching techniques and restorative approaches, modelling the behaviour that we expect from all students
- Consider the heightened state of students and their emotional states when dealing with poor behaviour
- Promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying
- Model the school values: Enjoy, Achieve, Succeed
- Staff also have a key role in advising the Principal on the effectiveness of the policy and procedures
- Staff have a responsibility for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.
- Consistently apply all teacher and support staff standards as published by appropriate bodies, including the DfE, Trust and school
- Communicate effectively and in a timely manner all concerns regarding a child's behaviour and/or academic progress through the correct school processes (CPOMS for safeguarding, ClassCharts for recording behaviour).
- Follow the school processes for managing in class behaviour
- The On-call member of staff will attend the classroom to support staff as and when required.

4.4 Students

Students have an important role in ensuring good behaviour is modelled and promoted throughout the school. As well as helping to review the contents of this policy, they also:

- Should rise to the school's high expectations as set out in 'The Hellesdon High Standard', follow the school rules, take responsibility for their own behaviour but also take care of the needs of others.
- Are made fully aware of the school expectations, policy and procedures
- Are encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour
- Report student concerns or incidents regarding behaviour
- Are expected to report bullying whenever they see it
- Contribute to ensuring the positive behaviour and anti-bullying message is communicated to all students, reminding other students of the school expectations whenever required

4.5 Parents and Carers

- The most effective support occurs when parents, carers and school staff work in partnership.
- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child.
- Partnerships between parents/carers and the school are promoted to assist in maintaining high standards of desired behaviour.
- Parent / Carer contact is actively encouraged in order to raise any issues arising from the operation of this policy
- We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying.

Bullying is defined by the National Centre Against Bullying as:

"Ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening."

5. Key elements of our behaviour and emotional regulation approach:

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). We recognise that behaviour can be a form of communication, and treat it as such.

All staff are encouraged to take a non-judgemental and empathetic view to dealing with behaviour. - All adults respond in a way that focuses on the emotions that are driving a child's behaviour, rather than focussing on the behaviour itself (Relational Approach). Using this approach enables us to view children with behavioural difficulties as vulnerable, and as a result we have a duty to explore and support this vulnerability rather than solely punish and issue a consequence. Viewing children as badly behaved predisposes individuals to think about punishment. Viewing a child as struggling to control their emotions or deal with a difficult aspect of their lives encourages you to help through their distress.

A relationship centred approach requires a school to promote strong relationships and emotional currency at every opportunity between all stakeholders. It relies on building a positive school culture and environment that fosters connection between people, inclusion for all, and respect and value of every member of the school community.

It remains important however to make boundaries and expectations around behaviour clear. Changing the way that we respond to poor behaviour does not mean that we have lowered the expectations of our students or the routines and structures that help to promote a positive learning environment. In order to help children feel safe at school, their educational environment needs to be one that is high in both nurture and structure.

In order for children to be able to better manage and regulate their emotions, they need predictable routines, consistent expectations from the adults in their lives alongside calm and consistent responses to the behaviour that they demonstrate. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

- For a small number of individuals, not all behaviours are a matter of 'choice' and not all the factors linked to their behaviour are within their control. As a result, responses to these must be empathetic to this fact whilst remaining consistent.
- Behaviour must always be viewed systemically and within the context of important relationships.
- Encouraging parent/carer engagement and involvement is absolutely crucial when addressing and planning support for a child's SEMH needs.
- We believe this approach must include and is the responsibility of every member of staff.

6. Legislation

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

- Behaviour in schools: advice for headteachers and school staff (February 2024)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools

- Supporting students with medical conditions at school
- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on Schedule 1 of the Education (Independent School Standards) Regulations 2014, which states:

- Arrangements are made to safeguard and promote the welfare of students at the school;
- Such arrangements have regard to any guidance issued by the Secretary of State.
- A written behaviour policy is drawn up that, amongst other matters, sets out the consequences to be adopted in the event of student misbehaviour;
- The policy is implemented effectively;
- A record is kept of the consequences imposed upon students for serious misbehaviour.
- The Academy ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

In line with the DfE guidance, the Academy behaviour policy and anti-bullying strategy are published online. This policy complies with our funding agreement and articles of association.

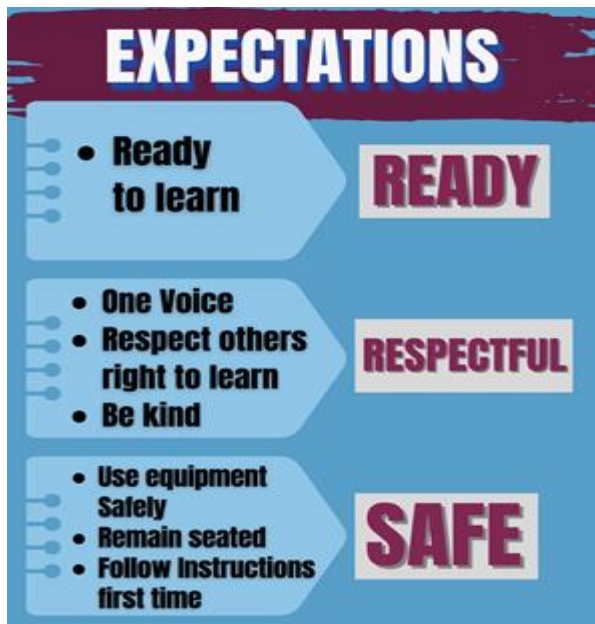
8. Standards at Hellesdon High School

Hellesdon High has high expectations of students and endeavours to encourage good habits of work and interaction with adults and other students from the moment a student enters the School.

The Leadership Team is responsible for developing school rules. These rules will be reviewed at least annually and their purpose is to:

- Promote self-discipline and proper regard for authority among students
- Encourage good behaviour and respect for others
- Encourage respect for personal property, the property of others and the school environment
- Ensure standards of behaviour are acceptable and student conduct is regulated

Hellesdon High has three key behaviour elements that all students are expected to adhere to:



All staff are expected to promote self-regulation amongst students and to deal appropriately with any unacceptable behaviour using emotion regulation as well as restorative & relational approaches.

Punctual attendance at school and lessons is required. All absence must be explained using Class Charts and unexplained absence will be followed up.

Behaviour which does not allow constructive teaching and learning is unacceptable. We aim to promote consistency in the application of our three school rules - **Ready, Respectful, and Safe.**

In addition to these rules in school, students are expected to avoid behaving in a way that would bring the school into disrepute, including when outside of the school site and outside of school hours. consequences will be applied to students who are involved in incidents

outside of the school site if they affect another member of the school community, or bring the school into disrepute.

7.1 Sexual Harassment, Online Sexual Abuse and Sexual Violence

Part of the WENSUM TRUST
Hellesdon High School

The Hellesdon High Standard

READY Are you Ready?	RESPECTFUL Are you being Respectful?	SAFE Are we all Safe?
<p>We line up in silence and check that our uniform is correct, ready for assembly.</p> <p>We aim to attend school every day because Attendance Matters.</p> <p>We show pride in our work ensuring that it is neat and tidy.</p> <p>We arrive at school with the correct equipment so that we are ready to learn.</p> <p>Home learning enriches our education, we aim to complete it on time and to the best of our ability.</p> <p>We understand the importance of perseverance, even when things get difficult.</p> <p>We arrive at school ready to learn, wearing our uniform with pride.</p>	<p>We communicate calmly and politely, using respectful language.</p> <p>When the school day ends, we continue to represent our school's high standard in the community.</p> <p>We value equality and fairness because our school should be a safe and welcoming place for everyone.</p> <p>We think about how our words and actions can affect others. We show understanding, tolerance and empathy.</p> <p>We respect our school environment by putting litter into bins.</p> <p>We treat our social spaces and the people within them respectfully.</p> <p>We treat our toilets with respect, ensuring that they're clean and safe spaces for everyone to use.</p>	<p>Our mobile phones and headphones are Not Seen, Heard or Used.</p> <p>We move calmly and purposefully along the safest route.</p> <p>We use online spaces sensibly, keeping ourselves and others safe in the process.</p> <p>We use our outdoor spaces appropriately so that they are clean and safe for everyone.</p> <p>If someone needs help, we seek support from an appropriate adult.</p> <p>We do not bring banned or dangerous items into school as this compromises everyone's safety.</p> <p>We are always ready, respectful and safe in classrooms.</p>

Ready, Respectful, Safe
Allowing us to Enjoy, Achieve and Succeed

HELLEDON HIGH SCHOOL

- As part of our rigorous self-assessment processes we continually review how we educate and support students in vital aspects of their behaviour. Our Relationship and Sexual Education curriculum is wide ranging and ensures all students access the appropriate education at the right time. Students receive this education through their PSHE lessons, form tutor programme, assemblies and specialist presentations.
- This intensive programme of education works in tandem with our strong culture of safeguarding building upon the school's biggest strength - strong, supportive relationships with the students which enables us to detect any changes in student behaviour and well-being. The systems that we have in place encourage a strong culture of safeguarding, with all staff receiving regular training and actively encouraged to always be vigilant. Our first responsibility is to keep all of the children at the school safe.
- We educate our students about a wide range of issues and challenges including healthy relationships, respect and consent. We regularly review and update our safeguarding policy and associated policies which are available on our website. We encourage students to behave appropriately at all times and understand their responsibilities and the law. Our IT curriculum provides all students with important information regarding online behaviour and how to keep themselves safe online.

- We encourage all students to inform us of any concerns or incidents so that we can support all involved. We encourage all parents to discuss this challenging issue with their children and raise all concerns with us.

7.2 Sexual Harassment

- Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Harassers or victims may be of any sex or gender. Students and parents must report all incidents to school as soon as possible.

7.3 Sexual Violence

- Sexual violence is defined as; any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality, using coercion, by any person. Students and parents must report all incidents to school as soon as possible.

7.4 Online Sexual Abuse

- Online Sexual Abuse Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse include; sending someone hateful or unwelcome comments based on sex; sending “nudes” or coercing another into sending “nudes” or grooming children to enable sexual abuse either online or offline. Students and parents must report all incidents to school as soon as possible.

7. **Rewards**

All rewards and consequences as outlined in this section must be applied fairly and consistently.

KS3 and KS4 Rewards

- Verbal and written praise
- Certificates
- Vouchers for achievement and attendance
- Achievements recorded throughout the year
- Departmental certificates/postcards
- Tutor group prizes awarded at Celebration Assemblies for achievement and attendance
- Attendance at the end of year Prom for Year 11 students
- Hot Chocolate with the Principals
- Rewards Days for Year 7-9
- Bulletin mentions

KS5 Rewards

- Prizes given at Celebration Assemblies
- Verbal and written praise
- Celebration postcards
- HoY/Director conversations with positive students weekly

Rewards can be given for:

- Making good progress in a particular subject or area
- Demonstrating resilience and effort
- Excellent work
- Good behaviour
- Good uniform
- Outstanding achievement
- Attendance – 100% or sustained improvement

8. **consequences**

9.1 Stepped classroom procedure

Staff are given guidance and training on general classroom management strategies. The Stepped classroom procedure has been introduced to ensure consistency amongst staff, when dealing with behaviour issues in the classroom. The classroom behaviour system consists of four steps, the final of which is removal from the lesson. As part of the stepped

in-class behaviour system, students can be asked to work in another classroom within a department, away from their usual lessons or within our behaviour support classroom (C3 Room). Students will be given clear guidance on the behaviour expectations of the lesson and will be supported to regulate their emotions (Please see Behaviour Flow Chart).

9.2 Further consequences

A system of breaktime and after school detentions is used as part of the School's Disciplinary procedures. The outline of the school detention system can be found in Appendix B. Students may be given inclusions, offsite inclusions, suspensions or permanent exclusions for serious breaches of the School Disciplinary procedures. These consequences will usually be applied in a progressive manner, however the Principal reserves the right to prescribe alternative consequences when necessary.

consequences can be given for:

- Disruptive behaviour
- Verbal/physical aggression
- Bringing the School into disrepute – including anti-social behaviour (smoking, vaping, using foul or abusive language) whilst in uniform or in the immediate vicinity of the school
- Repeated defiance of School Rules
- Endangering self or other people through irresponsible/unacceptable behaviour
- Disrupting the effective running of the School
- This list is not exhaustive and the school will appraise incidents on merit.

consequences for these infringements of the behaviour policy may involve a detention (either 15, 30, or 60 minutes in duration), a fixed period of time in our inclusion centre, the inclusion centre at another local school or a suspension. These consequences will be supported with pastoral measures such as a meeting with parents and carers, a restorative meeting between staff and student, a pastoral support plan or behaviour passport, or support from outside agencies.

In the following circumstances, the Principals may apply a suspension or Permanent Exclusion automatically, without reference to the Stepped Discipline procedure. These incidents include, but are not limited to:

- Serious threat (actual or perceived) of violence to self or others
- Verbal / physical abuse towards staff
- Sexual abuse/assault

- Supplying illegal drugs on School premises
- Carrying an offensive weapon on School premises

Hellesdon High School reserves the right to search students in accordance with the DfE policy 'Searching, Screening and Confiscation' (July 2022). The school may use Magnetic Wands to identify prohibited items which may be on a student's person. Please see Appendix C for further information. Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

Prohibited materials include (but are not limited to):

- Alcohol
- Drugs (illegal and prescription)
- Bladed items / items that could be used as a weapon
- Smoking and vaping materials

We will also confiscate any item that is harmful or detrimental to school discipline, including mobile phones and items of non-uniform clothing. These items will be returned to students after discussion with school leaders and parents, if appropriate.

In cases where the school requires further support or input, the Police will be informed.

9.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

9.4 Inclusion process

Breaches of the schools behaviour system may result in students being placed in our internal inclusion unit. Students in inclusion are expected to be in inclusion from 8.20am-3.15pm. Work will be provided for students to complete which is in line with their current curriculum.

9.5 Directed off-site provision

On some occasions students will be directed to attend alternative off site provision. This off-site provision may take place in another educational setting or in the students home. This will be arranged on a case-by-case basis and parents/carers fully informed of the process. Parental consent is not required in order for a school to direct a pupil off-site. However, it should be a collaborative process, so far as is reasonably practicable.

9.6 Suspension and Exclusion process

Please refer to the separate suspension and exclusion policy.

9. Special Educational Needs and Disabilities (SEND)

Where the misbehaviour of students is related to a disability, it is expected that the Principal will make reasonable adjustments to enable those students to be included within the School community.

These will include:

- Ensuring that staff have had training in the nature of disabilities, and how they should treat students with disabilities;
- Ensuring that staff are aware of any students with SEND;
- Ensuring that help is sought from external agencies to enable the School to make reasonable adjustments;
- Ensuring that School resources are committed to assist in making reasonable adjustments; and
- Making reasonable adjustments to School organisation or of the timetable of particular students.

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, 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 child. We will work with parents to create the plan and review it on a regular basis.

10. Physical restraint

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);

- Causing personal injury to, or damage to the property of, any student (themselves); or
- Prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise

The staff to which this power applies are defined in section 95 of the Act. They are:

- Any teacher who works at the school, and
- Any other person whom the Principal has authorised to have control or charge of students.

This includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, pastoral staff and lunchtime supervisors

It can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises staff) and unpaid volunteers (for example, parents accompanying students on school organised visits).

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix for record of restraint).

11. Student support

The School has a number of programmes and techniques for supporting behaviour management. These include referrals to our wellbeing and Pastoral Team or to the appropriate member of the Leadership Team as well as meetings with parents/carers. The school may also make referral to external agencies to support families. Students may be placed on Behaviour Response which will identify appropriate support and intervention, alongside regular monitoring and meeting with parents/carers. Please see Appendix A for details of Behaviour Response.

12. Additional Expectations of Students in post-16 provision

- Students are expected to support the aims of the School and the Sixth Form and to comply with its policies. They are expected to dress, behave and present themselves in a mature and responsible way, to recognise their responsibilities both as members of the Sixth Form and the wider School. This includes treating all members of the Sixth Form (and wider School Community) with dignity and respect as well as respecting the built environment.

- Picture Identity (ID) cards will be provided by the School for all students attending the Hellesdon High Sixth Form. While on site, or on organised visits, students are expected to wear their ID cards at all times. These must be worn clearly around the neck on the lanyard provided. If a student forgets their ID card, a temporary card should be obtained from the Sixth Form Reception for that day. Should the ID card be lost or damaged, a charge of £5 will be made to the student for a replacement.

13. Monitoring arrangements

This behaviour policy will be reviewed by the principal and Local Advisory Board annually. At each review, the policy will be approved by the Principals.

Links with other documents

- Attendance & Punctuality Policy
- Anti-Bullying Policy
- Equality Policy
- Anti-Bullying policy
- Emotional Regulation Policy
- Safeguarding Policy
- Home-school agreement
- Searching and Confiscation Guidance
- Suspensions and Exclusion Policy
- Working together to improve school attendance

Appendix A - Behaviour Response

Students that are regularly not meeting the high standards that the school have set within lessons and during social times may be placed on the stepped Behaviour Response system. Students can start on any level of the stepped response at any time of the year based on the severity of their behaviours. There are 3 levels to the stepped response - Monitor, Action and PSP as outlined below:

Monitor

This is the first stage of the stepped response system. Students will be placed on monitor by their tutor when the tutor is concerned by the number of incidents a student has not met the

expectations. This may be due to a sudden increase in the number of incidents or due to a regular number of repeated incidents. Tutors will identify clear targets for the student to achieve across a set period of time, provide strategies for students to improve their behaviour and track student progress against the targets set. Tutors will review the progress made by the student and decide whether to take the student off behaviour response, extend the Monitor phase or place the student on Action.

Action

This is the second stage of the stepped response system. Students will be placed on Action when they haven't met their targets on Monitor or when their Head of Year feels further intervention is necessary. Often, a Head of year will place a student on Action when they have a high frequency of behaviour incidents or when they have displayed more severe behaviours. Heads of Year will meet with students on Action once a week to mentor students and support them to make better behavioural choices that are more conducive to learning. This will include regular target setting and monitoring whilst looking to identify any tailored support that may be necessary to support students with behaviour for learning. Heads of Year will review the progress made and any support put in place and decide whether to take the student off Behaviour Response, lower the student to Monitor, extend the Action phase or place the student on PSP.

PSP

This is the final stage of the Behaviour Response system and lasts a total of 12 weeks. A student on PSP is at high risk of Permanent Exclusion. Students will be placed on PSP by Heads of Key Stage or the Senior Leadership Team in response to a high frequency of disruptive behaviour or following an incident of extreme behaviour. The PSP starts with a meeting between the student, parents/carers, the Head of Key Stage and The Assistant Principal for Behaviour and Attitudes. This meeting outlines the reasons a student has been placed on PSP and looks to formulate a plan to address the needs of the student. The school will look to explore all avenues of support with the aim of reducing the student's chance of PEX. The student's behaviour and the support in place will be monitored weekly by Heads of Key Stage and will be reviewed at meetings every 4 weeks - after the first 4 weeks with the same staff as the first meeting, then after 8 weeks with the Head of Key Stage and Vice Principal then after 12 weeks with the Head of Key Stage and Principal. At this point, the Principal will decide on the outcome of the PSP and inform parents of their decision.

Appendix B - Detention System

The aim of our detention system is to ensure **consequences are immediate and consistent**. This ensures a faster response allowing students to rectify their behaviour and be ready to learn more quickly. There are 3 types - R2L, HOY and SLT as outlined below:

Consequence Type	Duration	When Sat	Reason for consequence
R2L (Ready to Learn)	15 minutes	Same day, social time	<ul style="list-style-type: none">● Uniform● Late to class● Late to school● No Timetable● Poor Language
R2L Escalation	30 minutes (e.g. lunch)	Same day, social time	2 R2L consequences on the same day
Inclusion	Full day	Next day	More than 4 R2L on one day OR refusal to sit an R2L
HOY Consequence	30 minutes after school	After school	Serious or repeated incidents
SLT Consequence	60 minutes after school	After school	Serious or repeated incidents

Appendix C

Hellesdon High School Procedure: Screening, Searching, and the Use of Detection Wands

The safety of our school community is paramount. This guidance outlines our legal powers and professional obligations regarding student searches, strictly adhering to the Department for Education (DfE) statutory guidance: "Searching, Screening and Confiscation (2022)."

The Legal Framework

Under the Education Act 1996 and DfE guidelines, schools have two distinct powers:

1. **Searching with Consent:** Staff can search students for any item if the student agrees.
2. **Searching without Consent:** The Headteacher (or authorised staff) has a statutory power to search a student or their possessions without consent if there are reasonable grounds to suspect they have a "prohibited item."

Prohibited Items Include:

- Knives or weapons.
- Alcohol and illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, and vapes.
- Fireworks.
- Pornographic images.
- Any item that has been, or is likely to be, used to commit an offence or cause personal injury.

When to Conduct a Search

"Headteachers and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item."

The Department for Education states that, "When exercising their powers, schools must consider the age and needs of students being searched or screened. This includes the individual needs or learning difficulties of students with Special Educational Needs and Disabilities (SEND) and making reasonable adjustments that may be required where a student has a disability." Schools should consider this guidance when considering the use of a search as an intervention strategy.

Searching, Screening and Confiscation – GOV.UK

A search should only be carried out when you have reasonable grounds for suspicion. This is not a "hunch"; it must be based on:

- Direct observation (e.g., seeing a suspicious handle in a pocket).
- Reports from staff or reliable students.
- The student is acting in a way that suggests they are hiding something prohibited.

Conduct and Student Welfare

A search is a significant invasion of privacy. To maintain safeguarding standards:

- **Extent of Search:** You may only search outer clothing (coats, hats, gloves, shoes) and possessions (bags/lockers). You must not conduct an intimate search or ask a student to remove clothing next to the skin.
- **Strip Searches:** Only the Police can conduct a strip search. If you suspect a student is concealing something beneath their inner clothing, call the DSL immediately to contact the Police.
- **Recording:** Every search (with or without consent) must be recorded on CPOMS, including the reason, the participants, and the outcome.

Searches will be non-intrusive.

Any search will be completed away from communal areas and in a suitable location.

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal.

The "Two-Staff" Rule

Unless there is a risk of serious harm and it is not reasonably practicable to summon another member of staff, searches must be conducted by:

1. A member of staff who is the same sex as the student.
2. In the presence of another member of staff (the witness), also ideally the same sex.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to a member of the Senior Leadership Team (SLT) or safeguarding team, and ensure a written record of the search is logged on CPOMS.

If the authorised member of staff considers a search to be necessary but is not required urgently, they will seek the advice of the principal, SLT, Designated Safeguarding Lead (DSL) or Head of Year who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any other item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example, on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent 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
- Explain to the student why they are being searched
- Explain to the student what a search entails, e.g. "I will ask you to turn out your pockets and remove your scarf and coat."
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to cooperate, the member of staff will contact the Principal, DSL or Head of Year to try and determine why the student is refusing to comply. Parents/carers should be contacted and invited into school (where appropriate) to support the search. The student will remain under supervision and separate from the school community until the search has been completed or other appropriate action taken.

The authorised member of staff may use a metal detector to assist with the search (see Use of Metal Detector / Self Search section).

An authorised member of staff may search a student's outer clothing, pockets, possessions or lockers. They will not request the removal of any clothing other than outer clothing. Outer clothing includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over a garment being worn as underwear, e.g. a jumper, blazer or jacket being worn over a shirt
- Hats, scarves, gloves, shoes, boots

Searching Students' Possessions

"Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers, bags, etc."

Searching, Screening and Confiscation – GOV>UK

Possessions can include:

- Bags
- Lockers

- Outer items of clothing (see above for explanation of what this includes)

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a student's possessions when the student and another member of staff are present. If there is a serious risk of harm, if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff with or without the student in attendance.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay and record the search on CPOMS, including details of:

- Any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item.
- Whether they believe that a search has revealed a safeguarding risk.
- All searches for prohibited items, including incidents where no items were found.

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- what happened
- what was found, if anything
- what has been confiscated, if anything
- what action the school has taken, including any sanctions that have been applied to their child

This will be recorded on Class Charts and staff will telephone parents and carers if appropriate and then record on CPOMS.

Any complaints about searching should be dealt with through the normal complaints procedure. Details of complaints procedures can be found on the website - <https://www.wensumtrust.org.uk/hellesdonhigh>

Support after a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Using Metal Detecting Wands

Schools can use a metal detector to search for prohibited/banned items – they do not have to suspect that a student has a weapon.

Metal detector arches, handheld wands and other recognised technology is permitted to be used.

When a handheld wand is to be used the same pre-search procedure and discussions are to be used.

Protocols for Wand Use:

- Where possible, the students themselves should complete the self-search using the wand, under the direction of the member of staff leading the search. Staff should instruct the student in the use of the wand and monitor the thoroughness of the search. Staff should consider the language used when instructing students in the completion of the search and referring to the student's body/areas of the body. If the search is not completed correctly the member of staff may perform a further check.
- Where it is not possible for the student to complete a self-search, e.g. due to SEND, a member of staff can perform the search using a metal detector wand. A member of the senior leadership team or pastoral team will complete this search, with a search witness present.
- The same post-search procedures and support should be followed to ensure support for all involved is provided.
- Procedure:
 1. Ask the student to pass the wand slowly over the outer body and bags without making physical contact.
 2. If the wand alerts (beeps/vibrates), ask the student to identify the metal object (e.g., belt buckle, keys).
 3. If the pupil refuses to present the item, follow procedures for refusal of search.