

Reading Girls' School



Behaviour Policy

Date approved: October 2016

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Approved by: Leo Gilbert (Headteacher)

Key Principles

Reading Girls' School is committed to working to ensure that traditional high standards of respect and behaviour are promoted to celebrate and develop the unique talents of the whole learning community. We aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning can take place.

Our motto, "Succeeding Together" embodies our belief that partnership, perseverance, self-discipline and determination will enable of our students to succeed at the school and beyond.

Key Requirements/Legal Duties

This policy responds to the requirements of the Education Act, 2011, the Education and Inspections Act, 2006. This includes the requirement that all schools must have a behaviour policy which must be available to all parents and prospective parents.

The school acknowledges its legal duties under the Equality Act, 2010 and in respect of students with SEN.

Introduction

This policy aims to provide staff and parents/carers with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices. We do however recognise the need for a degree of flexibility when faced with behavioural diversity in the classroom and accept that a 'one size fits all' approach will not be sufficient.

Good behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. This policy promotes an approach that as well as describing some absolute rules and guidelines, also allows for the different styles that teachers will use in the classroom along with recognising the complexity of the situations they have to handle.

The policy also recognises the diversity of behaviour management styles used by teachers and the differences of behaviour challenges that can be presented by students. *It is important though that every incident of unacceptable behaviour is addressed and resolved by the member of staff who saw and engaged with it. **Behaviour is never somebody else's responsibility.***

Objectives

The key objectives of this policy are:

- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential.
- To create an atmosphere where achievement is respected and valued by all.
- To establish good working relationships and encourage mutual respect amongst all members of the school.
- To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.
- To ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated.
- To secure an environment where effective teaching and learning can take place.

Our Rights at Reading Girls' School

We believe at Reading Girls' School that we all have rights.

These can be summarised as:

- The right to learn

- The right to teach
- The right to feel safe (physically and emotionally)
- The right to respect and dignity.

Key	
Abbreviation	Meaning
AFA	Achievement for All
ATL	Attitude to Learning
BLP	Behaviour Learning Plan
CAMHS	Child & Adolescent Mental Health Service
AHP	Assistant Headteacher Pastoral
DSL	Designated Safeguarding Lead
TT	Transfer Teacher
EAL	English as an Additional Language
FT	Form Tutor
HoF	Head of Faculty
PL	Pastoral Leader
PASS	Pupil Attitude to Self and School
PEAR	Pupils Educationally At Risk Panel
PSP	Pastoral Support Programme
Learning Mentor	Social and Emotional Health Support Worker
SEMH	Social Emotional Mental Health
SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Co-ordinator
SIMS	School Information Management System
TAC	Team Around the Child

Roles and Responsibilities

The Governing Body	Ensure a Behaviour Policy is in place and is implemented fairly. Monitor and review the effectiveness of the Behaviour Policy. Convene disciplinary panels where necessary. Support rewards and celebratory events.
The Headteacher	Establish the Behaviour Policy Ensure the Behaviour Policy is implemented fairly and monitored annually Establish and manage the Exclusions Policy and other policies relevant to the Behaviour Policy
School Leadership Team	Support and advise staff in upholding the Behaviour Policy Monitor and analyse policy data and prepare relevant reports
Heads of Faculty and Curriculum Leaders	Ensure consistent implementation of the Behaviour Policy Support classroom staff in managing behaviour, administering rewards and sanctions Support classroom staff in meetings with students, parents and carers Liaise with the Senior Assistant Headteacher (Pastoral), Form Tutors and Pastoral Leaders as appropriate Manage restorative practice meetings between subject staff and students
Pastoral Leaders	Ensure consistent implementation of the Behaviour Policy Support students and staff on a day-to-day basis in ensuring the highest

	<p>possible standards of behaviour</p> <p>Provide students with strategies to enable them to take responsibility for their own behaviour</p> <p>Manage restorative practice meetings with students and staff</p> <p>Communicate regularly with parents</p>
All staff within the classroom situation	<p>Primary responsibility for the management of student behaviour and associated follow-up actions as appropriate</p> <p>Ensure that the policy and procedures are followed and applied consistently and fairly</p> <p>Create a high quality learning environment</p> <p>Communicate regularly with parents</p> <p>Record rewards and sanctions using SIMs</p>
Form Tutors	<p>Work to create a cohesive tutor group and a positive ethos</p> <p>Reward positive behaviour and take action to improve poor behaviour</p> <p>Monitor and give feedback through the referral and reporting systems</p> <p>Communicate regularly with parents</p> <p>Communicate with subject staff and others as appropriate</p> <p>Implement intervention strategies</p>
Parents/Carers	<p>Support the school with behaviour concerns inside the school and to and from the school</p> <p>Work in partnership with the school to maintain high standards of behaviour</p>
Students	<p>Take responsibility for their own behaviour choices</p> <p>Model exemplary behaviour for other students to follow</p> <p>Follow instructions from all adults at the school</p> <p>Work positively with staff and students</p>

Expectations of Students, Staff and Parents (Appendix 1)

Our expectations are set out in our Home-School Agreement and this can be found in Appendix 1

Positive Reinforcement and Rewards (Appendix 2)

The school recognises the power of making explicit the desired standards of behaviour and of positively reinforcing high standards of learning and cooperative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

As appropriate to the situation, these include:

- Verbal praise
- Written comment on work/ in book/ planner
- Achievement points
- Telephone call to parents
- Positive letter home
- Walk About Praise ABout (WAPA) and the issuing of 'Praise Postcards'
- KS3 Reward Passport
- Certificate
- Display of work
- Mention in assembly
- Motivational reward/prize
- Special awards at Achievement Assemblies at the end of each term
- Annual Awards Ceremony (Junior Prize Giving, Certificate Evening)

By these means the School seeks to motivate students, create a positive learning environment, raise student self-esteem, provide systems which can be used by all staff and contribute to raising levels of achievement.

Uniform Expectations (Appendix 3)

High standards of presentation are required at all times when wearing the school uniform. Whenever the school uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from school, at which times the uniform must be worn.

Positive behaviours are expected, including setting high standards in terms of appearance

Expectations on uniform and orderly conduct are reinforced in assemblies and lessons. The school reserves the right to send a student home with parental permission to correct uniform or isolate them until it is corrected.

The Headteacher's decision on uniform is final.

Managing Behaviour in Lessons (Appendix 4)

All students are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time and being equipped for learning. In class, students are required to demonstrate positive learning attitudes and to allow others to learn free from disruption.

In line with the school's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Students displaying adverse behaviours will be corrected in line with the school's range of disciplinary sanctions.

Disciplinary Sanctions (Appendix 5)

Dependent on the nature of the infringement and the severity of the behaviour, the school will use a range of strategies to correct student behaviour. The range of sanctions will include:

- SWAT - Classroom Consequences
- Teacher Detention - 15 minutes
- Faculty Detention - 30 minutes
- School Detention - 60 minutes
- Seclusion
- Note to the parent/carer in the planner
- Making good the missed work
- Loss of free time
- Removal from lessons to work under supervision elsewhere (Seclusion)
- Restorative Practice
- Disciplinary and positive reports
- Disciplinary letters to parents
- Parent interviews
- Successful Learning Plans
- Behavioural contracts
- Governing Body Disciplinary Panels
- Fixed-Term Exclusion
- Permanent Exclusion

This list is not intended to be exhaustive but serves as an illustration of sanctions used.

Detentions (Appendix 6)

Parents and carers should be advised that in line with changes resulting from the Education Act 2011, the school is no longer required to give 24 hours' notice of longer-length detentions. In exercising its right to take same-day action as required, the school will make every reasonable attempt to inform parents by a variety of means including email, text or phone call of detentions longer than 15 minutes. Ultimately, however, it is the student's responsibility not to misbehave, not the School's responsibility to make contact.

Parents are requested to check their child's student planner on a daily basis which is where the majority of detentions will be recorded.

Monitoring, Support and Intervention (Appendix 7)

Through the pastoral and guidance systems the school has staff whose role it is to support student welfare and well-being. This includes helping to make explicit the school's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The school accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the school will draw on a range of interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, and identification of Special Educational Need, additional internal provision, placement on a pastoral support programme and use of external expertise. Identification of need and progress will be monitored with the active involvement of parents.

Exclusion (Appendix 8)

While the school will take all reasonable steps to meet individual need and help individuals to improve, the school will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the school's exclusion policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour Policy:

- Threatened or actual violence towards staff and students
- Possession of an offensive weapon on the school site
- Drugs on the school site
- Persistent defiance of school authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse
- Serious breaches of the school's Behaviour Policy
- Any circumstance where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Also in line with the Exclusion Policy, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances, a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

Freedom from Bullying and Intimidation (Please see Anti-Bullying Policy)

The school recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying and intimidation. The school also acknowledges its duties and responsibilities under the Education and Inspections Act 2006, the Equality Act, 2010 and the Children Act, 1989. These place a duty on all schools to have measures in place to encourage good behaviour and prevent all forms of bullying amongst students.

In respect of anti-bullying, the school seeks to:

- Actively involve and inform parents
- Take any concerns seriously and resolve the issue in a way that protects the student
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on - this includes in and out of school concerns including cyber-bullying
- Update policy and practice including new technologies, for instance updating 'acceptable use' policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through pastoral programmes and tutor time
- Work with the wider community such as the police and Children's Services where bullying is particularly serious or persistent and where a criminal offence may have been committed

Behaviour outside of the School

Students who breach the school's Behaviour Policy whilst on school business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at school.

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. Other relevant factors include whether the student is wearing school uniform or is in some other way identifiable as a student at the school and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the school reserves the right to involve the police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures may be applied.

Banned Items on School Premises

The following are not allowed on the school premises:

- Weapons of any kind (e.g. knives of any type, airguns, laser pens, etc.)
- Alcohol
- Cigarettes, cigarette paper, tobacco, matches and lighters
- Vapour cigarettes or Inhalators
- Chewing Gum
- Carbonated drinks (e.g. fizzy drinks, energy drinks)
- Illegal drugs
- Stolen items
- Fireworks
- Pornography
- Tippex

Gambling

This is not allowed in school.

Drugs

Disciplinary sanctions will be imposed on students involved in drug-related incidents on the school premises or during off-site school activities.

The school regards drugs-related matters as extremely serious and is determined to do all in its power to ensure that the school is a '**drug-free zone**'.

Consequently, students **risk being permanently excluded** if they are involved in any drug-related incidents. See definition below.

Definition 1: 'Drug-related incidents' include:

- Being in possession of drugs, no matter how small the quantity
- Selling or passing of drugs to others
- Using drugs
- Being under the influence of drugs while on the school premises or while taking part in a school activity

Definition 2: Drugs means illegal drugs or controlled drugs

Medication

If it is necessary for a student to take medication during the school day, the parent should:

- Inform the child's PL and bring the labelled medication to school reception.
- The medication will be placed in lockable storage with the school First Aider.
- The student should report to reception where a First Aider will administer the medication under supervision.
- Students must never be in possession of a drug, prescribed or other, in school.

Prescribed drugs

- The school regards the carrying, passing on or using of prescription drugs illegitimately as a very serious matter and this could lead to permanent exclusion.

Non-prescription drugs

- Some drugs which are available 'over the counter' to the general public can be harmful if misused. Paracetamol and aspirin are examples. Students should not carry these into school. Any misuse of these drugs could lead to permanent exclusion.

Alcohol

The school's definition of alcohol covers all liquids normally sold in an off-licence or public licensed premises, such as wine, spirits, beer, cider etc., which cannot legally be sold to anyone under the age of 18 years. Any student possessing or using alcohol, selling or passing on alcohol to others may be permanently excluded.

Solvents and other substances

Solvents and a range of substances can be misused and consequently harmful. Although these may not be "illegal" or "prescribed", if the school has evidence that they are being misused in any way by a student which could lead to harm to herself or others then that student may be permanently excluded.

Screening, searching students and confiscation (Appendix 9)

The school acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening, searching students and confiscation of banned items.

If a member of staff believes a student has a banned item, and if the student consents, the member of staff may search the student's clothing, pockets, bag(s) and locker. If a student does not consent, the Headteacher has the power to search the student's clothing, pockets, bag(s) or locker without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff, with the permission of the Headteacher.

Staff must not 'pat down' or physically restrain students while searching. They must ask students to turn out pockets and can search bags and lockers. If the staff believe an illegal or banned item is being concealed on the student's body, then the police must be called to carry out the search.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The use of reasonable force

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, in which all school staff members have the legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order amongst students.

It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.

Malicious accusations against school staff

The school recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns.

However, where the allegation is clearly one of malicious intent or fabrication, school will give due regard to the most appropriate disciplinary sanction, which may include fixed-term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile devices and social networking sites which are targeted at members of staff.

Mobile devices and electronic equipment

The school is aware that many parents will want their children to carry a mobile phone with them on their way to and from school, for use in case of an emergency. We do not, however, allow the use of mobile devices or electronic equipment anywhere on the school site for the following reasons:

- To prevent disruption to learning
- The safeguarding of students
- The health and safety of the whole school community

If such items are brought to the school, students do so at their own risk. The school will not waste valuable time and resources investigating lost or stolen equipment, and cannot take responsibility for such items, including those confiscated by the school.

Mobile devices should not be used or seen on the school site. If they are, they will be confiscated and will only be returned at the end of the school day. Further offences will see the device confiscated until a parent/carer attends to collect it.

In the event of parents needing to contact a student in an emergency, they should telephone the school reception.

The Education Act 2011 does allow a designated a member of staff to legitimately search through a phone or access text messages without the student's permission, if there is good reason (such as safeguarding or cyberbullying concerns). In some circumstances it may be reasonable for a member of staff to reveal a message for the purpose of establishing whether cyber-bullying etc has occurred, and staff may erase data if they think there is good reason to do so. If staff believe an offence has taken place, they must confiscate the phone and inform the police.

Active involvement of Parents/Careers

The school believes strongly in the power of working in close co-operation with parents/carers and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/carers actively on behaviour issues.

Approaches will include:

- Telephone calls
- Meetings
- Letters
- Supporting students on reports
- Home-School Agreement
- Request to attend reintegration meetings
- Student Planners which allow for two-way communication
- Invitations to agency meetings
- Follow-up and routine communication
- Parents/carers are welcome to approach the school for informal or formal discussions about their child's education.

Monitoring, Evaluation and Review

Relevant staff will monitor the implementation and effectiveness of this policy, will review it annually and submit a report to the Governing Body. The policy will be promoted and implemented throughout the school.

Expectations of Students, Staff and Parents (Appendix 1)

Statement of general principles provided in the Home-School Agreement



READING GIRLS' SCHOOL
HOME-SCHOOL AGREEMENT

Student name (block capitals please)

As Parents/Carers, we/I agree:

- to make sure that my daughter attends school every day, by 8:35 am, and is properly equipped.
- to inform the school on the first day of any absence. If attendance is below 92% I will provide medical evidence. **(My daughter's attendance is expected to be 97% or above per academic year)**
- to ensure that the school always has a current address, contact number and email address where possible.
- to attend all parent consultation evenings and discussions about my daughter's progress.
- to support the school's attendance, behaviour, acceptable ICT usage and uniform policies.
- to make my daughter's medical appointments outside the school day as per the Attendance Policy
- not to book holidays during term time.
- to inform the Pastoral Leaders of any issues that might affect my daughter's work, behaviour or attendance.
- to treat staff and students with courtesy and respect.

Signature/s: _____ Date: _____

The School will:

- Provide a safe, stimulating and secure environment where each student can flourish
- Provide a balanced curriculum, meeting, wherever possible, the individual needs of your daughter.
- Develop clear lines of communication between home and school.
- Keep you informed of your daughter's progress and attendance.
- Encourage success and recognise effort and achievement.
- Treat parents/carers and students with courtesy and respect.

Signature: _____ Date: _____

As a student I will:

- Attend school every day, on time and properly prepared, unless I have a valid reason.
- Wear school uniform and be tidy in appearance
- Do my work to the best of my ability.
- Show consideration for all members of the school community and respect for their property.
- Take a full and active part in lessons.
- Do my homework and hand it in on time.

Signature: _____ Date: _____

Positive Reinforcement and Rewards (Appendix 2)

Positive ways staff can support students' work, attitude, and contribution to school life

- Verbal encouragement given by all staff at every opportunity.
- Positive written comments made on pieces of work.
- Public praise in class or in assembly.
- Letters home detailing success in particular subjects organised by PLs three times per year.
- Attendance, sports trophies and certificates presented in assemblies.
- Attendance certificates for tutor groups and individuals celebrated in assemblies.
- Students elected as Tutor Representatives, Monitors and to the School Council wear badges to show this.
- At KS3 students collect stamps in their passports to celebrate their achievements which will result in Bronze, Silver and Gold certificates and badges being issued in assemblies.

Achievement Points

Students can receive achievement points for positive actions which are detailed in SIMs.

The process for teacher to give achievement points is as follows:

- **Click on student's name in register**
- **Click on achievement**
- **Click on type – to indicate reason for reward – VERY IMPORTANT FOR ANALYSIS**
- **Click on activity type to indicate what lesson it is from – VERY IMPORTANT FOR ANALYSIS**
- **Optional – make a comment**

Guidelines for awarding Achievement Points

The school operates a House point system to formally acknowledge the effort and achievement of all students.

All staff are expected to award Achievement Points each week on SIMs. As a guideline at least one Achievement Point should be awarded each week to the students they teach. Students will be able to accumulate Achievement Points for their House by their performances in inter-House competitions and events.

Achievement Points are awarded for:

- improved or consistently good classwork or homework
- a single exceptional piece of work
- improved or consistently good test results
- achieving a target or skill
- contribution to a lesson or positive attitude
- contribution to the Tutor Group, e.g. in Assembly
- helpfulness
- a well-kept planner
- representing the school
- attendance.

A bronze (20), silver (40), gold (60) or platinum (100) certificate will be awarded termly depending on the student's key stage and on the number of Achievement Points earned by each student. The Pastoral team instigate a range of student rewards throughout the academic year.

Walk About, Praise About (WAPA)

All Senior and Middle leaders will complete at least one WAPA duty per week. WAPA is focussed on 'The RGS Way', supporting a great learning environment in and around the School.

WAPA's primary focus is to support a positive 'Climate for Learning' where 'every minute counts'. The Praise About element is focused on delivering rewards and recognising good practice, for students and teachers.

If a teacher requires immediate support, WAPA can be requested by pressing the 'Lifebelt' button on SIMS.

WAPA should empower teachers and help to provide a scholarly feel to every class. Each classroom visited by WAPA should be richer as a result.

Remember everything is about celebrating great learning, using 'The RGS Way'.

Required Actions

- Collect a PHONE/RADIO and record sheet from reception. This is to be completed during WAPA.
- Walk all the floors, targeting hotspot lessons, where at the beginning of the duty learning time may be wasted. Then focus on checking supply staff, identified in the pack and hotspot lessons, within 15 minutes of starting WAPA.
- Target the positive, visit as many lessons as possible asking teachers to identify great learning. When you see something that is really good, please issue a praise postcard direct to the student.
- If you do not give the postcard to the student, place the postcard with Jackie Whyte to be sent home.
- If staff require WAPA, they can indicate this by pressing the 'lifebelt' button on SIMS. This will inform reception, who will contact the WAPA staff.
- If you have been called to a disruptive student, remove them to the transfer classroom. If they refuse they must be placed in seclusion.
- Do not take over the behaviour issue. It is for the member of staff to deal with this using the Behaviour Policy with the support of the curriculum leader, once the lesson has finished.
- Revisit the 'hotspots' on your WAPA.
- Hand the record sheet back to reception at the end of your WAPA.

Uniform Expectations (Appendix 3)

SCHOOL UNIFORM 2016/17

*Purchase through Stevenson's, 12-14 Market Place, Reading, RG1 2EG

JUMPER*	Navy blue, V-neck jumper, embroidered with school badge
SKIRT*	Knife-pleated, navy blue knee-length skirt
TROUSERS*	Navy blue traditional, loose-fitting formal trousers (no additional zips/trimmings, jeans, low-waist, tight or skinny trousers)
BLOUSE	White, revere collar blouse, short or long sleeve
SOCKS/TIGHTS	Plain black or navy blue (not patterned). Socks must be worn below the knee
OVERCOAT	Plain black or navy blue (no logos, hoodies, leather or denim)
SHOES	Flat, formal, plain black leather shoes which can be polished. No plimsolls, boots, hybrid shoes/trainers or trainers permitted.

Permitted jewellery

- One pair of small, plain stud earrings and a plain watch
- No facial piercings, nose studs or ear stretchers
- Non-permitted jewellery will be confiscated.

Hair and Make-up

- No shaven, extreme hairstyles. Only natural coloured hair will be allowed
- Hair bands must be navy blue
- No painted or false nails
- Make-up not permitted in Key Stage 3 (Years 7-9)
- Make-up in Key Stage 4 (Years 10-11) must be light and discreet

General

- The niqab is not allowed
- If students wish to wear a religious headscarf, it must be plain navy blue
- If students wear a salwar kameez, it should be plain navy blue and worn under the regulation school skirt, blouse and jumper

Mobile phones and electronic devices

- Mobile phones/ electronic devices are not to be used on the school site at any time. If seen or heard they will be confiscated.

Valuables

- Items of value must not be brought into school (e.g. jewellery, mobile phones, tablets, significant sums of money etc)
- The school cannot accept liability for the loss or damage of the following:
 - valuables brought into school
 - items that are confiscated

SPORTS CLOTHING

Required kit:

- *1 pair of navy blue school tracksuit bottoms

- *1 blue "BUKTA" type blouse - short sleeved "V" neck with collar
- 1 pair of trainers (non-marking soles) and white sports socks
- Hairband unless hair is short
- Water bottle

Optional extras

- 1 tracksuit – Navy blue
- 1 pair of navy PE shorts

EQUIPMENT

- Pens, pencils, ruler (marked in inches and centimetres), eraser, coloured pencils or fibre tipped pens, protractor, setsquare, pair of compasses, Casio Scientific calculator and a dictionary.

ALL ITEMS OF CLOTHING AND EQUIPMENT MUST BE CLEARLY MARKED WITH THE STUDENT'S NAME

Protocol for dealing with Uniform Non-Compliance

1. Meet and greet (2 Pastoral Leaders + 1 LT) at gate checking uniform from 8.00am (2 Pastoral Leaders located in office to phone call home)
2. Any infringement of uniform, recorded by Pastoral Leader and student held in reception, while phone call is made home.
3. A note provided by a parent will not be accepted. If a parent provides a doctor's note, it must be agreed with the Headteacher or Senior Assistant Headteacher.
4. Once contact is made, it should be arranged for the student to be sent home to change and address the issue. They will be expected back the same day.
5. Morning mark should be recorded as a 'C'. If they do not return, both the morning and afternoon mark should be marked as unauthorised.
6. The uniform infringement must be recorded on SIMS by the Pastoral Leader making the phone call and a standard letter with the current policy sent home to parents.
7. Where contact cannot be made, or if the parent does not give permission for the student to return home to correct the uniform infringement, the student will be isolated with their pastoral leader or tutor until the infringement is corrected.
8. When a student fails to comply with the school uniform policy, after a reasonable time, this will be dealt with in line with the school's Behaviour Policy

PERSONAL PROPERTY AND SAFETY

Lost property is handed into the Pastoral Leader's' Office. Provision is made during PE lessons for the safe-keeping of money and watches. The responsibility for the safe-keeping of such items is the student's, as the school does not accept responsibility.

Cigarettes, lighters, glass bottles and other harmful objects may not be brought into school. Any found will be confiscated and destroyed.

CONFISCATION OF JEWELLERY OR MOBILE DEVICES

The first occasion that jewellery or mobile devices are confiscated, they will be available for collection by the student at the end of the school day.

Any items that are confiscated for a second or subsequent time will be held at the school until parents come to collect them and have met the pastoral leader to resolve the concern.

The school cannot accept liability for the loss or damage of any items that are confiscated.

Managing Behaviour in Lessons (Appendix 4)

Classroom Routines

It's what we do!
Routines that help to create the right culture

- ★ We **meet and greet** students at the classroom threshold
- ★ We deal with **uniform** issues on entry and exit
- ★ We use a **seating plan**
- ★ **Equipment and planners** are on desks at the start of **every lesson**
- ★ **Bags** are placed under the desks
- ★ Students **stand behind their desks** until invited to sit by the teacher
- ★ We have a **learning activity** ready for students to work on as soon as they sit down
- ★ **Registers** are taken accurately within the first 10 minutes
- ★ We are ready for orderly **dismissal** at the bell, with the teacher at the threshold.

We do not allow students out of lessons for any reason (unless it is a genuine emergency or they have a pass). Any student out of lessons is given a note in her planner.

Lateness to lessons:

- ❖ Students are late to your lesson if they arrive later than others. The maximum travel time is **5 minutes** from another lesson. Any student who arrives after the bell following either break is late.
- ❖ **Late (5-10 mins) = 15-minute detention with the teacher that day.**
- ❖ Any student who arrives after 10 minutes is considered to have truanted and is issued with a one-hour same-day detention.

The Classroom Consequences System - SWAT

Teaching staff must follow the **SWAT** System consistently, recording each stage on the board.

Stage	Response
State	State the rule that is being broken
Warn	Warn of the consequences if the rule continues to be broken
Action	15-minute detention, logged on SIMS Move the student to a different seat
Transfer	Transfer to another classroom; students provided with work, WAPA to escort to transfer room. 30-minute same-day detention, logged on SIMS Phone call by classroom teacher to parent/carer.

Transfer

Each Faculty must provide a transfer classroom for every lesson to the Senior Assistant Headteacher at the beginning of each term.

Students must only be sent to the transfer room after the SWAT process has been completed and recorded on the board.

Students must be sent to transfer with work. WAPA will support the student during transfer. If they refuse, WAPA must escort the student to the Seclusion room, where they will complete a 24 hour provision. *Refusal to attend the Seclusion room when instructed by the WAPA is defiance and is likely to lead to an immediate Fixed Term Exclusion.*

Students who are transferred must not return to their classroom at the end of the lesson, but must proceed to the next timetabled lesson.

Disciplinary Sanctions (Appendix 5)

These sanctions are not used in rank order but are adapted to correspond to the seriousness and frequency of the misconduct.

Behaviour Types	Sanction Example
PHYSICAL VIOLENCE	Internal Seclusion Parental meeting Fixed term exclusion
OBSCENE LANGUAGE	Letter home/written sanction in planner Internal isolation Fixed term exclusion
DEFIANCE/DISRESPECT/BULLYING	Letter home/written sanction in planner Restorative justice – Communication session Internal isolation Fixed term exclusion
THEFT	Internal isolation Parental meeting Fixed term exclusion
VANDALISM	Parental reimbursement to be sought Community service Internal isolation
SMOKING	Letter home/written sanction in planner Detention Internal isolation
TRUANCY	Detention Internal isolation Parental meeting Fixed term exclusion
CLASSROOM DISRUPTION	Transferred to another classroom Written sanction in planner Department report Internal isolation Parental meeting Department letter home Fixed term exclusion
LATENESS	Detention Written sanction in planner Letter home Parental meeting Punctuality agreement Penalty Notice
MOBILE PHONE/ELECTRONIC DEVICE	Confiscated and available for collection on same day Parent or carer collects mobile phone/ electronic device from reception if any further incidents
INCORRECT UNIFORM	Parent to bring in correct uniform or student sent home to change Internal isolation Fixed Term Exclusion
JEWELLERY/HAIR ACCESSORIES	Confiscated for day or longer as appropriate
MAKE UP/NAIL POLISH/FAKE NAILS/UNNATURAL HAIR DYE	Remove Detention – for persistent offenders Letter home/written sanction in planner

Seclusion

Seclusion is a high-level sanction, and is the final step before fixed-term exclusion. The process of being in seclusion allows the student to reflect, allows staff time to engage in the restorative process and to assess students for behaviour support such as ELSA Interventions. It also enables the school to provide a structured environment for the student, with learning-focused activities furnished by school staff. Seclusion is both a sanction and a behaviour modification tool that allows students to consider their choices.

It is not though therapeutic provision, students accessing the provision more than two times per term, will be Fixed Term Excluded on the third occasion and behaviour intervention planned using an Individual Support Plan.

Seclusion protocol

The seclusion room operates from 8.30am to 4.10pm. (Students will be housed with central detention from 3.10pm to 4.10pm.)

A student **MUST** complete a 24 hour seclusion. E.g. If the student enters seclusion during P3 they would be expected to remain in seclusion until the end of P3 the following day.

HOFs, PLs and LT can recommend an seclusion to the Headteacher or Senior Assistant Headteacher (Pastoral) using the incident report document.

In all cases where seclusion is used an entry into SIMS is required by the referring member of staff.

The Senior Assistant Headteacher in liaison with the PLs will coordinate communications with the home which will be followed by a letter.

A restorative meeting will take place at the end of seclusion on the first day of incident between student and staff member. This will take place in the detention room.

Running Seclusion

- The staff member on seclusion duty must arrive on time.
- Seclusion requires cover in the event of absence.
- Enter the student on the register on SIMS
- Ensure students are dressed in the full school uniform at all times.
- Duty staff to provide work from selection in the room. Students must not be sent to obtain work
- New students entering the Seclusion room must be read the prepared statement.
- Students will work in **total silence**.
- Students must not eat in the room, but may have bottled water.
- Toilet breaks will be taken during break and lunch. Discourage toilet breaks at all other times. In an emergency please phone a pastoral leader.
- A break will be taken in the Dining Hall at 11:35am. This must last no longer than 10 minutes.
- Lunch will be taken in the Dining Hall at 1.10pm. This must last no longer than 15 minutes.

Student work whilst in Seclusion

- Students working in Seclusion **MUST** complete work to the required RGS standard.
- On entry into the Seclusion room the student **MUST** complete a reflection document.
- Students **MUST** write their name and tutor group on all work.
- Work set should mirror the student's timetable where possible.
- The cupboard has appropriate textbooks and levelled work for all subject areas.
- Students are not allowed to use IT whilst in the Isolation room

What to do if a student refuses instruction in Seclusion

In the unlikely event that a student refuses to follow instructions in isolation please contact WAPA. This is defiance and the next step is likely to be a Fixed-Term Exclusion.

Detentions (Appendix 6)

Parents and carers should be advised that in line with changes resulting from the Education Act 2011, the School is no longer required to give 24 hours' notice of longer-length detentions. In exercising its right to take same-day action as required, the school will make every reasonable attempt to inform parents by a variety of means including email, text or phone call for detentions longer than 15 minutes. Ultimately, however, it is the student's responsibility not to misbehave, not the School's responsibility to make contact.

Parents are requested to check their child's student planner on a daily basis which is where the majority of detentions will be recorded.

Setting a detention

All detentions must be set and recorded in SIMS. If a 15-minute or late detention is set, this must be recorded in the student planner. If a Faculty or School detention is set this also must be recorded in SIMS and parents informed by telephone, text or email, by the person setting the detention.

Faculty and School detentions are centralised and now held in the hall from 3.10pm to 4.10pm, this will be managed by the Senior Leadership team, supported by a Middle Leader each day on a rota.

Late detentions will held in Room 4 from 11.05am to 11.20am and managed by the Pastoral Leaders. Students failing to attend will be placed in a Faculty Detention of 30 minutes. Parents must be informed by telephone, text or email.

Students failing to engage with the Detention System

Failing to complete a one-hour detention after proceeding through the system will require a parental interview with a Pastoral Leader and Senior Leader. The one-hour detention will then be reset, and if the student still fails to complete they will be placed in seclusion for 24 hours.

All staff must attend a restorative meeting at the beginning of the detention to address any issues arising.

Detention type	Possible reasons	Duration
Teacher	Low level disruption Equipment violation Uniform violation - including make-up, jewellery, false/acrylic nails Chewing gum Eating or drinking (water is allowed) Lateness to lesson Failure to complete a task No homework Inadequate classwork	15 mins to be set at the teacher's convenience
Faculty (Centralised) <i>Teachers setting a faculty detention must attend to complete a Restorative Meeting</i>	Repeated offences, or non-attendance to teacher detention. Having to be transferred	30 mins after school
School detention (Centralised) <i>Teachers setting a school detention must attend to complete Restorative</i>	Repeated offences, or non-attendance to faculty detention.	1 hour after school

<p><i>Meeting if it is a non attendance at a faculty or teacher detention.</i></p>	<p>Disruptive and defiant behaviour outside the classroom. Continuous levels of disruption Repeated uniform violation - including make-up, jewellery, false/acrylic nails/unnatural hair dye Truancy from class, including being more than 10 minutes late without good reason SLT Direction</p>	
<p>Late – please ensure lates are marked as late on register and inform students that they have a morning break late detention</p>	<p>Daily (Break 1) Room 4 Non-attenders will be set a 30 minute detention the next day</p>	<p>15 minutes at morning break (PLs)</p>

Monitoring, Support and Intervention (Appendix 7)

Inclusion Panel (Fortnightly)

The Senior Assistant Headteacher (Pastoral), Pastoral Leaders and SENCO meet on a fortnightly basis to action plan those students who have been Fixed Term Excluded, at risk of Fixed Term Exclusion or considered complex and in need of additional support

The panel will report to all staff on the actions taken and the impact.

Documentation supporting the implementation of Monitoring, Support and Intervention

The following documents must be used to support the implementation of the Behaviour Policy.

Ref	Document	Use
1	Staff/Student Statement Form	This must be used when requesting witness evidence following an incident. The Headteacher will not consider the Exclusion without witness statements completed on this paperwork
2	Incident Record Form	Following a serious incident that could result in the use of Seclusion or Exclusion this document must be completed fully for the sanction to be considered.
3	Meeting Notes	All meetings with parents/carers and other external parties must be recorded on this document and a copy provided for all parties. It must also be saved on SIMS
4	Barrier to Learning Report Card	This is used by tutors, PLs and Senior staff to record Barriers to Learning. This document is to be held by the Pastoral Leaders. Once completed it must be stored in the student file.
5	Individual Behaviour for Learning Plan	This must be used after an Exclusion. It may also be used where it is felt helpful to support a student's behaviour.
6	Pastoral Support Plan	This is used when a student is at risk of Permanent Exclusion. Facilitated by Reading Borough Council, the school is responsible for its implementation.
7	Student Profile	All SEND students have a Student Profile of needs. This is available on SIMS.

Tracking and managing behaviour using Student Barriers to Learning Reports

Should a student cause concerns in school, he/she will be placed on a report card, in order to monitor barriers to learning. The Student BLR report will be pale blue in colour and students will be graded as follows:

1. Outstanding
2. Good
3. Requires Improvement
4. Inadequate

Any student receiving a 4 or failing to get a subject signed will complete 30-minute detention.

Students are issued with report cards every week and must get every lesson signed. It is important that parents/carers also sign the cards and discuss the day with their child.

Behaviour Learning Report Stage Intervention

Stage 1 Tutor - General concern report (across different subject areas) for 2 weeks.

Stage 2 Pastoral Leader - Should a student not improve on Stage 1, she will be moved onto Stage 2 for 2 weeks. All students returning from FTE must be placed on a Stage 2 BLR and an IBP completed

Stage 3 Senior Leader - Students will be placed on this if the Pastoral Leader feels satisfactory progress is not being made, the IBP must be reviewed. This will be for a period of 2 weeks.

Stage 4 - Should a student still not improve, or if she is causing major concerns in school, a Pastoral Support Plan (PSP) will be drawn up. This involves a number of key staff and parents/carers and is supported by Reading Borough Council.

Exclusion (Appendix 8)

EXCLUSION PROTOCOLS

In order to establish high expectations it is essential that clear boundaries are established. This paper outlines the procedures surrounding exclusions and the support which will follow when students are struggling to meet the School's expectations.

Exclusion Procedures

Exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and are breaches of the School's Behaviour and Rewards Policy.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour towards a student
- Verbal abuse/threatening behaviour towards an adult
- Bullying
- Racist or homophobic abuse, or similar discriminatory language
- Sexual misconduct
- Being in possession of drugs, no matter how small the quantity
- Selling or passing of drugs to others
- Using drugs
- Damage
- Theft
- Persistent disruptive behaviour
- Persistent defiance
- Weapons-related
- Arson
- Inappropriate use of Social Media

This is not an exhaustive list and there may be other situations where the Headteacher judges that exclusion is an appropriate sanction. Exclusions might be issued on health and safety grounds allied to disrupting the learning of others, which includes deliberately tampering with safety equipment such as fire extinguishers or setting off a fire alarm.

Intervention

The school operates a system of intervention. Understanding that disruptive behaviour can be an indicator of unmet needs, where monitoring reveals concerns about a student's behaviour, the School will seek to identify any causal factors and intervene early. Students potentially at risk will be identified and offered alternative or additional provision to meet their individual needs.

These additional measures may include:

- Active involvement and engagement with parents
- Placement on a 'Barriers to Learning Report
- Detentions or other sanctions
- A change of class or set
- Curriculum alternatives
- Seclusion
- Individual tailored support programmes
- Assessment of Special Educational Needs, including possible placement in a special school

- IEP/IBP Review
- Implementation of a Behaviour Support Plan
- Referral to an Alternative Provision
- Positive programme for students
- Referral to other relevant agencies
- Temporary or part-time placement in a Pupil Referral Unit
- A managed move to another school

Following a period of Fixed Term Exclusion, a range of strategies will be put in place to address behaviour that may lead to any future exclusion.

- The School undertakes a range of reintegration programmes to ensure that students returning following a period of Fixed Term Exclusions are supported to be successful. This will always include an assessment of need and appropriate provision to identify any SEN requirements in addition to the following:
- A reintegration meeting with the Senior Assistant Headteacher (Pastoral) and relevant Pastoral Leader, the student and their parents where a Individual Behaviour Support Plan will be agreed to define the expected behaviours, actions and support to be undertaken by the School, the student and their parents.
- The student will always complete one day in Seclusion following a Fixed Term Exclusion to allow for the assessment of any unmet need and the IBP to be put in place with the appropriate staff.
- The student will immediately be escalated to RED status at Inclusion Panel prompting a bi-weekly internal review of provision and support.
- The student will be placed on report to the Pastoral Leader for a period of two weeks.
- The student will be expected to successfully complete one of, or a combination of the following (dependent on need): reintegration programme, behaviour modification and/or alternative learning programmes.
- The Pastoral Leader will telephone the student's parents (or make contact by other agreed means) each week with an update on their progress.
- At the end of the four week reintegration period parent/carers will be invited to attend a review meeting to agree any continued support.

Permanent Exclusion

The decision to exclude students permanently is always a serious one which will only be taken:

- a) In response to a serious breach of the School's Behaviour and Reward Policy.
- b) If allowing the student to remain at the School would seriously harm the education or welfare of the student or others in the School.

There are two main types of situation in which permanent exclusion may be considered. The first is where a student exhibits a build-up of disruptive behaviours over time and continues to display persistent and defiant behaviour in spite of sanctions and the use of other strategies. In this respect a student would usually have progressed through the 5 stages of intervention.

In line with the exclusion guidance, the second is in the exceptional set of circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence, regardless of previous disciplinary history.

These circumstances may include:

- Serious actual or threatened violence against another student or a member of staff
- Inappropriate use of Social Media
- Sexual abuse or assault
- Supplying or misuse of an illegal substance
- Carrying an offensive weapon
- Arson

This list is not exhaustive but serves as an illustration of the severity of the offence. There may be other situations where the Headteacher judges that permanent exclusion is an appropriate sanction given the extreme nature of the incident.

Offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”. In order to protect the safety of the community, the School’s usual practice is to permanently exclude in respect to offensive weapon and knife crime.

Where the School considers a criminal offence may have taken place, it reserves the right to inform the Police and other agencies – Social Services or the Youth Offending Team – as appropriate.

Making a decision to exclude

Before deciding whether to exclude a student, the Headteacher will:

- Ensure that an appropriate investigation has been carried out
- Consider all the evidence available to support the allegations
- Allow the student to give her version of events
- Look at the particular circumstances of each case.

The Headteacher has to be satisfied on the balance of probabilities that the student was responsible for the behaviour in question.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School’s Behaviour and Reward Policy.
- b) The effect that the student remaining in the School would have on the education and welfare of other members of our school community.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations by the Exclusion Panel when they meet to consider the Headteacher’s decision to exclude.

The sub-committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence such as the student’s school record, witness statements and the strategies used by the school to support the student prior to exclusion.

Students with special educational needs (SEN), disability, and looked after children

The school will pay due regard to the guidance on students with special educational needs, disability and in respect of looked after children in relation to exclusions and as outlined in Part 3 paragraphs 22-24 of the current guidance (DFE Exclusion Guidance 2014)

Roles and Responsibilities

The Headteacher is responsible for ensuring the fair and consistent implementation of the policy and for all decisions on whether or not to exclude a student. The Headteacher may delegate to other senior leaders the arrangements for the support for students in danger of exclusion and for the reintegration of students returning to school after a fixed-term exclusion.

The Governing Body is responsible for deciding whether or not to confirm the Headteacher's decision to exclude a student, delegated to the relevant sub-committee.

In the event of a parental appeal against the sub-committee's decision to uphold a permanent exclusion (the School will draw on the services of Reading Borough Council to undertake the independent appeals panel procedures), a separate panel of independent panel members will be convened.

Monitoring, Evaluation and Review

Working in collaboration, the School Senior Leadership Team will monitor the implementation and effectiveness of the Exclusion protocols, review them annually and submit a report to the Governing Body. The procedures will be promoted and implemented throughout the School

Screening, searching students and Confiscation (Appendix 9)

Any member of school staff can search a student for any item if the student agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

- The 'extent' of any search that can be carried out by a member of staff includes outer clothing, possessions, desks and lockers:
- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' does include hats, shoes, boots, gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

The power to search with or without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further, which only a person with more extensive powers (e.g. a police officer) can carry out.

Searching with consent

Under schools' common law powers to search (The Education Act 2011), any member of staff can search a student with their consent for any item. If a member of staff suspects a pupil has a prohibited or banned item in his/her possession, they should:

1. Ask the student to turn out their pockets, their bag(s) and/or their locker.
2. If the member of staff chooses to search the student's possessions themselves (i.e. beyond asking the student to show items in their possession) then they must do this in the presence of another member of staff.
3. If a student refuses to consent to the search the member of staff can apply an appropriate sanction as set out in the school's behaviour policy.
4. If any banned items are found then the member of staff should refer to the 'Confiscation' section of this procedure and apply an appropriate sanction as set out in the school's Behaviour policy.
5. If any prohibited items are found then the member of staff should inform the appropriate Pastoral Leader immediately so that they may respond as set out in the 'Confiscation' section of this policy and the school's conduct policy.
6. Staff involved should write up an account of any search made and forward to the appropriate Pastoral Leader for use in response and then recording on SIMS

Searching without the cooperation of the student

If a member of staff has reasonable grounds to suspect that a student has a prohibited item, the Headteacher can authorise designated staff to carry out the following:

1. Inform the Headteacher or delegated Senior Leader of the intent to carry out a search without consent.
2. If the suspecting member of staff is not the same gender as the student being searched, arrange for an authorised member of staff that is the same gender as the student to lead it.
3. If required and where practicable, move the student and their possessions to a location that is suitable for carrying out the search.

4. In the presence of the student and witness carry out the search of outer clothing, possessions and, if required, desk and locker.
5. If any banned items are found then the members of staff should refer to the 'Confiscation' section of this policy and apply an appropriate sanction as set out in the school's behaviour policy.
6. If any prohibited items are found then the members of staff should inform the appropriate Pastoral Leader immediately so that they may respond as set out in the 'Confiscation' section of this policy and the school's conduct policy.
7. Staff must not physical restraint or touch a student during a search. They may only empty pockets, search bags and lockers.
8. Staff involved should write up an account of any search made and forward to the appropriate Pastoral Leader and record on SIMS.

Confiscation Guidance

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Procedure for Banned Items

If any items banned by the Behaviour Policy are found as a result of a search the member of staff will be required to confiscate them immediately using the following procedure:

1st confiscation of Items

1. Take the item(s) to the appropriate Key Stage Pastoral Office for safe storage, or store it in a locked/safe area and take it to a Pastoral Leaders' Office at the earliest opportunity, clearly communicating to the Pastoral Leader the name of the student.
2. The student may then collect the item(s) from the Pastoral Leader's' Office at the end of the school day.

2nd and subsequent confiscation of Item(s)

1. Take the item(s) to the appropriate Key Stage Pastoral Office for safe storage, or store it in a locked/safe area and take it to a Pastoral Leaders' Office at the earliest opportunity, clearly communicating to the Pastoral Leader the name of the students.
2. The Pastoral Leader will then place the item(s) into safe storage near to main reception and contact the student's parents.
3. Parents/carers will be asked to collect the item(s) from the Reception at their earliest convenience. Any items not collected by the end of Friday each week will be available for collection by the student.

Prohibited Items

If any prohibited items are found as a result of a search, members of staff will be required to confiscate them immediately and take the item(s) to the appropriate Key Stage Pastoral Office or office of the Senior Assistant Headteacher (Pastoral) where they will be dealt with lawfully through the following procedure:

1. Where a person conducting a search finds alcohol, once this is confirmed it must be disposed of.
2. Where controlled drugs are found (or if the substance is suspected to be controlled), these must be given to the police. They are to be placed in a sealed bag with all relevant details recorded, then stored in the school safe until a time that they can be taken to the local police station.
3. Where other substances are found which are not believed to be controlled drugs but where a teacher believes them to be harmful or detrimental to good order, these can be confiscated.
4. Where stolen items are found, these must be delivered to the police, unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

5. Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
6. All other prohibited items are to be disposed of appropriately so as not to allow others access to or use of the items.

It is the decision of the Senior Leadership Team to decide as to whether there is a 'good reason' not to deliver stolen items to the police. In determining what a 'good reason' is, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (e.g. mobile devices/laptops) or illegal (e.g. alcohol/fireworks).

Schools can dispose of alcohol and cigarettes as they think appropriate but this does not include returning it to the pupil.

Informing parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search but it is Reading Girls' School's policy to keep such a record.
- Reading Girls' School will inform the individual pupil's parents or guardians where prohibited items are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.