Sackville School
Culture for Learning Policy
(Behaviour for Learning)

Reviewed by: P Street **Review Date:** July 2026
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TABLE OF CONTENTS

1. Principles.....2
2. Legislation and statutory requirements.....2
3. Roles and Responsibilities.....3
4. Pro-Social Behaviour.....4
5. Unsocial behaviour.....6
6. Antisocial behaviour.....8
7. Inclusion.....11
8. Bullying.....13
9. Restorative Approach.....14
10. Promoting and rewarding pro-social behaviour.....15
11. Serious breaches of the Culture for Learning Policy.....20
12. Physical restraint - in accordance with government guidelines.....21
13. Confiscation and power to search.....22

1. Principles

Sackville school's culture for learning policy is underpinned by positive relationships, mutual respect and kindness.

'Rules are not necessarily sacred; principles are' Franklin D. Roosevelt

Our focus is on recognising and rewarding positive behaviour, but above all building and maintaining positive relationships. We recognise positive relationships as being key to establishing high expectations, wellbeing, safety and the educational success of our young people.

Our relational approach, restorative practice and trauma aware philosophy allows us to understand the needs of all our students. Enabling us to apply our practices consistently, ensuring a caring and safe environment for all.

2. Legislation and statutory requirements

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

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

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

3. Roles and Responsibilities

3.1 The Governing Board

The Governing Board is responsible for monitoring this culture for learning policy's effectiveness and holding the Headteacher to account for its implementation.

3.2 The Headteacher

The Headteacher is responsible for reviewing and approving this culture for learning policy. The Headteacher will ensure that the school environment encourages pro-social behaviour and that staff deal effectively with unsocial and antisocial behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

3.3 Staff

Staff are responsible for:

- implementing the culture for learning policy consistently
- modelling prosocial behaviour
- providing a personalised approach to the specific behavioural needs of particular students
- recording reward points, interventions and behaviour incidents on the School's Information and Management System (Class Charts)

The senior leadership team will support staff in responding to unsocial and antisocial behavioural incidents.

3.4 Parents and Carers

Parents are expected to:

- support their child in adhering to the schools high expectations and exhibiting prosocial behaviour
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the school (class teacher, form tutor or year leader as appropriate) promptly

4. Pro-Social Behaviour

Pro-social behaviour - Relating to behaviour which is positive, helpful, and values social acceptance.

At Sackville school we encourage **pro-social behaviour** through positive reinforcement and reward. We have a system of reward for pro social behaviour in and outside the classroom and within the wider community.

Pro-social behaviour at Sackville is based around three simple principles that we term the **Sackville Way** (SWAY):

- **Respect**
- **Kindness**
- **Prepared**

4.1 Students

Sackville students show **respect** by:

- being respectful and understanding of our rich and diverse community
- using polite and respectful language towards staff and peers
- following the school's well established protocols and routines e.g use of mobile phones and technology
- moving around the school site in a calm, respectful and orderly manner
- wearing the full school uniform correctly
- respecting the school environment e.g. pick up litter, taking care of property
- respecting themselves, keeping themselves physically and mentally healthy

Sackville students show **kindness** by:

- being mindful and thoughtful. Share concerns about anti social behaviour/bullying
- supporting and helping one another, socially and academically
- supporting those less fortunate than ourselves by raising awareness and fundraising
- trying to pass on a little kindness each day, "In a world where you can be anything be kind"

Sackville students are **prepared** by:

- having great attendance at school and in lessons
- being punctual for school and lessons
- completing classwork and homework to the best of their ability and submitting it on time
- having the correct equipment and mindset for learning
- being ambitious and having a positive approach to learning
- being positive in their approach to others and open to new ideas.

4.2 Staff

Sackville staff show and promote **respect** by:

- modelling respectful behaviour
- being respectful and understanding to the needs of our rich and diverse community e.g. What adjustments have been made?
- using polite and respectful language to students and peers
- challenging disrespectful behaviour and language and educating students to why it is wrong
- ensuring students enter and exit the classroom in a polite and respectful manner. Students should be standing behind chairs at the end of the lesson in silence and then dismissed in rows.
- ensuring students leave the classroom in a clean and tidy condition
- being trauma aware and planning for and taking account of students ACEs (Adverse Childhood Experiences). What adjustments have been made for these students?
- using positive reinforcement and reward
- marking work and providing quality feedback

Sackville staff show and promote **kindness** by:

- modelling kindness and being supportive and approachable
- standing at the classroom door and welcoming students into the classroom e.g How has your day been? Are you looking forward to the lesson?
- addressing students with a friendly welcome and persona in corridors and around the school site
- connecting with students and finding out a little more about them and being sympathetic and supportive to their situation and needs.
- supporting students in raising funds and helping those less fortunate than themselves.
- looking to de-escalate conflict situations and resolve conflict through restorative practice.
- ensuring a fresh start every lesson, every day
- never giving up on any student

Sackville staff are **prepared** by:

- planning and delivering high quality teaching and learning
- being ambitious for students and helping them to exceed their expectations
- creating a positive environment for learning, think about classroom set up and seating plans.
- promoting clear and regular routines to learning e.g students arrive with an expectation of completing a starter activity
- keeping abreast of educational research and pedagogy through CPDL to support all aspects of their work with students and families

5. Unsocial behaviour

Unsocial behaviour **-** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

At Sackville we have **high expectations** and expect all students to follow **pro-social** behaviours built around the principles of respect, kindness and being prepared that we refer to as the **Sackville Way** (SWAY).

If students do not behave sociably and exhibit unsocial behaviours, these will be challenged and followed up with the appropriate intervention.

5.1 Unsocial behaviours include:

- not wearing the correct uniform - see uniform policy
- the use of poor/disrespectful and unkind language
- lateness to school/lessons
- low level disruption to learning
- ignoring or not following reasonable instructions
- not being properly equipped for school or learning
- littering or not respecting the school site and environment
- not following the school's mobile phone policy - see mobile phone policy

5.2 Responding to unsocial behaviour

It is important that all staff consistently challenge unsocial behaviour and in doing so educate students about their behaviour and help them develop pro-social behaviours. The Sackville approach is to change behaviour through positive relationships and education rather than just punish the actions. This does not exclude sanctions, but staff should consider the most appropriate way to educate our students.

Actions taken should seek to encourage students to become accountable for their behaviour and the impact they have on themselves and others (restorative principles) and encourage a solution focussed approach to change future behaviours.

Staff should consistently use our in class culture for learning systems when addressing students in class behaviour and encourage students to make positive choices around their behaviour and introduce interventions and adaptations to support when necessary to avoid students reaching a sanction and ensure they make academic progress

Staff should use **REACT** when challenging unsocial behaviour to avoid escalation and ensure if sanctions are applied that the relationship is reset by the member of staff, they are the adult.

Request - Is the request reasonable?
Explain - In simple terms explain why the request is reasonable
Appeal - To their better nature, 'You can choose to….'
Confirm - 'How can we resolve this' 'Can I just confirm you are..'
Take action - 'I have no choice now than to…'

Interventions / sanctions for students exhibiting **unsocial** behaviour may include:

- verbal warning and explanation
- Movement of seat
- Timeout to reset
- short-term parking (turn around room) followed by a one hour centralised detention
- 20 minute after school centralised detention

A guide to behaviour types and actions is summarised in the table below:

Culture for Learning		Behaviour Type	Action	Behaviour Type	Action
Prosocial behaviour		Living the Sackville Values	Reward and Recognition	Beyond the curriculum	Reward and Recognition
		Following the SWAY	Reward and Recognition	Giving Back	Reward and Recognition
		Good attendance and punctuality	Reward and Recognition		
Unsocial Behaviour	Level 1 - Addressed by the class teacher / duty staff	Late to lesson	Teacher - lunch detention	IT Misuse	Teacher resolution / detention
		Late to school	Community detention	Chewing gum	Teacher resolution / detention
		Internal Truancy	Department detention	Uniform transgression	Call to parents / Provide uniform / Community lunchtime detention / in rare case uniform slips
		Late to assembly	Community detention	Littering	Community lunchtime detention / community service
		Ill prepared for lesson - lack of equipment / PE Kit	Teacher resolution / detention	Out of bounds	Community lunchtime detention
		Low level disruption	Teacher resolution / detention	Inappropriate language / swearing	Community lunchtime detention
		Poor engagement with learning	Teacher resolution / detention	Mobile phone use	Phone confiscation
		Failure to follow instructions	Teacher resolution / detention	Lack of homework	Teacher resolution / detention
	Level 2 - Repeated behaviours (2-3 times) addressed by middle leaders	Repeated lateness to lesson	Faculty detention / punctuality report	Repeated uniform transgression	Community after school detention / letter home
		Repeated lateness to school	Community detention / punctuality report	Repeated mobile phone use	Confiscation and community detention / letter home
		Repeated internal truancy	Internal isolation	Repeated lack of homework	Contact with home / homework club
		Repeated low level disruption / poor engagement with learning	Faculty detention / contact with home / tutor or departmental report	Repeated failure to follow instructions	Faculty detention / contact with home / tutor or departmental report
		Bullying incident	Community detention and restorative conversation	Theft and Vandalism	Community detention / contact with home / community service
	Level 3 - Persistent and ongoing / high level behaviours (3+ times) addressed by CL and SLT	Persistent disruption or poor engagement with learning across multiple disciplines	CL / SLT report / PSP / Internal suspension / APR	Persistent failure to follow instructions	CL / SLT report / PSP / Internal isolation / APR
		Persistent Bullying	Internal suspension, education and restorative work	Smoking / Vaping / Illegal substances	Internal suspension or higher
Anti-social behaviour	Level 4 - Significant incidents and no improvement following internal intervention	External Truancy - leaving school site	Internal Suspension	Weapon	Suspension or higher
		Inappropriate and challenging behaviour	Departmental parking / detention / departmental report / internal suspension	Bringing the school into disrepute	Internal suspension or higher
		Verbal abuse - student	Community after school detention / internal suspension	Physical assault - student	Suspension or higher
		Verbal abuse - staff	Suspension or higher	Physical assault - staff	Suspension or exclusion

When determining an intervention / adaption / sanction we should always be trauma aware. Additional actions should include students having clarity over what they have done well or where their behaviour has fallen below expectation.

Pro-social behaviours should be recorded on Bromcom and rewarded with achievement points/higher reward. Where appropriate un-social and anti-social behaviours are followed up with restorative conversations.

6. Antisocial behaviour

Antisocial behaviour - Behaviour that causes harm to an individual, a group, to the community or to the environment.

Like **un-social** behaviour it is also important that all staff consistently challenge **antisocial** behaviour and help students develop **pro-social** behaviours.

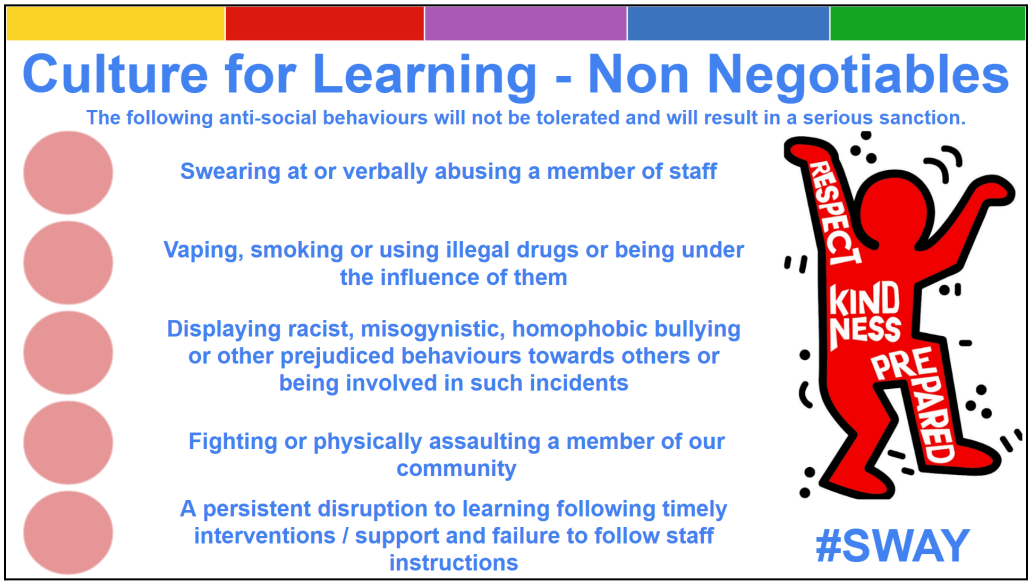
As with un-social behaviour, actions taken should seek to encourage students to become accountable for their behaviour and the impact they have on themselves and others (restorative principles) and encourage a solution focussed approach to change future behaviours.

Staff should also use REACT when challenging antisocial behaviour. In some cases where incidents are serious staff should use the walkabout system to alert a member of the walkabout team to help assist with challenging behaviour.

6.1 Antisocial behaviours can include (this is not an exhaustive list):

- damage to property
- dangerous behaviour
- using/supplying/glamourising of illegal drugs see Drugs Policy
- exiting from class without permission
- physical assault
- refusal to follow instructions leading to unsafe environment
- blatant defiance, including internal truancy, refusal to follow basic instructions
- violence of any kind
- swearing/abusive language to any staff member
- racist, sexist or homophobic language
- harassment or bullying, including cyberbullying
- anti-social behaviour: spitting, graffiti, vandalism
- damage to property or theft
- any form of bullying

The following behaviours are considered as non negotiables and will result in a serious sanction:



6.2 Sanctions for students exhibiting antisocial behaviour may include:

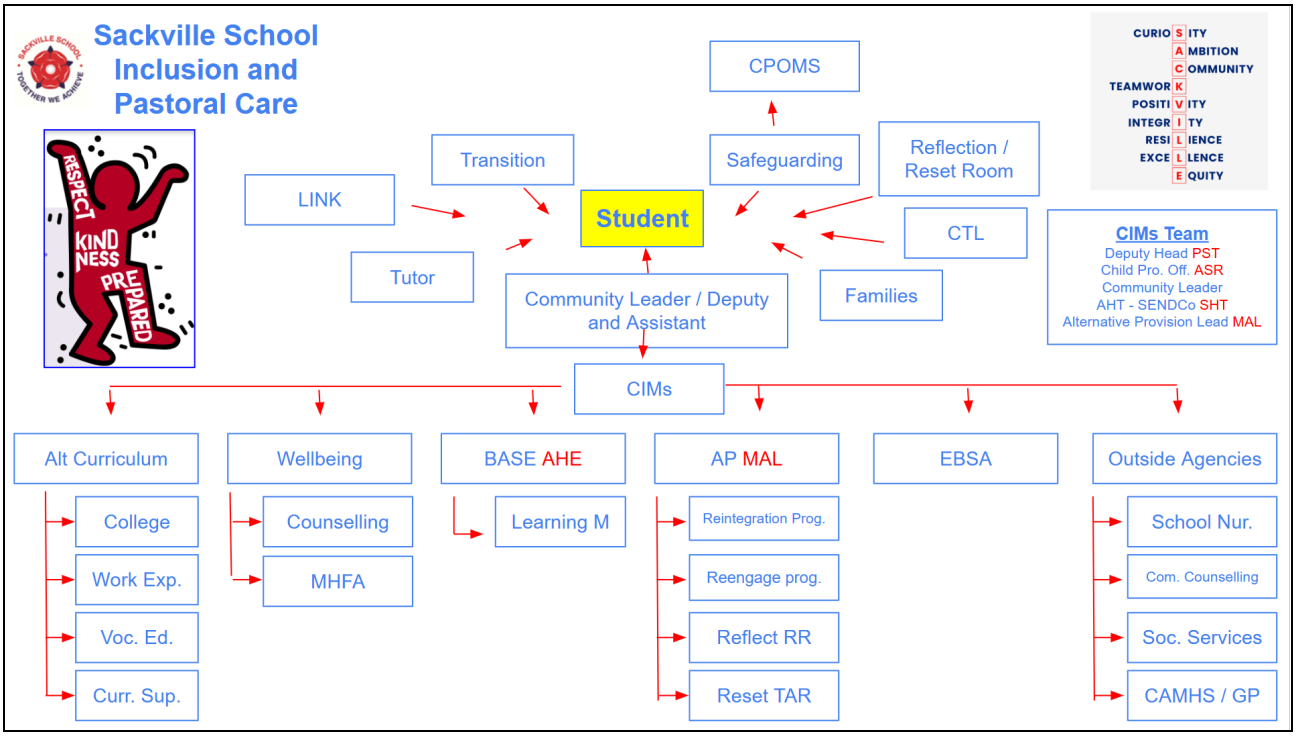
- Centralised community or after school detentions
- Internal exclusion (Reflection Room)
- Suspension from school
- Permanent exclusion

7. Inclusion

Sackville is an inclusive school and as such we aim to meet the needs of all our learners. Often relationships struggle where the activities and learning do not meet the needs of the learners. Some students have additional challenges through the complexity of their needs; learning, emotional, behavioural or attendance. Through acknowledging these needs and planning for them we facilitate a better relationship.

Our trauma aware approach and mapping of ACEs using our vulnerability index informs staff of students' particular needs and enables them to plan and prepare for them. Staff should always remember that there are often complex issues behind antisocial behaviour.

Staff should consult student support plans, and follow suggested strategies from The LINK (SEND) and community teams to meet the needs of those students with additional challenges.


Sackville School
Inclusion and
Pastoral Care
CURIOSITY
AMBITION
COMMUNITY
TEAMWORK
POSITIVITY
INTEGRITY
RESILIENCE
EXCELLENCE
EQUITY
CPOMS
Transition
Safeguarding
Reflection / Reset Room
LINK
Student
CTL
Tutor
Community Leader / Deputy and Assistant
Families
CIMs Team
Deputy Head PST
Child Pro. Off. ASR
Community Leader
AHT - SENDCo SHT
Alternative Provision Lead MAL
CIMs
Alt Curriculum
Wellbeing
BASE AHE
AP MAL
EBSA
Outside Agencies
College
Work Exp.
Voc. Ed.
Curr. Sup.
Counselling
MHFA
Learning M
Reintegration Prog.
Reengage prog.
Reflect RR
Reset TAR
School Nur.
Com. Counselling
Soc. Services
CAMHS / GP

8. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

9. Restorative Approach

A restorative conversation should take place including all parties following any incidents of unsocial and antisocial behaviour. This helps restore and maintain good relationships and is crucial in repairing relationships and ensuring a fresh start after incidents of antisocial behaviour.

The restorative conversation may not always happen immediately, but should be prioritised if all parties are in a place to have a positive conversation to bring about resolution. Ideally these will take place in afterschool centralised detentions.

Restorative approaches are based on four key principles:
Respect: for everyone by listening to other opinions and learning to value them
Responsibility: taking responsibility for your own actions
Repair: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure antisocial behaviours are not repeated
Re-integration: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

10. Promoting and rewarding pro-social behaviour

10.1 Rewards

Rewarding and sanctioning students should be inextricably linked, with rewards outbalancing sanctions for the vast majority, if not all, students. They should be used to promote and encourage pro-social behaviours. All rewards and sanctions should be recorded on Class Charts.

Staff should use their professional judgment to reward, recognise and build positive relationships with students as often as possible. By recognising and celebrating students' progress, successes and achievements, we build positive relationships which in turn increases engagement and enthusiasm and consequently a more positive and productive learning environment. This takes us right back to the Sackville Way, being prepared, mutual respect and kindness.

Prosocial behaviour will be rewarded with (not an exhaustive list):

- Verbal Praise
- Community points – awarded verbally and recorded in Class Charts, celebrated in assembly
- Sackville star award
- Emails to key staff (e.g. form tutors, community leaders, SLT) triggering further acknowledgement
- Contact with families (e.g. emails, telephone calls, letters, postcards)
- Certificates awarded in tutor time, Achievement Assemblies and on other appropriate occasions
- Special responsibilities/privileges
- Rewards trips
- Attendance at celebratory events (e.g. rewards breakfast/lunch/achievement events)
- Nomination for Hot Chocolate with the Headteacher

Sackville rewards prosocial behaviour, hard-work and living the Sackville values through its community points system. For the system to be an effective tool in promoting prosocial behaviour the following guidelines are important:

- Community points are highly valued; therefore multiple points awarded to one student are discouraged, however some special awards for example the Sackville Star award do hold a higher point value.
- Teachers should strive to award a minimum of **five community points each lesson plus a Sackville Star Award.**
- On awarding a student a community point the teacher records this in Bromcom and most importantly shares the reason with the student at the time and actively celebrates it.

Further guidance on how achievement points are awarded can be found by consulting our rewards and recognition policy

Rewards and Recognition Policy

10.2 Sanctions

The purpose of sanctions is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others
- helping students to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour and exhibit pro-social behaviour in future
- helping students to understand the Sackville Way

A sanction should:

- defuse and not escalate a situation
- preserve the dignity of all the parties
- be applied in a fair and consistent way
- be timely
- be used consistently
- be proportionate to the nature and seriousness of the behaviour
- take account of the cultural background of the student
- be sensitive to the particular circumstances of vulnerable individuals or groups of students (for example, a child in care or a child with special educational needs)
- be recorded in the appropriate manner

Inappropriate sanctions include:

- ridicule, sarcasm or remarks likely to undermine a student's self confidence
- public or private humiliation
- applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- sanctions that are used in a discriminatory way
- consistently denying a student access to a particular part of the curriculum

10.3 Centralised Detentions

Sackville school operates two types of centralised detentions, Community lunchtime and Centralised Afterschool the details of each are outlined below:

Two Types of Detentions

Next Day Community Lunchtime Detentions (20 mins Mon-Fri)

Location: Community Bases

Behaviours: Incorrect uniform, missing equipment, late to lessons,

System: x3 of the behaviours above in a half term lead to a 20 min Community DT

Non-attendance: 40 minute Centralised DT the following day

Staffing: Community Leadership Teams

Next Day After School Centralised Detentions (20-60 mins)

Location: D01/D02, A12/A13

Behaviours: Repeated disruption to learning, repeated failure to follow instructions, bullying, truancy, parking, mobile phone use

System: x1 in a day = 20 mins, x2 = 40 mins, x3 = 60 mins

Non-attendance: Centralised DT the following day plus 20 mins

Staffing: Wider Community Teams

Next Day After School Centralised Detentions (20-60 mins)

Logistics:

Locations:
Angelou, Holmes and Turing - D01, D02
Attenborough and Yousafzai - A12 , A13

Expectations:
Students will sit individually and in silence

Activity:
Reflection sheets, curriculum / community activity

Staffing:
Wider SLT / CL x2 Other staff x2

Logging and Communication:

Logging:
Log behaviour on Bromcom promptly - Detentions will be automated

Communication - Students:
Class teachers to inform students that they have been set a detention
Tutors to inform tutees that they have a detention that day
Period 5 teachers to reminds students at the end of the lesson.
Indicators on Bromcom

Communication - Parents:
Automated notification via Bromcom
Teacher communication in some cases

Though these detentions are centralised we expect all staff to maintain high expectations and consistently use Remind, Warn, Sanction in the classroom. If a sanction is required should log behaviours promptly and accurately on Class Charts and inform students that they have a detention. Staff should come to the detention to have a short restorative conversation.

In addition to our centralised detentions, staff can also set their own detentions for students who have not completed class or homework.

10.4 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

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

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

Please refer to our child protection and safeguarding policy for more information.

10.5 Off-site behaviour

Sanctions may be applied where a student exhibited unsocial or antisocial behaviour off-site when representing the school. This means unsocial or antisocial behaviour when the student is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from Sackville
- wearing Sackville uniform
- in any other way identifiable as a student of Sackville

Sanctions may also be applied where a student has exhibited unsocial or antisocial behaviour off-site at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of Sackville

Sanctions will only be given out on Sackville premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

10.6 Malicious allegations

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

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

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

Please refer to our Child Protection & Safeguarding Policy for more information on responding to allegations of abuse.

The school will also consider the pastoral needs of staff and students accused of misconduct.

11. Serious breaches of the Culture for Learning Policy

Serious breaches of Sackville's expectation of behaviour, or where allowing a student to remain in the school, would seriously harm the education or welfare of the student or others in the school, can lead to an internal or external suspension or exclusion.

11.1 Internal suspension
Internal suspension involves the student being placed in our reflection room, a supervised environment away from other students in the school where they will spend an extended day to 3.25pm. The number of days will be decided by members of the SLT and the Pastoral Team.

11.2 External suspension
External suspensions can be for a fixed number of days (up to a maximum of 45 days in a school year). During the first 5 days of any suspension work will be set by the school and the student will be required to complete the work.

The student will be expected to be kept at home and not be in a public place.

From the sixth day onwards of the exclusion Sackville will make alternative arrangements for education which may entail attending another establishment to receive education. These arrangements will be at the decision of the Headteacher.

11.3 Permanent Exclusion

A decision to exclude a student permanently is a serious one and is used only in exceptional circumstances.

It may be used following advice from a range of staff and other agencies, and after other strategies have been used without success when managing a series of seriously disruptive, defiant or dangerous behaviour.

It may also be used for a very serious first or 'one off' offence.

Before making a decision to permanently exclude we will apply the two criteria outlined by the DfE in their statutory guidance for Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

11. A decision to exclude a pupil permanently should only be taken:
• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

For any formal exclusion families may write to the Chair of Governors to make representations. For short term exclusions of five days or fewer, the Headteacher's decision is final and there is no appeal. For longer exclusions, families may make oral representations to the Governing Body, which must then decide whether or not to approve the Headteacher's decision. For permanent exclusions only, families have the further right of independent appeal.

12. Physical restraint - in accordance with government guidelines

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

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 families

13. Confiscation and power to search

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which may be harmful or detrimental to school safety. These items may be returned to students after discussion with senior leaders and families or to a responsible adult or police if appropriate.

Mobile phones and other unauthorised electronic devices will also be confiscated, please see mobile phone policy.

Searching and screening students is conducted in line with the Department for Education's (DfE) latest guidance on searching, screening and confiscation.

Sackville staff have the legal power to search a student with consent as part of their authority to discipline but where a school has reasonable grounds for suspecting that a student has a knife or other weapon they have the power to search without consent.

At all times staff will follow the guidance provided by the DfE in determining what constitutes reasonable suspicion, consent searching and without consent searching and the practical aspects of carrying out such searches.