



The Clere School

Behaviour Policy

Date of Policy Issue:	June 2025
Approved at Full Governing Body on:	22 May 2025
Date of Review:	June 2026
Statutory/Discretionary:	Statutory
Policy Responsible:	Headteacher

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Policy Statement

The Clere School is a values-led school. Our values of Respect, Integrity and Community are at the heart of everything we do.

We promote positive behaviour and attitudes based on mutual respect between all members of the school community, thus developing in our students: self-discipline, personal responsibility, high self-esteem and a pride in the school both inside and outside the classroom environment.

The Governing Body believes that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential prerequisite for effective teaching and learning:

- Each student has the right to learn in class at their best rate and to the highest standard of which he or she is capable.
- Each student has the right to move around school without fear of physical danger, hurtful name calling, threats, bullying, racial abuse, sexual harassment, prejudicial behaviour or interference with their property.
- Each teacher has the responsibility to provide an effective teaching programme, appropriate to the needs of the students in each class, and accordingly, has the right to expect the co-operation of students and the support of parents/carers and Governing Body in delivering that curriculum.

Students are expected to behave in a manner consistent with our values and the expectations listed above

The school believes and supports the following principal aims in respect of behaviour management:

- Promoting consensus about standards of behaviour amongst staff, students and parents/carers and encouraging good relationships between these groups.
- Providing clear guidance to all the above groups about those standards.
- A recognition that there is a link between the content and delivery of the school curriculum and the motivation and behaviour of students. It is therefore important that work is stimulating and differentiated within the confines of the National Curriculum.
- The pastoral role of teachers and the inclusion of PDL (personal development learning) within the curriculum is recognition of their importance in promoting the values of mutual respect, self discipline and social responsibility which underpin good behaviour and help to prepare our students for life after school.
- It is important to ensure consistency and fairness in the reward of good behaviour and the application of sanctions.
- Good behaviour is an expectation; however, it should be recognised and acknowledged.

Legislation and Statutory Guidance

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.
- Use of reasonable force in schools.
- Supporting students with medical conditions at school.
- Keeping Children Safe in Education.

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 students.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a Behaviour Policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- DfE guidance explaining that maintained schools should publish their Behaviour Policy online

AIM

This policy aims to:

- provide a consistent approach to behaviour management;
- define what we consider to be unacceptable behaviour;
- outline how students are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline our system of rewards and sanctions.

OBJECTIVE

Our objective is to provide an environment where students choose to behave appropriately, considering themselves, the school population and their wider community. This will impact each student by helping to raise their self-esteem, their relationships with others, increase their chances of academic success and prepare them for a more fulfilling future.

Roles and Responsibilities

The Governing Body

- The Governing Body will support the school in maintaining the high standards of behaviour of students and staff.
- The Senior Leadership Team (SLT), in consultation with the Chair of Governors, will ensure that new Governors understand the principles of assertive discipline and their role in the process.
- A Governors' Disciplinary Student Review Panel will meet to review cases where there have been serious breaches of the school's Behaviour Policy.

- The Governing Body will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

Staff

All staff are responsible for ensuring the policy is applied consistently and fairly:

- Departments and year teams will follow the basic rules of behaviour management making clear any subject specific procedures;
- Staff will monitor and record behaviour using the appropriate tracking system as laid down by SLT. Any misbehaviour in class will result in sanctions which could result in the students being withdrawn from the lesson;
- Staff will ensure that this policy extends to any school trips, sports fixtures or educational visits. Misbehaviour in the community, whilst travelling to and from school, or any action which brings the school into disrepute will also be subject to this Behaviour Policy;
- SLT, Heads of Department and Heads of Year (HoY) will ensure that all new staff, teaching or support, understand this policy and procedures as part of the induction process;
- SLT or Heads of Year will ensure that new student admissions to the school understand the rules and potential sanctions laid down by the Behaviour Policy.

Students

- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations;
- Students will be encouraged to report any incidents of undesirable behaviour;
- No student has the right to disturb the learning of others;
- Students will be consulted through Student Voice, surveys and the School Council.

All students and parents/carers are expected to sign and adhere to the Home School agreement which is shown in Appendix A.

Parents and Carers

Parents/carers play a critical role in shaping student attitudes in school. The school will aim to keep parents/carers informed of both positive and negative behaviours and will communicate with parents/carers in a range of ways which could include letters, Arbor emails and phone calls. Parents/Carers will be expected to contact their child's teachers, tutor or HoY if they have any concerns.

Parents/Carers are expected to support their child by:

- signing and actively engaging in the Home School Agreement (Appendix A);
- supporting the school policy on behaviour;
- notifying the school of any concerns or problems that might affect their child's work or behaviour;
- supporting their child with the completion of home learning;
- ensuring their child behaves in a manner consistent with the school values when in the wider community; this includes the responsible use of social media and electronic devices.

Section A

Learning Expectations

To make our classrooms positive spaces where everyone can learn successfully, safely and enjoyably, there needs to be a set of clearly understood rules and expectations. This forms part of “The Clere Way”, which defines our approach to behaviours of learning expected throughout the school.

Start of Lessons

- Arrive on time – if for any reason you are late, you must apologise and explain yourself to the staff in charge of you – providing a note is advised;
- Enter rooms only with the permission of the teacher;
- Enter quietly and go straight to your place within the seating plan ready to complete the starter activity;
- Take off your coat and hang it on the back of your chair;
- Take out your books and any equipment needed;
- Put bags under your table, out of the way of walk ways around the classroom;
- Remain silent whenever a register is taken (except when your name is called).

During Lessons

- When your teacher talks to the whole class, listen quietly and pay attention;
- If the class is asked a question, put up your hand to answer; do not call out;
- You are expected to work sensibly with your classmates;
- Remarks or language, including those relating to race, sex or disability, which could cause offence to an individual, are unacceptable and will not be permitted;
- Eating and chewing are not allowed, unless for medical reasons e.g. sore throat and the teacher’s permission must be sought;
- You may drink water unless it has been made explicitly clear it is not safe to do so, e.g. within a science lesson or around computer equipment.

End of Lessons

- The bell is not a signal for you to leave: it is for the information of your teacher;
- When dismissed by the teacher, leave the lesson quietly and move onto your next lesson promptly.

Section B

Rewards, Praise and Recognition

Every child deserves praise and recognition for positive behaviour choices. Good work, good behaviour and a commitment to the school's community ethos is expected of all students who attend The Clere School. That said, we strongly believe that they should be recognised and rewarded appropriately. As well as this, it is important that students receive recognition for their own personal achievements in the various different areas of school life. The reward system should be all encompassing and should impact and motivate every student over their time at The Clere School. The HoY will work on creating and developing a rewards system that acknowledges the hard work of its students. Student Voice will be used when deciding on appropriate and desirable rewards.

Section C

The Code of Practice for Behaviour

The school uses a management information system called Arbor to log behaviour points for your child. This information will be fed back to you and your child via Edulink and correspondence from relevant members of staff. We hope this system will have a positive effect on your child's behaviour and encourage them to strive to do their best in every class that they are in. Incidents, mainly those of a more severe nature e.g. fighting or verbal abuse towards a member of staff, will be thoroughly investigated by the school prior to a decision being made; this is likely to result in time in the Internal Exclusion Centre or Suspension.

In summary, behaviour points are issued in the following categories but the list is not exhaustive:

- Bullying
- Fighting
- Drug and alcohol abuse
- Smoking
- Racist/homophobic incidents
- Defiance
- Lack of work
- Late to school or lessons
- Disruptive behaviour
- Missing homework
- Truancy
- Mobile phone/smart watch misconduct
- Verbal abuse to students or adults

The amount of behaviour points that students receive will be regularly monitored and appropriate sanctions put in place to make clear that unacceptable behaviour will not be tolerated and deter future poor behaviour choices. The severity of sanctions will increase the more behaviour points a student receives. We will deal with each case on an individual basis by looking at evidence provided and the bigger picture. A child's previous patterns of behaviour and individual circumstances will be considered. The school will not tolerate any poor behaviour. Behaviour that affects the learning of others will be addressed and dealt with swiftly.

It is important that parents/carers are aware of the number of points their child is on and their support is absolutely essential in the school's efforts to optimise performance in the classroom and improve behaviour expected of students around the site.

Section D

On-Call/Duty Lead System

Situations may occasionally arise in a class where a student may need to be removed to allow the learning of others to continue. The “Duty Lead” staff may need:

1. To go to the classroom to assist (this might mean removing that student from the lesson due to their poor behaviour choices);
2. To act on a teacher’s request to track down a student;
3. To deal with a student problem.

Classroom teachers

If classroom teachers have a challenging student and have tried warnings, change of seating, short time out etc (some of these strategies may not be appropriate or feasible) and their behaviour is at the point where it is disrupting the learning of others, dangerous or inappropriate in nature, that student will be removed from the lesson and taken to another room within that department (likely to be the Head of Department (HoD)). Classroom teachers will look to resolve the incident and set a detention if appropriate.

If the student continues to misbehave in the removal room or refuses to enter that room, that student will likely be removed from circulation and placed in the IEC (Internal Exclusion Centre) for the remainder of the day.

Removal from two lessons within a day will normally lead to being placed in the IEC the following day.

Failure to behave appropriately or meet schoolwork expectations in the IEC will lead to a suspension where parents/carers will be requested to collect their child and a date of return will be agreed. On their return, they will repeat the day in the IEC.

The above is a guide and individual cases will be reviewed where and when appropriate.

As previously stated, the school will not accept any inappropriate behaviour in and around the school site (this includes when representing The Clere School, e.g. travelling to and from school) and will deal with it accordingly.

For students who are persistently reoffending or where The Clere School has exhausted its options on site, a respite, managed move or alternative provision will be discussed with parents/carers.

Section E

Detention Policy

Schools have a legal right to detain students after normal school hours as outlined in the DFE guidance Behaviour and Discipline in Schools (July 2022).

Detentions form an important part of the wider school system of sanctions and rewards. As such, their ultimate purpose is to support the achievement and safety of students, and inform students that there are sanctions for incorrect behaviour choices. They are designed to promote positive behaviour.

Detentions can be issued for a variety of reasons. The detention types are as follows:

Detentions

The school runs 1-hour centralised detentions 3 times per week and can be issued by any member of staff. Common reasons for these detentions include (but are not limited to):

- Inappropriate behaviour in lessons
- Lateness to lessons
- Irresponsible behaviour during social times
- Lack of equipment
- Lack of work in lessons
- Missing, late or incomplete homework

Non-attendance or misbehaviour within a detention will result in a day in the schools IEC and the completion of the detention.

In terms of lateness to tutor time and lessons, the school operates a 'minutes late detention' procedure. Staff members will add the number of minutes late a student is to tutor time or lesson onto Arbor. If a student is 1 – 15 minutes late during 1 week, they will be issued with a 30-minute punctuality detention, 15 minutes and above minutes late, students will be issued with a 60-minute punctuality detention.

The school will use a variety of sanctions and interventions to ensure students understand the importance of being on time. The above are broad guidelines but will be adapted based on given students and their overall record. Further more immediate sanctions may be applied for repeat offenders.

During detentions

During detentions, students are expected to remain in silence and complete whatever task the supervising teacher has set. Reasonable arrangements will be made for them to access toilet facilities.

How detentions are set

In general, the school deems it good practice for students to be warned if they are likely to receive a detention. Once the decision is made to issue a detention, the following steps should be taken:

- The student should be informed verbally;
- The member of staff issuing the detention will record it formally on Arbor which will

- automatically communicate this with the student and parents/carers via Edulink;
- It is then the student's responsibility to remember to attend that detention although reminders are likely to be given by their tutor/teacher.

Although recent legislation has given schools the legal power to detain students after school without giving parents/carers advance warning, efforts will be made to set detentions for students at least 24 hours before they are due to be detained to allow parent/carers, time to make any necessary transport arrangements.

Staff responsibilities

- Set detentions in a fair and consistent manner in accordance with this policy and current school guidelines;
- Ensure this is recorded on Arbor so this can be communicated with students and parents/carers. Further correspondence may be made where appropriate, e.g. to discuss the issue leading to the detention in more detail.
- The school will endeavour to contact parents and inform them if their child has missed or failed a detention to inform them that their child will need to sit a day in the IEC.

Student responsibilities

- Behave well, work hard and be organised in order to avoid detentions;
- Always tell your parents/carers if you have been given a detention as soon as possible;
- Attend detentions on time and comply with the members of staff supervising them.

Parent/carer responsibilities

- Support the school detention system;
- Ensure transport is provided where necessary when after school detentions are set;
- Inform the school in writing or by phone in advance if you think there are compelling reasons for a detention to be rescheduled (such as a clash with a prearranged medical appointment) or you have other concerns. Such instances will be dealt with reasonably on a case-by-case basis.

Section F

Pastoral Support Programme

Rationale

The development of this programme is an attempt to deal with serious behaviour problems in order to avoid permanent exclusion. There is an acceptance that problems need to be assessed and worked with in the early years of secondary education if there is to be success. It is likely that if a student requires the sanction of spending time in the IEC on more than one occasion and/or received 2 or more suspensions, a Pastoral Support Programme (PSP) will be activated.

Each student's programme is individual. Targets are set and the programme is monitored closely by the HoY with support from SLT where necessary.

Process

1. HoY will have ensured the completion of the behaviour report.
2. Parents are contacted by the HoY or a member of SLT and invited into school. There will be EWO (education welfare) and/or Local Authority involvement if parents/carers decline to come into school, e.g in the form of a legal panel. Other interested parties may also be invited to attend, e.g. youth workers, family workers.
3. All staff will be informed of any student embarking on a programme and the targets set.

Procedures outlined in the PSP will then be followed up with regular review meetings. The HoY is responsible for the implementation and review of this programme. Parents/carers will be kept informed of the progress of this programme and will be expected to attend review meetings to discuss the progress their child is making towards meeting the standards The Clere School expects of its students.

Section G

Use of Suspensions

- Some serious misbehaviour may lead to a suspension or time spent in the school's Internal Exclusion Centre (IEC)
- The Headteacher or a member of Senior Leadership team will determine the appropriateness of these sanctions.

Reciprocal Agreement

This is the process of a student spending time within the IEC of another local secondary school. This is a direct consequence of a student not altering their behaviour choices following the school using other initiatives such as detention, IEC and suspension

Parents/carers will be expected to attend an initial meeting at the host school to outline expectations of their child whilst under the care of that host school. Failure to comply with these expectations, or refusal to engage with this strategy, is likely to lead to a suspension.

Suspensions

- There may be incidents that are deemed too serious and where it is inappropriate for a student to spend time in the IEC. In these cases, the school will issue a student with a suspension;
- All suspensions are notified to parents/carers and the LA (local authority) by use of the standard forms. A member of staff will endeavour to contact a parent/carer prior to an suspension. In addition, a letter is also sent home to the parents/carers;
- On return to school, suspended students and their parents/carers should meet with the HoY and/or a member of SLT and any further action decided upon. Repeat offenders or serious breaches of the behaviour policy, are likely to be dealt with by the Headteacher.
- Students who have been suspended will also be expected to complete a day in the IEC upon their return as part of the reintegration and reflection process.

Permanent Exclusions

Actions that could lead to permanent exclusion include:

- Persistent bullying including racial or sexual harassment or homophobia (this is now also a safeguarding concern under the term 'peer on peer abuse');
- Actual or threatened violence against a member of staff;
- Serious actual or threatened violence against another student;
- Sexual abuse or misconduct;
- Being under the influence of illegal substances or alcohol;
- Dealing in illegal substances;
- Possession of illegal substances;
- Possession of an item that could be used as an offensive weapon such as a knife;
- Persistent violence towards students;
- Actions that put the health and safety of any other member of the school community at serious risk;
- Persistent and disruptive behaviour, including open defiance or refusal to

conform to agreed school policies.

- The above list is not exhaustive, and other offences may lead to permanent exclusion.

The behaviour of students outside school can be considered as grounds for exclusion; this is a matter of judgement for the Headteacher as outlined in section 23 DFE guidance for Behaviour and discipline in schools January 2016.

A major objective of this policy is to ensure that permanent exclusion is only considered when the student has put himself/herself beyond the support of the school, usually after being taken through all relevant support mechanisms.

In some circumstances, a student could be permanently excluded, without the normal support mechanisms having been put in place, because of the seriousness of the offence.

A key consideration is whether allowing the student to remain in school would seriously harm the education and/or welfare of other students and/or staff at the school.

The Internal Exclusion Centre (IEC)

The Internal Exclusion Centre (IEC) will be used when students behaviour is significantly contravening the rules of the school and/or where their behaviour is having a significant impact on the learning of others. Rules for behaviour in the IEC are explained to the student on arrival and personal possessions will be placed into a locker. Parents/carers will be notified of their child being in the IEC.

Reasons for a student to be placed into the IEC:

1. Result of persistent poor behaviour in lessons;
2. Truancy from lessons
3. Serious behaviour offences, e.g. leaving school site, inappropriate language, defiance of staff instructions, incorrect uniform;
4. Missing or misbehaving in a detention.

The above list is not an exhaustive list and other reasons may occur leading to time spent in the IEC

Students in the IEC will not be allowed out at break/lunchtime but lunch will be made available where necessary.

Students must follow the following basic rules to successfully complete their time in the IEC:

- Electronic equipment including headphones, phones and any smart watches to be secured in their Yondr pouch and all possessions then will be placed into a safe.
- Students may also be screened using a hand-held screening device before entering the IEC.
- Complete all work set to an appropriate standard;
- Work in silence and face forward.

If students do not follow these procedures, they are likely to be sent home on a suspension where parents/carers will be expected to collect them and they will repeat their day in the IEC on their return.

Students are expected to work independently although advice and guidance may be given by supervising staff.

Section H

Searching and Screening

As outlined in the DFE guidance for Searching, Screening and Confiscation (July 2022), school employees can search or screen students with their consent for any item. This does not require written formal consent. Any search or screening of a student will be carried out in the presence of another member of staff. The screening will be carried out using a hand-held screening device.

Banned items can be searched or screened for ***without*** consent and the use of reasonable force can be used when searching for an item that can be used to commit an offence or cause harm.

Banned items on school premises or in an area where a member of staff has lawful control or charge of students include:

- Aerosols
- Cigarettes
- Alcohol
- Illegal substances
- Matches/Lighters
- Knives/Weapons
- Laser Pens
- Stolen items
- Pornographic images

The above list is not exhaustive.

Searches or screening can be carried out on school premises or where the member of staff has lawful control or charge of students. If an item deemed inappropriate is found within the search, it will be confiscated from the student/s and parents/carers informed. A suitable plan will then be put in place in regards to the next steps dependent on the item confiscated.

Section I

The Use of Force to Control or Restrain Students

Force should always be seen as a last resort action.

As outlined in the DFE guidance for Use of Reasonable Force (July 2013), teachers and other staff who have lawful control or charge of students, may use reasonable force to prevent students committing a crime, causing an injury or damage or causing disruption.

This applies when a teacher or other authorised person e.g. teaching assistant, lunch supervisor, site manager, voluntary helper is on the school premises and when he/she has lawful control or charge of the students elsewhere e.g. field trip, match fixture.

Types of Incidents

Specific incidents which might require force are (the list below is not an exhaustive list):

- a) A student attacks a member of staff or another student;
- b) Students are fighting;
- c) Students are engaging in or about to engage in vandalism to property;
- d) A student is likely to cause injury or damage by rough play or misuse of equipment.

Reasonable Force

Force is only reasonable if the incident could not have been resolved without it. Any force used should be the minimum needed to achieve the desired result.

Procedures

1. Staff should always tell the student to stop what they are doing and what will happen if he/she does not.
2. Staff should not intervene without help. Staff should attempt to send for assistance and attempt to diffuse the situation verbally until help arrives.

Recording Incidents

A detailed report of all incidents involving force must be given to the Headteacher and a copy kept by the member of staff themselves. They should also fill in the student restraint book which is kept with the Designated Safeguarding Lead.

Details needed:

- a) Names of students and location of incident;
- b) Names of witnesses;
- c) The reason for using force;
- d) A description of what led up to the incident, the incident, steps taken to diffuse the situation and the degree of force used;
- e) Outcome of the incident;
- f) Details of any injury or damage to property.

The HoY or SLT will contact parents/carers to discuss the incident and determine further action.

Section J

Drugs

Drugs - A Definition

'A substance people take to change the way they feel, think or behave'

(United Nations Office on Drugs and Crime)

This definition includes all illegal and legal drugs including alcohol, tobacco, medicines, volatile substances, new psychoactive substances and other unauthorised substances.

The majority of young people of school age have never used an illegal drug. Of those who do experiment with illegal drugs very few will go on to become problem drug users. However, most will at some stage be occasional users of drugs for medicinal purposes and many will try tobacco and alcohol. Every school therefore has a responsibility to consider its response to drugs and all schools are expected to have a policy which sets out the school's role in relation to all drug matters.

(Drugs: Drugs: Guidance for Schools DFES 2004)

The Management of drugs related issues

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is clearly unacceptable and in dealing with drug related incidents, the school's primary concern will be with the health and safety of those involved and of the school community as a whole.

Drugs related incidents can generally be placed into one of four categories:

- Rumours of use or dealing on or off the premises;
- Actual use or dealing on or off the premises, including a first aid response;
- Possession of any drugs or drug related paraphernalia
- Disclosures of own or others' use from a student or parent/carer and requests for help and support.

All drug-related incidents should be reported, in the first instance, to the Assistant Headteacher (pastoral leader), and then the Headteacher and other appropriate pastoral staff. These are the key staff involved in managing the incident. These sanctions will also apply on school activities off site and the journey to and from school.

Although there is no legal obligation to report an incident involving drugs to the police, we will inform police immediately if there is any incident involving a suspected illegal drug.

Responses to drug related incidents will be equally varied from the disciplinary to the pastoral and in accordance with the school's Behaviour Management Policy where appropriate. Students suspected of being in possession of drugs or drug paraphernalia are likely to be searched.

Parents/carers will be informed by appropriate staff if their child is involved in incidents involving illegal or unauthorised drugs.

If a student or parent/carer on the school site is suspected of being under the influence of drugs or alcohol, then a senior member of staff must be contacted immediately. The student will be dealt with according to the school's Behaviour Policy.

Incidents involving drugs must be recorded using school pro-formas, including witness statements where appropriate. The Clere School will follow the guidelines set out within the school's Behaviour Policy.

Where there are incidents/suspected incidents of drug use or possession relating to students from other schools, an appropriate member of Clere School staff will liaise with the school/s involved to seek further information and inform them of our concerns. A decision will then be

made as to whether the police are contacted. This decision will be made by the Assistant Headteacher and/or Headteacher.

All schools have authority to carry out drug testing on their students. Whilst it is not intended to carry out random testing, if a student is believed to be under the influence of a substance, a drugs test may be used. Out of courtesy, the school will try to contact parents/carers prior to carrying out the test.

Authorised Drugs

Incidents involving legal drugs will remain school matters, although we will contact the police about the sale of tobacco, alcohol and solvents to under age students from local shops.

Students who require the use of prescription drugs must make the staff in school reception aware of their needs and any drugs should be stored in the medical office and overseen by the school nurse. No other drugs or drug paraphernalia should be brought into school by students at any time.

Prescription drugs required by students must be stored within the locked cabinet in the medical room and issued by the school nurse or any registered first aiders.

The school is a no-smoking site.

Staff consumption of alcohol on the school site is only permitted at scheduled school functions approved by the Headteacher.

Confidentiality/Disclosure

Students need to be able to talk in confidence to staff without fear of being judged or told off. The welfare of young people will be central to our policy and practice; however, teachers cannot promise total confidentiality and this is made clear to students.

If a student discloses to a teacher he/she is taking drugs, the teacher will refer the student to the HoY and/or Assistant Headteacher or another appropriate member of staff, who will offer support as well as inform the Headteacher. Parents/carers will be informed unless the considered advice of professionals involved is that to do so would be inappropriate or place the student at harm. Any information concerning drug use may be shared internally and externally with due consideration to students' rights and needs.

Section K

Sexism and Sexual Harassment

The Clere School takes actions of sexism or sexual harassment very seriously. This type of behaviour can also be referred to the term as peer on peer abuse, which is also a safeguarding concern.

Sexual violence means rape, assault by penetration or sexual assault.

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes/upsirking or online harassment such as sexting (sharing of nudes and/or semi nudes).

The school will deal with any incidents of this nature with utmost importance, and claiming this type of behaviour to be a joke or 'banter' will not be accepted. If students are accused of carrying out such acts, the school will investigate and record and report accordingly. As a result of the assessment carried out, the school will either:

- Manage the incident internally;
- Refer to Early Help hub where appropriate;
- Refer to Children's Services where appropriate;
- Report to the police.

The school's response will consider the level of sexism and/or sexual harassment carried out. Its response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The sanction given will be appropriate and dependent on the level of sexual harassment and/or sexual comments. There is no defined route and as stated above, each decision will be made on a case-by-case basis. Parents/carers will be kept informed of any concerns and any actions taken by the school. Some sanctions that may apply are:

- A verbal warning;
- Restorative conversation with the students involved lead by a member of staff;
- A letter or phone call to the parents;
- Detention;
- Time in the Internal Exclusion Centre;
- Suspension;
- Permanent Exclusion.

Although lower level incidents are more frequent than severe incidents, the school will instil an ethos where this type of behaviour is not accepted and that students understand the importance of a culture where respect is at the forefront of everything we do.

All allegations or disclosures will be taken seriously and the school will do all it can to support and listen to any victims of this type of abuse.

Section L

The Clere School Uniform

Students are expected to wear the appropriate school uniform as laid out in the schools uniform policy. Any infringement of the uniform will result in a sanction as detailed within this policy. Serious and persistent infringements may lead to greater sanctions and/or removal from circulation, with parents/carers potentially being asked to attend a meeting in school.

Mobile Phones/Smart Watches/Headphones/Airpods

Between the hours of 8.40 and 3.10, if a student is found to be in the possession of a mobile phone, SMART watch, earbuds or headphones that aren't securely locked within a their Yondr pouch, then these items will be confiscated. Once confiscated, these items will only be returned to a parent/carer at the end of a school day, the items will not be returned to the student.