

Behaviour Policy



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Responsible Colleagues

Education Directorate

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they offer high challenge with high support **to develop secure relationships**. They encourage pupils to be independent while maintaining limits and controls on their actions. We advocate an 'authoritative' versus 'authoritarian' approach where adults are 'in control' versus 'controlling'. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint and individual needs. Our teachers engage in conversations with the pupil and in this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a high challenge with high support philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'Academy Way'.

1. | Aims of this Policy

1.1 This policy has due regard to statutory legislation, including, but not limited to:

- The *Education and Inspections Act* (2006)
- The *Health Act* (2006)
- The *Equality Act* (2010)
- The *Education Act* (2011)
- The *Education (Independent School Standards) Regulations* (2014)
- The *Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations* (2012)
- The *Immigration Act* (2016)
- The *General Data Protection Regulation* (GDPR)
- The *Data Protection Act* (2018)
- *School Discipline (Pupil Exclusions and Reviews) (England) Regulations* (2012)

1.2 This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour in Schools* (2022)
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement – Guidance* (2022)

2. | Scope of this Policy

- 2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.
- 2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of *The Education and Inspections Act (2006)*). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- 2.3 For the purposes of this policy, references to **teachers** include all paid staff responsible for the supervision of pupils. The principal can limit the power to apply consequences to certain staff and/or extend the power to discipline to adult volunteers- for example, parents who have volunteered to help on an academy trip.
- 2.4 For the purposes of this policy, references to **pupils** include all learners in our academies.

3. | Academy Curriculum

The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning and personal development. Pupils should be taught about the behaviour culture of the Academy This includes teaching about self-regulation, mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.

Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are and this is reinforced with the academy routines and habits. However, all behaviour is listened to and we recognise that 'inappropriate' behaviour is a sign of either an unmet need, difficulty coping or lack of knowledge.

- 3.1 Pupils are taught about healthy relationships, looking at bullying and forms of child on child abuse.
- 3.2 Pupils are taught how to stay safe both in and outside of the academy
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient, and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to support behaviour reflect our commitment to the high challenge with high support philosophy. Relational, regulatory and restorative approaches are more effective in supporting the development of internal control and regulation. Not all behaviours are a matter of choice and therefore, external control will not be effective in changing behaviour.
- 3.5 Every pupil is taught and is supported to achieve the behaviour standards of the academy. This is provided through an induction process regardless of their entry point into the academy. The

induction aim is to familiarise and outlines the expectations and behaviour culture of the academy. This is regularly reviewed throughout the academic year.

4. | Pupil Transition

- 4.1 The academy will support incoming pupils and various entry points, into the academy, to meet the behaviour standards by offering an induction process. This will familiarise them with the behaviour policy, expectations, consequences and rewards process and the wider culture of the school.
- 4.2 To ensure that behaviour is continually monitored and supported, information related to pupil behaviour will be communicated to relevant staff, at standard and nonstandard transition points throughout the term or year.

5. | Roles and Responsibilities

5.1 The Governors and Trustees will:

- Be responsible for monitoring this behaviour policy's effectiveness and hold the Principal to account for its implementation

5.2 The Principal and senior leadership team will:

- Develop and install the behaviour principles for the Academy ([Appendix 1](#))
- Ensure that the academy environment encourages positive behaviour
- Ensure that the academy promotes a culture where everyone is treated with dignity, kindness and respect
- Ensure staff effectively deal with behaviour that challenges
- Monitor the implementation of this policy and ensure that consequences and rewards are applied consistently to all groups of pupils
- Ensure that all staff and pupils understand the behaviour expectations and the importance of maintaining them
- Ensure that pupils, regardless of their entry point, receive an induction that covers the behaviour expectations and routines at our academies
- Provide new staff with a clear induction into the academy's behaviour culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offer appropriate and bespoke training in behaviour management, and the impact of special educational needs, disabilities and mental health needs on behaviour, to all staff who require it in order to carry out their duties effectively
- Correlating this policy in conjunction with the Safeguarding and Child Protection Policy, ensuring that pupils are offered support when necessary
- Regularly review the behaviour data, ensuring that no groups of pupils are disproportionately impacted by the issue of consequences or rewards.

5.3 Staff members will:

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use boundaries that try to meet everyone's needs
- use rules that are developed together and adapted where needed
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly, equitably and with understanding, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter inappropriate behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

5.4 Pupils will be supported to:

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies
- be polite and respectful of others in the surrounding community
- work to the best of their ability
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other

- not act in a manner which is disruptive to the learning of others
- not put the health and safety of others at risk.
- Be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Be supported to develop an understanding of the academy's behaviour policy and wider culture.
- Be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

5.5 Parents/carers will be supported to:

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules promoting the positive behaviour culture of the academy
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.
- Take part in any intervention work around their child's behaviour (for example, attending review meetings)
- Discuss any behavioural concerns with the class teacher
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.

6 | Classroom Behaviour

- 6.1 Expectations and standards for behaviour are clearly modelled by all staff in all classrooms.
- 6.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 6.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in [Appendix 2 – Procedure for Rewards](#).
- 6.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering consequences as set out in [Appendix B – Procedure for Consequences](#).

7. | Pupil Conduct Outside of the Classroom

- 7.1 Whilst using the corridors and surrounding area of our academy buildings, pupils are supported to act in a responsible and respectful manner, as would be expected in a classroom.
- 7.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community **is not tolerated** and this behaviour policy will be followed when:
- Pupils are taking part in any academy-organised or academy-related activity
 - Pupils are travelling to or from our academies
 - Pupils are wearing academy uniform
 - Pupils are in any other way identifiable as a pupil at one of our academies
 - Pupils' behaviour could have repercussions on the orderly running of our academies
 - Pupils' behaviour poses a threat to another pupil or member of the public
 - Pupils' behaviour could adversely affect the reputation of our academies.

8 | Responding to Good Behaviour

- 8.1 Rewards are issued when a pupil's behaviour meets or exceeds expectations
- 8.2 Staff will recognise good behaviour with rewards and recognition, in order to reinforce the Academy's culture and ethos
- 8.3 Positive rewards and reinforcements will be applied clearly and fairly, to reinforce the expectations, routines and Academy behaviour culture.
- 8.4 Positive behaviour will be rewarded, as outlined in [Appendix 2- Procedure for Rewards](#).

9 | Responding to Inappropriate behaviour: Use of Consequences

Academy staff will respond to inappropriate behaviour predictably, promptly and assertively in accordance with the academy behaviour policy. Staff will respond in a consistent, fair and proportionate manner and will use a range of de-escalation techniques, from their training, to restore a calm safe environment, in which pupils can learn and thrive. Some of our academies may use pre-agreed scripts or phrases to help restore calm.

Consequences are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

Consequences are issued sparingly, only where appropriate and taking into consideration the needs of the pupil.

9.1 For a consequence to be lawful, we ensure that the decision to issue them to a pupil is:

- made by a paid member of staff, or a member of staff authorised to do so by the principal
- made on the academy premises or whilst the pupil is under the charge of a member of staff
- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per *the Equality Act* (2010), in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.
- We recognise our legal duty to prevent pupils with a protected characteristic from being disadvantaged. Our special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs which are currently not being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify and support special educational needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents and carers throughout the process and co-create the plan and review it on a regular basis.

9.2 The issuing of consequences at Stage 3 and above, as outlined in Appendix B, is recorded, and the consistent use of these are monitored by senior staff.

9.3 Consequences

- relate to a specific task or action and will be applied clearly
- are issued consistently and equitably, ensuring that the recipient is clear about why they have been given a consequence
- reinforce **our** core values and ethos
- do not focus repeatedly on the same issue without progress
- do not have a negative effect upon others.

9.4 The aim of issuing consequences is to address the behaviour and support positive change. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was inappropriate and why and what appropriate behaviour looks like in that scenario and why.

9.5 We **always** consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.

9.6 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:

- an assessment to establish a clear analysis of the pupil's needs, which may include referrals to other agencies or specialists
- a plan setting out how the pupil will be supported, which will include consultation with parents/carers
- the required action to provide the support

- regular reviews to assess the effectiveness of the provision and identify any necessary changes.

9.7 We consider a pupil's special educational needs when dealing with their behaviours.

9.8 Where points 9.5, 9.6 or 9.7 apply the need for multi-agency assessments will be considered where necessary.

9.9 There is an expectation that, following an incident we believe that a restorative approach is more beneficial in the long-term as those who have been harmed and those responsible for the harm can all play a part in repairing the damage and, through communication, they can find a positive way forward. As the diagram below shows, 'doing to', 'doing nothing' and 'doing for', the child has little benefit, whereas, 'doing **with**' provides far better outcomes. The approach also encompasses the needs of pupils with difficulties including but not exclusive to those with special educational needs, attachment disorder and emotional health concerns.



9.10 The full set of consequences that we use are set out in Appendix B – Procedure for Consequences.

9.11 Where consequences above Level 3 have been issued, the academy will use strategies to support pupils in understanding how to improve their behaviour. This may include but is not limited to:

- A targeted discussion with the pupil around the impact of their actions and how they can improve in the future
- Phone call with parents/carers or the Virtual School Head for looked after children.
- Inquiries into the pupils conduct around the academy with staff involved in teaching or supporting the pupil
- Inquiries into circumstances outside of school, including at home, which may influence the pupil's behaviour

10 | Responding to Inappropriate behaviour: Use of Suspensions (fixed period exclusions and permanent exclusions)

Only the principal or, in the absence of the principal, the member of the Senior Leadership Team (SLT) who is acting in that role, can exclude a pupil from our academy.

- 10.1 Only the Principal or, in the absence of the principal, the member of the Senior Leadership Team (SLT) who is acting in that role, can exclude a pupil from our academy.
- 10.2 The principal can rescind an exclusion up until the point when it is put before the relevant committee. An example of an appropriate use of this might be; where a managed move is brokered after a permanent exclusion has been given and when this move is in the best interests of the pupil.
- 10.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as “the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”
- 10.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 10.5 The decision to exclude a pupil is a serious one and will only be taken:
- In response to serious or persistent breaches of this policy, **and**
 - If allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 10.6 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a ‘suspension’. A suspension is a serious consequence.
- 10.7 With regards to persistent breaches of this policy, any decision to **exclude permanently** will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.
- 10.8 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution, and being found in possession of “prohibited items” listed in [11.6](#) or other banned items. Where a pupil is involved in breaking the law the Police will be informed.

- 10.9 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 10.10 **Before** deciding whether to exclude a pupil, either permanently or for a fixed period, the principal will:
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the pupil to give their version of events and express their views (with the support of an advocate if appropriate)
 - consider if the pupil has special educational needs (SEN).
- 10.11 All suspensions and permanent exclusions will be communicated, without delay, to:
- The pupil
 - The parents/ carers of the pupil
 - The governing body
 - The Local Authority (when the suspension exceeds 5 school days, or if the pupil is permanently excluded)
 - The pupil's social worker, if they have one
 - The Virtual School Head, if the pupil is a looked after child
- 10.12 All suspensions (fixed period exclusions and permanent exclusions) are managed in line with the Department for Education's latest on the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.
- 10.13 The DSL will be informed and when appropriate, consulted, in all cases where a decision on a fixed term exclusion or permanent exclusion is being made.
- 10.14 Please see our *Suspensions and Permanent Exclusions Procedures* for more information.

11 | Responding to Inappropriate Behaviour: Use of Detention

- 11.1 After careful discussion with SLT and taking into account the needs of the individual, detention (including detention outside of academy hours) can be used as a consequence in our academy.
- 11.2 Whilst parental consent is not required for detentions, we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential.

We therefore aim to notify parents by telephone Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention, held outside academy hours, is reasonable; staff issuing the detention consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-academy detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

11.3 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

11.4 Detailed guidance can be found in the [Searching Screening and Confiscation at School](#) document from the DFE

Confiscation of inappropriate items

11.5 Members of staff may confiscate, retain, or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely in the school office and parents will be informed

11.6 Members of staff can exercise their power to search **without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

11.7 Weapons, knives and child pornography are given to the police as soon as reasonably practical and where appropriate; parents/ carers will be informed.

Other items which are confiscated are returned to parents/carers.

11.8 A log is kept which records all confiscated items (see [Appendix 5](#))

Reasonable force

11.9 Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

11.10 Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see [Appendix 5](#))

11.11 When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Please refer to our *Use of Reasonable Force Policy* for further details.

Searching a pupil

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

11.13 The authorised member of staff carrying out the search will be of the same sex as the pupil (Unless the pupils request otherwise), and there will be another member of staff present as a witness to the search. A search will not be conducted without the presence of a another member of staff to act as a witness.

11.14 If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

- 11.18 If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.
- 11.19 Force **cannot** be used to search for these items.
- 11.20 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching, or break academy rules.
- 11.21 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.22 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our *Safeguarding Policy*.
- 11.23 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should either call the police or isolate the pupil until such time that the police can carry out the search. Or the authorised member of staff may then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- 11.24 An appropriate consequence may be issued by the academy if a pupil refuses to agree to a search.
- 11.25 The authorised member of staff can use reasonable force to search for any prohibited items identified in the list of prohibited items in 11.6, but not to search for items that are only identified in the academy rules. Please read our *Use of Reasonable Force Policy*, for more information.
- 11.26 The authorised member of staff may use a metal detector to assist with the search.
- 11.27 An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

11.28 Outer clothing includes:

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

11.29 Searching pupils' possessions:

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bag

11.30 A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in Appendix 4) and items identified in the academy rules.

11.31 An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

11.32 If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Appendix 4
- If they believe that a search has revealed a safeguarding risk.

11.34 All searches for prohibited items (listed in Appendix 4), including incidents where no items were found, will be recorded in the academy's safeguarding system.

Informing parents

11.35 Parents will always be informed of any search for a prohibited item (listed in Appendix 4). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy has taken, including any consequences that have been applied to their child

Support after a search

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

Strip searches

- 11.38 The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).
- 11.39 Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.
- 11.40 Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- 11.41 Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved.
- 11.42 Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

- 11.43 Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into the academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into the academy to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).
- 11.44 The pupil's parents will always be informed by a staff member once a strip search has taken place. The academy will keep records of strip searches that have been conducted on academy premises, and monitor them for any trends that emerge.

Who will be present

- 11.45 For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

11.46 No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

11.47 After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

11.48 As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

11.49 Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

11.50 Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Logging Searches of any kind (See [Appendix 5](#))

11.51 We keep a log of any strip searches that take place, detailing:

- The date, time and location of the search
- Which pupil was searched

- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search.

12 | Responding to Inappropriate behaviour:

Lesson Removal

Lesson removal is a response to serious behaviours and will only be utilised when other behaviour strategies have been attempted first, unless the behaviour is so extreme as to warrant a removal.

12.1 Lesson removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- allow the pupil to regain calm in a safe space.

12.2 Pupils may also be removed from lessons for planned responses to their individual needs. For example, a pupil with an identified sensory need may need planned time outside the classroom, in order to regulate their emotions.

12.3 The Rainbow Centre at Phoenix is an additional resource space where pupils can access if due to their presenting needs at that time, being in their own classroom is a struggle for them. This can be used on an ad hoc basis after discussion between staff, or as a planned intervention strategy. Pupils will continue to access their curriculum whether academic, needs based or incidental. Pupils can also self-refer to The Rainbow Centre if it a recognised regulation strategy for them.

12.4 The Principal will:

- Monitor lesson removals
- Communicate reasons for lessons removals to all staff
- Outline the appropriate length of time for lessons removals and ensure this is communicated to staff and is adhered to
- Design and ensure that there is a clear process for reintegration for any pupils that has been removed from lessons, when safe and appropriate to do so
- Where pupils are subject to a S47/ S17 plan or are a looked after child, ensure that removals are communicated to the Social Worker and/or Virtual School Head for the pupil, where appropriate. Principals should ensure that looked after children have a review of their Personal Education Plan made, after lesson removals.

12.5 The academy will monitor lessons removals to:

- Make data-based decisions on whether frequently removed pupils would benefit from additional and alternative approaches to support or may need an SEND assessment.
- Identify patterns relating to pupils sharing the same protected characteristics and ensure lesson removal is not having a disproportionate affect on pupils sharing a particular protected characteristics

13 | Responding to Inappropriate Behaviour: Bullying

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 | Responding to Inappropriate behaviour: Drugs, Tobacco, Alcohol, and Illegal substances

- 14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious consequence and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious consequence and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 | Responding to Inappropriate behaviour:

Weapons

15.1 The law recognises three categories of offensive weapon:

- Those where objects are made for use for causing injury to a person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks
- Those where objects are adapted for the purpose of causing injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid
- Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharp nail scissors or a baseball bat.

We class weapons as anything that has been designed or adapted to inflict harm upon others.

15.2 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.

15.3 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious consequence and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.

15.4 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious consequence and could lead to permanent exclusion.

15.5 Confiscated weapons are given to the police as soon as reasonably practicable.

15.6 Parents are informed of their child's involvement in any activity related to weapons.

16 | Responding to Inappropriate Behaviour:

Online behaviour

16.1 The academy has the same expectations of behaviour online, as it has offline. Pupils should treat everyone with kindness, respect and dignity.

16.2 The academy can issue behaviour consequences to pupils for online inappropriate behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

16.3 Consequences will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member.

16.4 Pupils who are found to have behaved inappropriately online, including but not limited to:

- Bullying
- Inappropriate language
- Soliciting and sharing of nude or semi-nude images and videos
- Sexual harassment
- Posing a threat or harm to another pupil

Will have consequence in accordance with the Procedure for Consequences ([Appendix 3](#))

In situations where pupils have misbehaved online, for any of the reasons listed above, the academy *Safeguarding and Child Protection Policy* will be followed and the DSL will be informed.

17 | Responding to Inappropriate Behaviour: . Mobile Phones

17.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.

17.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17.3 Pupils using mobile phones on the academy site, without express permission of the senior leadership team, will be confiscated and will be stored in the school office.

17.4 Where mobile phones are required for school activities, a clear plan will be formulated by the Principal, to mitigate the risks of allowing access to phones.

18 | Responding to Inappropriate behaviour: Suspected Criminal Behaviour

- 18.1 If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
- 18.2 When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- 18.3 If a decision is made to report the matter to the police, the Principal or DSL will make the report.
- 18.4 The academy will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.
- 18.5 If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

19 | Responding to Inappropriate behaviour: Malicious Allegations

- 19.1 Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.
- 19.2 Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.
- 19.3 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 (LADO), where relevant) will consider whether the pupil 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.
- 19.4 The academy will also consider the pastoral needs of staff and pupils accused of misconduct.
- 19.5 Please refer to our *Safeguarding and Child Protection Policy* for more information on responding to allegations of abuse against staff or other pupils.

20 | Responding to Inappropriate Behaviour: Sexual Harassment and Sexual Violence

- 20.1 Child-on-child abuse, **sexual harassment** and **sexual** violence are **never acceptable and will not be tolerated**.
- 20.2 The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- 20.3 Any disclosures made by pupils will be believed and responded to in line with the Anti Child-on-child Abuse and Bullying Policy and pupils will be kept safe and never made to feel that they are creating a problem by reporting the abuse, sexual violence or sexual harassment.
- 20.4 Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 20.5 The schools response will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 20.6 The academy 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 Safeguarding and Child Protection Policy for more information on responding to allegations of Child on Child Abuse including sexual harassment and sexual assault.

21 | Responding to the behaviour of pupils with Special Educational Needs/Disabilities (SEND)

- 21.1 The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).
- 21.2 When incidents of inappropriate behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of inappropriate behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of inappropriate behaviour will be made on a case-by-case basis.
- 21.3 When dealing with inappropriate behaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices ([Equality Act 2010](#))
 - Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
 - If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- 21.4 As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of inappropriate behavior, and put in place support to prevent these from occurring.
- 21.5 Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- 21.6 When considering a behavioural consequence for a pupil with SEND, the school will take into account:
- Whether the pupil was unable to understand the rule or instruction?
 - Whether the pupil was unable to act differently at the time as a result of their SEND?
 - Whether the pupil is likely to behave aggressively due to their particular SEND?
- If the answer to any of these questions is yes, it may be unlawful for the school to consequence the pupil for the behaviour.
- 21.7 The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

- 21.8 Where pupils have an EHC Plan, the academy will set out to secure the provision set out in the Plan and the academy will co-operate with the local authority and other bodies.
- 21.9 If the academy has a concern about the behavior of a pupil with an EHC Plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC Plan.

22 | Child Protection and Safeguarding

- 22.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see our *Safeguarding and Child Protection Policy*).

23 | Preventing the Reoccurrence of Inappropriate Behaviour

- 23.1 At our academy, we adopt a range of strategies to help pupils manage their behaviour and to reduce the risk of suspension and permanent exclusion.
- 23.2 All of our pupils need help to understand and meet behavioural expectations. The 'Phoenix Offer' outlines in detail all the support and intervention that is in place at the academy.

24 | Reintegration

- 24.1 Following any form of suspension, the school will follow their reintegration procedure as outlined in [Appendix 6](#).

25 | Outside Agencies

- 25.1 Our academy is part of a wider community of support, and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 25.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.
- 25.3 The academy will work with the Virtual School Headteacher to ensure that the Personal Education Plan is tailored to the needs of the pupil, including their behaviour support needs.

26 | Staff Training and Support

- 26.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.
- 26.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 26.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.
- 26.4 Staff are offered training on the proper use of restraint, the needs of the pupils in the school and how SEND and mental health can impact behaviour.

27 | Record Keeping and Data Protection

27.1 We keep a record of incidents of inappropriate behaviour and positive behaviour.

27.2 We keep a record of incidents of rewards and consequences. We ensure that rewards and consequences are distributed fairly and analyse this by:

- Gender
- Ethnicity
- EAL
- Pupil premium
- SEND
- Disability
- Age
- Religion
- Sexuality
- Children Looked After.

27.3 We monitor 27.1 and 27.2 above to provide regular information on how effectively this behaviour policy is working.

27.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our *Data Protection Policy*.

Appendix 1- Academy Behaviour Principles



Appendix 2- Procedure for Rewards

Positive Recognition

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

	Purpose	What it looks like	Key notes
Individual			
Use of children's work as an example	<p>To celebrate the child</p> <p>To help promote learning</p>	<p>Sharing of work on the board</p> <p>Reading out of child's work.</p>	<p>Be mindful of using the same child all the time.</p>
Classroom praise – public/private	<p>To give feedback/celebrate the child</p> <p>To help promote learning / conduct</p>	<p>Specific feedback (see feedback policy)</p> <p><i>"Tom, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."</i></p>	<p>This can be public or private dependant on the circumstances and the individual needs of the children.</p> <p>Be mindful of using the same child all the time.</p>
Stickers	To give instant recognition for work/ behaviour	Staff gives stickers to child and says why / leaves sticker in books.	<p>Keep an eye out for children who are not getting any stickers.</p> <p>Children should not use this as a comparison to each other or ask for stickers. This will need to be explained to the children.</p> <p>Must not be used as a bribe ("If you do.... then you will get a sticker")</p> <p>or consequence ("You would have got a sticker if you had / hadn't.....")</p>
Notes home	Encourages home school link	Staff have note pads which should be used regularly to give personalised praise for children. These are sent home with the children.	

Dojo messages	Encourages home school link Enables the sharing of successes	Staff send dojo messages to parents.	This is a quick and easy way to communicate positive news to parents. Use as and when appropriate (balance of not too many/ not enough) Useful method for when things haven't been going to well for a child as a way of re-connection for the home-school and child-parent relationship.
Phone call home	Encourages home school link Enables the sharing of successes	Phone call home.	This is a very powerful way to give that special news or information and enables effective relationship building between school and home.
Achievement Assemblies		Weekly assembly to share good work, effort and positive attitudes and behaviour (1 child from each class per week)	Every child must have the opportunity to be in one of these assembly (<i>recognise individual who this may be difficult for or who may not want this type of recognition – for these look at an approach that is appropriate – liaise with Inclusion Leader and parents</i>)
Principal badges/ stickers/ Values awards	To provide positive recognition for hard work/ kindness	Child is sent/ brought to the office to show good work or for doing a good thing. A child is given and badge / sticker	Ensure a good mix of all pupils get the chance to bring good work/ achievements. Must not: <ul style="list-style-type: none"> • make an over public 'announcement' in the class • be used as a 'bribe' e.g. "if it's great we can show it to ..."

Group/Class			
Work on display	To recognise children's work and celebrate all children's work – regardless of ability	Children work on display. Every child has some work on display at some point (unless they have asked for it not to be)	School ethos is to accept children work at different levels and that this is okay. Must: Ask children if it is okay to display their work. (This can be done as a general start of the year and/ or as and when work is to be displayed.) Must not: indicate a level or mark
Praising groups	To promote positive expectations and behaviour e.g. "Great yellow table – all settled down to work well"		Must not be linked to any aspect of competition, points or prizes Must not to be used to shame/name the individual tables that aren't. WHY? Some children may struggle with organisational skills and need support with this rather than be criticised by peers for 'losing' points etc for them!
Marble/pebble in the jar	To promote and celebrate whole class achievements (Behaviour, performance, values etc) Catch the class in the moment: "Great cooperation in PE today – well done – add a marble to our jar"	Staff or class teacher awarding 1 'marble' to a class for collective good behaviour (lining up, walking around school, conduct on a trip, entering/leaving assemblies or great work together for a lesson) At the end of each half term a member of SLT will pop in to have a look at the jar and give a little 'treat'. This will be discusses with the class teacher beforehand.	Must not be used to identify any group or individual who have 'stopped' the class getting a 'marble' WHY? Reduction in self-esteem and/or blame from other children / child shamed. Must not Be used as a bribe (" If we do.... then we will get a marble ") or consequence (" You would have got a marble if you had..... ") There is no specific 'amount' that is required for each class to collect.

**The above take into account the individual needs of children and where a child has any specific needs regarding praise and public recognition – we work with the child and family to ensure the approach is matched to the child.*

Appendix 3- Procedure for Consequences

Appendix B – Procedures for Consequences

General Responses to incidents (stage 1)

Children have to have the opportunity to reflect on their actions and the impact this may have had on others.

Below are examples for some situations that may occur in school and the types of response that are appropriate.

Incident	Type of response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action. <u>We do not force children to say sorry</u>
Incident relating to theft, damage to property etc	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity has been causing issues <i>e.g. football at break time</i>	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity
Child being disruptive in lessons and not accepting support to co-regulate	Child remains in for some of the break to catch up with the work that hasn't been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session – this may be a discussion around strategies to regulate or change of location negotiated.

Incident	Type of response
<p>Stage 1</p> <p>E.g. - Low level disruption, aggression, damage to property</p>	<p>Restorative conversations</p> <p>Natural consequences = graffiti cleaned up, damage repaired</p> <p>Minutes may be taken from free time (up to a maximum of 50%) when it is agreed that this is a useful tool for the child. This time may be spent in conversation with staff members to discuss behaviours, explore possible reasons for behaviour and next steps in moving forward.</p>
<p>Stage 2</p> <p>E.g. - Persistent disruption, extreme aggression</p>	<p>Suspension – sometimes it is necessary to use suspension as a tool for children to understand the seriousness of their actions and for some time to be given for professionals (including external agencies) to meet and discuss possible changes or adaptations that can be made. This may mean changes of class group, a reintegration back into Rainbow Centre or even a part time timetable. We will always look at what needs to be different in order to support the child on their return.</p>
<p>Stage 3</p> <p>E.g. – as above but no improvement when adaptations have been made</p> <p>Or</p> <p>A serious breach of this policy where intent to harm has been the motivation and is not driven by need</p> <p>E.g serious assault on pupils or adults</p>	<p>Permanent Exclusion – as a final action, and having explored all other routes it may be necessary to issue a permanent exclusion. This will only be used when the health and safety of the child or others is at risk.</p> <p>Before this, thorough exploration of unmet need will be undertaken and a change of provision sought if this is what is felt to be the underlying reason.</p>

Appendix 4- Banned Items

Children are forbidden to bring in any items to school that are potentially harmful to any member of the school community or to themselves. There are also other items that are not allowed in school.

Where items that are potentially dangerous are brought into school, then a serious sanction will apply; this will include exclusion and for some incidents, permanent exclusion.

- weapons
- child pornography.
- cameras and any electronic devices which could take photographs within the academy.
- Electronic scooters/bikes.
- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- permanent marker pens
- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder · e-cigarettes, shisha pens or liquids for these
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

Appendix 5 - Search and Confiscation Log

Date:			
Pupil Name:			
Searched Y/N			
Reason for Search:			
Searched by (Confirm 2 staff members present):			
List Items Found (Or state nothing found):			
List Items Confiscated:			
Confiscated by:			
Follow up action taken:			
Where Items are Stored:			
Police Informed Y/N (Record date, time and person making report)			
Date Item Returned: (If collected, record who by)			

Appendix 6- Reintegration procedure

Following a period of suspension, the pupil and their parents/carers are invited to a reintegration meeting. In this meeting, discussion is held about how the Academy can support the pupil moving forward. This will look at further intervention packages, the use of The Rainbow Centre and/or support from External Agencies.