

# Phoenix Academy Behaviour Policy

**Review Date**

July 2026

**Ratified**

July 2026

**Next Review Date**

July 2027

**Responsible Directorate**

Safeguarding & Inclusion

# About ATT

## Our Values



ATT2030 sets a values-driven culture that is explicit about how we work and lead:

**Belonging & Becoming:** we meet each child where they are and refuse to leave them there - giving them both roots and wings.

**Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.

**High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

## Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people - pupils and adults - that we are forming:

**Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

**Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.

**Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.

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# 1 Introduction

- 1.1 The Academy Transformation Trust's (the Trust's") behaviour strategy is aimed at creating a warm strict culture with high expectations of behaviour and establishing calm, safe and supportive learning environments across its academies. A warm strict culture refers to an environment where high expectations and clear boundaries are combined with genuine care and support for students. We will model, explicitly teach and reinforce high expectations and routines to the young people in our care. Positive language and reinforcement will be used to create a culture where all can thrive. Setting high behavioural standards is key to upholding our Trust's core values and mission statement of transforming lives. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 The academy recognises that many pupils may have experienced trauma, adverse childhood experiences (ACEs), disrupted attachment, bereavement, mental health difficulties or other significant life events which may affect behaviour, emotional regulation and relationships. Staff will seek to understand behaviour within this context whilst maintaining high expectations and clear boundaries.
- 1.3 The academy recognises the impact that attachment needs may have on behaviour, relationships and engagement in learning. Staff will use relational approaches, predictable routines and consistent responses to support pupils to feel safe, regulated and ready to learn.
- 1.4 At Phoenix Academy, we promote our five core values and our offer for each child evolves in line with each one, as we recognise that we must be adaptable to meet the individual needs of pupils within our academy. Some pupils may fluctuate between these stages depending on their individual needs and circumstances.



- 1.5 This policy outlines the high behavioural standards the academy expects from all our pupils, the support and interventions used to address poor behaviour and sets out the consequences that will follow if this policy is not adhered to. This policy should be read in conjunction with the Trust's Exclusions and Suspensions policy, Alternative Provision Procedure, Anti-Child on Child Abuse policy, Drugs policy, SEND policy, Safeguarding policy, and Child Protection policy, all of which can be found on the Trust's website. It will be reviewed annually by the Board of Trustees.

## 2 Aims and Objectives

- 2.1 By setting high standards of expected behaviour, the Trust and Phoenix Academy aims to:
- Uphold the Trust's core values and commitment to transforming lives
  - Promote a warm strict approach to behaviour
  - Implement a Behaviour Curriculum that explicitly teaches behaviour and codifies the expectations
  - Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;

- Maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- Enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- Ensure every member of the Trust community feels valued, respected and treated fairly;
- Provide an ethos and environment within which everyone feels safe;
- Foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- Raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- Raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- Support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

### 3 Application of Policy

- 3.1 This policy applies to all members of the Phoenix Academy's community. The Trust uses management information systems, to track behaviour data for each academy. Each academy within the Trust will apply consequences within this policy for behaviour that takes place outside of academy premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of academy hours are reported to the academy.
- 3.2 When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the academy, staff will consider:
- Whether the pupil is taking part in any academy-organised or academy-related activity, travelling to or from the academy, wearing school uniform or is in some other way identifiable as a pupil at the academy at the time of the poor behaviour; and/or
  - The severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the academy, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy and/or Trust.

### 4 Roles and Responsibilities

- 4.1 All members of the Phoenix Academy's community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Phoenix academy's community are set out in detail below.

#### Board of Trustees

The Trustees will work with the Central Team and the academy's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principal to account for its implementation. Trustees will ensure that they and local governors receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

## The Chief Executive Officer

The CEO will ensure that this Behaviour Policy is applied consistently across Phoenix Academy and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

## Local Governing Body

Local governors in Phoenix Academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Principal on behavioural consequences and support put in place for pupils at Phoenix Academy. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Principal. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they will consider whether any actions should be taken to prevent this.

## Principal

The Principal, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

Behaviour, regulation time out of class, suspension, exclusion and reasonable force data will be routinely analysed by pupil group, including SEND, disadvantage, ethnicity, sex and care status, to identify and address any disproportionate impact.

## Staff

### 4.2 All staff will:

- Communicate the contents of this policy to all pupils and parents to ensure that expectations are transparent to all pupils and parents, and that expectations of, and responses to behaviour are consistent, fair, proportionate, and predictable. Staff will do this through the academy Behaviour Curriculum, assemblies, tutor time and Morning meetings, Reconnection programmes, PSHE lessons, pastoral programmes, induction to the school including at non-standard entry points or reintegration
- Apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- All staff will receive regular training on trauma-informed approaches, emotion coaching, attachment-aware strategies, and de-escalation techniques. Staff will be supported to reflect on the emotional needs behind behaviour and to build trusting, consistent relationships with vulnerable pupils.
- Make reasonable adjustments for disabled pupils as required
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;

- Model positive behaviour and mutual respect
- Not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct through positive framing and de-escalation techniques
- Record incidents of poor behaviour and any given consequences in the pupil's behavioural log
- Provide simple affirmative, precise and positive praise, rewards and reinforce positive behaviour
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively
- Focus on de-escalation and preventative strategies rather than being solely reactive
- Consider the welfare of Phoenix Academy's community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils
- Contribute to the development of systems which support and reinforce positive behaviour
- Recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need whilst still maintaining high expectations for all
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
  - More frequent engagement with parents
  - Home visits, when relevant to the staff position
  - Mentoring and coaching
  - Engaging with local partners and agencies to address specific challenges
  - Consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan
  - Designing and implementing an Individual Behaviour Plan with set targets and support strategies embedded within.
  - Contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour
  - Set, mark and monitor homework and provide facilities for children to do homework in the academy if required
  - Send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed
  - Engage with and attend regular training and development sessions to continually improve behaviour management and learn from best practice.

## Parents

- 4.3 Parents play an important role in ensuring good behaviour from their children. Parents are expected to:
- Support the academy in the application and enforcement of this policy;
  - Sign and reinforce the Acceptable Use Policy and Home Academy Agreement
  - Inform the academy of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
  - Ensure their child attends the academy on time, appropriately dressed, fed, rested, and equipped;
  - Work with the academy in support of their child's learning;
  - Attend virtual or in person meetings at the academy with staff to discuss their child's

- behaviour and adhere to any parenting contracts put in place;
- Inform the academy in writing of any medication their child needs to take (see the “Supporting children with medical needs” policy);
- Support their child in homework and other opportunities for home learning;
- Attend Parents’ Evenings and discussions about their child’s progress, if reasonably possible
- In the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during academy hours without reasonable justification and, if invited, attend a reintegration interview at the academy with their child.

## Pupils’ Roles and Responsibilities

- 4.4 Pupils at our academy are expected to adhere to the following key principles : **Be Safe, Be Kind, Be Respectful, Be Responsible, and Be Inclusive**. These principles guide our behaviour policy and are integral to maintaining a positive and supportive learning environment.
- **Be Safe:** Pupils must ensure their own safety and the safety of others by following all academy rules and guidelines. This includes behaving responsibly in all areas of the academy and reporting any unsafe situations to a member of staff.
  - **Be Kind:** Pupils should treat others with kindness and compassion. This means being considerate of others’ feelings, offering help when needed, and promoting a friendly and welcoming atmosphere.
  - **Be Respectful:** Pupils are expected to show respect to all members of the academy community, including peers, staff, and visitors. This includes listening to others, valuing different opinions, and taking care of academy property.
  - **Be Responsible:** Pupils should take responsibility for their actions and their learning. This involves being punctual, prepared for lessons, completing assignments on time, and adhering to the academy’s code of conduct.
  - **Be Inclusive:** Pupils must strive to include everyone and ensure no one feels left out. This means celebrating diversity, embracing equality and being tolerant of different beliefs and faiths.
- 4.5 The rights and responsibilities of pupils are detailed in the Annex to this policy, along with a comprehensive list of academy rules. Reminders of these rules and the expected standards of behaviour are displayed in classrooms and around the academy.
- 4.6 Pupils are encouraged to maintain a positive attitude and set high expectations for themselves, contributing to a respectful and inclusive school environment. By developing these skills, pupils will be well-equipped to achieve positive outcomes and wellbeing in later life.

## 5 Behaviour Curriculum

- 5.1 The academy will teach pupils about expected behaviours, promoting the values of the school, readiness to learn, and respect for others. It will promote the following key principles : **Be Safe, Be Kind, Be Respectful, Be Responsible, and Be Inclusive**. This involves creating an environment where positive conduct is encouraged, and poor conduct is minimised. Pupils will learn what behaviours are expected and encouraged, and what is prohibited. Positive reinforcement will be used when expectations are met, while consequences will be applied when, after taking into account the additional needs of the pupil, these expectations are not met
- 5.2 The behaviour curriculum defines successful behaviours rather than just listing prohibited actions. It focuses on key habits and routines necessary for the school. For example, pupils are expected to line up quietly outside a classroom.

- 5.3 Routines will be used to teach and reinforce expected behaviours, promoting the school's values and clarity on the consequences of unacceptable behaviour. Adjustments will be made for pupils with additional needs to ensure all can meet behavioural expectations, ensuring inclusivity.

## 6 Rewards

- 6.1 The academy believes that it is important to encourage good conduct throughout the academy by celebrating and rewarding good behaviour and reflecting the ethos of the academy. There will be opportunities in place for character development, as well as the issuing of rewards for exceeding expectations, overcoming challenges and adversity, attendance and making significant progress. Academies will recognise and celebrate individual success and significant personal achievements.
- 6.2 This inclusive reward scheme ensures that all pupils have the opportunity to be recognised for their efforts and achievements, fostering a positive and motivating environment within the academy.
- 6.3 The academy will ensure that rewards are inclusive, reflecting reasonable adjustments and recognise individual achievements. Flexible criteria will be used to acknowledge incremental progress. For example, a child who has made exceptional progress with their attendance may be rewarded even if their overall attendance percentage remains below 90%, which is typically considered persistent absence.

## 7 Consequences

- 7.1 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
- 7.2 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.
- 7.3 Phoenix Academy operate on four key behaviour principles, outlined below:



- 7.4 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.
  - The issuing of consequences is recorded, and the consistent use of these are monitored by senior staff.

### 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.

- 7.5 Where patterns of behaviour or concerns around emotional regulation are identified through ongoing monitoring and 'flagging' in pupil data, this will prompt a review of provision. This may include discussion at TAC meetings, further assessment, and adjustment of support through the Assess–Plan–Do–Review cycle. The emphasis is on understanding need and strengthening support, rather than escalating sanctions alone

- 7.6 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.
- 7.7 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.
- 7.8 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.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 9.5, 9.6 or 9.7 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 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.



- 7.12 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are to:
- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
  - Allow the pupil to emotionally regulate in a safe space.
- 7.13 Pupils may be supported to take time away from the classroom to regulate when needed. This is not used as an unofficial exclusion from learning. During these periods, pupils will continue to access meaningful learning, and staff will plan carefully for reintegration to ensure a successful and supported return to class.
- 7.14 Detentions can be issued by any member of teaching or support staff. Staff will only issue detentions outside of academy hours when it is reasonable after having considered whether:
- The detention may put the pupil at increased risk or compromise their safety
  - The pupil has known caring responsibilities or religious requirements
  - The detention timing conflicts with a medical appointment
  - Parents ought to be informed of the detention
  - Whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.
- 7.15 Off-site direction, managed moves and Alternative Provision may be considered as part of a planned intervention to support a pupil.
- 7.16 Off-site direction is used as a short-term measure to improve a pupils' behaviour where in-school intervention and/or outreach have been unsuccessful or are deemed inappropriate
- 7.17 A managed move takes place in agreement between the school, parents and new school. It initiates the process which leads to the transfer of a pupil to another mainstream school permanently. The academy will follow the local authority's procedures.
- 7.18 Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the Trust's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude. |
- 7.19 *Before a suspension or permanent exclusion is considered, the academy will review whether the behaviour may be linked to an unmet special educational need, disability, mental health need, safeguarding concern or other vulnerability. The academy will consider whether appropriate support, intervention and reasonable adjustments have been implemented. |*

## 8 Pupils with SEND

- 8.1 Phoenix Academy supports children who have a wide range of complex social, emotional and mental health needs. Many of our children have a diagnosis on the autistic spectrum and additional learning difficulties.
- 8.2 We believe that the 'Phoenix' signifies a new start and whilst many of our children have not had the easiest journeys in education when they join us, we think creatively about our approach to learning and how best to meet the needs of all. Phoenix Academy is a place of new beginnings and pupils are surrounded by positive rational experiences, allowing them to access education and learn life-long skills that they will need to success in their future.
- 8.3 We know our children well and are therefore able to put in place a personalised approach that ensures the right pathway and support for them.
- 8.4 In the context of this policy, a child is considered to have Special Educational Needs or Disabilities (SEND) if they:
- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age; or

- Have a disability which prevents or limits them from accessing the curriculum; or
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

8.5 The academy is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient consequence for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The academy will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective academy staff.

8.6 As all pupils at Phoenix have an Education, Health and Care Plan (EHCP), the academy will ensure that the provision specified within each plan is consistently implemented, regularly reviewed and remains responsive to the pupil's needs. Where behavioural concerns arise, this will prompt a review of provision, including consideration of whether adaptations or further assessment are required. Please read Phoenix Academy's SEND policy and SEND Information Report for more information.

8.7 Phoenix Academy will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism.

8.8 When addressing pupil behaviour, staff will consider the Trust's "Waves of Provision" framework, which includes universal, targeted, and specialist support. It is crucial to ensure that reasonable adjustments are tailored to the individual needs of each pupil, as part of the graduated response to support their needs. Therefore, applying all listed reasonable adjustments indiscriminately is not appropriate. Adjustments must be suitable and specific to the pupil's requirements to provide effective support.

8.9 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## 9 Disadvantaged Pupils

- 9.1 We recognise that some pupils, including those eligible for pupil premium, may face socio-economic challenges that can impact behaviour. These challenges may stem from factors such as unmet needs, external stressors, or barriers to engagement. As a trust, we are committed to supporting our academies in monitoring these factors and intervening early to promote inclusion and avoid exclusions.
- 9.2 The academy recognises that pupils known to social care, previously looked after children, pupils with social workers and pupils experiencing family adversity may face additional barriers to engagement. Staff will consider these factors when planning support and responding to behaviour.

## 10 Investigating Incidents

- 10.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the academy will ensure that an appropriate adult is present at all times and will inform the pupil's parents of what is happening ahead of time, if possible.
- 10.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a consequence. Please see the Trust's CCTV policy and privacy notices for more information.
- 10.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

## 11 Search, Seizure and Confiscation

- 11.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by nominated academy staff or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 11.2 Phoenix Academy's Principal will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Principal will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

- 11.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary action so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as consequence and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 11.4 A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the academy may impose a consequence for failing to follow a reasonable instruction.
- 11.5 The Principal and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:
- Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Vapes, e-cigarettes, tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).
- 11.6 A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the academy rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- 11.7 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 11.8 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- 11.9 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act

1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times. Before calling 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. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy Principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

**11.10** Staff should keep a record of any searches conducted on pupils on CPOMs and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- 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.

**11.11** Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

**11.12** The academy may require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the pupil of having a weapon and without the pupil's consent. If the pupil does not agree to undergo the screening the academy has the right to stop them from entering the premises and will treat the pupil's absence as unauthorised.

## **12 Use of Reasonable Force**

**12.1** The academy strives to provide a safe learning environment for all pupils, consideration is given to the classroom environment to enable pupils to achieve and thrive.

**12.2** All members of staff (and anyone whom the Principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

**12.3** This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

- 12.4 Wherever possible, staff will use communication strategies such as appropriate tone, empathy and de-escalation techniques, to prevent and avoid needing to use reasonable force. This may include using a range of additional strategies for children with SEND, where staff may deploy additional strategies for example: removing stimuli where it has been identified as causing distress, supporting pupils to manage their emotions.
- 12.5 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 12.6 All incidents where pupils require the use of restrictive physical intervention to help them to regulate and be physically safe will be recorded on CPOMS, any Individual Behaviour Plan reviewed, and parents will be informed as a matter of course. Information recorded for incidents where reasonable force or positive handling have been used will be kept in line with the latest government guidance on Reasonable Force. Reasonable force data will be analysed to inform improvement planning. For further information see the Reasonable Force Policy.

## 13 Bullying

- 13.1 The academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The academy has a separate Anti-Child on Child Abuse Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 13.2 The academy wants to make sure that all pupils feel safe and are accepted into the academy community. The academy's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 13.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The academy practices a preventative strategy to reduce the chances of bullying, and the academy's anti-bullying strategy is instilled in the academy's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 13.4 If an allegation of bullying does arise, the academy will:
- Take it seriously
  - Investigate as quickly as possible to establish the facts
  - Record and report the incident; depending on how serious the case is, it may be reported to the Principal
  - Provide support and reassurance to the victim
  - Make it clear to the child that has engaged in bullying behaviour that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
  - Discuss the matter with both parties, bring them together and, where appropriate, educate the perpetrator on seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes consequences

- Ensure that if a consequence is used, it will correlate to the seriousness of the incident and the child that has engaged in bullying behaviour will be told why it is being used
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

**13.5** The academy recognises that pupils should be able to use social media safely, but is also aware of risks that could impact the welfare of pupils and staff. If a member of staff has reasonable grounds to suspect a pupil is using social media inappropriately in a manner that could harm someone within the academy community, this should be reported to the Senior Leadership Team. During any investigation, an authorised member of staff may ask the pupil to voluntarily share relevant information from their social media account. While staff will not mandate pupils to share passwords or access to their accounts, it is important to foster open communication and trust. Staff are encouraged to approach such matters with sensitivity and respect, ensuring that any requests for information are made with the pupil's best interests in mind. If a pupil chooses not to share this information, this alone will not result in disciplinary action unless additional evidence is present.

## **14 Child-on-Child Abuse**

**14.1** Sexual violence and sexual harassment are never acceptable and will not be tolerated. The academy will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to consequences being imposed in accordance with the terms of this policy. See our Anti Child on Child Abuse Policy for more information.

## **15 Complaints**

**15.1** If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the academy's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

# Appendices

## Appendix one: Rights and Responsibilities of Pupils

| Rights                                               | Responsibilities                                                                                          |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| To feel safe both in and out of the classroom        | Have regard for your own safety and that of others and care for academy equipment/ resources/ environment |
| To learn, free from the disruption of others         | Be prepared to engage in class and be involved with learning                                              |
| Be valued and have good work recognised and rewarded | Accept and learn from any <b>consequences</b> that you receive                                            |
| To receive help and support where requested          | Follow staff instructions and seek help when needed                                                       |
| To be listened to and respected                      | Respect yourself, other people and their belongings                                                       |
| To be treated fairly                                 | Be self-disciplined and follow the academy rules set out below                                            |
| To be treated as an individual                       | Inform a member of staff when this policy has been breached by yourself or another pupil                  |

### Example Academy Rules

1. Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
2. Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
3. Keep your appearance smart and tidy, and wear specified uniform as set out in the academy's uniform policy at all times to and from the academy.
4. Follow the academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
5. Do not use rude, derogatory, racist or defamatory language.
6. Do not bully, belittle, or intentionally harm other pupils or staff.
7. Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
8. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
9. Complete academy work and homework on time and to the very best of your ability.
10. Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
11. Take care of academy equipment.

12. Follow staff instructions (including, moving around the academy site in accordance to specific instructions).
13. Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
14. Report to the academy office if you arrive late, feel unwell or need to leave for an appointment.
15. Follow the academy expectations for break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
16. Do not bring into the academy under any circumstances:
  - Alcohol and drugs including “legal highs”;
  - Vapes, e-cigarettes, cigarettes, matches, and lighters;
  - Chewing gum;
  - Weapons of any kind or instruments/substances intended to be used as weapons;
  - Material that is inappropriate or illegal for children to have such as racist or pornographic material;
  - Non-authorized electronic or recording devices;
  - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
  - Any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).