

East Midlands Academy Trust

Behaviour Policy 2023/2024

'Every child deserves to be the best they can be'

Scope: East Midlands Academy Trust & Academies within the Trust	
Version: V6	Filename: EMAT Behaviour Policy
Approval: September 2023	Next Review: September 2024 This policy will be reviewed every year by the Trust Board.
Owner: Head of Education on behalf of East Midlands Academy Trust Board of Trustees	Union Status: Not Applicable
Policy type:	
Statutory	Replaces Academy's previous policy

Revision History

RevisionDate	Revisor	Description of Revision
Sept 2023 – V6	JL / ZM	<ul style="list-style-type: none"> • Contents page added for clarity. • Behaviour curriculum section added. • Update in response to DfE Advice for Schools
Sept 2022 – V5	M Juan	Updates to include: <ul style="list-style-type: none"> • Removal of COVID restrictions mentions • Update wording across the policy in line with new 2022 guidance from the DfE: Behaviour in Schools, Suspension & Permanent Exclusion and Searching, Screening and Confiscation. • Adding to section 9 the need of recording in MyConcern all searches for prohibited items and any searches conducted by police. • Adding to section 11 the word ‘pupils’ to physical and verbal incidents • Adding to section 18 the ‘Pupil Suspension & Exclusion’ policy
June2021 – V4	M Juan	Updates to include (in line with policy provided by legal team): <ul style="list-style-type: none"> • Pupils with Special Educational Needs and/or Disabilities • Complaints • New list of prohibited items • Revision of policy aims • Revision on roles & responsibilities
April2021 - v3	M Juan	Updates to include: <ul style="list-style-type: none"> • Everyone’s invited EMAT statement
March 2021 – v2	M Juan	Updates to include wording reflecting COVID 19 guidance: <ul style="list-style-type: none"> • serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher, including in extreme cases permanent exclusion.
May 2020 – v1	M Juan	New EMAT Behaviour Policy issued to all schools



The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect pupils.

We, at EMAT, believe that schools play a crucial role in teaching pupils about sex and relationships, equality and diversity and modern citizenship as well as preparing them for the modern world. This is enacted through each school's culture, its curriculum, and all policies. We aim to give all pupils and staff a voice to enable them to act in a protective manner towards themselves and others. This includes developing a robust whistleblowing culture as well as fostering a culture of integrity and mutual respect.

We recognise that we have the responsibility of tackling sexual violence and harassment, instilling values in our stakeholders and encourage all to be driven by their strong moral compass. Like so much of education, our work must complement that undertaken by parents and carers so that young people receive a consistent message, and they can go about their lives free from harassment and abuse.

All of our schools will continue to engage with their stakeholders, listen to their concerns and signpost necessary support and provision within and beyond its schools. We ask that anyone who has experienced such behaviour, or who is suffering because of it, to report it to an appropriate adult either in the school or within the EMAT team so they can be supported, and steps can be taken to address the issue.

A dedicated NSPCC helpline is now available to support anyone who has experienced sexual abuse in educational settings or has concerns about someone or the issues raised. The dedicated **NSPCC helpline number is 0800 136 663 or by emailing help@nspcc.org.uk**

Staff members can also seek support from **Employee's Assist on 08000 305 182.**

If you are troubled about possible wrongdoing at work, please don't keep it to yourself. Our [Whistleblowing Policy](#) is there to reassure you that it is safe and acceptable to speak up and to enable you to raise any concern you may have at an early stage and in the right way. If you feel unable to raise the matter with your manager, for whatever reason, please raise the matter with:

- **EMAT Head of Governance & Compliance** – Alexandra Rigler – alexandra.rigler@central.emat.uk
- **EMAT Senior Workforce Planning & HRBP** – Ruhena Mahmood – Ruhena.mahmood@emat.uk

If you are unsure about raising a concern you can get free and independent advice from **Protect helpline on 020 3117 2520 or by emailing whistle@protect-advice.org.uk**

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EMAT - BEHAVIOUR POLICY 2023-2024

1 Introduction

At East Midlands Academy Trust we believe the most important function of the academies across the Trust is to maintain an environment in which every member of the academy is able to achieve success. Good behaviour in our schools is central to good education. This policy sets out how we aim to provide calm, safe, supportive environments in which young people can learn and thrive. We teach pupils how to behave well because this is vital for their personal development as well as academic success. We aim to treat pupils and young people fairly and without prejudice or discrimination. We understand that pupils and young people are individuals with individual needs and will adapt our behaviour management strategies to fit the needs of all.

All staff endeavour to create an environment where pride in their academy and its environment are very important. We encourage the pupils to develop a caring, responsible and helpful attitude towards each other and those who work with them. We encourage our pupils and young people to take ownership of the behaviours they display and we teach the behaviours we want to see by teaching pupils how to behave in line with our schools' behaviour curriculums.

Our aims are to:

- Develop respect for other people and their opinions, regardless of race, gender, social, physical and intellectual abilities.
- Create a positive environment where pupils feel happy, safe and secure.
- Promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment.
- Help pupils realise their own self-worth, confidence, belief and potential.
- Develop self-control, resilience and independence.
- Enable pupils to understand the implications of their behaviour, to control and manage their own behaviour and most importantly, to independently take responsibility for their behaviour.
- Develop a sense of responsibility and pride for their academy.
- Respond to any concerns about bullying, investigating them thoroughly and resolving, without delay.
- 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.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy will be published on the academy's website and reviewed annually by the Board of Trustees.

2 Behaviour Principles

- All members of the academies should be able to learn in a calm, safe and purposeful environment.
- The behaviour principles underpin the culture and ethos of each academy. They are the foundation for a clear, shared understanding between pupils, teaching staff, support staff, parents/carers and governors.
- All members of the academies should aim to teach pupils to have the moral purpose to do the right thing regardless of reward.
- Behaviour is everybody's responsibility and staff should feel empowered to take action and provided support where this is needed.
- All adults in the Academy Trust are responsible for being a model of positive and respectful behaviour towards students and each other.
- Behaviour is more effective when action to address it is taken immediately and appropriately.
- An essential part of behaviour management is that a pupil understands that unacceptable behaviour results in sanctions being imposed and that good behaviour results in rewards.
- Corporal punishment will **never** be used.
- High expectations of all members of the academy must be clear and explicit, and modelled and demonstrated by all members of the academies.
- Establishing and rewarding good behaviour affecting as many pupils as possible.
- Good behaviour can be best promoted through high-quality teaching (informed by the principles set out in EMAT's *Teaching and Learning Framework*) and the implementation of academies' behaviour curriculums.

3 Academy behaviour curriculum

Positive behaviour reflects the values of the academy and ensures pupils are ready to learn and have respect for others. This is established through creating an environment where good conduct is more likely and poor conduct less likely. Good behaviour is taught to all pupils, so that they understand what behaviours are expected and encouraged as well as those that are unacceptable. Our behaviour curriculum (see appendix 1) outlines the expected behaviours, habits and routines in the academy and what positive behaviours look like.

4 Roles and Responsibilities

The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of pupils.

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below:

Board of Trustees

The Trustees will work with the Executive Team and Headteachers 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, Executive Headteachers and Heads of School to account for its implementation. Trustees will ensure that they and local governors receive relevant training on exclusions, behaviour and discipline regularly.

Chief Executive Officer

The CEO will ensure that this Behaviour Policy is applied consistently across all academies within the Trust 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 Advisory Board

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the Headteacher on behavioural sanctions and support put in place for pupils at the respective academy. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Head.

Academy leaders

Academy leaders will be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. They make sure all staff understand the academy's behavioural expectations and the importance of maintaining them.

Each Headteacher or Head of School, with support from their 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 and their implementation of the behaviour curriculum.

Leaders will ensure that all staff receive induction training and ongoing training and support in relation to the management of pupils' behaviour.

Leaders will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. They act as a source of support and guidance for staff on behaviour management strategies and discipline.

Staff

All staff across the EMAT have high expectations of pupils' conduct and behaviour and apply the behaviour policy fairly, proportionately, and without discrimination, taking account of pupils' different needs and challenges that some vulnerable pupils may face. Staff develop a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour. Staff implement the whole-academy approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Specific roles and responsibilities at all levels from class teacher to the Senior Leadership Team (SLT) can be found in Appendix 5; in an EYFS setting there will be a nominated person with responsibility for behaviour.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the Behaviour Principles and Behaviour Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the principles and policy is essential. Staff are responsible for teaching the behaviours (the behaviour curriculum) they want to see. They are responsible for implementing the behaviour curriculum and ensuring pupils know and remember what they have been taught.

Staff will support pupils who are new to the school to understand the academy's behaviour systems, rules and routines.

All staff should use positive behaviour management strategies in order to focus pupils on their learning.

Staff have a key role in advising the Trust Board, CEO, LABs and Headteachers on the effectiveness of the behaviour principles, policy and procedures. They also have responsibility, with the support of the SLT, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures (including sanctions and rewards) consistently.

Staff have the power to discipline pupils for misbehaviour which occurs in the academy, and, in some circumstances, outside the academy.

Parents/carers

The role of parents is crucial in helping the academy develop and maintain good behaviour. To support the academy, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the academy and its culture. Parents have an important role in supporting the school's behaviour policy and are expected to take responsibility for the behaviour of their child/ren both inside and outside the academy as well as reinforcing the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the academy while continuing to work in partnership with them. In some circumstances, academy staff will provide support for parents to be able to implement positive behaviour strategies outside of school.

Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the Academy Trust's Principles, academy policy, procedure and expectations. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and contribute to the academy culture. Pupils are asked about their experience of behaviour and provide feedback on the academy's behaviour culture. This helps support the evaluation, improvement and implementation of the behaviour policy.

Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5 Procedures

The policy will make clear to pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents/carers. The policy will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community.

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 must be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked to 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 a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

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 determine the truth. Staff will make no pre-judgements and will be non-biased. Pupils will be listened to and encouraged to be honest.

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.

In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

6 Recognition of Positive Behaviour

An ethos of encouragement is central to the promotion of good behaviour. It is our duty to promote and encourage positive behaviour and not just to react to unacceptable behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and the rewards systems are clearly defined in the academy's Behaviour Policy. Integral to the system of rewards

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is an emphasis on praise, both informal and formal, to individuals and groups. Staff will also be aware where there are exceptional cases where praise has a negative impact on a pupil's behaviour.

At EMAT we believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable, not the child.

7 Reward Systems

The reward systems used in the academy are constantly reviewed to ensure consistency of use. Our aim is to celebrate success which will raise the self-esteem of our pupils and their corresponding behaviour at home and in our academies. Good behaviour is encouraged through a mixture of high expectations, clear policy, an effective behaviour curriculum creating an ethos which fosters discipline and mutual respect between pupils and between staff and pupils. The reward system for the academy is detailed in *Appendix 2*.

8 Sanctions

Sanctions are needed to respond to inappropriate behaviour. The sanctions used will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

The use of sanctions in the academy is detailed in *Appendix 2*. The sanctions are guidelines, the individual needs of the child and their circumstances are crucial to good behaviour management. Knowledge of the child and their situation is paramount. Sanctions may include the use of detentions, including detention outside academy hours.

Detention

a) What the law states

Teachers have the power to issue detention to pupils (aged under 18), including detention outside academy hours. The times outside normal academy hours when detention can be given (the 'permitted day of detention') include:

- Any academy day where the pupil does not have permission to be absent.
- Weekends - except the weekend preceding or following the half term break and
- Non-teaching days – usually referred to as 'training days', 'inset days' or 'non-contact days'.

The Headteacher can decide which members of staff can issue pupils with a detention.

b) Matters academies should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably and appropriately given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

c) Detentions outside academy hours

Academy staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention should 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 the parents 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 end-of-day detention where the pupil can get home safely and
- 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.

9 Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The Trust 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 an adapted sanction for a pupil whose behaviour is a consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for pupils with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Parents will be part of the Behaviour Plan process and where appropriate these will be shared with the child. *Please refer to EMAT's SEND policy for further information.*

10 Searching, Confiscation and Screening

Searching

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. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

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. If the pupil refuses to give permission the academy may impose a sanction for failing to follow a reasonable instruction.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- 'Legal highs'
- Stolen items
- E-cigarettes, tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article that the member of staff 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)

Headteachers and authorised staff can also search for any item banned by the academy rules which has been identified in the rules as an item which may be searched for. Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

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.

Academies should make clear in their behaviour policy and in communications to parents and pupils which items are banned.

During the search

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

Where the pupil refuses to remove outer clothing, the searcher can use reasonable force to remove, for example, an overcoat. Staff must not require a searched pupil to remove, and must not themselves remove, clothes beneath outerwear.

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline or for health and safety reasons.

Screening

Academies can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Academies' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening. Any member of academy staff can screen pupils.

If a pupil refuses to be screened, the academy may refuse to have the pupil on the premises. Health and Safety legislation requires an academy to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the academy does not let the pupil in, the academy has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

11 Use of Reasonable Force

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher 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.

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.

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. Any use of physical intervention will be carried out in line with Team Teach training and guidance.

All incidents where pupils need to be held to help them to calm down will be recorded and if necessary, any individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed, and parents will be informed as a matter of course. Staff involved will also be provided with a debrief relating to the incident.

12 Serious breaches of academy discipline

Certain actions by pupils at the academy constitute serious breaches of discipline. Such breaches may attract a period of suspension, to be served either internally or externally depending on the circumstances, or in extreme cases permanent exclusion may be considered. Reference should be made to the DfE statutory guidance for those with legal responsibilities in relation to exclusion. Serious breaches of discipline may include:

- Physical assault on staff or pupils
- Verbal abuse of staff or pupils
- Damage to academy property including the building
- Substance abuse
- Racially motivated incidents
- Other behaviour which is against the criminal law
- Carrying an offensive weapon

Further guidance can be found in Appendix 6 and 7.

Where serious breaches of academy discipline occur, they must be brought to the attention of the Headteacher or, in his/her absence, the Deputy Headteacher and/or Assistant Headteacher, as soon as practicable.

13 Bullying

East Midlands Academy Trust is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in any of our academies.

The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the **repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power**. This can

include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

The Trust will ensure that the PSHE curriculum implementation and impact is monitored so that pupils are taught about bullying and know what to do when bullying occurs.

Bullying will be dealt with in accordance with **East Midlands Academy Trust Anti-Bullying Policy**.

14 Cyber Bullying

Academy leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyber bullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

The academy will offer support to parents on how to help their pupils engage safely and responsibly with social media, through parents' evening, advice in the academy newsletter or signposting to other sources of support and advice.

School staff will inform parents immediately, if they discover that there are concerns relating to the access of social media at home.

Creating a good academy - parent relationships can help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the academy. It is not acceptable for any pupil, parent or member of staff to carry out any form of bullying either face to face or via Social Media. Academies should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, in an appropriate manner.

15 Academy rules/code of conduct

The rules/code of conduct relating to the academy are detailed in Appendix 4.

16 Involvement of outside agencies

The academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

This might include:

- Educational psychologist.
- Educational welfare officer.
- School health nurse.
- Social services.

17 Complaints

If parents/carers have any concerns or wish to complain in regard to the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Policy.

If the concern relates to a suspension and/or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

18 Review of the Behaviour Policy

The Academy Trust will regularly review the Behaviour Policy and associated procedures, to ensure their

continuing appropriateness and effectiveness. The review will take place in consultation with the Academies, Local Advisory Boards, Headteachers, staff and parents/carers.

The Headteachers and East Midlands Academy Trust, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the individual academy Behaviour Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

The Headteachers will keep the Trust Board and LABs informed.

The outcome of the review will be communicated to all those involved, as appropriate.

Behaviour will be monitored by following individual academy processes, using appropriate levels, with sanctions agreed by the Headteachers (Appendix 3).

19 Linked Academy policies

This policy should be implemented in conjunction with other academy policies, including:

- Safeguarding & Child Protection Policy
- Equality & Diversity Policy
- Anti-Bullying Policy
- Online Safety Policy
- Teaching and Learning Framework
- SEND Policy
- Pupil Suspension & Exclusion Policy

20 Further guidance

Additional guidance to support behaviour can be found in Appendix 1.

Associated resources and legislative links can be found in Appendix 7 -

Key principles for school leaders to help improve school behaviour Policy

- Ensure that behaviour is taught as outlined in the academy behaviour curriculum.
- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that pupils never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground and be a visible presence at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the academy environment is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Provide staff with support to follow the behaviour policy .
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Pupils

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and consequences given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.
- Ensure that staff are aware of those pupils where praise may not have the desired impact.

Individual pupils

- Have clear plans for pupils who find school more challenging and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Appendix 1: Academy behaviour curriculum guidelines

Primary Behaviour Curriculum

Primary Behaviour Curriculum	
<p>Pupils will...</p> <ul style="list-style-type: none"> • Walk to their entrance. • Stand quietly and wait. • When the teacher arrives line up sensibly and quietly. • Walk on the left and in single file • Say good morning to peers and adults. • Put away belongings quickly and sensibly. • Find their seat and begin morning work promptly. 	<p>School adults will...</p> <ul style="list-style-type: none"> • Ensure there is purposeful morning work prepared and ready. • Open the doors on time. Stand at the door and greet all pupils warmly. • Engage with parents openly. • Deal with immediate concerns or arrange a follow up discussion. • Encourage children to settle quickly through meaningful interactions. • Support pupils with early morning tasks.
<p>Why we expect to see this behaviour..</p> <ul style="list-style-type: none"> • Providing a calm, purposeful start to the day. • Ensure all pupils are ready for their learning. • Children and adults feel valued and welcomed which sets a positive tone for the day ahead. • Shows the DNA of NIA 	<p>Sanctions/consequences for not following expectations</p> <ul style="list-style-type: none"> • Positive, gentle reminders of the expectations. • Apply behaviour policy. <i>(using staged approach)</i>

In the Classroom	
<p>Pupils will...</p> <ul style="list-style-type: none"> • Quickly and sensibly find their space and settle for the start of the lesson. • Organise any equipment needed, as instructed by the adult. • Remain in their allocated space, unless instructed. • Ensure working spaces are clear and tidy. • Follow adult instructions first time they are given. • Actively listen and engage with the learning. • Show respect to their peers when working in groups. • Try their hardest with all tasks or activities. • See mistakes as a part of learning. • Ask permission before leaving the classroom 	<p>School adults will...</p> <ul style="list-style-type: none"> • Set clear classroom expectations and ensure these are implemented daily. • Direct pupils to their spaces and encourage them to settle quickly. • Ensure all resources are prepared in advance. • Ensure classroom environment is well organised, clear and tidy. (including teacher desks). • Provide clear instructions. • Provide learning opportunities which encourage group work. • Actively engage with all pupils. • Model appropriate learning behaviour.
<p>Why we expect to see this behaviour...</p> <ul style="list-style-type: none"> • To create a calm, positive learning environment. • To ensure pupils make excellent progress. • To promote pride in pupils' learning. • To build a collaborative class ethos. 	<p>Sanctions/consequences for not following expectations</p> <ul style="list-style-type: none"> • Positive, gentle reminders of the expectations. • Apply behaviour policy. <i>(using staged approach)</i> • Complete work during break/lunch time under the direction of the class teacher.

In the Playground



Pupils will...

- Walk to and from the playground.
- Only play in designated zones and areas.
- Follow all rotas and timetables in place.
- Only eat a healthy snack at breaktime (fruit and vegetables).
- At the first signal, stop and move safely off the equipment.
- At the second signal, walk and line up quietly and sensibly. (quick, straight, facing forward, quiet and listening).
- Interact appropriately with their peers, showing respect and being mindful of personal space.
- Ask an adult before going to the toilet.
- Seek adult support when needed.

School adults will...

- Be on time for duty.
- Remain on the playground for the duration of the break time.
- Model healthy eating at breaktimes. (no hot drinks on the playground).
- Actively engage with pupils.
- Demonstrate safe and appropriate use of equipment.
- Follow all rotas and timetables in place.
- Liaise with other staff to cover planned absences.
- Be on time to collect pupils and promptly return them to class to start learning.

Why we expect to see this behaviour..

- Playtimes will be enjoyable for children and adults.
- Following the rules and expectations will ensure pupils and adults are safe during unstructured times.
- It will reduce loss of learning time as there will be less incidents.
- To reduce accidents
- Lessons will start on time.

Sanctions/consequences for not following expectations

- Loss of equipment for a period of time decided by the adults.
- Missing a breaktime.
- Spending period of time in a designated area.
- Structured play.
- Informing parents.
- Apply behaviour policy (*using staged approach*)

In the dining hall



Pupils will...

- Sensibly walk to, from and in the hall. (waiting quietly and sensibly when needed).
- Find your place and sit quietly.
- Use a quiet voice and only speak to those on your table.
- Put your hand up to get an adults' attention.
- Use table manners—using cutlery.
- Say please and thank you.
- Put their hand up to ask to clear their plate/lunch box.
- Only eat and touch their own food.
- Ask for permission to leave the hall.
- Line up quietly and sensibly to collect hot dinners.
- When signalled, stop immediately, put hand up, remain silent and listen.

School adults will...

- Warmly welcome the pupils into the hall
- Monitor lunches and inform class teachers of any concerns.
- Interact with the children when they are eating.
- Find opportunities to eat alongside the children. (classroom staff)
- Remind pupils about appropriate noise levels.
- Reinforce expectations about walking.
- Role model what is expected.
- Support

Why we expect to see this behaviour..

- To ensure lunch times are safe, successful and enjoyable.
- To develop and practise life skills.
- To develop social skills.
- To promote healthy, balanced lifestyles.

Sanctions/consequences for not following expectations

- Missing a breaktime.
- Moved to a different area
- Spending period of time in a designated area.
- Informing parents.
- Apply behaviour policy (*using staged approach*)

Moving around School



<p>Pupils will...</p> <ul style="list-style-type: none"> • Walk (on the left-hand side) • Listen and wait for their adult to direct them. (when supervised) • Keep in a single file line. • Remain quiet. • Hold doors open to allow others through. • Care for our environment, tidying up after ourselves. • Greet others when passing (smile, say hello). • Be considerate to other learners • Line up in register order as directed by staff 	<p>School adults will...</p> <ul style="list-style-type: none"> • Consistently teach the expectations. • Model the expectations for the pupils. • Revisit and reteach expectations when needed. • Greet pupils and encourage children to reply • Consider line order given class needs. • Appropriately dressed and model these expectations to pupils (shirt tucked in)
<p>Why we expect to see this behaviour..</p> <ul style="list-style-type: none"> • To keep pupils and adults safe at all times • To promote life skills. • Demonstrates a calm environment. • Shows that we respect and trust each others • Reduces worry for individuals 	<p>Sanctions/consequences for not following expectations</p> <ul style="list-style-type: none"> • Gentle, consistent reminders. • Practise expected behaviour • Model and work alongside pupils to support. • Apply behaviour policy. (<i>using staged approach</i>)

End of the day



<p>Pupils will...</p> <ul style="list-style-type: none"> • Collect their belongings quickly, calmly and sensibly. • Clear their work space and ensure it is left tidy. • Line up quietly and sensibly. • Wait for adult instruction before leaving the classroom. • Ensure they take all belongings when leaving. • Stay with their adult once collected. • Promptly leave the school site. 	<p>School adults will...</p> <ul style="list-style-type: none"> • Follow all safeguarding procedures for dismissing pupils, seek support from a member of SLT or DSL. • Communicate with class teachers regarding any changes to school pick up arrangements. • Know who is collecting pupils prior to the end of the day. (including pupils with permission to walk alone). • Ensure the lesson is stopped to provide sufficient time for pupils to prepare for the end of the day. • Monitor cloakroom activity. • Give pupils clear instructions about the expectations. • Take any pupils who have not been collected to the designated area member. • Ensure all immediate concerns (behaviour/first aid) have been shared. • Open the door/dismiss at the correct time. • Ensure discussions with parents take place away from other parents.
<p>Why we expect to see this behaviour..</p> <ul style="list-style-type: none"> • To ensure pupils are collected safely. • Avoids parents having to wait. • Provides a positive end to the school day. • Provides a smooth transition from school to home • Gives an opportunity for class teachers to liaise with parents if needed. 	<p>Sanctions/consequences for not following expectations</p> <ul style="list-style-type: none"> • Gentle consistent reminders. • Model and work alongside pupils to support. • Apply behaviour policy (<i>using staged approach</i>)

During P.E



Pupils will...

- Attend school with the correct PE kit on the right day.
- Remove any jewellery and ensure hair is tied up.
- Walk to and from the hall sensibly.
- Use equipment safely, following adult direction.
- Actively participate in the lesson.
- Work as part of a team.
- Show the DNA of NIA to all members of the school community

School adults will...

- Wear appropriate PE kit.
- Monitor appropriate noise levels, depending on the lesson content.
- Provide appropriate activities for pupils without kit (see PE observation form).
- Encourage all children to achieve their personal best.
- Model appropriate learning behaviour.
- Liaise with class teacher regarding pupils without kit, parents notified.

Why we expect to see this behaviour..

- To ensure PE lessons are safe.
- To maximise learning opportunities
- To keep pupils fit and healthy.
- To promote healthy lifestyles.
- To develop sportsmanship—understand that we cannot always win.

Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. *(using staged approach)*

Assembly



Pupils will...

- Walk to and from assembly quietly .
- Enter the hall silently and led by adult.
- Sit sensibly, quietly and wait for the assembly to begin.
- Remain quiet throughout the assembly, listening carefully.
- Celebrate the success of others **only** using the school's celebration clap.
- Listen respectfully to the person leading assembly.
- Leave the hall silently

School adults will...

- Model and reinforce the expectations placed on the children.
- Arrive to assembly on time.
- Provide gentle reminders to pupils when needed.
- Carefully consider positioning of pupils.
- Make reasonable adjustments for pupils who need support.
- Take the opportunity to celebrate **all** pupils' achievements.
- Have restorative conversations with pupils who are making poor choices

Why we expect to see this behaviour..

- Promotes a calm, purposeful atmosphere.
- Celebrating the achievement of others.
- An opportunity for learning.
- Building community and team spirit.
- Develop a better understanding of the school values.

Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Miss part of break/play (appropriate to age of pupil)
- Model and work alongside pupils to support.
- Apply behaviour policy. *(using staged approach)*

How we... arrive to NIA



You will see us:

- Arriving by 8.25am (KS3) 8.45am (KS4).
- Coats are removed before we enter the building
- Looking smart in full school uniform which includes; House Tie, Shirt, Blazer, Black Shoes and Trousers or Skirt which are appropriate in length and fit.
- Greeting staff with a smile and a "good morning".
- Be in form time by 8.30am (KS3) and 8.50am (KS4).

What the teacher does:

- Senior leaders, Pastoral, SEND and Safeguarding staff will be meeting and greeting learners outside, in reception, the basement and on floor 1.
- Pastoral staff will be checking uniform.
- Tutors will be on their doors by 8.30am welcoming learners.
- Tutors will have the tutor powerpoint or PSHCE content displayed and complete their register.

You won't see us:

- Arriving late.
- Breaking any uniform rules.
- Hanging around in the corridors/toilets or being disorderly

Reminders & Consequences:

- 1 minute late results in a C2 late detention.
- Learners who arrive without uniform may be sent home to change.
- Learners with severe uniform breaches or multiple (2+) breaches will be taken to ISR until the end of the school day.

How we... conduct ourselves during tutor time



You will see us:

- Entering the form room, invited by the tutor
- Bags under the desk.
- Sitting in the seating plan and not getting out of our seat. Arranging equipment on desk for equipment check.
- Request a new timetable or lesson check if you do not have your timetable.
- Silence for the register and when anyone else is talking. Sitting up straight, facing the front with knees under the desk in front.
- Participating fully in the form time task.
- Standing in silence behind chairs waiting to be dismissed one row at a time.

What the teacher does:

- Greets tutees at the door and conducts a uniform check.
- Directs students into the seating plan.
- Checks for missing equipment by scanning round the room.
- Takes the register in silence. Lateness is logged on Arbor.
- Delivers tutor powerpoint or Votes for Schools.
- Provides updates and notices.
- Collectively with tutees checks House Points, Behaviour Points and reminds learners of detentions.
- As soon as any off- task behaviours occur, teachers swiftly use the pre-emptive reminders. Suggestion, persuasion and consequence.

You won't see us:

- Arriving late.
- Breaking any uniform rules.
- Missing any equipment.

Reminders & Consequences:

- Suggestion, persuasion and consequence
- C1 – Formal Warning
- C2 – Move Seats, 30 minute detention
- C3 – Lesson Removal, 45 minute detention
- C4 – Failed Removal, 60 minute detention
- Red Card – Internal Suspension

How we... transition to lessons



You will see us:

- Moving to lessons immediately taking the most direct route. Walk sensibly and quietly and with purpose, single file on the left of the corridor.
- Wearing the correct uniform.
- Smiling and acknowledging staff & learners, being kind to others.
- Stopping when spoken to a member of staff.

What the teacher does:

- Pastoral staff and senior leaders in key transition areas.
- Teaching staff on classroom doors, meeting and greeting learners whilst having eyesight of the classroom and corridor.
- Challenge learners who are not wearing uniform correctly.

You won't see us:

- Loitering, walking deliberately slowly or taking a longer route to our next lesson.
- Walking in a crowd, waiting for friends, escorting friends to lessons.
- Hiding in the toilets.
- Making physical contact with other.
- Walk away from staff when being spoken.
- Shouting.
- Swearing.

Reminders & Consequences:

- Any learner who is 1 minute late to lesson will receive a C2 late detention.
- Learners who are 5 minutes late to lesson will receive a C4 60 minute detention classified as truancy (arrived to lesson).
- Learners who are consistently reminded to wear uniform correctly may receive further sanctions

How we... conduct ourselves in lessons



You will see us:

- Arrive on time.
- Silence for the register and when anyone else is talking. Completing the 'Do Now' task in silence.
- Sitting up straight, facing the front
- Eyes on speaker: actively listening.
- Participating in all activities/thinking, asking and answering questions.
- Date and title, underlined and taking pride in presentation.
- Putting my hand up when I want to ask or answer a question and waiting to be asked.
- High aspirations & excellence: I should aim to complete my work and do my best on every piece of work.

What the teacher does:

- Attitude for Learning (meet and greet & registration)
- Do now task (review of previous learning)
- Present new material (Present new material in small steps, provide models and worked examples, check for understanding, use cold calling, develop vocabulary)
- Modelling (Provide models and worked examples)
- Scaffolding
- Independent practice (obtain a high success rate, practice using the new materials, feedback provided)
- Check for understanding, exit ticket review lesson aims

You won't see us:

- Arriving late.
- Disrupt the learning environment.
- Breaking any uniform rules.
- Missing any equipment.

Reminders & Consequences:

- Suggestion, persuasion and consequence
- C1 – Formal Warning
- C2 – Move Seats, 30 minute detention
- C3 – Lesson Removal, 45 minute detention
- C4 – Failed Removal, 60 minute detention
- Red Card – Internal Suspension

How we... conduct ourselves at break & lunch



You will see us:

- In the correct zone.
- Sitting down to eat, with bags off and all litter goes into the bin.
- Line up single straight line for food in the canteen.
- Wearing the correct uniform.
- Smiling and acknowledging staff, being kind to other.
- Stopping when spoken to by a member of staff.
- Waiting for a toilet sensibly: lining up quietly in single file.
- Using the toilet appropriately, only 1 person per cubicle and leaving it the way you would wish to find it
- Calm and respectful voices.

What the teacher does:

- Is punctual for their duty and attentive whilst in position.
- Ensure that students know they should go to the toilet at break and lunch.
- Actively monitor and supervise designated areas.
- Ensure all learners are adhering to the expectations of the academy, reminding those who are not and challenging when applicable.

You won't see us:

- Hiding in the toilets or eating in the toilets.
- Vandalising/Vaping in the toilets
- In the wrong zone
- Using our phones
- Running in the academy
- Screaming

Reminders & Consequences:

- Learners in the wrong zone will lose their social time.
- Repeat offenders may be banned from certain areas or privileges lost.
- C1, C2, C3 and C4.
- Red Card for any child on child abuse, swearing at staff or bringing the good order of the academy into disrepute.

How we... depart NIA



You will see us:

- Standing in silence behind chairs waiting to be dismissed.
- Walking down the corridors quietly.
- Attending detentions (if appropriate).
- Leaving the school building still dressed appropriately.
- Walking our bikes off site.
- Saying 'goodbye' to staff at the exits.
- Following staff instructions first time, every time.

What the teacher does:

- Stands at their door ready to dismiss, allowing them to have sight of the classroom and corridor.
- Dismisses students from their classroom in silence.
- Dismisses learners who have detention last, reminding them to attend.
- Walks with the class outside.

You won't see us:

- With our mobile phones out on the school site.
- Riding our bikes.
- Being physical with each other.
- Truancy detention.
- Hanging around in or outside school.
- Shouting/swearing or being loud in corridors.
- Dropping litter.
- Smoking/ vaping on or outside the school site.

Reminders & Consequences:

- You will receive a C4 if you are using your phone in school.
- Learners not dressed appropriately (coat, shirt, tie, trainers) will be asked to correct this, refusal will result in a sanction.
- Learners who truant detention will be escalated, this may also result in loss of social time and/or internal suspension for repeat offenders by their Head of Year.

Appendix 2: Academy reward system

Recognition and Rewards

The celebration and acknowledgement of the success of our learners is driven through our House system.

The Academy will promote good and improved behaviour by learners through a rewards system that is consistent and meaningful to learners. Our current Academy reward system is logged and tracked through Arbor as House Points. Learners are awarded House Points for demonstrating the 6 school Character Drivers. House Points generate tiered certification that is instantly shared with home and then is celebrated. Success is celebrated and recognised in assemblies and tutor times to acknowledge achievement at every stage of our all-through community.

In addition, all teachers are expected to provide, where appropriate including:

- Praise or positive verbal feedback
- Awarding House Points on Arbor
- Recognition of their conduct or/and good work. This could include small prizes, or additional individualised rewards.
- Displaying learners' work both in the Academy and on the Academy Website or other media platforms
- Positive letters/postcards/emails home to parents/carers
- Positive meetings or phone calls with parents
- Positions of responsibility including Sports leaders, Work within the Primary Phase, Student Councils, Peer Mentors
- Reward assemblies are held to recognise and celebrate learner achievement
- Sharing achievements and work with a chosen member of staff such as the Headteacher



Primary Phase

Star of the week – teacher award
 100 Bronze award
 200 Silver award
 300 Gold award
 Headteacher award

Weekly	Learner(s) of the week Head of Year Rewards (Games pass, hot chocolate, breakfast with HoY, skip queue pass)
Half Term	Non-Uniform day for the House of the half term Year group awards assembly Certificates for achievement Nominated achievement lunch with Head Teacher
Term	As above with half term Rewards trip – Bowling / Cinema
End of Academic Year	As above End of Year House Reward End of Year Alton Towers trip

The Academy will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Appendix 3: Academy sanctions system

Consequence System (Secondary)

The Consequence System is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Consequences System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive a C1 – Verbal Warning. If the student continues to disrupt their own or others learning they will receive a C2 – an after-academy detention of 30 minutes will be issued and Behaviour Points (BP) recorded on Arbor by the sanctioning staff member. If the student fails to address their behaviour and continues to disrupt learning they will receive a C3 – the after-academy detention is 45 minutes, the student will be sent to the faculty 'Removal Room' and Behaviour Points (BP) recorded on Arbor by the sanctioning staff member.

Should the student continue to disrupt the lesson they will be sent to the faculty 'Removal Room'. Failing a faculty removal room will result in the learner being placed in ISR.

A C4 detention may be issued to learners who have failed to adhere to the academy's expectation where a lesson removal is not appropriate or required. This results in an after-academy detention of 60 minutes, and Behaviour Points (BP) recorded on Arbor by the sanctioning staff member.

Consequences given to students during lessons will be recorded on the Behaviour & Attitudes board displayed in the classroom (House Points & Consequences). This is to remind students of where they are within the Consequence System.

Please note all consequences from 'C2' onwards are recorded by the academy as Behaviour Points using the following scale; C2 = 2 BP, C3 = 3 BPs, C4 = 4 BPs, Red Card = 5 BPs and are analysed by the Pastoral team. Students' behaviour records are analysed weekly by the Head of Year and where there are concerns these are communicated to parents/carers and interventions are put in place. Please see below section 3) 'Reports'.

Note: Staff have the right to issue a student with an immediate **'Red Card'** at any point if they believe the student's behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves.

The guidance given to staff and learners for red cards is below:

- Child on child abuse such as, racism, homophobia, sexualised behaviours, bullying and physical incidents
- Swearing at a member of staff
- Failure to follow a reasonable request from a member of staff (C system used in first instance)
- Persistent truancy

A **'Red Card'** can also be issued by SLT for:

- Behaviour prejudicial to the good order of the academy

Red Card

A learner receiving a 'Red Card' will be sent to the ISR Room and they will remain there for the remainder of the session and will be booked in to the ISR the day after (or ASAP).

Detentions

The academy will issue a detention for a breach of the academy rules. Detentions within the secondary phase are issued for the next available detention slot, the only exception to this is a red card behaviour which may result in internal suspension until 4.20pm that day. Detentions start at the end of the academy day (KS3 3.00pm & KS4/5 3.20pm). Detentions are centralised with each year group having their own detention room. Within the primary phase detentions are issued at breaks and lunch times.

Detention Rooms:

Year 7 = 0133

Year 8 = 0136

Year 9 = 0133

Year 10 = 0134

Year 11 = 0136

Where a student receives multiple detentions in a day or for a repeat of any of the above the sanctions may be accumulated and sat on the same day.

Note: the academy will determine what is inappropriate and unacceptable at all times.

The academy will escalate the sanction to the next stage if a learner fails to attend their detention. Arbor app and web platform allows parents and carers to identify if their child has been issued a detention. In the case of a lesson removal within secondary phase we ask that staff members make contact home to discuss the removal.

If a learner fails to attend a 60 minute detention they will complete a day in inclusion until 4.20pm on the next available day.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a detention. (Please refer to the Behaviour and Discipline in Schools: guidance for headteachers and staff 2016).

Reports

Behaviour Points accrued by students are monitored and analysed by the senior leadership responsible for behaviour, Heads of Year, pastoral team and phase leaders (within primary). To support students and address any behavioural concerns the academy uses a report card system. There are three levels of report –Tutor report; Head of Year report; Senior Leadership Team (SLT) report. Learners will be placed onto one of these reports when they are issued with the relevant number of behaviour points (Trigger Points) based on the following thresholds:

- Tutor Report – 8 BP in a single week
- Head of Year / House Report – Two Failed Days on Tutor Report
- SLT Report – Two Failed Day on HoY or HoH Report

Learners are to have their report signed every lesson and at the end of the day by the relevant member of staff. If a student receives a C1 – Red Card during their lesson the member of staff must record this on the report and record the incident on Arbor.

It is also a requirement that the report is signed by a parent/carer each day. At the end of each term learners will be removed from report unless deemed inappropriate by the Head of Year. Learners will be taken off report during a term if their behaviour improves and they are issued with ten or fewer behaviour points over a two week period.

Where the academy feels that a learner would benefit from being on report at the start of a term a Monitoring Report be issued. Learners will remain on Monitoring Report until the academy deems it necessary to remove them.

Internal Suspension

The Academy will use the Internal Suspension Room (ISR) when student behaviour negatively impacts on the learning and/or safety of students. The ISR will also be used when it is appropriate if the good order of the academy is threatened and/or student behaviour could potentially damage the reputation of the academy.

Students may be placed in the ISR for the following reasons:

- 'Red Card' from a lesson (please see - Consequence System).
- A serious incident(s) – classed as 'Red' on the Behaviour Matrix.
- Truancy.
- Child on Child abuse.
- Verbal abuse towards staff.

Note: Learners may be placed into ISR for any serious breach of academy rules.

Whilst in ISR learners must meet the academy's expectations:

- Hand over all electrical items
- Remove bags and coats
- Complete a range of tasks to an acceptable standard. Academy staff will deem what is acceptable at all times
- Complete all work to an acceptable standard. Academy staff will deem what is acceptable at all times
- Do not talk or communicate with others
- Work in pencil
- Do not graffiti academy resources
- Remain seated at all times unless instructed

Students who fail to meet these expectations will be made to repeat their day in ISR on the next day. Should a student continue to display unacceptable behaviour whilst in ISR then a Suspension will be given.

Any subsequent failures whilst in ISR or refusals to engage will result in a Suspension in line with the Academy's Suspension Procedures.

Learners who are Suspended for failing to meet the ISR expectations may be required to successfully complete a full day in ISR until 4.20pm on their return.

Suspension data is monitored and analysed by the Pastoral Team

Overview of our Sanctions Systems

A sanction may be issued by a member of staff where a student does not act safely, respectfully or responsibly or does not accept responsibility for their actions. When determining the sanction to be issued, the member of staff will consider the student's circumstances (including their age and any SEND) alongside the circumstances of the case.

The sanction issued will be appropriate to the seriousness of the incident taking those factors into account. Sanctions will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued.

The sanctions we use at NIA include:

<u>Secondary Phase</u>		
<u>Consequences system</u>	<u>Additional Sanctions</u>	<u>Systems above Consequences system</u>
<ol style="list-style-type: none"> 1. C1 – Verbal warning 2. C2 – 30-minute detention 3. C3 – 45 minute detention (Faculty Removal). 4. C4 – 60 minute detention (may require Internal Suspension Room, see point 5) 5. Sent to ISR Room* for the remainder of the lesson 6. ISR – time in the ISR room, eg an afternoon 7. ISR – full day in ISR 8. FTE - (temporary suspension* (fixed period suspension) or internal suspension) for serious violation of our expectations of students to be safe, respectful or responsible in the Reflection Room 	<ol style="list-style-type: none"> 1. Extra work or repeating unsatisfactory work until it meets the required standard 2. Sent to another classroom for remainder of the lesson 3. Loss of privileges 4. Report cards 5. Same day detentions 6. Spending break or lunch time in a different location to other students 7. Loss of social time 8. Community service 	<ol style="list-style-type: none"> 1. Temporary Suspension* (Fixed period) – issued by the Headteacher for breaches of the behaviour policy (which sets out our expectations of students to be safe, respectful or responsible) in a situation where lesser sanctions may not be appropriate. 2. Permanent Exclusion – issued by the Headteacher for a serious breach or persistent breaches of the behaviour policy and where allowing the student to remain in school would seriously harm the education/welfare of the student or other members of the school community <p style="text-align: center; margin-top: 20px;">*The length of suspension may be from 0.5 to 45 days. In all but the most extreme cases, it is likely that the length will be 0.5-5 days.</p>

Primary Phase					
Code	Type of Behaviour	EYFS Response	Primary Response	Sanction	Action
Warn C1	Low level disruptive behaviour for learning	Child verbally reminded of the correct behaviour or correct behaviour modelled to them. Explain what will happen if the undesired behaviour continues.	Verbal warning given.		
Move C2	Continuation of poor behaviour	Child removed from space or activity and given/provided with alternative activity to do. Adult must explain to child why they are removed.	Child moved to another position within the classroom.	10 minutes of missed playtime in class.	Log on Arbor
Remove C3	Significant disruption to learning environment	Supported to remove themselves to the 'time out chair' in each classroom for 5 mins. If needed adult support is given to remain on the chair or chair moved to quiet space away from others. Following timeout reasoning must be explained to child	Child moved to parallel classroom to continue work independently.	Miss all of playtime (in Head of Primary office)	Log on Arbor, contact home via letter. Parent to sign acknowledgement letter and return to class teacher
Isolation C4	3 'removals' in a week		Inform that this is now an internal isolation	Inform Head of Primary of trigger for removals and book in isolation for next day after third removal.	Head of Primary to contact home – request meeting.
Suspension	Significant behaviour incident where there is a risk to child or others Or 3 isolations in a half term.		Fixed term suspension for continued and persistent disruptive behaviour.	Must be referred to Headteacher.	

***ISR** - The Internal Suspension Room provides a closely monitored environment in which pupils work and learn outside of mainstream classes. Students will be subject to the same expectations as if they were in a mainstream class. Students will work on an individual basis and will be provided with work by their teachers or by staff supervising the ISR. The students sit at individual desks with dividers to ensure they can reflect on their behaviour and work without distraction. Staff provide support to help pupils complete their lesson, their half-day session or their full-day session in the ISR

It is expected that if a student is issued with a sanction, they complete it. This is about students being responsible for their own behaviour, actions and learning. If a student fails to complete a sanction then further support and/or sanctions will be issued at the discretion of the Headteacher.

If a student is referred to the ISR Room 15 times in one term then, despite any other strategies already in place, they will be referred to a behaviour panel, led by the Headteacher or delegated senior person for further discussion. In this meeting a review of the student's behaviour, the interventions used to date and their success will be discussed and a plan put in place to identify further strategies to support the student.

Behaviour outside of the academy gates

Where behaviour occurs which is not safe, respectful or responsible when a student is outside of the Academy, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System'. This is particularly in relation to violent conduct e.g. a physical assault or bullying incidents. Students are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

The expectations of students behaving safely, respectfully and responsibly apply to academy trips and visits and the same sanctions will be used if necessary.

Red Card:

Staff have the right to issue a student with an immediate 'Red Card' at any point if they believe the learners behaviour is inappropriate and may have an adverse effect on the learning and/or safety of others or themselves. Learners will be taken by SLT to ISR, a decision will be made by Head of Year and or Senior Leaders to the duration of ISR.

A 'Red Card' can also be issued for:

- Internal Truancy
- Failure to follow a reasonable request from a Senior member of staff
- Behaviour prejudicial to the good order of the academy

Internal Suspension (ISR)

A full investigation needs to occur with recommendations for the sanctioning of the learner being discussed with SLT line managers. The same process as for a Fixed Term Suspension. Should the decision be an Internal Suspension then liaison must then go through Deputy Headteacher with responsibility for behaviour or any member of the Senior Leadership Team in their absence. Notification to parents and carers will be made if a child receives an Internal Suspension. Learners that are Internally Suspended must report at 8.50am and wait at main reception to be collected. They will be given a combination of centralised work and class teacher work with time set aside for collecting/eating lunch or toilet breaks. Learners will finish at 4.20pm.

Any misbehaviour/refusal/defiance whilst internally excluded will automatically lead to further Internal Suspension or Suspension from the academy.

Parents/carers will be called for a reintegration meeting before the learner can return to normal lessons. The meeting will be with the Head of Year. A record of this meeting should be taken and tailored behaviour interventions put in place to enable the learner to move forward positively.

Fixed Term Suspension

The Academy will use suspensions (fixed term or permanent) if a learner has seriously broken Academy rules, internal suspension has had limited impact or allowing them to stay in Academy would seriously harm their education or welfare, or the education and welfare of other learners.

Only the Headteacher or Acting Headteacher can make the decision to exclude. In his or her absence only the Deputy Headteacher(s) can make this decision. Prior to this, the request to exclude must be processed through the Assistant Headteacher and in accordance with the **EMAT Pupil Suspension & Exclusion Policy**.

Before deciding to exclude a learner the Headteacher will:

- ensure that an appropriate investigation has been conducted.
- ensure that all the relevant evidence has been considered.
- give the learner an opportunity to be heard; (this is particularly important if a suspension could lead to a safeguarding concern)
- consult other relevant people if necessary.

Having considered these matters the Headteacher will decide, based normally on the balance of probability, and with regard to any current guidance from the DfE.

Before deciding to exclude the Headteacher will additionally consult the SENDCO should the learner have a Statement of Special Educational Needs.

Before deciding to exclude the Headteacher will additionally consult the Designated Child Protection Officer should a learner be on the Child Protection Register.

Before deciding to exclude the Headteacher will additionally consult the Designated Teacher for Looked After Children should a child be in public care or living independently.

The Academy will make appropriate educational arrangements for a learner on their 6th day of Fixed Term Exclusion. For exclusion lasting 1 – 5 days Pastoral leads will ensure learning is provided. During a fixed term suspension parents must ensure their child is not found in a public place during Academy hours and to attend a reintegration interview with the Academy at the end of a fixed period suspension. Failure to attend a reintegration may result in the learner being placed in ISR until the end of the school day, this is to ensure the behaviours are not repeated, allowing time for the meeting between the Academy and carers to take place.

The Academy will notify parents/carers of the decision to suspend by telephone on the day of suspension. The reason for and length of suspension will be outlined. This will be followed by a letter which also outlines how a parent/carer can complain or challenge the decision should they wish.

A readmission meeting will occur before the learner attends Academy again. A parent/carer must be in attendance. The readmission meeting must always be conducted by the appropriate Head of Year. The purpose of the readmission meeting is for the learner to reflect on the behaviour which led to suspension and how they will ensure that it does not happen again. Staff at the readmission should set up strategies in order to aid the learner make positive choices. A reintegration meeting form must be completed.

Suspension will be inappropriate in cases of:

- minor breaches of conduct
- poor academic performance
- truancy or lateness
- pregnancy
- non-compliance with uniform regulations, except where this amounts to a defiance
- in response to the unacceptable behaviour/attitude/conduct of a learner's parents

The maximum length of time a learner can be given fixed term suspension for is 45 Academy days. This can be in one period or for shorter spells of time. However, no learner can be excluded for more than 45 Academy days in any one academic year.

Removing learners from the Academy for disciplinary reasons without following formal suspension procedures is illegal and referred to as unofficial suspension.

Unofficial suspensions are:

- The Headteacher or other Academy staff sending learners home for disciplinary reasons, but not following the procedures required for formal suspension.
- Learner being sent home for either short periods of time, or for longer, indefinite, periods which can sometimes result in the learners not returning to Academy at all.
- Where a critical situation has occurred during the Academy day and a learner has been sent home to 'cool off'.
- Following a fixed period of suspension, a learner remains out of Academy awaiting a reintegration interview which may be indefinitely delayed, by the Academy, and the learner does not return to Academy.
- Parents being advised that if their learner returns to Academy after the fixed period suspension ends, the child will be permanently suspended.
- Parents being strongly encouraged to home educate even though they may not be aware of the responsibilities involved.
- Disruptive learners being asked to stay out of Academy for particular reasons, for instance, for the duration of an Ofsted inspection.
- Learners placed on study leave as a disciplinary measure.

Behaviour and attendance are monitored by the Deputy Headteacher responsible for behaviour. If a member of staff is found to have used unofficial suspension it can result in disciplinary action, as this may result in a breach of a learner's right to be educated.

Appendix 4: Academy rules/code of conduct

The highest standards of personal behaviour are expected from learners both in Academy and on the way to and from Academy and in all other Academy activities.

All learners are asked to meet the following expectations:

- **Follow staff instructions first time and without questions.** Learners should follow any instruction given by a member of staff in lessons and around the academy.
- **Be punctual in the morning and to all lessons with a full set of equipment.** Any learner who arrives late to the academy or their lessons and without their equipment may be required to undertake an after academy detention.
- **Always have a polite and positive attitude towards staff and peers.** Learners should display a polite and positive attitude in their lessons and around the academy.
- **Speak only with the teacher's permission during lessons.** Learners should follow the teacher's instructions in relation to speaking in class which may vary depending on the focus of the lesson.
- **Endeavour to speak clearly, correctly and in full sentences.** Learners should speak clearly and correctly at all times, and will be encouraged to do so by staff.
- **Walk calmly and quietly around the building; do not have inappropriate physical contact with other learners.** Learners are expected to have regard for the safety of themselves and others whilst moving around the academy building, throughout the day, including break and lunch times. Learners who fail to do so and disrupt the good order of the academy will receive a sanction (for example an after academy detention, ISR etc.) depending on the nature of the incident.
- **Respect the building – never drop or leave litter.** Learners are expected to treat the academy building and its contents with respect.

Travelling to and from Academy

Learners are expected to:

- Wear full Academy uniform
- Be courteous to all members of the public
- Obey all traffic and pedestrian laws
- Remember they are ambassadors for the Academy
- Be aware of their own and others safety

Transport

- Motor bikes, cars or scooters must not be brought into Academy
- Bicycles may be brought into Academy
- Bicycles must not be ridden on the Academy premises

Arrival at Academy

Learners are expected to:

- Arrive before Academy starts so they can be in the correct place
- Be aware where they should be (Form room, Assembly etc.)
- Arrive promptly to their destination

Trips/Visits

Learners are expected to:

- Remember they are ambassadors for the Academy
- Behave in a mature and sensible manner
- Listen to staff instructions carefully
- Follow staff instructions
- Pay particular attention to meeting times and places
- Behave well on the bus or other mode of transport and follow any necessary safety regulations
- Keep the bus clean and tidy

Fire Drills and other Emergency Situations

Learners are expected to:

- Behave in a mature and sensible manner
- Travel to the assembly point as quickly and safely as possible
- Be aware of the gravity of the situation
- Be registered as soon as possible
- Follow all staff instructions

Academy Uniform

- Learners must wear the Academy Uniform correctly, in Academy and to and from Academy

Items that learners should never bring to Academy that will/could incur Permanent Suspension

- Guns
- Knives
- BB guns
- Imitation guns
- Illegal Substances
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the learner)

Items that learners should never bring to Academy that could incur a Fixed Term Suspension or Permanent Suspension depending on use and circumstance

- Alcohol
- Fireworks
- Pornographic Images
- Illegal Substances
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the learner)

Items that learners should never bring to Academy which may incur other sanctions, such as, Confiscation, Detention, Internal Suspension or Fixed Term Suspension, depending on use

- High energy drinks
- Non Academy Uniform items, such as trainers, offensive clothing, Jewellery etc.
- Any item which causes a health and safety concern or disrupts learning
- Tobacco and cigarette papers, electronic cigarettes and shisha pens

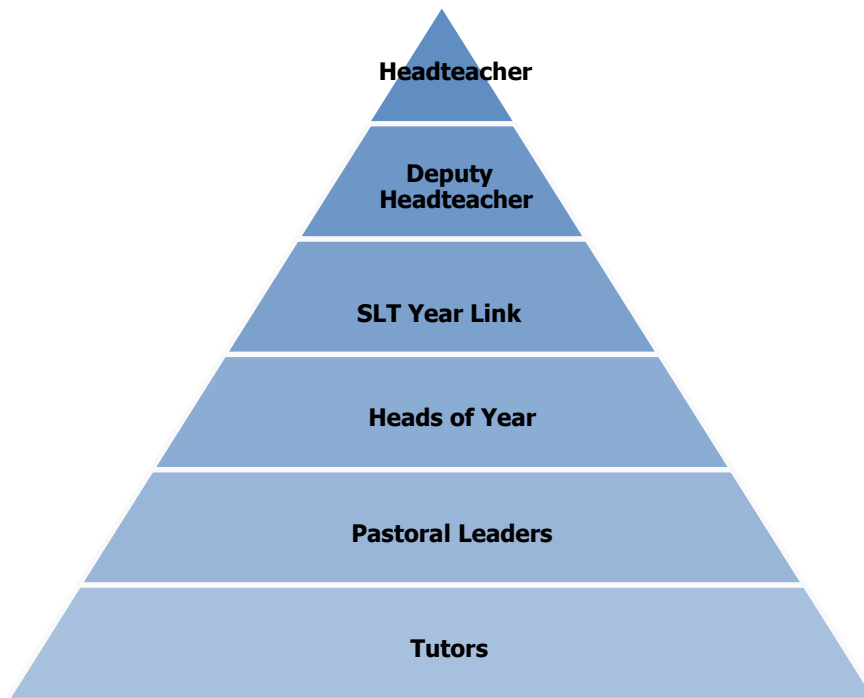
General Behaviour (in Academy, on the way to or from Academy or on any Academy trip or activity)

- Smoking is not permitted
- Consumption of alcohol is not permitted
- Fighting, violent or aggressive behaviour is not permitted
- The use of abusive or obscene language is forbidden
- Racism, sexism or homophobic remarks, language or abuse is forbidden as in any other language or actions that are deemed discriminatory or inciting tension including expressing extreme views and opinions
- Bullying of any kind is forbidden
- Learners must not graffiti
- Learners must not vandalise Academy property
- Learners must not steal Academy Property or the property of members of staff or other learners
- Learners must report any incident of poor behaviour that they see another learner commit

Other

- Learners must only enter and exit the Academy through the Main Academy Entrance between 8.15am and 3.20pm (extended time period given for those in detention, clubs or representing the academy).
- Learners must not drop litter Learners must not bring fizzy or other high sugared or high energy drink to Academy
- Unless permission has been given, learners must not leave the Academy premises during the school day

Appendix 5: Staff roles and responsibilities



Headteacher	Wave 6 All permanent suspensions and external suspensions must be approved by the Headteacher.
Deputy Headteacher Assistant Headteacher	Wave 5 Oversees Pastoral systems.
Heads of Year	Wave 4 Oversees Pastoral teams. Directly line manages both the Year team and House team. Approves internal suspensions and brings external suspension cases to the Headteacher.
Pastoral Leaders	Wave 3 Heads of Year oversee the tutor teams. Responsible for the attitudes and behaviour within respected Year / House. Recommendations for SLT detentions, internal exclusions and additional support.
Tutors	Wave 2 Pastoral Support Assistants are aligned to year groups and support the Head of Year with the behaviour and attitudes of the year group.
	Wave 1 Tutors are the first wave of support for learners. Tutors regularly monitor the attitude and behaviour of their tutees using Abor.

Appendix 6: Serious breaches of academy discipline

Physical assault on staff and pupils

In cases where a pupil deliberately and with intent, either offers violence or assaults a member of staff or another pupil, then this should be viewed with severity and may be punishable in the first instance by suspension. Depending on the circumstances permanent exclusion may be considered.

Where the assault was unintentional as the result of careless or reckless behaviour, then parents should be notified as soon as practicable; one formal warning will be issued to the pupil together with an academy sanction which may involve exclusion.

Verbal abuse of staff and pupils

Where a pupil deliberately and maliciously directs verbal insults or abuse at a member of staff or another pupil, subject to confirmation, the pupil may be suspended.

Where a pupil swears or utters insults in such a manner that there is some doubt as to whom the abuse is directed at or is, for example, muttered whilst walking away from the incident, parents will be informed as a matter of course and a formal warning issued.

A repeat offence may attract a permanent exclusion.

Malicious damage to academy property

For incidents of deliberate, significant and malicious damage to academy property, pupils may be permanently excluded and, where possible will be required to help make good the damage. Parents will be billed for repairs where appropriate.

Substance abuse

Any pupil buying, selling, using or in possession of illegal substances may be permanently excluded. It is not permitted to use suspension pending investigation by the academy and police and then to transfer a suspension to a permanent exclusion without significant new information coming to light. The school will assess the information available and may decide to implement a permanent exclusion during the investigation, withdrawing this if the evidence does not support the decision after further investigation.

Racist abuse and other racially motivated incidents

Consideration will be given to a suspension. The incident must be recorded and, depending on the circumstances, the police will be informed.

Other behaviour deemed to be criminal including sexual abuse and assault

As a matter of course, the police will be involved if the incident is of a serious nature.

In minor cases of petty theft between pupils, parents will be informed and unless the matter can be resolved internally to everyone's satisfaction, further appropriate sanctions, including suspension, will be considered.

Where such a crime is committed against a member of staff, subject to evidence, the pupil may be permanently excluded pending further investigation, possible police action or meeting with parents.

Weapons

Carrying an offensive weapon in the academy will result in a permanent exclusion.

Bringing weapons into the academy

The new *Searching, screening and confiscation guidance: advice for schools* issued by the government came into force on 1st September 2022. This publication is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. This publication also provides advice to headteachers and staff on their related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to.

With-consent searches

Schools are allowed under common law to search pupils with their consent for any item which is banned under behaviour policies, including weapons. They are not required to have formal written consent from the pupil. If the pupil refuses, the school staff can apply an appropriate punishment as set out in the school's behaviour policy. They can also insist on a without-consent search.

Without-consent searches

Schools have statutory powers to search a pupil without his or her consent if there are reasonable grounds for suspecting that the pupil has any of the following items:

- knives or weapons, alcohol, illegal drugs and stolen items
- tobacco and cigarette papers, fireworks and pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- any item banned by the school rules.

Examples of "reasonable grounds for suspicion" are that a teacher may have heard pupils talking about the item or they might notice suspicious behaviour. Schools should normally only use the power of without-consent searches as a last resort. Where staff suspect that a pupil is carrying a weapon, they should ask them to surrender the weapon or consent to a search.

If the pupil refuses, a Headteacher or member of staff authorised by the Head can conduct a search without consent. Two members of staff must be present, a searcher and a witness. The searcher and the witness must be of the same sex as the pupil searched and must be school staff.

However, the guidance states that staff can carry out a search of a pupil of the opposite sex and without a witness present in exceptional circumstances — where it is reasonably believed there is a risk of serious harm if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Authorised staff

Headteachers can decide who to authorise to use these powers. Staff must agree to the role and, other than security staff, may refuse. There is no requirement to provide authorisation in writing or for a member of staff to be trained before undertaking a without-consent search. However, a Headteacher should consider whether any additional training is required to enable him or her to carry out these responsibilities.

During the search

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets, but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Where the pupil refuses to remove outer clothing, the searcher can use reasonable force to remove, for example, an overcoat. Staff must not require a searched pupil to remove, and must not themselves remove, clothes beneath outerwear.

Use of force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised staff can use reasonable force when searching a pupil without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

The guidance emphasises that the power to search is not a duty and should only be used where staff judge that it is safe to do so. If a school suspects a pupil is carrying a weapon and decides a search would not be safe, it should call the police.

The power to seize

Section 91 of the Education and Inspections Act 2006 empowers a member of school staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Any article thought to be a weapon must be passed to the police.

Staff liability

The power to search pupils without consent and confiscate knives or other weapons is a statutory power and, as long as staff act lawfully, they will have a robust legal defence.

Liaising with parents

The updated searching, screening and confiscation guidance states the following about liaising with parents:

- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Screening

Calls for routine weapons screening in schools have been made over the years and the law does allow schools to require pupils to undergo screening by a walk-through or hand-held metal detector even if they do not suspect them of having a weapon and without their consent, if necessary.

If a headteacher decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent. If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. In such cases, the school has not excluded the pupil and the absence should be classed as unauthorised absence.

Prevention

Powers to screen and search without consent should be applied with care and within a framework of safety policies agreed by school governors, senior management teams and staff and communicated to parents. Schools strive to maintain relationships of trust between pupils and teachers and will want to ensure that the problem of weapons does not threaten that relationship. Many believe that the best way to keep weapons out of schools is to educate pupils in better behaviour and in the dangers of carrying a knife by effective prevention campaigns. The aim of these should be to help pupils resolve conflicts without violence and to know more about the dangers of, and penalties for, carrying a weapon.

Appendix 7: Associated resources and legislative links

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-pupils-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Legislation

- [Pupils Act 1989](#)
- [Education Act 1996](#)
- [Crime and Disorder Act 1998](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2002](#)
- [Anti-social Behaviour Act 2003](#)
- [Education Act 2005](#)
- [Education and Inspections Act 2006](#)
- [Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [Education \(Penalty Notices\) \(England\) Regulations 2007](#)
- [Education and Skills Act 2008](#)
- [Apprenticeships, Skills, Pupils and Learning Act 2009](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2012](#)
- [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- [Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)
- Keeping Children Safe in Education (KCSIE).

The following documentation is also related to this policy:

- [Equality Act 2010: Advice for Schools \(DfE\)](#)
- [Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website \(Cabinet Office\)](#)
- [Behaviour in schools: advice for headteachers and schools staff \(DfE, 2022\)](#)