

# Future Academies Watford

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## BEHAVIOUR FOR LEARNING POLICY

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January 2024



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## 1. Aims

- 1.1 This is the behaviour policy of Future Academies Watford.
- 1.2 The aims of this policy are as follows:
  - 1.2.1 to create a calm, safe and supportive environment free from disruption in which pupil can thrive and flourish both in and out of the classroom and reach their full potential;
  - 1.2.2 to create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;
  - 1.2.3 To actively promote and safeguard the welfare of pupils at the Academy and to protect all who come into contact with the Academy from harm;
  - 1.2.4 To ensure, so far as possible, that every pupil in the Academy is able to benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;
  - 1.2.5 To set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;
  - 1.2.6 To encourage pupils to accept responsibility for their behaviour;
  - 1.2.7 To consider how negative behaviours can be prevented or prevented from recurring;
  - 1.2.8 To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
  - 1.2.9 To set out the sanctions available to the Academy in the event of pupil misbehaviour.
  - 1.2.10 To help promote a whole school culture of safety, equality, inclusion and protection;
  - 1.2.11 to promote a school with 'good character' and 'great achievements'.
- 1.3 This policy forms part of the Academy's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the Academy to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.4 Although this policy is necessarily detailed, it is important to the Academy that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The Academy welcomes feedback on how we can continue to improve our policies.

## 2 Scope and application

- 2.1 This policy applies to the whole Academy including Future Academies Watford 6<sup>th</sup> Form.
- 2.2 This policy applies to all pupils at the Academy and at all times when a pupil is:
  - 2.2.1 in or at the Academy (to include any period of remote education);

- 2.2.2 representing the Academy or wearing school uniform;
  - 2.2.3 travelling to or from the Academy;
  - 2.2.4 on Academy organised trips;
  - 2.2.5 associated with the Academy at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:
- 2.3.1 affect the health, safety or well-being of a member of the Academy's community or a member of the public;
  - 2.3.2 have repercussions for the orderly running of the Academy; or
  - 2.3.3 bring the Academy into disrepute.

### 3 Regulatory framework

- 3.1 This policy has been prepared to meet the Academy's responsibilities under:
- 3.1.1 Education Act 2002, as amended by the Education Act 2011;
  - 3.1.2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
  - 3.1.3 The Education and Inspections Act 2006
  - 3.1.4 The Education Act 1996;
  - 3.1.5 The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
  - 3.1.6 Education (Independent School Standards) Regulations 2014;
  - 3.1.7 National minimum standards for boarding schools (Department for Education (DfE), September 2022)
  - 3.1.8 Statutory framework for the Early Years Foundation Stage (DfE, September 2023);]
  - 3.1.9 Education and Skills Act 2008;
  - 3.1.10 Children Act 1989
  - 3.1.11 Childcare Act 2006;
  - 3.1.12 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
  - 3.1.13 Human Rights Act 1998; and

3.1.14 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 [Keeping children safe in education](#) (DfE, September 2023) (**KCSIE**);

3.2.2 [Working together to safeguard children](#) (DfE, July 2018 updated July 2022);

3.2.3 [Information sharing advice for safeguarding practitioners](#) (DfE, July 2018)

3.2.4 [Behaviour in schools: advice for Headteachers and school staff 2022](#) (DfE September 2022);

3.2.5 [Preventing and tackling bullying, advice for Headteachers, staff and governing bodies](#) (DfE, July 2017)

3.2.6 [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, September 2023) (**Suspension and Permanent Exclusion Guidance**);

3.2.7 [Use of reasonable force](#) (DfE, July 2013);

3.2.8 [Searching, screening and confiscation](#) (DfE, July 2022);

3.2.9 [Alternative provision](#) (DfE, January 2013) (**AP Guidance**);

3.2.10 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, December 2020);

3.2.11 [Mental health and behaviour in schools](#) (DfE, November 2018);

3.2.12 [Equality Act 2010: advice for schools](#) (DfE, June 2018);

3.2.13 [Police and Criminal Evidence Act 1984 \(PACE\) PACE Code C](#) (Home Office, 2019);

3.2.14 [Guidance for appropriate adults](#) (Home Office, April 2003);

3.2.15 [Relationships education, relationships and sex education and health education](#) (DfE, June 2019); and

3.2.16 [The designated teacher for looked-after and previously looked-after children](#) (DfE, February 2018)

3.3 The following Academy policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

3.3.1 Anti-bullying policy

3.3.2 School uniform policy

3.3.3 Sixth form dress code policy

3.3.4 Acceptable use policy for pupils

3.3.5 Online safety policy

- 3.3.6 Safeguarding and child protection policy and procedures
- 3.3.7 Child-on-child abuse policy
- 3.3.8 Special educational needs and learning difficulties policy
- 3.3.9 Staff code of conduct
- 3.3.10 Use of reasonable force and physical restraint policy
- 3.3.11 Relationships education and / or Relationships and sex education policy

## 4 Publication and availability

- 4.1 This policy is published on the Academy's website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available in the Staff Handbook, the home school agreement information for prospective pupils and staff, and Parents will be reminded of this on an annual basis.
- 4.4 A copy of the policy is available for inspection from 08:00 – 17:00 during the school day.
- 4.5 This policy can be made available in large print or other accessible format if required.

## 5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
  - 5.1.1 References to the **Proprietor** are references to Future Academies Watford.
  - 5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
  - 5.1.3 References to **school days** mean Monday to Friday when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

## 6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
  - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
  - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

- 6.3 Any punishment imposed on a pupil will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- 6.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:
- 6.5 School leaders will:
- 6.5.1 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;
  - 6.5.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
  - 6.5.3 Make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
  - 6.5.4 Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
  - 6.5.5 Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils behaviour;
  - 6.5.6 Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.
- 6.6 School staff will:
- 6.6.1 play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
  - 6.6.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
  - 6.6.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;
  - 6.6.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;
  - 6.6.5 consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct
- 6.7 In order to achieve this, the Proprietor has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When / frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	B. Young	As a minimum annually, ideally termly, and as required
Keeping the policy up to date and compliant with the law and best practice	Proprietor	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	B. Young	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	B. Young	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	B. Young	As a minimum annually, ideally termly, and as required
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Proprietor	As a minimum annually, and as required
Overall responsibility for content and implementation	Proprietor	As a minimum annually.

## 7 Promoting high expectations of good behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the Academy's curriculum, PSHE, relationships education / relationships and sex education, Character education and the Academy's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines).
- 7.2 The Academy understands that rewards can be more effective than punishment in motivating pupils. The ways in which the Academy may reward good behaviour are set out in Appendix 3.

- 7.3 The Academy recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the Academy to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

## **8 Responding to unacceptable behaviour**

- 8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate, and timely manner in accordance with the Academy's behaviour policy.
- 8.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
- 8.3 The Academy recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

## **9 Minor breaches of discipline / this policy**

- 9.1 The Academy adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the Academy at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 9.2 The Academy has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the Academy's policies on behaviour.
- 9.3 The decision to issue a sanction and the sanction itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.
- 9.4 Allegations, complaints, or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see Appendix 6 for details of possible sanctions).
- 9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 9.6 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the Academy's community as a whole.

## 10 Serious and / or persistent breaches of discipline / this policy

- 10.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the Principal.
- 10.2 The decision to issue a sanction and the sanction itself must be made on the Academy's premises or whilst the pupil is under the charge of the relevant member of staff.
- 10.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:
- 10.3.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances;
  - 10.3.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator;
  - 10.3.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
  - 10.3.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
  - 10.3.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
  - 10.3.6 abuse in intimate personal relationships between peers (teenage relationship abuse);
  - 10.3.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
  - 10.3.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos;
  - 10.3.9 behaviour in contravention of the Academy's policies on the acceptable use of technologies or online safety;
  - 10.3.10 supply or possession of pornography;
  - 10.3.11 behaviour which may constitute a criminal offence, such as:
    - (a) possession or use of firearms, knives or other weapons;
    - (b) vandalism, defacement and / or destruction of school property
  - 10.3.12 persistent breaches of discipline or attitudes or behaviour which are inconsistent with the Academy's ethos;
  - 10.3.13 other misconduct which affects the welfare of a member or members of the

Academy's community or which brings the Academy into disrepute (single or repeated episodes) on or off the Academy's premises;

10.3.14 other misconduct specifically provided for in the Academy's various policies on behaviour.

10.4 The Academy aims to operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:

10.4.1 in response to a serious breach and / or persistent breaches of the Academy's Behaviour policy.

10.4.2 where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

10.5 An allegation, complaint, or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 6.

10.6 Complainants will be taken seriously, and the Academy will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the Academy. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint, or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in Appendix 4.

10.8 Appendix 5 sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline / this policy.

## 11 Suspected criminal behaviour

11.1 Before investigating a behaviour incident, the Academy will consider whether a criminal offence may have been committed and should be reported to the Police.

11.2 The Academy will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the Academy (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.

11.3 Where a report is made to the Police, the Academy will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The Academy will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.

11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the Academy may decide to continue its investigation and impose sanctions.

11.5 The Academy will follow its Safeguarding and child protection policy and procedures] at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

## 12 Removal from the classroom

- 12.1 This section must be read alongside Appendix 4 .
- 12.2 The Academy will only remove a pupil from the classroom for serious disciplinary reasons, as a formal sanction under this policy. Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a pupil's needs).
- 12.3 Removal from the classroom will only happen for the following reasons:
  - 12.3.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
  - 12.3.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
  - 12.3.3 to allow the pupil to regain calm in a safe space.
- 12.4 The Academy will consider whether removal from the classroom is proportionate and will consider the circumstances of each individual case. Parents will be notified via the My Child in School Application (MCAS).
- 12.5 The Academy will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.
- 12.6 The Principal and Vice Principal will maintain overall strategic oversight of the use of removal from the classroom.

## 13 Intervention, support and reintegration

- 13.1 The Academy will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The Academy has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 13.2 The range of intervention strategies that the Academy will put in place include as appropriate, include for example, but are not limited to:
  - 13.2.1 frequent and open engagement with parents, including home visits if deemed necessary;
  - 13.2.2 providing mentoring and coaching;
  - 13.2.3 short-term behaviour report cards or longer-term behaviour plans;
  - 13.2.4 Pupil Support Units; and
  - 13.2.5 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.]
- 13.3 Where the Academy has serious concerns about a pupil's behaviour it will consider

appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.

- 13.4 The Academy has two spaces where planned interventions for individual pupils take place in place of mainstream lessons. The Hive and AEN are used for planned interventions for behavioural and pastoral reasons and /or a final preventative measure to support pupils at risk of exclusion.
- 13.5 Following a sanction, the Academy will consider appropriate strategies to help the pupil involved understand how to improve their behaviour and meet the behaviour expectations of the Academy. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 13.6 The Academy will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a Pupil Support Unit, time at an alternative site under an off-site direction or suspension.

## 14 The role of Parents

- 14.1 The Academy seeks to work in partnership with Parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the Parents' obligations to the Academy to support the Academy's policies on behaviour.
- 14.2 The Academy recognises that communication with the Academy policy to all members of the school community, including parents, is an important way of building and maintaining the Academy's culture.
- 14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the Academy whilst continuing to work in partnership with them.
- 14.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.
- 14.5 Parents will be notified of any pending disciplinary action in accordance with paragraph 9.4.
- 14.6 Parents will also be notified of disciplinary sanctions:
  - 14.6.1 imposed for significant minor breaches of discipline (persistent minor breaches such as demerits / detention); and
  - 14.6.2 those imposed for serious breaches of discipline and any rights of review as required and / or within school reports.
- 14.7 Parents will be consulted about the child's conduct and the application of this policy to their child where the Academy considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.
- 14.8 Whenever the Principal excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

## 15 The role of pupils

- 15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and the school's approach to a failure to meet required standards consequence processes. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.
- 15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

## 16 Additional needs

- 16.1 Where the Academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the Academy should consider requesting an early annual review or interim / emergency review.
- 16.2 The Academy will, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.
- 16.3 The Principal and proprietor must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- 16.4 Whilst an exclusion may still be an appropriate sanction, the Principal should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- 16.5 The Academy will make reasonable adjustments for managing behaviour which is related to a pupil's disability. Staff should seek advice from the Principal if they are unsure about how to manage a pupil's behaviour where this is related to a disability.
- 16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Principal / SENCO] and further action in accordance with the Academy's Special educational needs and disability policy] will be considered.
- 16.7 Where a suspension or permanent exclusion is being considered, the Academy will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

## 17 Safeguarding and child-on-child abuse

- 17.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The Academy will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- 17.1.1 bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);
  - 17.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
  - 17.1.3 sexual violence and / or sexual harassment;
  - 17.1.4 causing somebody to engage in sexual activity without consent
  - 17.1.5 upskirting and / or attempts to commit upskirting;
  - 17.1.6 consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery); and
  - 17.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 17.2 Child-on-child abuse can occur both inside and outside of the Academy and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 17.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 17.4 In line with the Academy's aims and culture of openness and encouragement to report, the Academy's policy and procedures with regard to child-on-child abuse are set out in the Academy's Safeguarding and child protection policy and procedures Child-on-child abuse policy. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures] will take priority).

## 18 Malicious allegations

- 18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Principal will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

- 18.3 The Academy will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

## 19 Use of reasonable force

- 19.1 Corporal punishment is not used at the Academy and force must never be used as a form of punishment.
- 19.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in [Use of reasonable force](#) (DfE, July 2013).

## 20 Searching pupils

- 20.1 Academy staff may search a pupil and their possessions and accommodation for any item if the pupil agrees. The member of staff must ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to agree.
- 20.2 The Academy will follow its safeguarding and child protection policy and procedures] at all times if a safeguarding concern arising as a result of any actions connected with a search of a pupil.
- 20.3 If a pupil is not willing to co-operate with the search, the Academy will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL, Principal / Headteacher] or appropriate member of pastoral staff.
- 20.4 If a pupil refuses to co-operate with a search, the Principal / Headteacher], and staff authorised by the Principal / Headteacher], may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 5 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the Academy.
- 20.5 If a pupil continues to refuse to co-operate, they may be sanctioned in line with the Academy's behaviour policy] where this appropriate, in a consistent, fair and proportionate way.

## 21 Staff training

- 21.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:
- 21.1.1 how staff can support pupils in meeting high standards of behaviour
  - 21.1.2 how staff can to ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way
  - 21.1.3 where applicable to reflect the need of particular pupils.

- 21.2 The level and frequency of training depends on the role of the individual member of staff.
- 21.3 The Academy maintains written records of all staff training.

## 22 Risk assessment

- 22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 22.2 The format of risk assessment may vary and may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil focused.
- 22.3 The Principal Sam Fox has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.
- 22.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to Bryan Young (Vice Principal) or the SLT member responsible for safeguarding who have / has been properly trained in, and tasked with, carrying out the particular assessment.

## 23 Record keeping

- 23.1 All records created in accordance with this policy are managed in accordance with Academy policies that apply to the retention and destruction of records.
- 23.2 the Academy will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.
- 23.3 The Academy will keep a separate record for:
  - 23.3.1 allegations and concerns reported in respect of:
    - (a) sexual harassment or sexual violence;
    - (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / bi-phobic / transphobic bullying, use of derogatory language and racist incidents.
- 23.4 The Academy will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the academy's safeguarding reporting system.
- 23.5 The Academy will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:
  - 23.5.1 the name and year group of the pupil concerned;
  - 23.5.2 the nature and date of the offence;
  - 23.5.3 the sanction imposed and reason for it; and

23.5.4 the name of the person imposing the sanction

23.6 This record will be reviewed regularly by the Assistant Principal, Principal so that patterns in behaviour can be identified and managed appropriately. This will also help if/when responding to any complaints about the way a case has been handled by the Academy.

23.7 This record will be reviewed by the Pastoral team will in order to evaluate all data recorded in order to meet their obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).

23.8 The records created in accordance with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.

## 24 Version control

Date of adoption of this policy	
Date of last review of this policy	
Date for next review of this policy	

## Appendix 1 – Student Expectations

- 1.1 The rules and expectations in this policy are built around the following ethos:
- 1.2 Everyone has the right to access an outstanding education. Everyone has the right to access our empowering, knowledge-rich curriculum. Everyone has the right to be respected. Everyone has the right to be safe. The behaviour in our Academy must align with this vision.
- 1.3 To ensure this goal is met, students at Future Academies Watford are expected to:

### **Be in school and be on time**

- To be in school regularly.
- To arrive to school on time.
- To move from lesson to lesson, quickly and quietly.

### **Be prepared for school**

- Wear the academy uniform correctly at all times.
- To have all equipment for all lessons.
- To be organised and ready for lessons.
- Work to the best of their ability.

### **Follow the school rules**

- Follow the academy rules at all times.
- Adhere to the academy codes of conduct.
- Adhere to the academy handheld device policy at all times.
- Comply with the Acceptable Use Policy.

### **To behave in a respectful and courteous manner**

- Be honest, polite and exhibit good behaviour at all times.
- Show respect for others, their possessions and the school environment.
- Be a positive ambassador of the school at all times- before, during and after school.

### **To be the best that they can be**

- Take responsibility for their own learning, organisation and discipline.
- Participate to the best of their ability in school/form activities.
- Raise any concerns or problems that they might have, with staff and parents / carers quickly and in an appropriate manner.
- To make the most of the opportunities available to them, including co – curricular and extra- curricular activities.

## Appendix 2 – Home school Agreement Future Academies Watford Home - Academy Agreement



Students are expected to:

### **Be in school and be on time**

- To be in school regularly.
- To arrive to school on time.
- To move from lesson to lesson, quickly and quietly.

### **Be prepared for school**

- Wear the academy uniform correctly at all times.
- To have all equipment for all lessons.
- To be organised and ready for lessons.
- Work to the best of their ability.

### **Follow the school rules**

- Follow the academy rules at all times.
- Adhere to the academy codes of conduct.
- Adhere to the academy handheld device policy at all times.
- Comply with the Acceptable Use Policy.

### **To behave in a respectful and courteous manner**

- Be honest, polite and exhibit good behaviour at all times.
- Show respect for others, their possessions and the school environment.
- Be a positive ambassador of the school at all times- before, during and after school.

### **To be the best that they can be**

- Take responsibility for their own learning, organisation and discipline.
- Participate to the best of their ability in school/form activities.
- Raise any concerns or problems that they might have, with staff and parents / carers quickly and in an appropriate manner.
- To make the most of the opportunities available to them, including co – curricular and extra- curricular activities.

Student Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### **Parents / carers:**

- Support the academy's ethos, code of conduct and policies.

- Ensure regular and punctual attendance by your child.
- Do not take holidays during term time.
- Ensure your child comes to school with the appropriate uniform and equipment.
- Do your best to provide an appropriate environment and time at home to enable your child to complete their homework.
- Monitor your child's homework.
- Have positive but realistic expectations of your child's ability.
- Endeavour as far as possible to support the academy's activities and encourage your child to do so.
- Advise the academy of problems/achievements/issues concerning your child.
- Reply to academy communications and supply absence notes promptly.
- Ensure your child attends detentions if they receive one.

By signing this you confirm that you have read, **understood**, and will support the Academy to enforce the Behaviour for Learning Systems (**January 2023**).

Parent / Carers Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Students and Parents / carers are entitled to expect that we as a school:**

- Provide a happy and caring environment for learning and effective teaching.
- Provide good moral guidance and role models for your child.
- Effectively monitor your child's progress.
- Praise your child for their achievements where appropriate.
- Set appropriate homework for your child and advise yourself of our expectations in accordance with key stage homework policy.
- Advise yourself of the equipment, books and materials required for school.
- Provide up-to-date and timely information about the school's events.
- Provide enrichment activities.
- Communicate our concerns and problems concerning your child.
- Deal with problems in a professional, fair and consistent manner.
- Allow access to raise concerns with staff when or as the need arises.

Form Tutor Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 3 – The Role of Rewards in Recognising and Promoting Positive Behaviour

- 3.1 In alignment with our culture of high expectations, at FAW, we recognise that celebrating success and hard work is crucial for establishing positive relationships and conducive learning environments where students can flourish.
- 3.2 Staff understand that celebrating success and hard work is pivotal in fostering positive relationships and nurturing learning environments for student growth. Staff are encouraged and required to consistently identify and celebrate instances of success.
- 3.3 The conduct points system forms the cornerstone of the academy’s Behaviour Policy. It provides a simple and transparent way for students, parents and teachers to evaluate how well students are conducting themselves. Students earn positive points for demonstrating outstanding learning, achievement and character. Students earn negative points for displaying behaviour that detracts from learning or that runs counter to the academy’s culture. A student’s conduct points balance is the difference between their positive house points and negative points.

$$\text{Conduct Points (Net Points)} = \text{Positive House Points} - \text{Negative Points}$$

- 3.4 Positive points are awarded for the full range of effort and achievement in all areas of school life, and for positive behaviour including:

	Points awarded
Excellent Achievement	1 point
Excellent effort	1 point
Excellent class work	1 point
Excellent homework	1 point
“Star of the Lesson”	2 points
“Star of the Week” (at Form Tutor’s discretion)	5 points
Community Spirit	5 points
Head of Year Recognition	5 points
SLT Recognition	5 points

- 3.5 As students accumulate achievement points, they receive the following rewards and recognitions:

Net Conduct Points	Reward
50 Points	<ul style="list-style-type: none"> <li>Form tutor Postcard home</li> </ul>
100 Points	<ul style="list-style-type: none"> <li>Letter home from Head of Year</li> </ul>
150 Points	<ul style="list-style-type: none"> <li>Bronze badge and certificate awarded in celebration of success assembly</li> </ul>
350 Points	<ul style="list-style-type: none"> <li>Silver badge and certificate awarded in celebration of success assembly</li> </ul>
450 Points	<ul style="list-style-type: none"> <li>Gold badge and certificate awarded in celebration of success assembly</li> </ul>
450 Points	<ul style="list-style-type: none"> <li>Platinum badge and certificate awarded in celebration of success assembly</li> </ul>

3.6 In addition to the above awards, the following will also be in place to incentivise, recognise and reward positive behaviour:

Incentive	Description
Rewards Trip	<ul style="list-style-type: none"><li>• There will be termly rewards trips for students accumulating a set number of net conduct points (TBC each term).</li></ul>
Principal's lunch	<ul style="list-style-type: none"><li>• Students who achieve over 300 points or more will be able to have lunch with the principal.</li></ul>

3.7 At FAW we are committed to working with our students to continually identify ways in which we can improve our rewards systems

## Appendix 4 – Managing Behaviour in the Classroom

4.1 Staff are encouraged to use positive behaviour management techniques and exercise professional discretion for a conducive learning environment.

4.2 It is crucial, however, to maintain high expectations, refrain from accepting excuses, and not tolerate disruptive behaviour under any circumstances.

4.3 At Futures Academy Watford, we have introduced a straightforward and successful method to consistently manage disruptive behaviour in the classroom. The Chance, Choice, Consequence approach should be employed when positive behaviour management strategies prove ineffective in correcting a student's conduct.

4.4 The objective of this approach is to provide our young individuals with clear, equitable reminders about their behaviour before a consequence is administered.

4.5 If a student's behaviour continues to disrupt the learning of others, even after applying this strategy, they may need to be removed from the lesson (see On – Call).

4.6 **The Chance, Choice, Consequence Approach is only used to manage behaviour in lessons – not in the playground or on the corridor.**

**Chance, Choice, Consequence**

CHANCE	CHOICE	CONSEQUENCE
When a student breaches the Classroom Code of Conduct for the first time, they are given a chance to correct their behaviour. The teacher clearly communicates the rule that has been broken and reminds the student of the correct behaviour.	If the student continues to breach the rules a second time, they are given a forced choice. The teacher clearly presents the expectations and outlines the consequences they will face if they do not meet those expectations.	If the student's behaviour continues despite the chance and choice given, a consequence is applied. This consequence always involves issuing a Yellow Card, and the student will be removed from the classroom (see the use of On – Call). It's crucial for the teacher to ensure the student understands the reason for the removal.
<b>Example:</b> Teacher: "Jack, you are talking when you should be working in silence. This is your CHANCE to follow the instructions that have been given."	<b>Example:</b> Teacher: "Jack, you're still talking despite being given a chance. You now have a CHOICE to make. Work in silence and continue the lesson positively, or continue to talk, and I will have to issue you a yellow card and you will be removed."	<b>Example:</b> Teacher: "Jack, even after being given a Chance and Choice, you opted to keep talking. As a result, I will be issuing you a yellow card and informing the On-Call team."

### The use of On – Call: removal from a classroom

4.8 Where a student's behaviour persists in impacting on the learning of others and that student fails to respond to reasonable behaviour strategies employed by the teacher, including the Chance, Choice, Consequence approach, they can be removed from the classroom and sent to the On – Call room for the remainder of that lesson.

4.9 This allows the student to continue their education in a supervised setting other than their classroom.

4.10 To remove a student, staff will issue either a Yellow or Red card and summon On - Call.

Yellow Card	Red Card
<p>A Yellow Card is generally issued for persistent disruptive behaviour, which continues despite behaviour management strategies being implemented.</p> <p>Students will be relocated to the on-call room <b>for the remainder of that lesson</b> where they will complete assigned work. Receiving a Yellow Card will result in a deduction of -2 behaviour points, leading to additional sanctions. Students will return to their next lesson.</p> <p>Receiving two Yellow cards in a day will result in a Red card and placement in IE.</p>	<p>A Red Card is issued for behaviour considered serious.</p> <p>Receiving a Red Card will result in immediate placement in IE (Internal Exclusion). Incidents of this nature may warrant further sanction.</p> <p>Receiving a Red Card will lead to a deduction of -3 behaviour points, resulting in additional sanctions.</p>

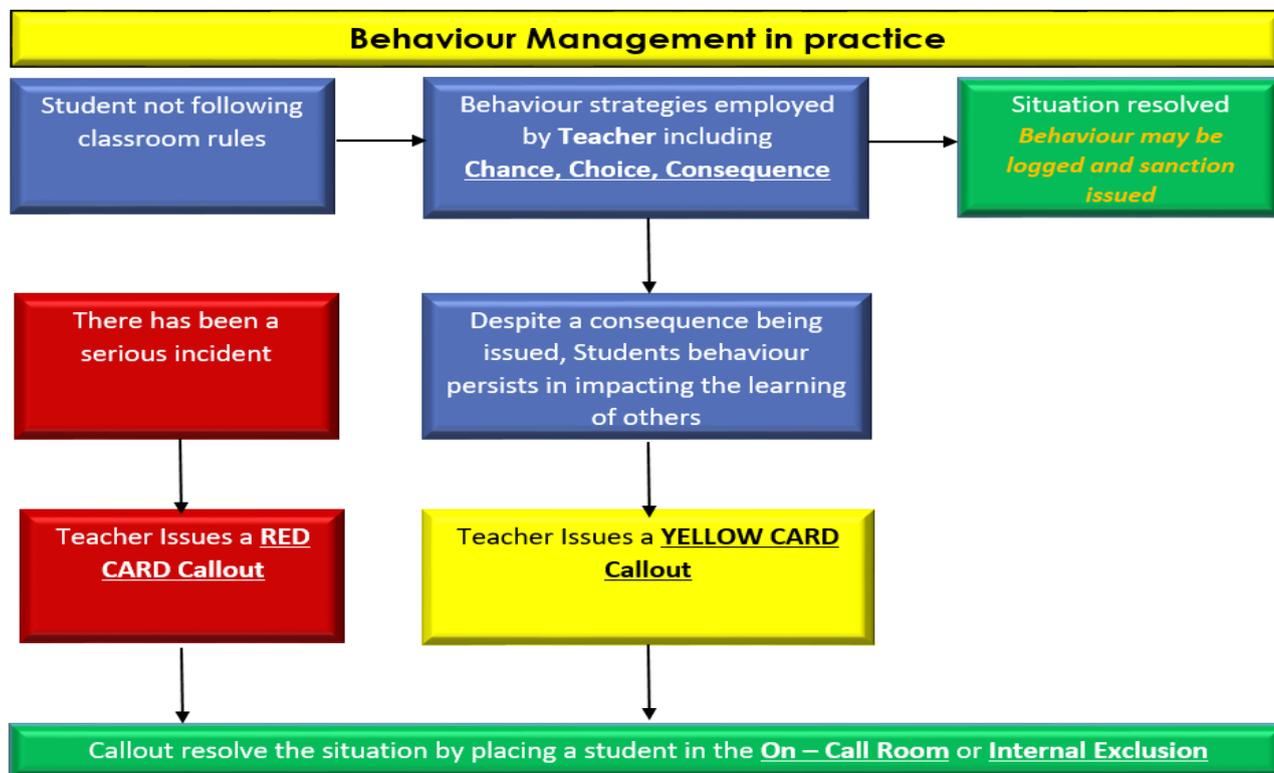
#### On – Call

- 4.11 The On-Call system primarily serves as a preventive approach to behaviour. In addition to responding to staff-made Callouts, the team will patrol the corridors to provide support and prevent disruptive behaviour.
- 4.12 The On-Call team will also visit classrooms to interact with staff and students, enhancing their visibility within the school.
- 4.13 The On-Call team will consist of SLT members, Year Leaders, other middle leaders and pastoral support staff. The On-Call schedule will be shared with staff and updated every half-term.

#### The use of On – Call: Toilet and medical issues

- 4.14 Students are encouraged to ensure they use the toilet at appropriate times throughout the day – before school, break, lunch and after school. However, we are aware there will be occasions where a student will need to use the toilet during a lesson. The process:
- Request permission from their teacher.
  - Their teacher will issue a callout.
  - The student will be escorted to the toilet by the On – Call team.
  - The process remains the same for students with medical issues requiring them to use the toilet, unless stated otherwise in their care plan.
  - **If a student requires medical attention, a Callout must be issued including those with medical issues.**
  - Professional judgement in the case of serious medical issues.

## Behaviour Management in Practice

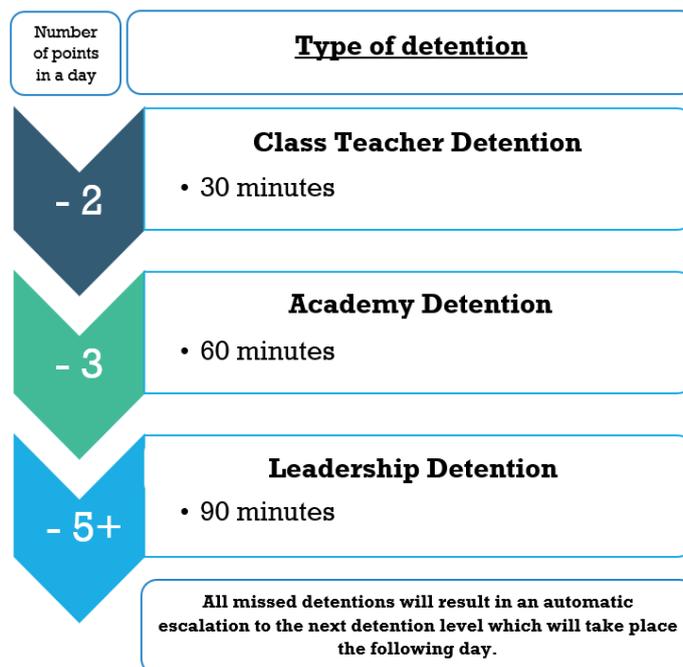


## Appendix 5 – Sanctions

- 5.1 Examples of the sanctions the Academy ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other sanctions may be used insofar as they comply with good education practice, and promote good behaviour and compliance.
- 5.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and sanctions imposed.
- 5.3 Where a particular sanction is identified as the usual response to a specific type of misbehaviour, this will not prevent a different sanction being imposed, where it is appropriate to do so.
- 5.4 Types of sanction:

### Detentions

- 5.5 Detentions play a pivotal role in behaviour management as they serve as a highly effective sanction, delivering a clear message about the significance of adhering to school expectations while providing students an opportunity for reflection and growth.
- 5.6 All academy detentions are centralised, same day and run after school.
- 5.7 We implement same-day detentions to address and resolve behavioural issues promptly, ensuring that consequences are immediate and do not linger, allowing students to start each new day with a clean slate.
- 5.8 They are run by SLT, HoYs and pastoral support staff.
- 5.9 Parents are notified via the My Child At School (MCAS) app. Parents will also be notified via email.
- 5.10 Below is a visual of the Academy detention system:



### Logging of behaviour incidents

5.11 To ensure that unacceptable behaviour is appropriately addressed, behaviour incidents will be logged on Bromcom.

- Each behaviour type is associated with a specific number of points, and these points accumulate throughout the school day.
- The total number of points determines the length of the same-day detention that a student will face.

5.12 The following are the list of incidents that can be logged by a member of staff and the associated consequence:

Behaviour	Examples of Behaviour that will be logged	Action Taken
1 point behaviours: -1 Point	<ul style="list-style-type: none"> <li>• Lateness</li> <li>• Inappropriate behaviour at Line – up</li> <li>• Inappropriate corridor behaviour</li> <li>• Lack of equipment</li> <li>• Unsatisfactory H/W</li> <li>• Unsatisfactory C/W</li> <li>• Unsatisfactory uniform (including wearing trainers, blazer not being worn, top button undone, skirts rolled up)</li> <li>• No PE kit</li> <li>• Chewing gum</li> <li>• Confiscated Item</li> </ul>	30 Minute detention <u>and</u> text message home

Yellow Card: -2 Points	<p><b>Yellow Card</b></p> <p><b>Behaviours include:</b></p> <ul style="list-style-type: none"> <li>• Persistent disruptive behaviour (in a lesson)</li> <li>• Verbal aggression towards another student</li> <li>• Rudeness, backchat, swearing</li> <li>• Truancy</li> <li>• Persistent no PE kit</li> <li>• Use of Mobile phone or other banned electronic device</li> <li>• Out of bounds at break or lunch</li> </ul>	<p>Placed in on – call room <u>and</u> 60-minute detention – text message home.</p> <p>Staff will follow up a removal from lesson with a phone call home.</p> <p><b><i>*Can also result in placement in IE or suspension</i></b></p>
Red Card: Serious Incidents -3	<p><b>Red Card</b></p> <p><b>Behaviours include:</b></p> <ul style="list-style-type: none"> <li>• Defiance (<i>walking away from staff, refusal to go to IE or On – Call, refusal to handover confiscated item</i>)</li> <li>• Verbal aggression/ Swearing at a member of staff</li> <li>• Fighting</li> <li>• Physical aggression to a member of staff</li> <li>• Possession of a banned item</li> <li>• Theft</li> <li>• Persistent truancy</li> <li>• Two callouts in a day</li> <li>• Refusal to hand in phone or electronic device</li> </ul>	<p><b>Immediate placement in on – call or IE (including 90 – min detention</b>, where the issue will be investigated and behaviour policy followed.</p> <ul style="list-style-type: none"> <li>• 90 min detention</li> </ul> <p><b>This will always be followed up with a phone call home.</b></p> <p><b>An additional consequence is likely to be faced.</b></p>

**Parents are able to view all behaviour incidents via the My Child At School (MCAS) app.**

### **Punctuality and Truancy**

5.13 Being punctual to both school and lessons is absolutely crucial at FAW. It significantly enhances learning opportunities and creates a positive environment that strongly contributes to our overall success.

5.14 Our system of end-of-lesson bells and late bells eliminates ambiguity regarding what constitutes lateness.

### **End of Lesson Bell and The Late Bell:**

- A bell will ring to mark the conclusion of a lesson.
- Students have 5 minutes from this bell to get to their next class.
- A second bell, known as THE LATE BELL, will ring 5 minutes after the lesson's scheduled end.
- The Late Bell doesn't ring at the end of break or lunch – lateness refers to those joining the line after hands are up.

### **Truancy**

5.15 Truancy a lesson is a serious issue with substantial consequences. Sanctions will apply to individuals who engage in truancy, as well as those struggle to arrive at school or lessons on time.

5.16 Below, we have defined the distinction between lateness and truancy and provided a clear explanation of the consequences. This applies to both arriving at school and attending lessons.

	Definition	Consequence
<b>Lateness:</b>	Pertains to arriving after the late bell. In such cases, the student's lateness is recorded on the system.	<ul style="list-style-type: none"> <li>• -1 behaviour point</li> <li>• Automatic 30-minute detention</li> </ul>
<b>Truancy:</b>	Encompasses scenarios where a student is in the corridor more than 5 minutes after the late bell or is in the corridor without a note or genuine reason. This includes leaving a lesson without permission.	<ul style="list-style-type: none"> <li>• -2 behaviour points</li> <li>• A yellow card being issued (placement in the on-call room)</li> <li>• A student found truanting will not be returned to their lesson</li> </ul>

**5.17 Any student found to be truanting on more than one occasion in a day will face internal exclusion. Students who consistently truant jeopardise their position within our school community.**

### On – Call Room and Internal Exclusion

#### On – Call Room

5.18 If a student's behaviour persists in disrupting the learning of others, despite the teacher's implementation of reasonable behaviour strategies, they may be relocated from the classroom to the On-Call room for the remainder of the lesson.

5.19 The purpose of the On-Call room is to prevent the individual's unacceptable behaviour from further impacting other students in the lesson.

5.20 Reasons for On-Call Placement:

- Any Yellow Card
- Truancy
- Persistent Disruptive Behaviour

5.21 Being placed in the On-Call room will result in a deduction of -3 behaviour points for the student, leading to a minimum same-day detention. **If a student is placed in the On – Call room twice in a day they will face an internal exclusion.**

#### Daily Reflection Room (DR)

5.22 If a student is removed from two lessons in a day, or found to be truanting twice in a day, they will be placed in the Daily Reflection Room (DR).

5.23 Work will be provided in the form of online lessons and resources.

5.24 Students placed in the DR room will receive a minimum of a 1 – hour detention.

#### Internal Exclusion (IE)

5.25 The Internal Exclusion Room (IE) serves as the school's internal exclusion area. A student can be assigned to IE for the following reasons:

- Persistent unacceptable behaviour
- Persistent truancy
- Failing the DR room

- A Red Card
  - Temporary isolation during investigation of a serious incident
  - Any situation where it's deemed inappropriate for a student to be in their regular lessons
- 5.26 Students in IE engage with curriculum material provided by their teachers throughout the day. They won't have morning breaks and will receive their lunch in the room.
- 5.27 Except for supervised restroom breaks, students are required to remain in IE.
- 5.28 IE operates from 8:30 AM to 4 PM. Any student placed in IE during the day will remain there until 4 PM unless they have a leadership detention – this is based on the number of points issued in the day. In some cases, IE hours may extend beyond this. Parents/caregivers will be informed ahead of time if such a situation arises.

#### Expectations in IE:

1. Phones handed in
2. Student to sit where they are asked to – this may mean moving seats throughout the day
3. Students remain seated at desk at all times unless given permission to leave their seat
4. Students must work in silence
5. Students to complete work linked to the IE TT unless given permission to work on something else
6. No eating or drinking in IE

#### The following behaviours in IE may result in a fixed term suspension:

- Walking out of IE
- Refusing to enter IE
- Persistent disruption in the IE room

#### Suspensions and permanent exclusion from school

- 5.24 Only the Principal has the power to impose a suspension or permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Principal is on extended leave, or the post is vacant, will also have this power.
- 5.25 Suspension and permanent exclusion from school can take the form of:
- 5.25.1 Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
  - 5.25.2 permanent exclusion.
- 5.26 Permanent exclusion from school will only be imposed for:
- 5.26.1 a serious breach or breaches and / or persistent breaches of this policy; and
  - 5.26.2 where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.
- 5.27 **The principles, guidance and procedure set out in the Suspension and Permanent Exclusion Guidance will be followed at all times.** This includes the statutory procedure for notifying

parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

- 5.28 The Principal may cancel (i.e. withdraw) any suspension or permanent exclusion for which a Governors' Discipline Committee meeting has not yet commenced to review that decision. This may include where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.
- 5.29 In all cases, the Principal / Headteacher will comply with the requirements of the Suspension and Permanent Exclusion Guidance in respect of notifying/reporting the cancellation to parents and others, and offering a meeting with parents to explain the reasons for the cancellation.

## Appendix 6 – Investigations of incidents and alternative action

### Investigation

- 6.1 The Principal / Headteacher may investigate incidents which potentially give rise to a breach of the Academy's policies on behaviour and discipline, or he may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.
- 6.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- 6.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where pupils are at risk of disciplinary action, they will usually be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.
- 6.4 Pupils who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.
- 6.5 Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where the Academy deems it appropriate to do so).
- 6.6 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.
- 6.7 CCTV footage may be viewed and pupils' desks, lockers and / or personal belongings may be searched during the course of an investigation. See Appendix 8 of this policy for the Academy's policy on searching and confiscation.
- 6.8 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the Academy will have regard to KCSIE and the Academy's designated safeguarding lead (or a deputy) will take a leading role on decisions.
- 6.9 Where the Principal has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the Academy, the investigating member of staff will fully report the outcome of their investigation to the Principal to enable an informed decision to be made.

### Removal from the classroom / suspension pending further investigation / enquiries

- 6.10 Where the incident is serious and / or complex and it has not been possible to complete the full investigation and / or conduct all enquiries on the day that the incident occurred or was brought to the attention of the Academy, the pupil may be removed from the classroom while the investigation continues and / or enquiries are made (for example, consideration of a managed move). During this time the

pupil is entitled to receive the equivalent of full-time education provision. The Alternatively, where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues / enquiries are made, the pupil may be placed in an alternative Academy within the Academy Trust for the minimum period required so that a fair, comprehensive and impartial investigation can be undertaken/ whilst enquiries are made. The decision by the Principal to place the pupil in an alternative Academy within the Academy Trust will be taken on a case-by-case basis (e.g. where the pupil remaining in the Academy would compromise the investigation) and will not be classed as a sanction. The pupil's parents will be informed of the Principal's decision in writing and during this period the pupil will continue to receive meaningful education in a supervised setting.

- 6.11 Where it is not appropriate for the pupil to remain on the Academy's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the Academy for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.
- 6.12 Before a suspension pending further investigation / enquiries is imposed, the Principal must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.
- 6.13 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Suspension and Permanent Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).
- 6.14 Once the investigation / enquiries are complete, the Principal will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second notification letter containing all mandatory information will be sent to the Parents confirming the further suspension or permanent exclusion.

### **Decision**

- 6.15 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).
- 6.16 Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The Academy will follow its Special educational needs and, Equality policy,) where this is relevant.
- 6.17 All disciplinary sanctions imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.
- 6.18 Disciplinary sanctions will be recorded in the pupil's behaviour and discipline record.

- 6.19 The Academy will usually notify the Parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

### Off-site directions

- 6.20 The Academy has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary sanction or punishment for misconduct.
- 6.21 The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision Academy, or another academy / school (or unit therein).
- 6.22 Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the Academy.
- 6.23 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the Academy or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.
- 6.24 A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.
- 6.25 The off-site placement will be regularly reviewed, and Parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.
- 6.26 during the period of an off-site direction by the Academy to another school / academy, the pupil must be dual registered which means that they will be registered at both the Academy and the school / academy to which the pupil is directed off- site.
- 6.27 The Academy will follow the Alternative Provision Guidance when exercising this power.

### Managed moves

- 6.28 A 'managed move' is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / academy following a trial period. It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school / academy without a permanent exclusion on their educational record.
- 6.29 As it is a proposed permanent transfer to another setting, parental consent is required, and Parents will be consulted when while this is being explored.
- 6.30 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

- 6.31 A planned managed move will only happen when it is in the pupil's best interests.
- 6.32 During the trial period, the pupil will be dual registered at both the Academy and the new school / academy. If the managed move breaks down during the trial period, the new school / academy will terminate the trial period and delete the pupil's name from the register. The pupil will then return to the Academy.
- 6.33 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the behaviour policy for which permanent exclusion is deemed by the Principal / Headteacher to be the only appropriate sanction, where the Academy would not be prepared to accept the pupil back at the Academy if the managed move broke down during a trial period.
- 6.34 The Academy will agree a fixed period for the trial period at the outset, after which the new school / academy will be expected to give permission to the Academy for the pupil's name to be deleted from the Academy's roll, at which time the transfer becomes permanent.

## Appendix 7 – Use of reasonable force

- 7.1 Any use of reasonable force will be in accordance with the DfE guidance Use of reasonable force (DfE, July 2013)
- 7.2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
  - 7.2.1 committing a criminal offence;
  - 7.2.2 injuring themselves or others;
  - 7.2.3 causing damage to property, including their own; or
  - 7.2.4 engaging in any behaviour prejudicial to good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere
- 7.3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used as a form of punishment.
- 7.4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).
- 7.5 In these circumstances, "reasonable" means using no more force than is needed.
- 7.6 In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The Academy will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 7.7 Where reasonable force is used by a member of staff, the Principal must be informed of the incident and it will be recorded in writing. The Parents will be informed about serious incidents involving the use of force. See also the Academy's separate policy on the Use of reasonable force and physical restraint.

## Appendix 8 – Searching, screening and confiscation

- 8.2 All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 8.3 The Academy's policy on searching and confiscation has regard to the DfE guidance [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022).

### Prohibited items

- 8.4 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
- 8.4.1 Knives or weapons, alcohol, illegal drugs and stolen items;
  - 8.4.2 Tobacco and cigarette papers, fireworks and pornographic images;
  - 8.4.3 Any article that a member of staff reasonably suspects has been, or is likely to be used:
    - (a) to commit an offence; or
    - (b) to cause personal injury to, or damage to the property of, any person (including the pupil); and

In addition to the above, the Academy has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

- I. mobile phones;
  - II. tablets;
  - III. hand-held electronic games;
  - IV. other electronic devices; and
  - V. vaping devices / e-cigarettes
  - VI. The above are examples - all items which the Academy wishes to prohibit or restrict the use of should be listed. Where use is restricted rather than universally prohibited, this should be clearly set out (e.g. only used at lunchtimes, switched off and kept out of sight in a bag at all other times).
- 8.5 Pupils must not have these items in their possession or use them in a way which is restricted, on the Academy's premises, or at any time when they are in the lawful charge and control of Academy staff (e.g. on educational visits).
- 8.6 Pupils may be searched for any item which is prohibited or its use restricted by the Academy (as set out above) with their agreement (note that the Academy will never use force to search).

## Searching pupils

- 8.7 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
- 8.8 When exercising these powers the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 8.9 If a pupil refuses to co-operate with a search for an item prohibited by law as listed in section 8.4 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the Academy has prohibited, as set out in 8.6 above.
- 8.10 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 8.11 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- 8.12 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.
- 8.13 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Principal / Headteacher / DSL and / or pastoral member staff will be sought. During this time the pupil should be supervised and kept away from other pupils.
- 8.14 Searches will be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings<sup>4</sup>.
- 8.15 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
- 8.15.1 search of outer clothing; and / or
  - 8.15.2 search of the School property (e.g. pupils' lockers or desks, bed, studies or dormitories); and / or
  - 8.15.3 search of personal property (e.g. bag or pencil case).
- 8.16 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
- 8.17 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 8.18 Where the Principal or staff authorised by the Principal find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

## Strip searching

- 8.19 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 8.20 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- 8.21 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 8.22 In order to ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.
- 8.23 Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place.

#### **After a search**

- 8.24 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 8.25 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

#### **Recording searches**

- 8.26 Any search by a member of staff for an item prohibited by law as listed in section 8.1 above, and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.
- 8.27 Records of the search will include:
  - 8.27.1 the date, time and location of the search;
  - 8.27.2 which pupil was searched;
  - 8.27.3 who conducted the search and any other adults or pupils present;
  - 8.27.4 what was being searched for;
  - 8.27.5 the reason for searching;
  - 8.27.6 what items, if any, were found; and
  - 8.27.7 what follow-up action was taken as a consequence of the search.
- 8.28 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

#### **Screening**

- 8.29 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.
- 8.30 Screening will take the form of a walk through or hand-held metal detector to scan all pupils for weapons before they enter the Academy premises.

- 8.31 If a pupil has a disability, the Academy will make any reasonable adjustments to the screening process as required.
- 8.32 If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.

### Confiscation

- 8.33 Under the Academy's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 8.34 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to Academy discipline.

### Searching electronic devices

- 8.35 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.
- 8.36 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the Academy's policies on behaviour.
- 8.37 Subject to 8.4 below and the requirements set out in KCSIE If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of Academy discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.
- 8.38 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 8.39 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the Academy's policy on sexting as set out in the Safeguarding and child protection policy / consult the advice set out in the [Searching screening and confiscation advice \(for schools\)](#) and [UKCIS sexting advice](#).
- 8.40 The School will comply with data protection law in relation to any search of an electronic device.

### Disposal of confiscated items

- 8.41 **Alcohol:** Alcohol which has been confiscated will be destroyed.
- 8.42 **Controlled drugs:** Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Principal or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 8.43 **Other substances:** Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.
- 8.44 **Stolen items:** Stolen items will usually be delivered to the police as soon as possible.

However, if, in the opinion of the Principal / Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.

- 8.45 **Tobacco or cigarette papers:** Tobacco or cigarette papers will be destroyed.
- 8.46 **Fireworks:** Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Principal or other authorised member of staff which may include donation to an appropriate charity.
- 8.47 **Pornographic images:** Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.
- 8.48 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 8.49 **Article used to commit an offence or to cause personal injury or damage to property:** Such articles may, at the discretion of the Principal or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.
- 8.50 **Weapons or items which are evidence of an offence:** Such items will be passed to the police as soon as possible.
- 8.51 **An item prohibited or its use restricted by the Academy:** Such items may, at the discretion of the Principal or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- 8.52 Where staff confiscate a mobile phone that has been used to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Principal considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 11.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the phone will be confiscated and must be collected by a Parent.
- 8.53 **Electronic devices:** If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the Academy's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto Academy premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

### **Communication with Parents**

- 8.54 There is no legal requirement for the Academy to inform Parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.
- 8.55 Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- 8.56 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 8.57 We will keep a record of all searches carried out, in accordance with paragraph 7 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.
- 8.58 Complaints about searching or confiscation will be dealt with through the Academy's published Complaints policy and procedures.
- 8.59 The Academy will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the Academy does not accept responsibility for loss or damage to property.

## Appendix 9 - Mobile Phones and Confiscation

9.1 Mobile phones are banned from the school premises for the following reasons:

- They divert attention away from learning, are a distraction and cause unnecessary disruption.
- The applications on these devices are intentionally designed to captivate and engage users for extended periods, making it challenging for young individuals to resist checking or using their phones.
- The ease of taking and sharing photos raises safeguarding concerns.

9.2 To maintain a focused and secure learning environment, mobile phones must not be visible or audible on school grounds.

9.3 Any phone that is seen will be confiscated and placed in a secure location. The incident will be logged and the phone will be confiscated for a period of 24 hours.

9.4 If a phone is confiscated on more than one occasion, parents will be invited in for a meeting with the school to discuss.

### **Confiscation**

9.5 The school holds the authority to confiscate prohibited items. The consequence of having a prohibited item confiscated, based on its nature, will involve the item being confiscated for a period of 24 hours.

9.6 Any confiscated item will be handed into reception along with a confiscation slip. Parents will be sent a text message to inform them that the item has been confiscated.