



# Granville Academy

Part of the de Ferrers Trust



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Principal: Mrs J Kingswood, B.Ed.(Hons), MA, NPQH

## Our Mission Statement

Granville Academy is committed to:

- Raising standards of achievement and creating opportunities for all students, regardless of needs to develop their full potential and improve their life chances
- Raising the aspirations of the whole academy community by creating a culture of continuous learning that celebrates success at all levels
- Developing a academy that is the pride of the local area where students, parents, staff, governors and wider community feel valued, listened to and welcomed for the diverse contribution they make to our school life

## Rewards, Behaviour and Discipline Policy

Co-ordinator: Mrs J Kingswood (Principal)

Rewards, Behaviour and Discipline Policy Lead: Mr R Tilley (Vice Principal)

Start date: September 2017

Review date: September 2018

## Links with other policies and documents

- Child Protection and Safeguarding Policy
- SEN policy
- Attendance Policy
- Anti-Bullying Policy
- Drugs Policy (now included on page 35 of this policy)
- Uniform Policy
- Educational Visits Policy
- DFE - Behaviour and discipline in schools: guidance for governing bodies (Sept 2015)
- DFE - Exclusion from maintained schools, academies and pupil referral units in England (June 2012)
- DFE - Parental responsibility measures for school attendance and behaviour (Nov 2013)
- DFE - Preventing and tackling bullying advice for headteachers, staff and gov. bodies (Oct 2014)
- DFE - Cyberbullying: Advice for headteachers and school staff (Nov 2014)
- DFE - Searching, screening and confiscation advice for headteachers, school staff and governing bodies (Feb 2014 / updated July 2015)

## Underlying Philosophy and Principles

Learning is the central purpose of the academy. Good behaviour and full attendance make effective teaching and learning possible, while poor behaviour and irregular attendance disrupt these processes. Without good discipline nothing worthwhile can be achieved.

People learn most effectively when they feel safe and secure. It is essential therefore that we all work together to ensure that everyone in our academy knows what we expect from all members of our academy community and that everyone strives to meet these expectations.

Our Rewards, Behaviour and Discipline Policy is founded on the following principles:

- All students have a right to learn in a secure, calm and ordered environment and to achieve their full potential.
- All members of staff have a right to carry out their duties in a positive, mutually respectful climate.
- Each member of the academy community is responsible for his/her actions and behaviour, and must accept the consequences of those actions.
- Each one of us is responsible for the academy community and to everyone in it.
- We value difference. All members of the academy community are to be respected and are entitled to be shown respect by others.
- We will distinguish between the person and the person's behaviour, making it clear that while we may not like a person's behaviour, it does not mean we do not like the person.
- We will challenge and deal with poor behaviour in a just, fair and consistent manner. Dealing with poor behaviour by the use of sarcasm and humiliation is never acceptable.
- Parents, students and the school share jointly the responsibility for ensuring that pupils develop self-discipline and understand their responsibilities.
- We will develop a pro-active response to behaviour management that encourages, recognises and rewards good behaviour and improving behaviour.
- We will adopt restorative practices whenever possible.

## Objectives

- To foster a culture in which praise and rewards are used more widely across the academy
- To recognise and reward positive behaviour and endeavour that supports learning both in and out of academy
- To provide a clear system of rewards that is valued by all members of the academy community and consistently applied by all adults
- To encourage and educate students to understand and accept that they are responsible for, and accountable for, their own behaviours
- To ensure that learning can occur in a calm and purposeful environment where students feel safe
- To ensure that appropriate consequences are applied consistently and that systems are adhered to by all staff so that expectations are clear to all students

## Guidelines

- Positive behaviour should always be recognised and rewarded
- Behaviour which disrupts the learning of others or places others at risk of harm is unacceptable and must be challenged
- All adults in academy are responsible for helping students to understand our expectations in terms of their behaviour by modelling positive and respectful behaviours themselves at all times
- Students and their parents/carers must understand that alongside their rights are their responsibilities and the rights of others in their community to learn in a calm and safe environment

## Sections of the Rewards, Behaviour and Discipline policy

<b>Section 1</b>	Rewarding positive behaviour [pg 5-8]
<b>Section 2</b>	Lesson Expectations (Linked to Classroom Responsibilities) [pg 9]
<b>Section 3</b>	Classroom Responsibilities (Behaviour recorded and categorised on Sims) [pg 10]
<b>Section 4</b>	Academy Uniform [pg 11]
<b>Section 5</b>	Code of Conduct for students [pg 12]
<b>Section 6</b>	Roles and Responsibilities [pg 13-15]
<b>Section 7</b>	Strategies and consequences for managing student behaviour [pg 16-23]
<b>Section 8</b>	Intervention strategies and support [pg 24- 25]
<b>Section 9</b>	Escalation and Exclusions [pg 26- 29]
<b>Section 10</b>	Searching, screening and confiscation [pg 29 - 35]
<b>Section 11</b>	Communicating the policy to Parents and Carers [pg 36]

## Section 1 - Rewarding positive behaviour

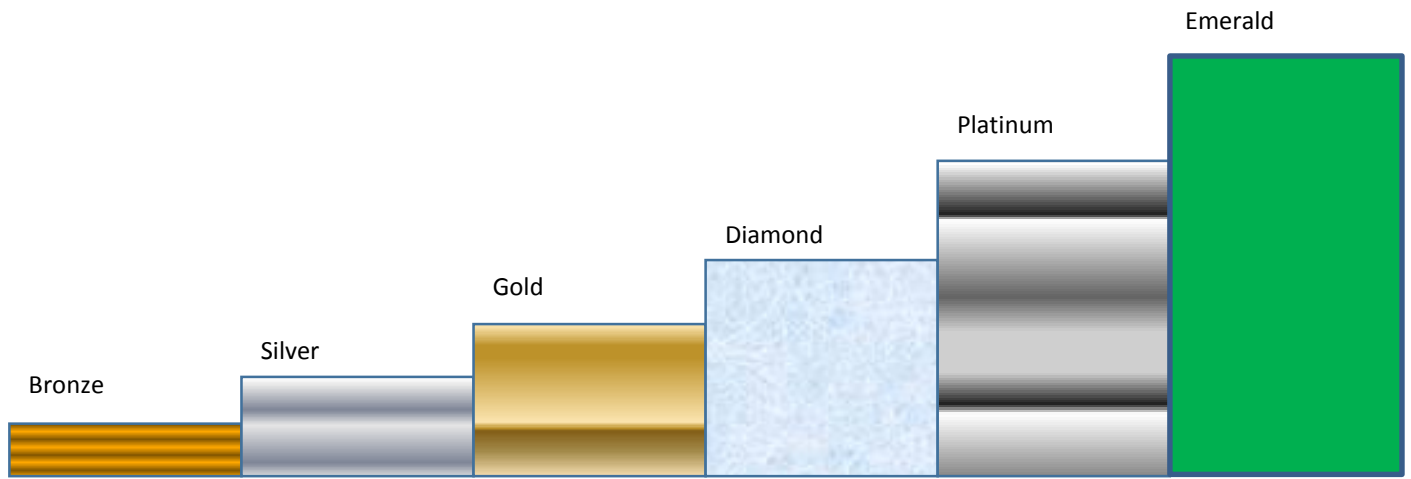
This policy recognises the importance of rewarding students whose behaviour both inside and outside the classroom is consistently good or outstanding. There are many students who meet our expectations on a daily basis but whose successes we consistently fail to recognise because of a focus on poor behaviour.

Through our rewards scheme we also seek to recognise more widely the various achievements of students, both academically and through extracurricular endeavours.

The rewards scheme will build on the House Points system already in place but will bring together all of the possible areas of academy life where students can gain success. The acronym CARES stands for Celebrating and Recognising Everyone's Success.

### Areas where we will reward success:

- Progressing well in lessons towards targets
  - Producing outstanding pieces of work
  - Effort towards targets / completing a good / outstanding piece of work
  - Being positive, helpful and support towards others
  - Attendance
  - Leadership
  - Progress against targets on tracking reports
  - Community Service and volunteering
  - Representing academy (e.g. in sports teams, musical festivals, dance shows etc)
  - Bringing correct equipment / uniform for week (checked by Form Tutor)
- Members of staff will award House Points through the SIMS register / individual student area and on a weekly basis students will be updated during Form Time from a spreadsheet that is sent to all Form Tutors to share with students.
  - House Points will accumulate throughout a student's time at Granville and once a student reaches a certain level an award will be given for their achievement.
  - There are six categories to aim for between Years 7 and 11 (See diagram below). Each category will have different and exciting rewards to aim for.
  - All students gaining an award will be presented with a certificate during house assemblies at the end of each half term.
  - Following student and staff feedback, students with poor behaviour may be temporarily suspended from the usual House Points and reward system and follow a different monitoring system. This is because our experience has shown that students with more negative points often accrue more positive points which has led to inconsistency and a sense of unfairness.

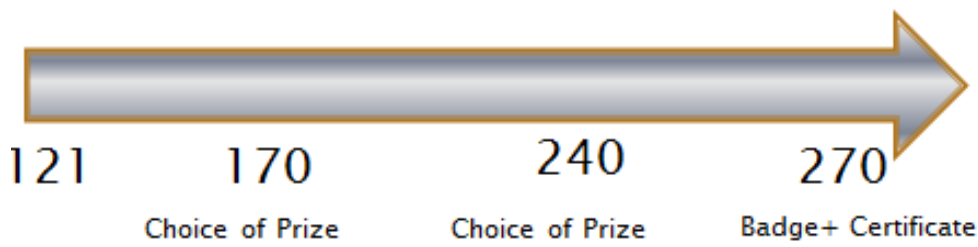


**Award 'Interim' Levels**

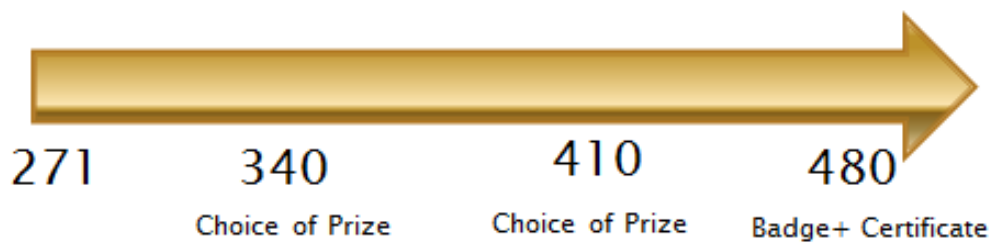
▶ **Bronze**



▶ **Silver**



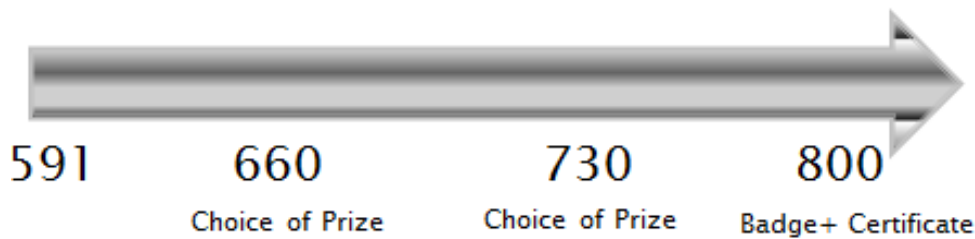
▶ **Gold**



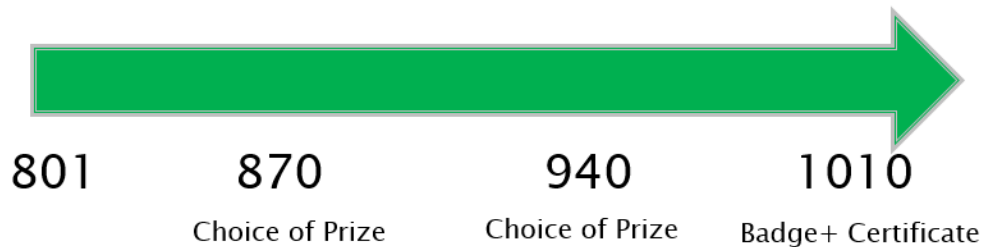
▶ **Diamond**



## ▶ Platinum



## ▶ Emerald



### **Rewarding for Consistently Positive behaviour**

All students are recognised for consistent positive behaviour. As they gain a specified number of house points they become eligible to select an item from a range of prizes. These rewards are given out at half termly house assemblies which celebrate recent achievements. The annual Awards Evening also recognises nominated individuals' progress and attainment in all subject areas and within some special award categories.

In addition, throughout the year, students will be able to go on trips (residential and non-residential) and attend special events within academy. When allowing students to participate in such activities a variety of things will be taken into consideration which include;

- Attendance
- Punctuality
- Number of house points
- Number of behaviour points
- The nature of any incidents

Generally, students are expected to meet the following criteria:

- Attendance of not below 94%
- Number of behaviour incidents and nature
- No incidents of internal or external exclusion
- Number of seclusion incidents
- Punctuality of 98% and above
- Number of house points

The Principal will make the decision as to whether a student attends a visit or event if there has been a significant improvement or deterioration in any aspect listed above which the child has found challenging.

## **Criteria for “Prom” Year 11**

All Year 11 students are made aware of the criteria which is applied to determine whether they may attend the prom. This is a prestigious event which students look forward to throughout the year. However, this event is a reward for consistently good behaviour, attendance and effort. It is not an automatic right for students to attend this event and the following criteria will be applied:

- Attendance of 94% and above
- Punctuality of 95% and above
- Net conduct points of 0 and above
- Number of behaviour incidents and nature
- No incidents of internal or external exclusion
- Number of seclusion incidents
- Working to target grade in every subject and making every effort to close the gap where necessary, e.g. attending study support/intervention sessions
- All Exams must be attended punctually, in full academy uniform

The Principal reserves the right to make the final decision about a student’s right to attend the prom. This will take into account significant improvements in the above criteria and equally, any significant deterioration. Where the criteria has not been met, the academy may take into account any mitigating circumstances. Parents have the opportunity to indicate this on termly prom letter updates.

Contract Start: September 2017

Contract End: May 2018

### Lesson Expectations



- Be on time for your lesson. If you are late with good reason, get a note to explain this from the member of staff and give it to your teacher.
- Line up outside the classroom in single file and enter when told to. Do not enter a classroom without a member of staff present. Enter quietly and calmly, stopping your conversations.
- Sit according to the seating plan/teacher instructions.
- Remove your outdoor coat/jumpers and put them on the back of your chair or hung up. Put your bag on the floor.
- Make sure your dress code complies with school rules.
- Make sure your mobile phone is switched off and in your bag. If it is seen or heard, it will be confiscated.
- Get all your equipment out on the desk unless instructed otherwise, including your planner and jotter.
- No eating in the classroom and ask permission to have water bottles out.
- Follow all requests without challenge.
- Make sure all work has a title, date and is underlined with a ruler/no graffiti.
- Stay on task, talking only about the work set and working to the best of your ability.
- Be polite, co-operative and respectful to each other. Use Sir or Miss.
- Listen to the teacher/person that is speaking and think before you speak in front of others – is it appropriate?
- Before asking the teacher for help: think, check your notes, look it up, use a resource in the room, ask a friend, ask an 'expert' and only then ask the teacher!
- Do not pack away until the teacher tells you to.



## Section 3 - Classroom Behaviours (Recorded on SIMS)

Behaviour Type	Code	Description of behaviour code
Anti-social behaviour in community / in school	ASB	Litter/graffiti/damage etc. outside school / inside school.
Bullying Verbal	BU (V)	Repeated comments over time intended to harm.
Bullying Physical	BU (P)	Physical harm linked to repeated bullying behaviour.
Bullying Cyber	BU (C)	Verbal/physical/Homophobic bullying using technology or social media.
Damage	DM	Arson/graffiti/vandalism.
Dangerous behaviour	DAN	Endangering health & safety of self or others.
Detentions repeatedly missed	DET	Detention repeatedly missed.
Dress Code violation	DRE	Non-compliance with dress code.
Defiance	DEF	Refusal to comply/walking away.
Disrepute	DIS	Bringing school name into disrepute.
Disruptive Behaviour	LDB	Low level disruption/violation of rules.
Disruptive Behaviour - Persistent	DB	Persistent violation of rules/disruption to learning (for example: <i>3 or more incidents</i> in a lesson warranting a 25 minute afterschool detention).
Drugs / Alcohol	DA	Bringing illegal drugs or dealing illegal drugs on the school site / bringing alcohol or being under the influence of alcohol on the school site.
Eating violation	ETV	Eating / drinking in a prohibited area or chewing gum anywhere on the school site.
Equipment	EQP	Failure to bring correct kit/equipment for learning/ingredients.
Food Ingredients	FOI	Failure to bring food ingredients to the lesson.
Homophobic	HOM	Derogatory comments/gestures/bullying/assault.
Homework	HWK	Homework not handed in/not to standard.
Lates - persistent	LTE	Persistently late to lessons ( <i>3 or more times</i> ) or school ( <i>10 or more times</i> ).
IT violation	ITV	Misuse of school ICT.
Mobile phone violation	MOB	Mobile phone seen out in school or being used -this may include taking a photo or video with the mobile phone.
Physical assault against adult	PA	Obstruction/violence/wounding.
Physical assault against student	PP	Fighting/violent behaviour/wounding.
Physical contact	PCO	Physical contact deemed not appropriate in school.
Prevent	PRE	Extremism/inappropriate search.

<b>Behaviour Type</b>	<b>Code</b>	<b>Description of behaviour code</b>
Racist abuse (comments or language)	RA (CL)	Racist comments or language.
Racist abuse (ridicule or ostracism)	RA (RO)	Racist ridicule / ostracism.
Racist abuse (provocative behaviour)	RA (PB)	Racist provocative behaviour.
Racist abuse (verbal abuse & threats)	RA (VT)	Racist abuse & threats towards another student or adult in the Academy.
Racist abuse (racist graffiti)	RA (RG)	Racist graffiti in books or on school property.
Racist abuse (physical assault)	RA (PA)	Physical assault towards another student or adult in the Academy that is racially motivated.
Racist abuse (possession or distribution if racist material)	RA (PD)	Possession or distribution of racist material in the Academy.
Racist abuse (written abuse)	RA (WA)	Written racist abuse.
Racist abuse (damage to property)	RA (WA)	Damage to property that is racially motivated.
Sexual misconduct	SM	Lewd Behaviour/sexual abuse/assault/bullying/graffiti/harassment.
Smoking	SMO	Cigarettes/E cigarettes – materials.
Social media infringement	SOC	Using social media that goes against the ethos of the school or using it to bring the name of the school into disrepute.
Spitting	SPT	Spitting in school.
Swearing (not at a person)	SWE	Swearing out loud (not at staff or student).
Swearing (at a person)	SWP	Swearing at a person (staff, student or other).
Theft	TH	Selling/dealing stolen property/stealing on school outing/personal or school property.
Truancy (internal)	TRUI	Internal from lessons / form / assembly.
Truancy (external)	TRUE	External Truancy from the Academy.
Verbal abuse/threatening behaviour against adult	VA	Aggressive behaviour/carrying offensive weapon/homophobic abuse/swearing/threats of violence/verbal intimidation.
Verbal abuse/threatening behaviour against student	VP	Aggressive behaviour/carrying offensive weapon/homophobic abuse/swearing/threats of violence/verbal intimidation.
Other	OT	Any other behaviour type that does not fit into a category (speak to SLT prior to use).

## Section 4 – Academy Uniform

Wearing clothing that conforms to our Uniform Policy is a condition of admittance to the academy. This includes adherence to rules about make-up, hairstyles and jewellery.

The Uniform Policy is designed to encourage a purposeful, work-like and calm learning environment. We believe it helps prepare our students for the world of work and to take pride in their appearance. They are required to wear their uniform at all times, including to and from academy, unless directed otherwise by senior staff.

The Academy Uniform Policy is reviewed and updated by the Governing Board on an annual basis. Copies can be found on the academy website or staff.doc.share.

We undertake regular uniform checks. Where uncertainty arises, standards will be applied at the discretion of the Principal. If a student comes to academy dressed inappropriately the following sanctions may apply, depending on the precise situation:

- Where possible, we will do our best to rectify the situation with the student. We may give the student the option of borrowing an item from the academy. Items borrowed must be returned to academy in good condition. The academy seek to reclaim the cost of items borrowed that are damaged or not returned.
- If students are wearing too much make-up we will ask them to remove it using soap, water, wipes or make-up remover. Parents/carers must notify the First Aider if your child is allergic to such products.
- Confiscation of offending item (must be collected after 3.00 p.m. by parent/carer or other adult with written permission from parent).
- Student sent home to change after a telephone call to parent/carer explaining the situation.
- Student issued with detention at break, lunch or after academy.
- Student isolated for a period of time.
- Pre-exclusion warning letter sent.
- Referral to Principal and possible exclusion from academy.
- Referral to Governing Board

## Section 5 –Code of Conduct for students

It is important to remember that not all rules can be written down. There are many 'unwritten' rules that we should all know about and take for granted. Rules are there so that our academy is a safe and friendly place for everyone. Below are some of our important rules and expectations:

- Be on time for the academy – you must be down the drive by 8.27am.
- Mobile phones must not be seen in the academy. If they are, they will be confiscated and your parents will be asked to collect them.
- Never take photos or videos in or around the academy site unless you have a teacher's permission.
- Don't write unpleasant things on social media about students or teachers.
- Don't take anything that doesn't belong to you – that may be seen as theft.
- Don't bring anything dangerous into academy (knives, drugs, alcohol, lighters, matches).
- No smoking related materials of any kind are allowed in academy or to and from academy.
- If you ride a bike, you must wear a cycle helmet and keep your bike in roadworthy condition. If you do not do this, we may confiscate your bike until your parents/carers collect it.
- No scooters or skateboards are allowed.
- No bad language of any kind in or around the academy site.
- No physical contact.
- No fighting, hitting or threatening anyone.
- No racism, sexism, homophobic, bullying or inappropriate extremist attitudes or behaviour of any kind will be tolerated.
- No name-calling.
- No aerosols. Roll-on deodorants are allowed.
- No leaving the academy site or a lesson without permission.
- No chewing gum or fizzy drinks are allowed.
- No eating in the classrooms.
- No taking food out of the dining area.
- No spitting.
- You must bring a school bag, your planner and equipment to academy each day. Planners must be signed weekly.
- No arguing with, answering back or walking away from any member of staff.
- When you go through doors, be polite and hold the door open. Respect the one way system.
- No running in the building. Stay to the right of the corridor.
- No pushing in the queue at break or lunch.
- Outdoor coats must be removed in the academy building.
- Treat people with respect and courtesy.
- Don't damage academy property. If you do so accidentally, report it immediately.
- When using the field at break or lunchtime, remember the banks and far end of the redgra are out of bounds.
- At the end of the academy day, you must wait for other students at the bottom of the drive and by the bike sheds. There is no waiting at the main gate.
- Students should refer to any member of staff using Sir, Miss or their name e.g. Mr Smith.

## Section 6 – Roles and Responsibilities

### Context

Throughout life, there are rules we all have to live by. Granville's 'rules' are there to support everyone in the academy community and make it a well ordered, safe and calm environment.

Not all rules need to be written down. These 'unwritten' rules are ones we should all know about and take for granted. Most of our rules are just plain common sense, others are for a good reason.

Where students do not follow our expectations, we use a consequence 'tier' system. This is designed to help students reflect on their behaviour and to make reparation for harm caused.

The consequences 'tier' system operates within a single lesson or situation / incident outside of the classroom to give students the opportunity to correct their behaviour by making more appropriate choices. The aim of all of our behaviour management strategies is to de-escalate the situation at all times.

### Responsibility for action

#### All Staff

Behaviour management is everybody's business. From classroom teachers to our caretakers, everyone is expected to play their part in managing student behaviour; consistency is key. Staff may also be asked to undertake certain duties in order to implement this policy such as staffing the 'On Call Room', being 'On -Call' or supervising detentions.

#### The Governing Board:

- to provide a framework for the Principal regarding behaviour
- to review certain exclusions and consider representations about an exclusion made by the parents of the excluded student
- to support the development of the academy in all areas and guide decision making
- to monitor data relating to behaviour including exclusions, seclusion and on-call records, holding academy leaders to account for these outcomes

#### The Principal:

- to ensure the framework for behaviour is implemented and reviewed annually
- ensure all staff role model good behaviour, maintain good relationships and ensure students meet our expectations
- to make the decision to direct students to alternative placements or to exclude where no suitable alternative can be found
- monitor behaviour and ensure the Rewards, Behaviour and Discipline Policy is being implemented fairly and consistently and is having a positive impact on students and their learning.

### **Classroom Teacher:**

We expect all staff to uphold clear and consistent expectations of behaviour within their classrooms and around the academy building. Consistency is vital. Staff should use a calm, fair and respectful approach with all students and will:

- adhere to a consistent approach adopted by the academy regarding behaviour management
- provide a secure, elevating and enterprising environment for learning
- set high expectations of work and behaviour and enthuse students to aspire
- reward good work, responsible attitudes to the community and positive behaviour
- ensure those who fail to meet expectations are given appropriate consequences
- work to restore positive relationships and improved behaviour when there have been issues

### **Director of Learning:**

- will provide support to staff within their department
- will provide a "Removal Zone" rota for the department and monitor the use of this
- issue departmental report and detentions following academy policy
- will make contact with parents to discuss issues concerning behaviour and attitudes to learning
- analyse data provided from SIMs and behaviour logs and take appropriate proactive action
- report on and discuss behaviour and attitudes to learning at line management meetings, identifying areas of concern and using a solution focused approach to address these

### **SLT Link/ Line Manager**

- will have secure knowledge and understanding of the relevant subject areas and the behaviour priorities and concerns within them
- agendas for meetings must include students causing concern and an outline of actions taken and the use of rewards. Reviewing support strategies and interventions. This information will be shared with the Vice Principal (Pastoral).
- SLT/ Line Managers must ensure consistency of approach to Rewards, Behaviour and Discipline within their areas

### **Guidance and Support House Leaders/Assistants**

- must be proactive in supporting all aspects of progress for students within their House
- will ensure regular contact with parents and support other staff in doing this
- will support staff to ensure consistent application of the consequence 'tier' system
- will mentor students where appropriate
- support the supervision of students withdrawn from lessons
- will liaise with SENCo and staff within Learning Support to ensure effective and appropriate support for students

## **SENCo**

- implements and reviews appropriate support for students with SEN and significant behaviour needs
- implements and reviews referrals to learning support, monitoring support provided, is keeping students on track with their learning and improving their behaviour

## **Academy Leadership Team (Academy LT) and Extended Academy Leadership Team (EALT)**

- will support good behaviour by maintaining a high visible presence
- monitor and analyse data for their subject area responsibility, taking a solution focused approach to improvement
- support the supervision of students withdrawn from lessons

## **Students**

- to follow the code of conduct and lesson expectations
- to promote the academy positively in the community

## **Parents:**

- support the academy in implementation of this policy
- attend academy events to promote positive links
- sign and uphold the “Home-Academy” agreement
- support academy sanctions and consequences

## **Expectations out of hours**

As a Community Academy, we believe our students should conduct themselves appropriately and in accordance with the academy expectations outside of academy hours as well as during them. The academy has the power to discipline students for having behaved inappropriately off academy premises, particularly on their way to and from academy.

## Section 7 – Strategies and consequence ‘tiers’ for managing student behaviour

### Actions and Stages of Escalation

Students and staff have already agreed a set of lesson expectations which everyone should adhere to at all times. These are displayed in all classrooms and can be found in the students’ planners and the academy website. If a student does not show respect for any of these agreed responsibilities the consequence ‘tier’ system may be initiated.

This list of actions and stages of escalation are sequential in nature for the majority of situations but stages may be bypassed if the behaviour displayed is of a serious nature. Please see Stage T4 for a list of behaviours that escalate the consequence immediately to this level or beyond.

#### **Pre formal consequence ‘tier’ issued to a student**

*(not recorded on SIMS)*

If a student misbehaves at any point in a lesson it is up to the teacher/other adult identified above to help them to make an appropriate choice by referring them to the responsibility that they have failed to adhere to. At this point a whole series of positive interventions **could** be used **before** any of the formal consequence ‘tier’ system levels are invoked, using a common sense approach. Although all students are expected to follow the rules, staff should be aware of students with identified Learning Needs at this point and make reasonable adjustments in application of this policy.

- General rule reminder
- Retracking “look”
- Calm, verbal re-direction
- Spending a couple of minutes with the student to check that they understand the learning

If the student cannot make the appropriate choice, despite being given opportunity to do so, the member of staff should move into the consequences system itself.

#### **T1 – Consequence ‘tier’ One issued to student**

T1 issued for one of the behaviour types (section 3), after having been given time and redirection to make the appropriate choice. Formal warning given that if behaviour does not change, action will be taken. Warn clearly what the consequence will be e.g. move seats, change group, change of work etc.

**Action at this level** -Teacher verbally tells student that a formal T1 warning has been issued and will be recorded against the behaviour type on SIMS.



## **T2 - Consequence 'tier' Two issued to student**

T2 Issued for one of the behaviour types (section 3) for continuing to display behaviours that prevent learning or contravene Lesson Expectations and Code of Conduct (this may be a different behaviour type one broken to the first formal warning at T1 level).

### ***Classroom strategy at this point must be taken***

- Moving child to another seat in class or move to another grouping in the room
- Take student off practical task or provision of alternative work
- Time out issued within the classroom (not outside of the room unless fully visible)
- Further re-tracking and or support back onto task
- Student verbally warned that if this continues that they will be issued with a T3 25 minute after academy detention.

**Action at this level** –The behaviour must be logged on SIMS. Teacher may issue a break/ lunchtime detention for 10 min with the member of staff or other Faculty procedure. This should be recorded in the student planner.

## **T3 - Consequence Three issued to student**

T3 Issued for persistently displaying behaviours that contravene our agreed Lesson Expectations and Code of Conduct.

### ***Classroom strategy at this point***

- Classroom strategy not already used (see above)
- Further retracking and or support back onto task
- Student verbally warned that if this continues that as well as the 25 minute after academy detention they may get “On Call” and the potential of further consequences issued.
- Use of broken Record Technique “Are you refusing to do as I ask?”

**Action at this level** -Teacher must issue a formal T3 detention at this level and record the behaviour type on SIMS and email Mrs Greenfield (Detention Admin Officer) to arrange a date for the detention to take place with the member of staff or faculty. Parents / Cares will then be informed of this by Mrs Greenfield.

## **T4- Consequence Four “On Call” issued to student**

T4 “On Call” issued for either:

- a) A student who has been issued with a T1, T2 and a T3 25 minute detention but is still persistently displaying behaviours that contravene our agreed Lesson Expectations and Code of Conduct. If ‘broken record’ technique results in negative response, “On Call” must be sent for;

Or

- b) A serious breach of the academy Lesson Expectations or Code of Conduct by a student. The student may or may not have been given T1, T2 and T3 warnings previously in the lesson or other area in academy but has demonstrated one or several of the following types of behaviours (but

not limited too) which requires for immediate action to be taken and “On Call” contacted to intervene in the incident / behaviour.

**All “On Call” incidents will result in the issue of a one hour faculty afterschool detention (unless there are extenuating circumstances).** This will be organised by Mrs Greenfield from the “On Call” records automatically. The staff member referring to “On Call” must provide work to the student in the hour after academy detention and also visit the student in detention to talk about the behaviour.

#### **Incidents that need to go straight to “On Call” for a serious breach of lesson expectations –**

- Racist, homophobic or sexist comments
- Swearing (casual use)
- Swearing (abusively) or Verbal abuse
- Fighting or Physical assault on a student a member of staff
- Verbal threats to cause harm
- Graffiti or Vandalism
- Truancy from the lesson
- Theft
- Endangering Health and Safety of members of staff and / or students
- Any other one off serious incident where urgent help is needed within the lesson

***Classroom strategy at this point*** – explain to the student “On Call” has been sent for, ignore the student’s behaviour if it is safe to do so and continue with the lesson until the “On Call” member of staff arrives.

**Action at this level** – member of staff to send another student to the main academy office to ask for “On Call” (or phone the main academy office depending on where the incident takes place). The “On Call” member of staff will then intervene to try to retrack the student and de-escalate the situation.

The “On Call” member of staff will make the decision to either:

- a) Return the student to the same lesson if they are ready to learn with a One Day Monitoring Report (unless already on Report). The Report must be completed and taken to the Guidance and Support House Leader at the end of the day);

Or

- b) Remove the student to Director of Learning for the faculty or “Zonal” member of staff agreed in the Department;

Or

- c) Escalate to T5 – “SLT referral”

The member of staff who called for “On Call” will need to send an electronic incident statement to Mrs Greenfield the same day as the incident so that any further action can be applied depending on the

nature of the incident. Mrs Greenfield will inform the relevant HL / AHL / DOL / Form Tutor / and or relevant member of SLT depending on the nature of the incident. Further action, if required will be communicated with the member of staff, student and the student parent/s or carer/s by the relevant lead on the action.

### **T5- Consequence Five “SLT Referral” to Deputy Head/ Head or nominated member of SLT”**

T5 “SLT referral” issued for either:

- a) A student who has been issued with a T1, T2 ,T3 25 minute detention and a T4 On Call but is still persistently displaying behaviours that contravene our agreed Lesson Expectations and Classroom Responsibilities or refusing zonal removal;

Or

- b) A serious breach of the academy lesson expectations or classroom responsibilities by a student. The student may or may not have been given T1, T2, T3 or T4 previously in the lesson or other area in academy but has demonstrated one or several of the following types of behaviours (but not limited too) which requires for immediate action to be taken and “SLT referral” contacted to intervene in the incident / behaviour.

#### **Incidents that need to go straight to “SLT Referral” for a serious breach of lesson expectations or incident –**

- Non Compliance with the “On Call” member of staff
- Absconding from DOL / House Team or other Zonal referral (when placed their previously by “On Call” member of staff)
- Persistent Bullying
- Drug or alcohol related incident
- Persistent defiance
- Weapon
- Physical assault on staff
- Sexual abuse or sexual assault
- Arson
- Smoking
- Any other serious incident or emergency where urgent help is needed within the lesson from SLT referral

***Classroom strategy at this point – On Call member of staff to remain with student until SLT arrive or verbally remove the student to work in another supervised area.***

**Action at this level –** member of staff to send another student to the main academy office to ask for “SLT referral” (or phone the main academy office depending on where the incident takes place). The “SLT referral” member of staff will then attend to remove the student from the lesson.

The “SLT referral” member of staff will make the decision to either:

- a) Take the student to the relevant House Team for a temporary Seclusion out of lessons with the House Team while the serious breach / incident investigated.

Or

- b) Take the student to the Seclusion Room. Student to be secluded in isolation for the remainder of the lesson or a specified amount of time while the incident further investigated (SRL or SRT)

Or

- c) Escalate to one of the following:
- **T6** – Seclusion Room for the remainder of the day (SRD)
  - **T7** – Internal Exclusion issued for a specified number of days (IEX)
  - **T8** – Vice Principal Seclusion for the remainder of the day (VPSRD)
  - **T9** - Principal Seclusion – student out of lesson with the Principal for the remainder of the day
  - **T10** – Off site Seclusion issued at another academy site or alternative venue (SRDOFF)
  - **T11** – Formal Fixed Term Exclusion, short term – 1 to 5 days (FEXS)
  - **T12** – Formal Fixed Term Exclusion, long term – 6 to 45 days (FEXL)
  - **T13** – Governors Disciplinary Meeting (GDCM)
  - **T14** – Managed Move to another Academy (MM)
  - **T15** – Deferred Exclusion Transfer – pending Perm Exclusion (DET)
  - **T16** – Permanent Exclusion (PEX)

The member of staff who called for “SLT referral” will need to send an emailed statement to Mrs Greenfield the same day as the incident so that any further action can be applied depending on the nature of the incident. Mrs Greenfield will inform the relevant HL / AHL / DOL / Form Tutor / and or relevant member of SLT depending on the nature of the incident. Further action, if required will be communicated with the member of staff, student and the student parent/s or carer/s by the relevant lead on the action.

## Detentions

### Types of Detention / Consequence

- a) **Breaktime detention:** are issued informally by members of staff and not recorded centrally on SIMS but through individual Departmental procedures and the Student Planner. Students can be collected by the “On Call” member of staff to attend the detention if required by sending an email to Mrs Grogan in the main academy office.
- b) **Lunchtime detention:** (at member of staff’s discretion) are issued informally by member of staff and not recorded centrally on SIMS but through individual Faculty procedures and Student Planner. Again, students can be collected for these by the “On Call” member of staff if Mrs Grogan emailed. SLT also staff M1 at lunchtime for detentions for students who miss late detention at break or who have been “on call” and taken to the isolation room during the day.

Students are issued with a 25 minute lunch detention by SLT for these offences. Also M1 is used for detention for students who have been disruptive during the lunch break.

- c) **25 minute T3 after academy detention (Any night of week 2.45 to 3.10 p.m. in member of staff's classroom):** these are formally recorded on SIMS and parents informed by Mrs Greenfield. A 25 minute after academy detention is normally issued once the formal T1 and T2 warnings have been issued to the student/s (The only exceptions to this is if an automatic T3 for dangerous behaviour is issued by the member of staff and T3 Homework not produced on time).

T3 Detentions are completed with the member of staff where the breach occurred and as near to the breach date as possible. These are usually completed in the member of staff's teaching room / Area / Department arranged through Mrs Greenfield and formally recorded with notes regarding the breach by the member of staff. If a student escalates their behaviour to an "On Call" in a lesson the T3 detention must still be issued by the member of staff unless told not to do so by SLT if a higher sanction has been issued (e.g. T7 - external exclusion from academy)

- d) **25 minute T3 Homework not produced on time detention (Any night of week 2.45 to 3.10 p.m. in member of staffs classroom):** there are no T1 / T2 warnings given if homework is not produced on time by a student, this escalates straight to a T3 25 minute after academy detention with the member of staff. However, common sense needs to prevail with this detention, for example if a parent has sent a note and there are exceptional circumstances to why the homework has not been completed then the member of staff might want to revise the deadline and not issue the T3, but this can only be used in exceptional circumstances.

This detention needs to be organised and recorded through Mrs Greenfield as in c);

- e) **One hour detention (Tuesday or Thursday night in M5 2.45 to 3.45 p.m.):** These detentions are issued by Mrs Greenfield because a student either has failed on two occasions to attend a T3 detention or they have had an "On Call". They can also be issued by Directors of Learning for persistent failure in the Faculty to adhere to the Lesson Expectations as well as incidents outside of the classroom by House Teams and SLT. This detention needs to be organised and recorded through Mrs Greenfield as in c);

- f) **House Team One hour Reflection Detention (any night with House team from 2.45 to 3.45 p.m.):** Issued by House team through Mrs Greenfield for students reaching 20, 30, 40 and 50 incidents of low level disruption. Student number of incidents monitored by House team with Vice Principal on a weekly basis and intervention / support initiated (Section 8 – Intervention strategies) Students given the opportunity to reflect on their pattern of behaviour and strategies / targets initiated.

- g) **One hour SLT detention (Friday afternoon in M1 2.45 to 3.45 p.m.):** These detentions are issued by Mrs Greenfield because a student has failed on one occasion to attend an hour detention or a student has failed to attend their late detention. They can also be issued by House Teams and SLT for incidents outside of the classroom where necessary. This detention needs to be organised and recorded through Mrs Greenfield as in c)

- h) **Two hour SLT detention (Saturday Morning in M5 9.00 to 11 a.m.):** These detentions are issued for continual failure to attend one hour SLT detentions. These detentions can only be issued by the Principal or Vice Principal (Pastoral) in consultation with Mrs Greenfield.

### **Procedure for requesting an after academy detention from member of staff**

All after academy detentions are issued through Mrs Greenfield so that these can be co-ordinated centrally. When a member of staff issues a T3 after academy detention this should be recorded on SIMS through the register with T3 and the behaviour type that has not been complied with. The member of staff must also write a note on SIMS about the incident logging it with the T3 issued.

The member of staff must email Mrs Greenfield to let her know that the T3 detention has been issued and what nights the member of staff / faculty is free to hold the detention (after academy detentions to be completed as soon as practically possible to the initial breach. Mrs Greenfield will then send a text to parents to let them know that a detention has been issued and on what date and time. In order for a detention to be issued for the following night then an email must be sent to Mrs Greenfield no later than 2.50 p.m. Monday to Thursday and 2.30 p.m. on a Friday.

All detentions must be for the allotted time allocated, e.g a 25 minute after academy detention will start at 2.50 until 3.15 and the student must remain supervised by the member of staff / department for the full amount of time and not leave early.

When the detention takes place the member of staff must record the students who are in attendance or not on the SIMS detention registers.

### **Failure to attend after academy detention**

It is important that students are told by the member of staff issuing the detention what date after academy the detention will take place and where; which may have to happen the following day or by emailing the Form Tutor of the student to let them know when the detention has been issued by Mrs Greenfield.

Also, on the day of the detention SIMS will highlight on the student register (in red) any student who is on an after academy detention that day. When registers are taken throughout the day in each class it is the responsibility of that member of staff to let the student/s know they are on detention that afternoon.

Students can check where and who the detention is with each day either with their Form Tutor (FT emailed a list from Mrs Greenfield each day) or by going to Mrs Greenfield's Office, detention noticeboard by the Library. Every afternoon there is a "duty team" on the main gate who will help remind students of their detention and where to attend. If a student does not comply with the member of staff to complete the detention then they will be issued with an Internal Exclusion Room consequence the following day, and the initial detention will be reissued. The only exception to this is where the detention has been rearranged and a slip provided to the duty team by the student from the member of staff.

Failure of a student to attend breaktime detention will be left to the member of staff / Faculty policy whether to reissue the break detention the following day, issue at lunchtime or escalate to the T3 25 minute after academy (T3 to be organised through Mrs Greenfield).

Failure of a student to attend the first T3 25 minute after academy detention with member of staff will result in another T3 detention set with the member of staff which is arranged through Mrs Greenfield.

Failure to attend 2<sup>nd</sup> T3 25 minute after academy detention will result in a one hour after academy detention with the detention duty team on a Tuesday or a Thursday in the Library.

Failure to attend the Tuesday or Thursday hour after academy detention (or break time late detention) will escalate to an SLT “restorative justice” detention on a Friday night or a two hour Saturday morning detention.

### **Rearranging after academy detention**

If a member of staff wants to rearrange an after academy detention with a student to another night then this must be done by contacting Mrs Greenfield so that parents can be contacted and also the student.

If a student in exceptional circumstances needs to rearrange the detention they must go to the member of staff no later than break time on the day of the detention to rearrange. It is the member of staff’s decision on whether they see this as exceptional or not, but if the detention is to be rearranged the member of staff must contact Mrs Greenfield by email to rearrange this and also issue the student with a detention rearranged slip which the student must give to the members of staff on the gate at the end of the day

### **Behaviour Tiers / Sanctions**

<b>Behaviour Type(Second level drop down on register)</b>	<b>Code</b>	<b>Description of behaviour code</b>
Tier One - Verbal Warning	T1. (WARN1)	Official verbal warning given by member of staff and student made aware an official T1 warning issued and recorded.
Tier Two - 2nd Verbal Warning	T2. (WARN2)	Official verbal 2nd warning given by member of staff and student made aware an official T2 warning issued and recorded.
Tier Three (T3a.) 25 min detention issued with member of staff	T3a. (DET25)	25 minute detention given by member of staff and student made aware an official T3 25 minute detention issued ( <i>Mrs Greenfield to be contacted by member of staff to arrange time</i> ).
Tier Three – (T3b.) Repeat 25min Detention issued with member of staff	T3b. (REPDET25)	25 minute detention (Repeated, if missed 1st 25 minute one)
Tier Three – (T3c.) Full Hour afterschool detention (Staff Rota)	T3c. (DET60)	T3a & b) 25 minute detention missed on two occasions or one single behaviour incident that warrants a 60 minute after school detention.
<i>Tier Three – (T3d.) Faculty Intervention actioned</i>	T3d.(FIV)	Faculty Intervention (One) actioned.

<b>Behaviour Type(Second level drop down on register)</b>	<b>Code</b>	<b>Description of behaviour code</b>
Tier Three – (T3e.) Breaktime detention with Support and Guidance Team	T3e. (BDETPAS)	Breaktime detention with Support and Guidance Team for low level behaviour offences committed during social time or supporting tutor team.
Tier Three - (T3f.) Lunchtime detention with Support and Guidance Team	T3f. (LDETPAS)	Lunchtime detention with Support and Guidance Team for medium level (or repeated low level) behaviour offences committed during social time or supporting tutor team.
<i>Tier Three – (T3g.) Support and Guidance Team Intervention actioned</i>	T3g.(SGIV)	Support and Guidance Team Intervention (2 a - e.) actioned.
Tier Three – (T3h.) 30 minute late afterschool detention with Support and Guidance Team	T3h. (30LATEDETPAS)	Persistent late detention with Support and Guidance Team (issued after 10 incidents and above on every offence).
Tier Three - (T3i.) 60 minute behaviour reflection with Support and Guidance Team A	T3i. (60REFPASA)	60 minute behaviour reflection with Support and Guidance Team for 20 incidents of behaviour recorded on SIMS (not homework) level A.
Tier Three - (T3j.) 60 minute behaviour reflection with Support and Guidance Team B	T3j. (60REFPASB)	60 minute behaviour reflection with Support and Guidance Team for 30 incidents of behaviour recorded on SIMS (not homework) level B.
Tier Three - (T3k.) 60 minute behaviour reflection with Support and Guidance Team C	T3k. (60REFPASC)	60 minute behaviour reflection with Support and Guidance Team for 40 incidents of behaviour recorded on SIMS (not homework) level C.
Tier Three - (T3l.) 60 minute behaviour reflection with Support and Guidance Team D	T3l. (60REFPASD)	60 minute behaviour reflection with Support and Guidance Team for 50 incidents of behaviour recorded on SIMS (not homework) level D.
Tier Three - (T3m.) 60 minute behaviour reflection with SLT E	T3m. (60REFPASE)	60 minute behaviour reflection with SLT for 60 incidents and above of behaviour recorded on SIMS (not homework) level E.
Tier Three - (T3n.) Late Breaktime detention with SLT	T3n. (LATEDETBSLT)	Breaktime Late detention with SLT.
Tier Three - (T3o.) Breaktime detention with SLT	T3o. (DETBSLT)	Breaktime detention with SLT for low level behaviour offences, supporting other staff in school or social time violations.
Tier Three - (T3p.) Lunchtime detention with SLT	T3p. (DETLTSLT)	Lunchtime detention with SLT for medium level behaviour offences, supporting other staff in school, social time violations or repeated offences.
Tier Three – (T3q.) Full hour afterschool detention with SLT	T3q. (DET60SLT)	60 min detention with SLT for high level behaviour offences, supporting other staff in school , social time violations, repeated offences or repeatedly missing detentions.
Tier Three – (T3r.) SLT Intervention actioned	T3r.(SLTIV)	SLT Intervention (2 f - i.) actioned.



<b>Behaviour Type(Second level drop down on register)</b>	<b>Code</b>	<b>Description of behaviour code</b>
Tier Four - On Call (Faculty detention)	T4. (ONCALL)	Student not responding to T1, T2 or T3 issued and On Call requested from main school office. (FAC DT)
Tier Five - SLT Referral	T5. (SLTREF)	Student not responding to T1, T2, T3 or T4 On Call and is escalating their behaviour to SLT support.
Tier Six - Seclusion Room	T6. (SRD)	Student still non-compliant and failing to comply, student placed in Seclusion Room by SLT member.
Tier Seven - Internal Exclusion	T7. (IEX)	Behaviour warrants a Formal Internal Exclusion which is decided by Principal / Vice Principal.
Tier Eight – Vice Principal Seclusion	T8. (VPSRD)	Student not complying with Seclusion Room rules and placed on Vice Principal Seclusion.
Tier Nine - Principal Seclusion	T9. (PSRD)	Student not complying with Seclusion Room rules and placed on Principal Seclusion.
Tier Ten - Offsite Seclusion	T10. (SRDOFF)	Behaviour warrants a Formal Offsite Seclusion which is decided by Principal / Vice Principal.
Tier Eleven - Formal Fixed Term Exclusion (Short Term 1 to 5 days)	T11. (FEXS)	Behaviour warrants a Formal Fixed term exclusion which is decided by Principal.
Tier Twelve - Formal Fixed Term Exclusion (Long Term 6 to 45 days)	T12. (FEXL)	Behaviour warrants a Formal Fixed term exclusion which is decided by Principal.
Tier Thirteen - Governors Disciplinary Meeting	T13. (GDCM)	Behaviour is persistent or is severe and warrants a Governors Formal Disciplinary meeting and is decided by Principal.
Tier Fourteen - Managed Move to another school	T14. (MM)	Behaviour is persistent or is severe and warrants a Managed Move to another school and is decided by Principal.
Tier Fifteen - Deferred Exclusion Transfer - pending Perm Exclusion	T15. (DET)	Behaviour is severe and warrants a Deferred Exclusion Transfer to another school and is decided by Principal.
Tier Sixteen - Permanent Exclusion	T16. (PEX)	Behaviour is either severe or persistent and warrants a Permanent Exclusion by the Principal.

## Section 8 – Intervention strategies and support

### Monitoring:

These systems give a picture of what is happening across a given period of time. They enable specific behaviours or specific lessons/classes/times of day to be identified so that appropriate intervention strategies can be used to bring about improvements.

### Induction

Students coming new to the academy are given an induction course.

Within the Student Planner, there is a section that sets out Code of Conduct and expectations. The Lesson Expectations are displayed in all classrooms.

### Intervention:

These strategies address specific identified problems and provide an opportunity for progress and improvement to be made. Support for the individual student is usually an aspect of intervention strategies.

### **Recording:**

This provides accurate information to support strategic planning, effective organisation and pro-active approaches to behaviour management and can also contribute information to support monitoring and intervention strategies. The Behaviour Log is used to record incidents and follow-up action or sanctions. Reports for students show how many entries a student has on the Behaviour Log and Achievement points gained.

### **Rewards:**

These are given in recognition of good behaviour, meeting targets, improvement, achievement, effort. They range from prizes and awards to participation in special events and activities.

Some strategies can be used in different ways for different purposes at different times and with different students. To be effective, the strategies need to be appropriate and there needs to be a degree of flexibility that takes account of individual circumstances.

### **Positive Intervention Strategies that are used with students**

- Daily Report: identifies positive and negative behaviours in lessons
  - Attendance Report: records attendance and punctuality
  - Target Report: identifies specific targets student will meet in each or specific lesson
  - Homework Report
  - Confiscation of items such as jewellery or mobile phones for a period of time
  - Mentoring – one to one or small group
  - Emotional Literacy Programmes including anger management
  - Regular reporting to Community Co-ordinator/ Head/ Deputy Head / Assistant Head
  - Personalised or reduced timetable
  - Behaviour Contracts
  - Written pre-exclusion warnings
  - Referral to outside Agencies for support: MAT, Ed Psych, Paediatrician, CAMHS, Behaviour Support,
- 
- Access Zone
  - PSP
  - IEP
  - SEND support
  - Alternative Education Package / Plan
  - EHCP
  - Extended academy
  - Learning Support one to one / small group
  - Circle of Friends
  - TAF

## Intervention Stages:

### Subject / Faculty Intervention One

<b>Behaviour Intervention Strategy One (recorded in Action taken)</b>	<b>Code</b>	<b>Description of behaviour Intervention Strategy</b>
Intervention One - (IV1a.) - Parents / Carers telephoned by member of Staff teaching student or Director of (5 incidents in lesson / subject area)	IV1a. (PARENTTEL)	Member of staff who teaches the student or Directors of Learning contacts Parents / Carers to discuss the students behaviour and talk about the next step of the Faculty behaviour monitoring report if students behaviour does not improve in subject area.
Intervention One – (IV1b.) Faculty Student Tracker (10 incidents in lesson / subject area)	IV1b. (DEPREPORT)	Student is issued with a Faculty Student Tracker by subject teacher in conjunction with the Director of Learning. A letter is sent out to Parents / Carers from the Director of Learning and the student is on report with the Faculty. Support and Guidance Team informed.
Intervention One – (IV1c.) Student works (for a maximum of 2 lessons) with Director of Learning (15 incidents in lesson / subject area)	IV1c. (HOD)	If the student continues to be disruptive the student can be removed to work with the Director of Learning or another member of the Faculty or SLT Faculty link. A letter is sent out to Parents / Carers by DOL explaining why the student is out of lesson. Support and Guidance Team informed.
Intervention One – (IV1d.) DOL and teacher meet with parents and minutes taken and copy sent to Support and Guidance Team Leader of student for file (20 incidents in lesson / subject area)	IV1d. (HTPMEET)	Formal meeting with Parents and Student with Director of Learning / teacher to set behaviour targets for the lessons and reiterate lesson expectations. This is also a time to address any learning concerns which will need to be forwarded to the SENCO or any other home related concerns report to the Support and Guidance Team.
Intervention One – (IV1e.) DOL / Subject teacher and SLT link meet with parents and minutes taken and copy sent to Support and Guidance Team Leader of student for file (Above 30 incidents in lesson / subject area)	IV1e. (HTPMEET)	Formal meeting SLT link with Director of Learning / teacher to set behaviour targets for the lessons and reiterate lesson expectations. This is also a time to address any learning concerns which will need to be forwarded to the SENCO or any other home related concerns report to the Support and Guidance Team.

## Support and Guidance Team Intervention Two

<b>Behaviour Intervention Strategy Two</b>	<b>Code</b>	<b>Description of behaviour Intervention Strategy</b>
Intervention Two – (IV2a.) Form Tutor monitoring report when student reaches 10 (T1 & 2) or 5 (T3 detentions and On Call)	IV2a. (FORMREP)	(Green One) Form Tutor report one issued by Support and Guidance Team for a maximum of 2 weeks.
Intervention Two – (IV2b.) Support and Guidance Team behaviour monitoring report 1 when student reaches 20 (T1 & 2) or 10 (T3 detentions and On Call)	IV2b. (HOUBEH1REP)	(Yellow One) Behaviour report one issued by Support and Guidance Team for minimum of 2 weeks and maximum of 4 weeks. A one hour Support and Guidance Team behaviour reflection detention issued. Parents / Carers invited in for a meeting with Support and Guidance Team. Intervention Strategy Three assessment to be completed for referral to any internal / external support for the student / family.
Intervention Two – (IV2c.) Support and Guidance Team behaviour monitoring report 2 when student reaches 30 (T1 & 2) or 15 (T3 detentions and On Call)	IV2c. (HOUBEH2REP)	(Yellow Two) Behaviour report two issued by Support and Guidance Team for minimum of 2 weeks and maximum of 4 weeks. A one hour Support and Guidance Team behaviour reflection detention issued.
Intervention Two – (IV2d.) Support and Guidance Team Target monitoring report when student reaches 40 (T1 & 2) or 20 (T3 detentions and On Call)	IV2d. (HOUTAR1REP)	(Red One) Target report one issued by Support and Guidance Team for minimum of 2 weeks and maximum of 4 weeks. A one hour Support and Guidance Team behaviour reflection detention issued. Parents / Carers invited in for a meeting with Support and Guidance Team. Intervention Strategy Three assessment to be completed for referral to any external support for the student / family.
Intervention Two – (IV2e.) Support and Guidance Team Target monitoring report when student reaches 50 (T1 & 2) or 25 (T3 detentions and On Call)	IV2e. (HOUTAR2REP)	(Red Two) Target report two issued by Support and Guidance Team for minimum of 2 weeks and maximum of 4 weeks. A one hour Support and Guidance Team behaviour reflection detention issued.

## SLT Intervention Two

<b>Behaviour Intervention Strategy Two</b>	<b>Code</b>	<b>Description of behaviour Intervention Strategy</b>
Intervention Two – (IV2f.) SLT Assistant Vice Principal monitoring report when student reaches above 60 (T1 & 2) or 30 (T3 detentions ) for a maximum of 4 weeks	IV2f. (SLTREP1)	(Purple One) SLT report one issued by SLT Assistant Vice Principal for minimum of 2 weeks and maximum of 4 weeks. A one hour SLT Friday night detention issued. Parents / Carers and student invited in for a meeting. Intervention Strategy Three assessment review (one) to be completed to check any internal or external support for the student / family and if any other support is needed.
Intervention Two – (IV2g.) SLT Behaviour Panel meeting with Support and Guidance Team Leader and parents and student, SLT Assistant Vice Principal monitoring report continues for a further 2 weeks	IV2g. (SLTREP2)	(Purple Two) SLT Behaviour Panel meeting and SLT report two issued by SLT Assistant Vice Principals for minimum of 2 weeks and maximum of 4 weeks. A one hour SLT Friday night detention issued. Parents / Carers and student invited in for a SLT behaviour panel meeting. Intervention Strategy Three assessment review (two) to be completed to check any internal or external support for the student / family and if any other support is needed.
Intervention Two – (IV2h.) SLT Vice Principal behaviour monitoring report for a maximum of 4 weeks	IV2h. (VPRIREP1)	(Pink One) SLT report three issued by SLT Vice Principal for minimum of 2 weeks and maximum of 4 weeks. A one hour SLT Friday night detention issued. Parents / Carers and student invited in for a meeting with the Vice Principal. Student and Parents / Carers to be made aware of the “Managed Move” protocol and final stages of Rewards, Behaviour and Discipline policy ‘Tiers’ for the Academy. Intervention Strategy Three assessment review (three) to be completed to check any internal or external support for the student / family and if any other support is needed.
Intervention Two – (IV2i.) Principal behaviour contract monitoring report for 4 weeks	IV2i. (PRIREP1)	(Blue One) Principal behaviour contract monitoring report for minimum of 2 weeks and maximum of 4 weeks. Parents / Carers and student invited in for a meeting with the Principal and /or Governors Disciplinary Committee. Intervention Strategy Three assessment review (four) to be completed to check any internal or external support for the student / family and if any other support is needed.

**Support and Guidance Team Intervention Three** *(in no particular order and can happen at any time as well as Intervention one and two)*

<b>Behaviour Intervention Strategy Three</b>	<b>Code</b>	<b>Description of behaviour Intervention Strategy</b>
Intervention Three – (IV3a.i.) Referral to SEND team	IV3a.i. (REFSEND)	Referral to SEND Faculty for advice / monitoring / referral to outside agency for specialist support.
Intervention Three – (IV3a.ii.) Referral to Ed Psychologist	IV3a.ii. (REFEDPSY)	Referral to Education Psychologist for learning assessment and further guidance.
Intervention Three – (IV3b.i.) Referral to Paediatrician	IV3b.i. (REFPAED)	Referral to Paediatrician for medical assessment to address health concerns.
Intervention Three – (IV3b.ii.) Referral to School Nurse	IV3b.ii. (REFNURSE)	Referral to School Nurse for medical needs assessment.
Intervention Three – (IV3b.iii.) Referral to CAMHS	IV3b.ii. (REFCAMHS)	Referral to CAMHS for mental health assessment.
Intervention Three – (IV3b.iv.) Referral to Time to Talk Counselling	IV3b.iv. (REFTTTCOU)	Referral to Time to Talk Counselling for one to one therapy.
Intervention Three – (IV3c.i.) MyConcern Internal concern log created	IV3c.i. (MYCON)	MyConcern Log created following concerns raised about student. Further details about concerns logged and actions through this online chronology software package.
Intervention Three – (IV3c.ii.) Referral to MAT Youth Worker	IV3.c.ii (REFMATYW)	Referral to MAT Youth Worker for work around behaviour, anger management, emotional support, identified support.
Intervention Three – (IV3c.iii.) Referral to MAT Family Resource Worker	IV3c.iii. (REFMATFRW)	Referral to MAT Family Resource Worker to offer support to parents and student in family home. This may include working with siblings. Parenting support course offered.
Intervention Three – (IV3c.iv.) Referral to Starting Point / Call Derbyshire – Child Protection / Safeguarding	IV3c.iv. (REFSTART)	Referral to Starting Point / Call Derbyshire as a Child protection issue. Initial Log on MyConcern from this point onwards.
Intervention Three – (IV3c.v.) Early Help Assessment completed and submitted to Starting Point	IV3c.v. (EARLY)	Derbyshire Early Help Assessment completed by Support and Guidance Team and submitted through the Starting Point website.

Intervention Three – (IV3d.i.) Referral to Police Community Support Officer	IV3d.i. (REFPOLICE)	Referral to the Police Community Support Officer to talk to student about the law.
Intervention Three – (IV3d.ii) Referral to YOT	IV3d.ii. (REFYOT)	Referral to Youth Offending Team to support a student who is breaking the law and has committed a criminal offence.
Intervention Three – (IV3e.i.) Attendance student return to school meeting with Attendance Officer	IV3e.i. (ATTRETURN)	First stage in attendance action review, students who are off school below who are below 95% have a return to school meeting with the Attendance Officer.
Intervention Three – (IV3e.ii.) Attendance Monitoring by Support and Guidance Team	IV3e.ii. (ATTMON)	Second stage in attendance action review for persistent absence student who's attendance is falling towards the Governments PA threshold (90% and below). The student is made aware by the Support and Guidance Team that their attendance is being monitored for two weeks. A phone call is made to parents by the Support and Guidance Team.
Intervention Three – (IV3e.iii.) Attendance Formal Tracking by Support and Guidance Team	IV3e.iii. (ATTFORTRA)	Third stage in attendance action review for persistent absence student who's attendance is falling towards the Governments PA threshold (90% and below). The student is made aware by the Support and Guidance Team that their attendance is being formally tracked for four weeks. A letter is sent to parents / carers by the Support and Guidance Team.
Intervention Three – (IV3e.iv.) Referral to MAT Attendance Education Welfare Officer (EWO/ EWS)	IV3e.iv. (REFEWO)	Fourth stage in attendance action review for persistent absence student who's attendance is falling below the Governments PA threshold (90% and below). The student and parent is made aware by the Support and Guidance Team that their attendance is being referred to the EWS. A letter is sent to parents / carers by the EWS service.
Intervention Three – (IV3e.v.) Referral to School Attendance Panel meeting (School/EWS/Governor/ School Nurse/Parent/Student)	IV3e.v. (REFATTPANEL)	Fifth stage in attendance action review for persistent absence student who's attendance is falling below the Governments PA threshold (90% and below). The student and parent meet with the school attendance panel and targets for attendance are set and reviewed after 6 weeks. A letter is sent to parents / carers by the Vice Principal.
Intervention Three – (IV3e.vi.) Referral to EWS Legal Panel meeting (EWS/School/Parent/Student)	IV3e.vi. (REFLEGPANEL)	Sixth stage in attendance action review for persistent absence student who's attendance is falling below the Governments PA threshold (90% and below). The student and parent meet with the EWS Legal panel and targets for attendance are set and reviewed after 6 weeks. A letter is sent to parents / carers by the EWS.
Intervention Three – (IV3e.vii.) Referral fixed penalty notice for nonattendance	IV3e.vii. (REFFIXPEN)	Seventh stage in attendance action review for persistent absence student who's attendance is falling below the Governments PA threshold (90% and below). The parents / carers receive a fixed penalty notice from Derbyshire County Council EWS.
Intervention Three – (IV3e.viii.) Referral to EWS Fast Track to court for prosecution for nonattendance	IV3e.viii. (REFPROS)	Eighth stage in attendance action review for persistent absence student who's attendance is falling below the Governments PA threshold (90% and below). The parents / carers receive a warning letter and then a letter with a court date for persistent absence of the student.

Intervention Three – (IV3e.xi.) Referral to AFG Attendance group	IV3e.xi. (REFAFG)	Eighth stage in attendance action review for persistent absence student who's attendance is falling below the Governments PA threshold (90% and below). The student is transferred into the Attendance Form Group to support a child who is falling below 90% where other alternatives have not improved attendance.
Intervention Three – (IV3f.) Referral to SPOA	IV3f. (SPOA)	Referral to Single Point of Access for Health Support.
Intervention Three – (IV3g.) Referral to Prevent / Channel	IV3g. (PREV)	Referral to Prevent / Channel following concerns about radicalisation and extremism type behaviour.
Intervention Three – (IV3h.) Referral to External Drugs Support Organisation	IV3h. (DRU)	Referral to Drug outreach Tier 3 support worker.
Intervention Three – (IV3i.) Referral to Trident Reach (Domestic Abuse)	IV3i. (DA)	Referral to Trident reach over domestic violence concerns in the family.
Intervention Three – (IV3j.) Referral to FGM Gov. team	IV3.j (FGM)	Referral to Police over FGM concerns.
Intervention Three – (IV3k.i.) Referral to DEBP (vocational)	IV3k.i (DEBP)	Referral to DEBP (Derbyshire Education Business Partnership) mentor for support and guidance in careers.
Intervention Three – (IV3k.ii) Referral to Careers Service (vocational)	IV3k.ii (CS)	Referral to Careers Service for next steps beyond Granville support.
Intervention Three – (IV3l.i.) Study support (Voluntary)	IV3l.i (SSV)	Referral for Study support on a voluntary basis.
Intervention Three – (IV3l.ii.) Study support (Compulsory)	IV3l.ii (SSC)	Referral for Study Support on a compulsory basis.
Intervention Three – (IV3m.) Personalised Timetable	IV3m. (PT)	Personalised timetable tailored to meet the pupil's health / SEN needs.
Intervention Three – (IVn.) Academic Mentoring	IV3n. (AM)	One to one support from an academic mentor who tracks and supports students progress

## Section 9 – Escalation and exclusions

### 'TOP 10' BEHAVIOUR GROUP MONITORED BY SLT

On a half termly basis the top 10 students (This 'top 10' can be a selection of students from the whole school or a particular year group causing concern) are identified for their misbehaviour incidents and they are monitored by SLT. On a daily basis, there is a report given to SLT for morning meeting and these students have additional sanctions applied above their current sanction/report level. Each T1, T2 and T3 from the previous day, students received an additional sanction of the loss of 10 minutes of social time per incident. If a student hits 6 incidents in the previous day they will be placed in to seclusion for the following day. If a student gets "on called" they automatically go to seclusion for the rest of the day.



## **SECLUSIONS**

SLT may occasionally feel that it is not appropriate for a student to return to lessons for the remainder of the day. This may be because the student is not emotionally able to manage mainstream lessons or because it is felt they need a longer period to reflect on their behaviour. The Seclusion Room provides separate short-term individual curriculum work and reflective programmes to encourage students to take responsibility for their behaviour and consider positive ways forward. It is a positive preventative strategy and not a 'sin-bin'.

## **INTERNAL EXCLUSION**

Where a student has been involved in a serious incident for the first time or if the academy feel it may be more of a deterrent to the student, a student may be placed to work in the Internal Exclusion Room as an alternative to exclusion. In the Exclusion Room, students work in individual study booths. They may have a different academy day with different times for coming to academy and going home. In some cases, students may be sent to work in the Exclusion Room of a partner academy as an alternative to exclusion. Usually, an Internal Exclusion will be for 1-5 days.

Any subsequent offences or more serious breaches of our code of conduct are likely to result in a fixed term exclusion from academy

## **EXCLUSIONS**

Exclusion from academy is very serious and the decision to exclude is not taken lightly.

Only the Head or, in her absence, the Deputy Head, can exclude a student. Guidance on exclusions and the procedures to follow (including appropriate documentation) are given in the DFE document 'Exclusion from maintained schools, academies and student referral units in England (June 2012)' and the LA's Exclusion Procedures. The LA and the Governors expect the Head to exclude students in accordance with these guidelines.

Fixed Term exclusions usually range from 1-5 days but may be for up to 45 days in total. Under new legislation, we are required to provide alternative education for students from day 6 of any exclusion from academy. We work in collaboration with other local academies and schools to provide a placement for students to enable them to continue to study in a academy environment. This provision is not optional and parents who do not take steps to ensure their youngster attends the arranged provision may be subject to a fixed penalty notice for their child's non academy attendance.

Any student who is excluded or internally excluded may have to appear before the Governors' Discipline Committee to explain their behaviour. Continued attendance at the academy may depend on an improvement in behaviour and attitude.

## **PERMANENT EXCLUSION**

In extreme cases, a student may be permanently excluded from the academy. This could be

- where a student's behaviour becomes so disruptive that it threatens the good order of the academy
- where a student continues to deliberately break academy rules in spite of warnings
- for repeated and deliberate disregard of the academy's code of conduct
- where a very serious incident has occurred that threatens the well being or health and safety of others
- for a breach of the academy's anti-drugs policy or anti bullying policy

Government guidelines are quite clear that a decision to permanently exclude a student is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort. It would be appropriate, therefore, for the Head to exclude a student permanently for persistent and defiant misbehaviour, including bullying.

At times, there may be exceptional circumstances where the Head feels it appropriate to exclude for a first or one-off offence such as:

- Serious actual or threatened violence
- Sexual abuse or assault
- Drugs offences
- Carrying an offensive weapon

## **ANTI-BULLYING POLICY**

The academy has a full and detailed Anti-Bullying policy which makes clear that we will not tolerate bullying behaviour of any kind which follows the latest guidance from DFE (October / November 2014).

Bullying can be defined as "deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another". (DfES September 2002)

Bullying behaviour includes:

- name calling
- teasing
- threatening behaviour
- physical contact eg hitting, pushing, pinching or kicking
- taking personal possessions
- sending abusive messages via social media
- forcing others to hand over money
- forcing others to do things they don't want to do
- ignoring others or leaving them out
- attacking others in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.
- harassment

- offensive language
- Sexual abuse
- Writing comments or posting photos on social media that may embarrass or hurt others
- Encouraging others to bully others

Incidents of bullying will be taken very seriously by the academy and a range of consequences are available depending on the severity of the incident and individual circumstances. Serious incidents may result in a fixed term exclusion or, if the offence is serious enough, a permanent exclusion, even for a first offence.

At Granville, we believe that all student have a responsibility to report any behaviour that they know will breach the behaviour and discipline policy. For example, if a student knows that a fight may occur between other students either in academy, on the way to or from academy or outside academy hours, he or she is expected to report this to a senior member of staff so that preventative action may be taken.

Student who stand and watch fights will be subject to disciplinary action which could include exclusion from academy. Any student who films fights or any incidents of aggressive behaviour on their mobile phones will be subject to sanctions.

### **Anti-Drugs / Alcohol Policy**

The school has adopted the definition for the term “drug” from the DfES document ‘Drugs: Guidance for Schools’ (February 2004). The term “drug” refers to:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas vapour which can be inhaled), ketamine, khat and alkyl nitrites known as poppers), caffeine, e-cigarettes and ‘legal highs’ (novel psychoactive substances – NPS)
- all over-the-counter and prescription drugs.

Granville has a zero tolerance to drugs and we are committed to the academy being drug free. Anything worn or brought into academy must not have drug-related slogans, symbols or badges on them. Students are not allowed to make any inappropriate references to illegal drugs, which includes behaviour such as drug related graffiti, using slang terms or gestures.

Any student who brings illegal drugs onto the Academy site, or who takes part in any drug related behaviour which may bring the Academy into disrepute, may be permanently excluded.” This includes behaviour to and from the Academy. If a student knows that another student has brought illegal drugs onto site, he/she should report this immediately to a member of staff. Failing to report this would be a very serious matter and could result in serious consequences.

In every case of an incident involving drugs, the school places the utmost priority on safety. It will meet any medical emergencies with first aid and summon the appropriate help before addressing further issues. If in doubt, the school will seek medical assistance immediately.

The academy is a no-smoking site. Student are not allowed to smoke in academy, or as they come to and from academy. Smoking materials are not to be brought into academy. Students must also not

stand or be in the presence of other student if they are smoking as this will be seen as being complicit with such behaviour.

The Drugs education programme at Granville starts in Year 7 to 11 and is appropriate to the age and maturity of pupils and is set within the PSHCE and Citizenship framework and the National Science Order. The drug education programme links with other areas of PSHCE / Character and Wellbeing / Values including sex and relationships education (SRE) and emotional well-being.

The aim of the school's drug education programme is to:

- increase pupils' knowledge and understanding and clarify misconceptions about:
- the short and long term risks and effects of drugs
- the rules and laws relating to drugs, including new drugs
- the impact of drugs and drug use on the individual, families and communities
- the prevalence and acceptability of drug use amongst peers
- the complex, moral, social, emotional and political issues surrounding drugs.
- develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:
- assessing, avoiding and managing risks
- communicating effectively
- resisting pressures
- finding information, help and advice
- devising problem-solving and coping strategies
- developing self-awareness and self-esteem.
- enable pupils to explore their own and other people's attitude towards drugs, drug use and drug users, including challenging stereotypes and exploring the media and social influences.

The academy adopts teaching methodologies that involve all pupils in active learning. The academy is committed to delivering drug education across the curriculum, as appropriate.

Drug education is taught in a safe, secure and supportive learning environment with pupils establishing and reviewing class ground rules and group agreements to nurture mutual respect in which any pupils feel comfortable and ready to listen and discuss each other's opinions. Teachers delivering drug education will also adopt a range of strategies in handling sensitive or controversial issues including:

- using distancing techniques: role-play, third person case studies
- deal with difficult questions on an individual basis – seeing a pupil outside the class, referring on to the school nurse or other agencies
- presenting themselves as facilitators of pupil learning rather than drug experts.

The academy believes parents/carers have an important role to play in supporting their child's drug education. The school ensures parents/carers are:

- made aware of the school's approach to and rationale for drug education through this policy
- involved in the planning and review of the drug education programme and policy through drug education evenings, questionnaires etc
- given information about their child's drug education and school rules in relation to drugs
- able to access information about drugs and local and national sources of help
- encouraged to attend the parenting event to access support from outside agencies.

## Section 10 – Searching, screening and confiscation

This section of our rewards, behaviour and discipline policy mirrors the DFE document – Searching, screening and confiscation advice for Principals, academy staff and governing bodies (February 2015).

### **SEARCHING**

Academy staff can search a student for any item if the student agrees.

Principals and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

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

Principals and authorised staff can also search for any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

### **CONFISCATION**

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

### **ACADEMYS' OBLIGATIONS UNDER THE EUROPEAN CONVENTION ON HUMAN RIGHTS (ECHR)**

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a academy (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A academy exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist academies in deciding how to exercise the searching powers in a lawful way.

## **SCREENING**

What the law allows:

- Academies can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Academies statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of academy staff can screen students.

Also note:

- If a student refuses to be screened, the academy may refuse to have the student on the premises. Health and safety legislation requires a academy to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the academy does not let the student in, the academy has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## **SEARCHING WITH CONSENT**

Academies common law powers to search:

- Academy staff can search students with their consent for any item. Also note:
- Academies are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- Academies should make clear in their academy behaviour policy and in communications to parents and students what items are banned.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the academy's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, academies can apply an appropriate disciplinary penalty.

## **SEARCHING WITHOUT CONSENT**

### **What the law says:**

- What can be searched for?
- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the academy rules which has been identified in the rules as an item which may be searched for.

#### **1. Can I search?**

- Yes, if you are a Principal or a member of academy staff and authorised by the Principal.

#### **2. Under what circumstances?**

- You must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.
- There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

#### **3. When can I search?**

- If you have reasonable grounds for suspecting that a student is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.
- The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.

#### **4. Authorising members of staff**

- Principals should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that Principals may not require anyone other than a member of the academy security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A Principal can require a member of the academy's security staff to undertake a search.

- If a security guard, who is not a member of the academy staff, searches a student, the person witnessing the search should ideally be a permanent member of the academy staff, as they are more likely to know the student.

## **5. Training for academy staff**

- When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

## **6. Establishing grounds for a search**

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- The powers allow academy staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Academy staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

## **7. Searches for items banned by the academy rules**

- An item banned by the academy rules may only be searched for under these powers if it has been identified in the academy rules as an item that can be searched for.
- The academy rules must be determined and publicised by the Principal in accordance with section 89 of the Education and Inspections Act 2006 in maintained academies. In the case of academies and alternative provision academies, the academy rules must be determined in accordance with the Academy Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.
- Under section 89 and the Academy Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Principal must publicise the academy behaviour policy, in writing, to staff, parents and students at least once a year.

## **8. Location of a search**

- Searches without consent can only be carried out on the academy premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on academy trips in England or in training settings.
- The powers only apply in England.



## **DURING THE SEARCH**

### **9. Extent of the search – clothes, possessions, desks and lockers**

#### **What the law says:**

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
- ‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student’s possessions can only be searched in the presence of the student 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.

#### Also note:

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

### **10. Lockers and desks**

- Under common law powers, academies are able to search lockers and desks for any item provided the student agrees. Academies can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present.
- If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

### **11. Use of force**

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the academy rules.
- Separate advice is available on teachers’ power to use force – see Associated Resources section below for a link to this document

## **AFTER THE SEARCH**

### **12. The power to seize and confiscate items – general**

#### **What the law allows:**

- Academies' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Also note:

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **13. Items found as a result of a 'without consent' search**

#### **What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that academies can dispose of alcohol as they think appropriate but this should not include returning it to the student.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that academies can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the academy rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

#### **14. Statutory guidance on the disposal of controlled drugs and stolen items**

- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:
  - In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
  - Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
  - With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, academy staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

#### **15. Statutory guidance for dealing with electronic devices**

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
  - In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the academy rules.
  - If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of academy discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Also note:

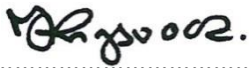
- Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the academy.

## 16. Telling parents and dealing with complaints

- Academies are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Academies should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal academy complaints procedure.

## Section 11 – Communicating the Policy to Parents

Information about the academy's Rewards, Behaviour and Discipline Policy is given on the academy website and can be viewed in academy at any time. The Code of Conduct is included in the student planner. When parents accept a place at Granville for their child, they are asked to sign the 'Home-Academy Agreement' to show that are accepting the rules, policies and procedures that underpin the Reward, Behaviour and Discipline code of the academy.

Signed .....  ..... Jo Kingswood (Principal)

Signed ..... David Gaskin (Chair of Governing Board)