

Behaviour for Learning Policy

Version 8

This policy applies only to 11-18 New Collaborative Learning Trust education settings.

**DINNINGTON
HIGH SCHOOL**



Wingfield Academy

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The policy document 'Student Behaviour and Attendance Policy (Colleges and School Sixth Forms)' addresses behaviour for Y12&Y13 students in Brinsworth Academy and Dinnington High School Sixth Forms

In this document, BA means Brinsworth Academy; DHS means Dinnington High School; and, WFA means Wingfield Academy

1.0 Trust Guiding Principles

- 1.1 We are fully committed to ensuring that all pupils access their full entitlement to a high-quality education, enabling them to thrive and succeed. To achieve this, all children have the right to learn in safe, orderly, and positive environments where their individual needs are met.
- 1.2 We will endeavour to provide a broad and balanced curriculum which meets the needs of all pupils, enables them to progress and be successful in their future.
- 1.3 Our inclusive approach ensures reasonable adjustments are made in recognition that each child is unique. In all cases we make decisions that are in the best interests of the individual child. We will work in partnership with other agencies to ensure that every child is supported in the right way.

2.0 Core Purpose and Principles

- 2.1 Our academies demand a calm, purposeful learning environment in all lessons. The teacher is the expert in the room and is central to the learning. We expect high standards so that all teachers can teach to the best of their ability ensuring all pupils can learn to the best of theirs.
- 2.2 In everything we do, we will always remain 'child centred, progress focused' which enables all our young people to grow and thrive.
- 2.3 We believe that in order for our young people to grow and thrive, they must develop self-discipline and be given autonomy to make the right choices within a clear framework of high expectations that are driven by our student values of respect, responsibility and resilience.
- 2.4 These are underpinned by our core principles of:
 - **Child centred** –The child comes first. Nothing is more important than a child's safety, wellbeing and their ability to make exceptional progress in order to improve life chances.
 - **Positive relationships** – Our culture of care and mutual respect amongst staff and students is driven by unrivalled levels of 'Botheredness'.
 - **High standards** – A shared commitment to upholding the highest standards, begins with ensuring the smallest detail matters.
 - **Certainty over severity** – We believe in the certainty of consequences rather than necessarily the severity.
 - **Recognition Focussed** – Achievements of all young people are routinely recognised and celebrated, forging a culture where everyone is proud of one another
 - **Routines make good habit** – Routines are scripted so that all staff and students receive appropriate training and good habits can be formed for life.
- 2.5 Our students will be taught how to behave through a bespoke behaviour curriculum, so that they understand what behaviour is expected and encouraged and what is prohibited. This will be supported by positive reinforcement when expectations are

met and sanctions where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

- 2.6 Any aspect of behaviour expected from pupils will be made into commonly understood routines. These routines have been made simple for everyone to understand and follow.
- 2.7 All pupils attending the Academy will undertake an induction programme, which clearly outlines and models the behaviour expectations for students within the Academy.
- 2.8 Parents and students will sign a home / Academy agreement at the start of their journey, which outlines the rules and expectations for behaviour.
- 2.9 Our Academies recognise their duties under the Equality Act 2010 and will consider reasonable adjustments, SEND needs, vulnerabilities and individual circumstances when implementing behaviour procedures.

3.0 Our Student Values

- 3.1 Our student values are embodied in our daily practice and routines.
- 3.2 From the first day at the Academy, students are expected to adopt and develop our student values in everything they do. We expect that our students are:

Respectful

- Be polite and well mannered
- Be kind and considerate
- Listen to others without interruption
- Respond quickly and positively
- Keep yourself and others safe

Responsible

- Look smart (Adhere to our School uniform expectations)
- Attend, be punctual and equipped
- Accept responsibility for the choices you make
- Take pride in your work and the environment
- Be independent, conscientious learners

Resilient

- Work hard
- Approach learning with a positive 'can do' attitude
- Persevere when learning is challenging
- Absorb yourself in learning
- Accept that failure is necessary for success

- 3.3 We have high expectations of our students and will not accept excuses. We will however always listen and support the individual needs of every student in a 'child centred, progress focused' way. Although meeting our expectations for some students maybe challenging, we do expect all students, to live by our values

consistently. This includes when students are:

- In lesson time
- Out of class during unstructured time (Corridor movement, break and lunchtime)
- Taking part in any Academy-organised or Academy-related activity.
- Travelling to and from the Academy.
- Whilst wearing Academy uniform in public.
- In some other way identifiable as a student at the Academy. (Including on social media)

3.4 The Academy will not hesitate to challenge, correct and sanction individual students who do not meet the expectations. After all, our priority is the learning, progress and wellbeing of all our students and no one individual should be allowed to jeopardise that for others without consequence.

4.0 Student Conduct During Lesson Time

4.1 Our system in lesson time is designed to give students choices and an opportunity to 'get it right'. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked, this sort of behaviour disrupts lessons and undermines the authority of the teacher.

4.2 Teachers will insist on one voice in the classroom for instructions, explanations, discussions, silence for reading, writing and deliberate practice.

4.3 Where teachers feel that the flow of learning is being continually disrupted by an individual or group of individuals, **a series of warnings (maximum of 3) will be issued**, providing an opportunity for students to 'correct their actions and get it right'. Where students do not respond positively, despite these warnings, students will be removed from the lessons and a series of consequences will follow.

5.0 Student Conduct around school site

5.1 Students at the Academy are expected to demonstrate the highest standards of behaviour at all times. This includes when they move around the building and during break and lunch time. Students should always conduct themselves in a responsible and respectful way that maintains a safe and secure environment.

5.1.1 Student conduct on the corridors

- Always walk on the left.
- Avoid socialising and moving in large groups
- Avoid physical contact and respect other people's space
- Use inside voices, and use appropriate language
- Follow the instructions and requests of adults at all times
- Be prompt to learning, moving along corridors with purpose

5.1.2 Students conduct at break and lunchtime

- Only accessing permitted areas
- Respect dining spaces and ensure any litter is placed in the bins provided
- Remain on academy site at all times (unless otherwise authorised)
- Use the designated toilets allocated to the year group
- Ball games are only permitted in the designated areas
- Maintain standards of uniform and appearance at all times

5.1.3 Should the expectations outlined in 5.1.1 and 5.1.2 not be met consistently, students will be issued with a site defiance.

6.0 Students Conduct Beyond the School Gate

6.1 At the Academy we recognise our position at the heart of the community and want to ensure all members of the Academy contribute positively to the local area, upholding our values and beliefs. As such we reserve the right to sanction students (where appropriate) students for behaviour incidents outside core school hours if:

- They are taking part in an Academy organised or Academy related activity
- They are travelling to or from the Academy
- They are wearing Academy uniform or are in some other way identifiable as a student of the Academy
- They are engaging in behaviour which could be considered peer on peer abuse, including online bullying and misuse of social media

6.2 In addition, we deal with students' misconduct at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy, or
- Poses a threat or causes harm to another student or member of the public, or
- Could adversely affect the reputation of the academy

7.0 Academy Responses to Breaches of Our Expectations

7.1 To support students with positive behaviour choices the Academy has in place the following measures:

General Interventions	Targeted Interventions - Examples
• Initial verbal reminder using positive praise • C1 – C3 system to provide students with opportunities to 'get it right' • ½ termly re-induction – live modelling • Frequent and regular engagement with parents • Adaptive teaching strategies • Report cards • LSA support, where required.	• Key worker 1:1 time • Short / planned rest breaks • Adjustments of seating plans • Uniform adjustments for those students with sensory needs / skin conditions • Mentoring • Adjusted timetables which may include therapeutic work

The examples shown in the tables above are not exhaustive and other interventions

will be considered by Academy staff from time to time on an individual student basis.

8.0 Academy Responses to Misbehaviour (Consequences)

8.1 The following strategies will be used by the Academy when student conduct does not meet the expectations as set out within this policy and where all positive and proactive strategies have been exhausted.

8.2 Detentions

8.2.1 The expectation at the Academy is that no student will disrupt the learning and progress of themselves or others and where this happens a detention will be used in the first instance. We expect all parents to support this sanction without question.

8.2.2 It is stated in the Education Act of 1997 that the Academy does not require permission from parents/carers to keep students for a detention. "Detentions outside academy hours are lawful despite absence of parental consent". However, the Academy will notify parents / carers in advance.

8.2.3 Detentions will run as 'next day detentions' and will vary in length depending upon the reason and Academy setting. This is with the exception of Reflection Room sanctions which could take place on the same day. See Appendix 2.

8.2.4 Parents/Carers must ensure they have logged on to the relevant academy-based app account where they can monitor their child's progress, attendance and behaviour. Parents/Carers will be informed of detentions via this account.

8.2.5 If the detention conflicts with a medical appointment, parents/carers will need to inform the Academy so that the detention can be rescheduled.

8.2.6 If a student catches a bus, alternative travel arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the Academy to an alternative day.

8.2.7 If the detention conflicts with collection of younger siblings, alternative arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the academy to an alternative day, although the academy cannot repeatedly accept this reason for non-attendance.

8.3 Report

8.3.1 Where there is a persistent breach of the Academy behaviour policy, form tutors, Heads of departments, Pastoral Leaders and Senior Leaders will, alongside parents, use a report to closely monitor student behaviour. This will be supported by a range of interventions.

8.4 Reflection Room

8.4.1 The Reflection room may be used for persistent low-level disruption. Students will spend time in the Reflection room during the school day, working alongside key staff to identify triggers and strategies that support modification of behaviours in the future.

8.4.2 If an immediate removal from the classroom and time in the Reflection room is required, parents will be informed the same day via the academy parental communication app. The finish time of the reflection day will also be communicated.

8.4.3 Following time spent in our Reflection room, students, with the support of their Pastoral Leader, may be given an opportunity to have a restorative conversation with the member of staff who issued their behaviour log which resulted in time spent in the Reflection room.

8.5 Internal Suspension

8.5.1 For more serious breaches of the Academy's behaviour for learning policy. (See list- although not exhaustive) Students will serve between 1-5 days within our Reflection room. A readmission meeting will be held between parents, the pastoral leader and/or a member of the senior leadership team upon the students' return to their usual timetabled lessons.

8.5.2 Following an internal suspension, the Academy will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and also to discuss the student's reintegration. This meeting will be chaired by an academy leader. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

8.5.3 Possible reasons include:

- Persistent failure to follow reasonable instructions
- Behaviour which calls into question the good name of the **Academy** in or beyond Academy time
- Serious breach of the 3 R's (Following implementation of agreed strategies)
- Non-attendance at Headteacher detention
- Failure in Reflection room (WFA)
- Smoking/ vaping or possession of vaping materials
- Wilful damage to property
- Failure to wear **School** uniform which has been provided or to correct uniform once a pass has expired (Leave at 3pm)
- At WFA and DHA only, mobile phone seen or heard [outside of pouch] or Yondr pouch deliberately damaged.
- At BA Mobile phone seen or heard will be confiscated and Reflection Room sanction issued if they don't hand it over
- Intended / fighting and/or aggressive/ intimidatory behaviour towards another student.
- Absconding school
- Vandalism, graffiti
- Refusal to be searched / hand over confiscated item
- Malicious accusations and/or making a false allegation against a member of staff
- Theft
- Indirect use of foul/abusive language about the academy and staff
- Sexual harassment / misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images
- Inappropriate use of social media and/or technology, including serious cases of bullying and cyber/online bullying.
- Sexist, Racist or Homophobic abuse

- Use of discriminatory language

8.6 Physical Intervention and Use of Reasonable Force

8.6.1 There are circumstances where it is appropriate for staff to use restrictive intervention, including the use of reasonable force, seclusion, and restraint, to safeguard pupils/students.

8.6.2 The following definitions apply:-

- **Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Restrictive intervention:** any action that prevents, restricts or subdues a pupil's movement (physical or non-physical).
- **Seclusion:** a non-disciplinary intervention involving confining a pupil and preventing them from leaving. Seclusion, here, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom.
- **Significant incident:** any use of force beyond normal physical contact.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

8.6.3 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. This can range from guiding a student/pupil by the arm, to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student/pupil by the arm out of the classroom. For schools, please refer to the relevant Safeguarding Policy.

8.6.4 Reasonable force can be used to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

8.6.5 The Trust prohibits:

- Use of force as punishment
- Any intervention that restricts breathing or circulation
- Any unsafe restraint techniques or prolonged restraint

8.6.6 Use of Seclusion

Seclusion must only be used:

- as a safety response, not a disciplinary sanction
- for the shortest possible time
- with continuous monitoring

8.6.7 The Trust recognises that restrictive interventions (including reasonable force and seclusion) may be used only where lawful, necessary and proportionate, and where no less restrictive alternative is available.

8.6.8 Recording and Reporting of Restrictive Interventions, which includes the use of reasonable force and use of seclusion and non-force related restraint.

The Trust will ensure that:

- Every significant incident involving use of force is recorded in writing and reported
- Recording is completed as soon as practicable and no later than the same day
- Records include all relevant details of the incident (Appendix 3b - Statutory Reporting
- Proforma for Use of Reasonable Force, and Appendix 3c - Statutory Reporting Proforma for Use Of Seclusion and Non-Force Related Restraint)
- Where a restraint incident also constitutes a significant use of force, the reporting procedure for significant use of force, only, will be used
- Parents are informed in line with statutory requirements. The only exception to reporting this to parents is if it would result in serious harm to the pupil.
- Data on the use of restrictive interventions is analysed regularly by safeguarding leaders to identify patterns, reduce use, and improve practice.

The Trust will take all reasonable steps to minimise the need for restrictive interventions through:

- early support
- prevention and de-escalation strategies
- staff training
- behaviour support planning
- school and classroom environment

Pupils with SEND

We recognise that pupils with SEND may be disproportionately subject to the use of restrictive interventions. Particular consideration will be given to pupils with SEND, including:

- reasonable adjustments
- personalised behaviour support plans
- risk assessments

These duties are in accordance with:

- Section 93A Education and Inspections Act 2006
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025
- Human Rights Act 1998

8.7 Managed Moves

8.7.1 Students at the risk of suspension can sometimes benefit from a managed move to an alternative secondary academy for an allocated period of time. Managed move documentation is completed alongside a pre-visit for the student and parents/carers, as stated by the Local Authority. A managed move as a preventative measure or as an alternative to permanent exclusion should involve the agreement of the family, they are voluntary and require informed consent from all parties. A managed move is always undertaken with a view to a full transfer.

8.8 Alternative provision

8.8.1 For some students, securing an alternative provision is an option. The Academy delivers its own bespoke alternative provision package to support the needs of individual learners. Where appropriate to meet the needs of individuals, external alternative provision providers will be sourced. A decision around alternative provision will be made in consultation with parents.

8.9 Off-site direction

8.9.1 Off-site direction is when the Academy directs a pupil to attend another education setting to improve their behaviour. Off-site direction will only be used where it is considered likely to improve a pupil's behaviour and support successful reintegration into mainstream education. It will not be used as a disciplinary sanction or punishment for past behaviour. The Academy will seek and consider the views of the pupil, taking account of their age, maturity and understanding. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or another mainstream setting. During the off-site direction to another setting, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other setting.

8.9.2 When possible, interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

8.9.3 Safeguarding and Suitability of Provision

Before directing a pupil off-site, the Academy will satisfy itself that the alternative provision is suitable, safe, able to meet the pupil's educational and behavioural needs and has appropriate safeguarding arrangements in place. The Academy remains responsible for the pupil's safeguarding, attendance, welfare and educational outcomes throughout the period of off-site direction.

8.9.4 Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if

a pupil is in a mainstream setting) upon review of the time-limited placement.

8.9.5 Prior to the placement commencing, the Academy will document the purpose of the placement, intended outcomes, behavioural and/or attendance targets, success criteria, review arrangements and proposed reintegration arrangements. Reintegration planning will form part of the initial placement planning process.

8.9.6 Where a pupil has SEND or an Education, Health and Care Plan, the Academy will ensure that the placement is appropriate to identified needs and that reasonable adjustments and SEN support continue to be provided in accordance with the Equality Act 2010 and the Children and Families Act 2014.

8.9.7 The Academy will reflect the approach set out in the Education (Educational Provision for Improving Behaviour) Regulations 2010 and show regard to the *Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies*.

The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. The Academy should ensure that parents (or the pupil if 18 or older) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement as soon as

8.9.8 practicable after the direction has been made and no later than two school days before the relevant day.

8.9.9 Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the Academy hold a review meeting. When this happens, the Academy must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

8.9.10 The length of time a student spends in another mainstream setting or alternative provision and the reintegration plan must be kept under review by the Advisory Group, or its delegated panel/committee, that must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, the Advisory Group, or its delegated panel/committee, must give a written invitation to parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The Advisory Group or its delegated panel/committee, must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.

8.9.11 The Advisory Group, or its delegated panel/committee, must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews. For academy schools, the Advisory Group shall include or act on behalf of the governing board/trust board and reviews will include a representative nominated by the governing board/trust board who is not the headteacher.

8.9.12 For example, review meetings should take place between the academy, parents, the pupil, and other agencies e.g., a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth

Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points. The views of the pupil will be sought and recorded as part of each review.

8.9.13 The Advisory Group, or its delegated panel/committee, must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.

8.9.14 To support a pupil with reintegration into their referring academy, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

8.9.15 The length of time a pupil spends in another mainstream setting or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.

8.9.16 Following a period of re-direction, the Academy will take reasonable steps to meet with parents and students to discuss the student's reintegration. This meeting will be chaired by a member of the senior leadership team. At the meeting, the strategy for reintegration, including any reasonable adjustments that need to be made that will ensure an improvement of the student's behaviour.

Note: Suspensions: Full Guidance can be located in the *Suspension and Permanent Exclusion Policy*

9.0 Roles & Responsibilities

9.1 The Academy sets out clear and explicit expectations of all stakeholders, based on our values of Respect, Responsibility & Resilience. Promoting positive behaviour and good attendance is the responsibility of the Academy community as a whole. Specific roles and responsibilities include:

9.2 School Leadership and Staff

9.2.1 The Headteacher and senior team will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Within school variability will be addressed with urgency.

9.2.2 Staff will implement the behaviour policy consistently and fairly.

9.3 Parents' responsibilities

9.3.1 To accept and support the Academy's behaviour policy and the disciplinary authority of Academy staff.

9.3.2 To ensure that their child follows the reasonable instructions by Academy staff and

adheres to School rules.

- 9.3.3 To send their child to the Academy each day punctually, fully equipped and ready to learn
- 9.3.4 To ensure Academy staff are aware of any SEN-related or other personal factors which may affect their child's behaviour within Academy
- 9.3.5 To work with the Academy to support their child's positive behaviour
- 9.3.6 To model expected and positive behaviours when on Academy site
- 9.3.7 To attend meetings with the Headteacher or other Academy staff, if requested, to discuss their child's behaviour
- 9.3.8 If their child is suspended from the Academy, to ensure the child is promptly collected by a parent and to ensure the child is not found in a public place during School hours in the first five days of suspension and to attend a reintegration interview with the Academy at the end of a fixed period suspension
- 9.3.9 To be contactable and to ensure that the Academy holds the correct contact information

9.4 Students are expected to;

- 9.4.1 Attend Academy every day and on time, arriving at the allocated time for the setting.
- 9.4.2 Wear the Academy uniform correctly and bring all equipment needed every day.
- 9.4.3 Never to use a mobile phone whilst in the Academy grounds. We operate a 'see it lose it' policy.
- 9.4.4 Follow Academy rules and instructions of academy staff, at all times.
- 9.4.5 Act as positive ambassadors for the Academy when off Academy premises
- 9.4.6 Not bring any inappropriate items including chewing gum or unlawful items to Academy.
- 9.4.7 Show respect to Academy staff, fellow students, Academy property and the Academy environment.
- 9.4.8 Never denigrate, harm or bully other students or staff including the use of social media.
- 9.4.9 Reflect and engage with restorative practices, accepting responsibility of actions and subsequent consequences without argument.

10.0 Uniform, Equipment and Mobile Phone Expectations

- 10.1 At our academies we will uphold the highest standards of uniform and insist that students come fully equipped. To 'look smart' is the first step towards demonstrating the Academy Values.
- 10.2 Students must not use any digital devices, including mobile phones, smart watches, smart glasses, wearable cameras or any similar technology, to photograph, record, livestream or otherwise capture or transmit images, video or audio of pupils, staff, visitors or others whilst on school premises or during school activities, unless specifically authorised by a member of staff.
- 10.3 Individual academy's uniform policy, can be found in Appendix 1a-1c.

11.0 Smoking and/or Vaping

- 11.1 It is illegal to purchase cigarettes, E cigarettes and vaping products if you are under the age of 18 in the UK. Therefore, the Academy does not permit smoking and/or the

use of any E-Cigarette/Vapes on Academy site. If students are caught in the possession of any smoking/vaping paraphernalia (cigarettes/E-Cigarettes/vapes) and/or caught smoking/vaping on the Academy site, this will result in appropriate sanctions be issued (including the use of suspension).

- 11.2 Where there is evidence to suggest that illegal substances are being consumed on site this will result in a suspension or potential permanent exclusion.
- 11.3 Anyone found to bring illegal substances on site will be considered for permanent exclusion.
- 11.4 The Academy reserves the right to undertake random searches (see Appendix 3b: searching, screening and confiscated record) to ensure the health and safety of all members of the Academy community. Any smoking/vaping paraphernalia (for example, cigarettes/E-Cigarettes, vapes, lighters) will be confiscated and either destroyed or handed over to police for testing and destroying. Confiscated items will not be returned.
- 11.5 Any student who refuses to hand over any smoking related paraphernalia this could result in a suspension of up to 5 days.

12.0 Prohibited items

12.1 The Academy does not allow the following items on site (this list is not exhaustive):

- Knives or any object that senior leaders determine could be used as a weapon
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes/vapes
- Nicotine based products (e.g. snus)
- Lighters/matches
- Chewing gum
- Pornographic images
- Laser pens
- Fireworks
- Any article that is likely to cause / commit any offence, cause personal injury or damage

If there are suspicions that pupils have any of these items, searches may be undertaken to ensure the safety and well-being of all students and staff. Staff MUST follow the guidance for searches as set out in the appendices below, particularly the information about conducting a search found in Appendix 3a – paragraphs 2.15- 2.20.

Appendix 3a “Supplementary Guidance to Aid the Implementation of Policy” and Appendix 3b: “Searching, Screening and Confiscation Record” provide further detail. Appendix 3c: “Recording and reporting the use of seclusion and non-force related restraint.”

12.2 Screening

The school may require pupils to undergo screening using a walk-through or hand-held metal detector (arch or wand), even where there is no suspicion that the pupil is carrying a weapon and without obtaining the consent of the pupil. Screening arrangements will be conducted sensitively and proportionately and will be used to support the safety and welfare of the wider school community.

12.3 Searching with Consent

School staff may search a pupil or their possessions for any item where the pupil agrees to the search.

The member of staff should consider:

- the pupil's age and understanding;
- any SEND, communication difficulties or vulnerabilities;
- whether the pupil understands what is being requested; and
- whether additional support is required before the search takes place.

12.4 Searching Without Consent

Only the Headteacher or a member of staff authorised by the Headteacher may conduct a search without consent where they have reasonable grounds for suspecting that the pupil may possess a prohibited item or an item banned under the school's Behaviour Policy.

12.5 Confiscation

School staff may seize any prohibited item discovered during a search and may also confiscate any item found which they reasonably consider to be harmful, unsafe or detrimental to school discipline.

Confiscated items will be managed in accordance with statutory guidance and may be:

- handed to the police;
- retained for investigation purposes;
- securely destroyed;
- disposed of safely; or
- returned to parents/carers where appropriate. Illegal drugs, offensive weapons and items presenting a safeguarding risk will normally be handed to the police unless statutory guidance permits an alternative course of action.

12.6 Record Keeping

Appropriate records will be maintained for searches involving prohibited items, safeguarding concerns or serious breaches of the Behaviour Policy.

Records may include:

- the reason for the search;
- who conducted the search;

- who was present;
- items found;
- actions taken;
- safeguarding considerations; and
- parental communication.

The school will ensure that all searches are conducted and recorded in a manner that is lawful, proportionate and respectful of pupils' rights whilst prioritising the safety and welfare of the school community.

Further details around searching and confiscation can be found in the Suspension and Permanent Exclusion Policy

13.0 Bikes, E-bikes and E-Scooters

13.1 All bikes should be parked appropriately and safely within the facilities provided by the school. Electric bikes must be legal (i.e. an electrically assisted pedal cycle (EAPC) as prescribed under Electrically Assisted Pedal Cycles Regulations 1983, as amended), should not be ridden on site and should be stored securely in the designated area. Electric scooters are not permitted in any circumstances.

14.0 Bullying and Child on Child Abuse

14.1 Bullying

14.1.1 The Academies take a strong and consistent approach to bullying of all forms. Further details of this can be found in our 'Anti Bullying policy', which outlines the approach the Academies will take to safeguard students from exposure to bullying. Within this policy the consequences for students who are identified as exhibiting bullying behaviours can be found.

14.2 Child on child abuse

14.2.1 The term child on child abuse covers a wide range of serious misconduct. It could include bullying, online bullying, and discriminatory language, physical or sexual abuse. More details are provided in the Academy's safeguarding and child protection policy. The Trust takes allegations of child-on-child abuse very seriously, and leaders will always investigate all such allegations.

14.2.2 It is important to be clear that the Academies will not tolerate instances of child-on-child abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will recognise that abuse can occur between and across different age ranges and we will operate a zero-tolerance approach to it. Where an incident of this nature is observed or suspected, Senior Leaders and the academy's Designated Safeguarding Lead will be informed and agreed procedures will be followed. All instances of bullying and child-on-child abuse will be recorded on CPOMS to ensure that key staff are aware, and the associated actions are clearly documented and retained by the Academy.

15.0 Attendance & Punctuality

15.1 Punctuality is a core life skill. Something we value a great deal within the Academies. When students are not punctual, vital information is missed and will be detrimental to progress. Learning is disrupted when students arrive late and therefore affecting others too.

15.2 Guidance on lateness to the academy is located in the Trust's Student Attendance and Punctuality Policy.

15.3 Lateness to lessons

All students are expected to take the shortest route possible in order to attend learning on time. Where a student is unreasonably late for learning (such that all other students have arrived and the student arriving late does not have a valid reason for doing so), Arrival late to lessons in a day will result in a sanction being set. Appendix 2 refers to the individual academy process.

16.0 Recognition and Reward

16.1 The Academies encourages and celebrates the success of all its students in all areas of Academy life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded. We acknowledge the importance of praise and reward and seek to promote and reinforce our student values of:

- Respect
- Responsibility
- Resilience

16.2 We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling, and can inspire and motivate those who may be disengaged. Finding ways to reward our young people is at the heart of our teaching. We will reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently

16.3 We ensure that students in all Year groups across the Academy can benefit from our rewards processes and that there is consistent application of policy across departments, year groups and from teacher to teacher.

16.4 Rewards in our Academy are linked to:

- Approach to learning
- Attainment and progress
- Student who demonstrate the core student values consistently

16.5 Good attendance (At least 95%)The rewards highlighted in this document have been developed together with students and staff from the Academy. The strategy will:

- Support the vision and ethos of the Academy
- All students making at least good progress
- All students respectful, responsible and resilient
- Promote good behaviour and a positive attitude to the Academy
- Support the Academy's Attendance and Behaviour for Learning policies by valuing the achievements of all students and recognising the widest range of student success
- Support learning by enabling students to recognise their achievements and the achievements of others
- Support personalised learning through encouraging student engagement and responding flexibly with students' achievements
- Develop and promote a climate of encouragement, praise and respect for achievement by supporting students to value their own successes and those of others
- Motivate students through the celebration of improvements and progress as well as attainment and consistency
- Be applied consistently and regularly across the Academy by all staff

16.6 Within this strategy, 'Merits' will be used as the Academy's currency for rewarding students. There are to be two areas of performance that will be recognised:

- Attendance
- 3 R's (Behaviour)

16.7 Rewards will be earned through a student's own positive behaviour choices and their attendance to the Academy.

16.8 The Academy has a rewards strategy in place for both attendance and positive behaviour. An overview of this strategy can be found within Appendix 7.

Appendix 1a (Uniform, Equipment, Mobile Phone Policy: Wingfield Academy)

1. Students are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in and top button fastened
- Academy tie
- Academy lanyard, including the plastic card holder and timetable card
- Plain black tailored trousers, with no ankles showing
- School Jumper/Cardigan with logo (During half term 6, this is not compulsory)
- Formal plain black, flat shoes with a solid base/bottom
- Plain black, full length socks must be worn
- Backpack (must be large enough to carry equipment and other items such as an A4 folder)
- All students must have a Yonder pouch if they bring a mobile phone into Academy premises

2. The only items of jewellery permitted to be worn are one pair of plain earrings that are no bigger than a 5p coin, one signet ring (not oversized) and a watch (if this is a smart watch, this must be placed into a Yonder pouch).

3. Items that should not be worn

3.1 The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style. Trousers that show a student's ankle
- Trainers, sandals, flip flops, plimsolls, high heeled shoes, shoes with fashion logos on, or metal / glitter embellishments or boots. (Examples of shoes which are not permitted under this policy can be seen below).



- Skirts
- Bandanas of any colour
- Headbands that are not plain black
- Headscarves that are not plain black
- Shoe laces other than black.
- Hoodies
- Hats
- Hairstyles should be sensible with natural toned colours that are similar to their normal hair colour. Extreme hairstyles or brightly coloured or sharply contrasting colours are prohibited. Beading or embellishments in the hair are also not permitted.

- False nails in any form are not permitted, this includes acrylic/gel or any coloured nail varnish including nude colours. Necklaces, bracelets, rings and facial piercings (nose, eyebrow, tongue etc) are not permitted.
- A wristwatch can be worn but this should not be a Smart/Apple watch.
-

4. Makeup

4.1 Y7 and Y8 students are not permitted to wear make-up, for students in Y9, Y10 and Y11 make-up must be minimal and discreet (looking entirely natural). Eye shadow, false lashes, heavy mascara, heavy eye brows and brightly coloured lipstick would not be acceptable for any student. Excessive make-up will have to be removed. False nails, such as acrylic/gel, and any coloured nail varnish are not regarded as acceptable. Brightly coloured dyed hair which is not natural looking, hair that has patterns shaved into it or other types of extreme hairstyles will not be accepted.

5. Being Equipped

5.1 We expect every student to arrive every day to the Academy fully equipped. This means they must have:

- 1 Backpack large enough to carry at least 5 A4 exercise books and a PE kit
- 2 Black pens
- 2 Green pens
- Pencil
- Ruler
- Eraser
- Whiteboard pen
- Clear pencil case
- Calculator (Casio fx-85GT X Classwiz)
- Year 7/8: Day book (Reading book of their choice)

6. Where students fail to attend with correct uniform they may be asked to wear replacement uniform. A detention of 30 minutes will be set for students who arrive without uniform.

7. Academy bags

7.1 Clutch bags/man bags/over the shoulder tote bags are not permitted as these are not sufficiently big enough to carry all required items. Examples of acceptable school bags can be seen below as well as examples of bags which are not permitted.



8. Tattoos (Under 18s)

8.1 It is illegal to tattoo young people under the age of 18 under UK law. Even with parental consent, in the UK it is illegal for anyone to have a tattoo under the age of 18. If seen by the academy, it can be classed as neglect and/or abuse by parents/carers. The designated lead for safeguarding will in the first instance contact parents / carers to raise questions and / or concerns prior contact Rotherham Social Care and pass on parental/carer details and share concerns.

9. Mobile Phones / Earphones

9.2 The Academy does not permit the use of mobile phones or earphones whilst on the Academy site unless directed by staff in learning. All phones will be placed in a Yonder pouch before entering the site. This will be checked at entry points. Students seen with a mobile phone or wearing earphones will have such items confiscated. Confiscated items will result in:

- First occasion: confiscated
- Second occasion: confiscated + 30-minute detention
- Third occasion: confiscated + 1-hour detention

Following the third occasion when items are confiscated, parents will be notified and asked to collect on a student's behalf. Students who refuse to hand over their mobile phone when requested to do so by a member of staff will be placed in our Reflection room.

10. Supporting the Uniform Policy

10.1 As a parent, you are encouraged to contact the Academy before buying/sending your child to the Academy with anything you feel may be deemed unacceptable due to the expectations stated above.

10.2 Students in breach of the Academy uniform expectations will have items confiscated and placed in the Academy safe. Students will be able to collect the items at the end of the week from the Academy's reception from 3.00pm. Where items of non-Academy uniform cannot be removed, parents will be contacted in order to rectify. Where this is not possible, students will be placed in the Reflection room until resolved.

Appendix 1b Uniform, Equipment, Mobile Phone Policy: Dinnington High School

1.0 Students are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in and top button fastened
- School tie
- School lanyard, including the plastic card holder and timetable card
- Traditional school trousers, plain black, full length, tailored trousers – please note, trousers must be full length with no ankles showing and must not be tight fitting. The following styles are not permitted: skinny, chino, cords, stretch material, denim or bootcut
- School Blazer (During half term 6, this is not compulsory)
- Formal plain black, flat shoes with a solid base/bottom
- Plain black, full length socks must be worn
- Bag large enough to carry equipment and other items such as an A4 folder (Year 7 must have a plain black rucksack)
- All students must have a Yonder pouch if they bring a mobile phone into school premises

2.0 The only items of jewellery permitted to be worn are one pair of plain earrings that are no bigger than a 5p coin, one signet ring (not oversized) and a watch (if this is a smart watch, this must be placed into a Yonder pouch).

3.0 Items that should not be worn.

3.1 The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style. Trousers that show a student's ankle
- Trainers, sandals, flip flops, plimsolls, high heeled shoes, shoes with fashion logos on, or metal / glitter embellishments or boots (boots will be permitted; however, these must be appropriate and not UGG style, heeled or knee high). (Examples of shoes which are not permitted under this policy can be seen below).



- Skirts
- Bandanas of any colour
- Headbands that are not plain black
- Shoe laces other than black.
- Hoodies
- Hats

- Coats and outdoor clothing in the School building
- Hairstyles should be sensible with natural toned colours that are similar to their normal hair colour. Extreme hairstyles or brightly coloured or sharply contrasting colours are prohibited. Beading or embellishments in the hair are also not permitted
- False nails in any form are not permitted, this includes acrylic/gel or any coloured nail varnish including nude colours.
- Necklaces, bracelets, rings and facial piercings (nose, eyebrow, tongue etc) are not permitted.
- A wristwatch can be worn but this should not be a Smart/Apple watch.

4.0 Makeup

4.1 Y7 and Y8 students are not permitted to wear make-up, for students in Y9, Y10 and Y11 make-up must be minimal and discreet (looking entirely natural). Eye shadow, false lashes, heavy mascara, heavy eye brows and brightly coloured lipstick would not be acceptable for any student. Excessive make-up will have to be removed. Brightly coloured dyed hair which is not natural looking, hair that has patterns shaved into it or other types of extreme hairstyles will not be accepted.

5.0 Being Equipped

5.1 We expect every student to arrive every day to the School fully equipped. This means they must have:

- 1 Bag or Backpack (Year 7 only) large enough to carry at least 5 A4 exercise books and a PE kit
- 2 Black pens
- 2 Green pens
- Pencil
- Ruler
- Eraser
- Whiteboard pen
- Clear pencil case
- Calculator (Casio fx-85GT X Classwiz)
- Year 7/8: Day book (Reading book of their choice)

6.0 Where students fail to attend with correct uniform they may be asked to wear replacement uniform. A detention of 30 minutes will be set for students who arrive without uniform.

7.0 School Bags

7.1 Clutch bags/man bags/over the shoulder tote bags are not permitted as these are not sufficiently big enough to carry all required items. Examples of acceptable school bags can be seen below as well as examples of bags which are not permitted.



8.0 Tattoos (Under 18s)

8.1 It is illegal to tattoo young people under the age of 18 under UK law. Even with parental consent, in the UK it is illegal for anyone to have a tattoo under the age of 18. If seen by the school, it can be classed as neglect and/or abuse by parents/carers. The designated lead for safeguarding will in the first instance contact parents / carers to raise questions and / or concerns prior contact Rotherham Social Care and pass on parental/carer details and share concerns.

9.0 Mobile Phones / Earphones

9.1 The School does not permit the use of mobile phones or earphones whilst on the School site unless directed by staff in learning. All phones will be placed in a Yonder pouch before entering the site. This will be checked at entry points. Students seen with a mobile phone or wearing earphones will have such items confiscated. Appropriate consequence will be put in place using the Consequence framework.

10.0 Supporting the Uniform Policy

10.1 As a parent, you are encouraged to contact the School before buying/sending your child to the with anything you feel may be deemed unacceptable due to the expectations stated above.

10.2 Students in breach of the School uniform expectations will have items confiscated and placed in the School safe. Students will be able to collect the items at the end of the week from the School's reception from 3.00pm. Where items of non-School uniform cannot be removed, parents will be contacted in order to rectify. Where this is not possible, students will be placed in the reflection room until resolved.

Appendix 1c Uniform, Equipment, Mobile Phone Policy: Brinsworth Academy

1.0 Students are expected to wear the following items of compulsory uniform:

- White shirt/blouse tucked in, with top button fastened
- Academy tie
- Academy blazer
- Traditional school trousers, plain black, full length, tailored trousers – please note, trousers must be full length with no ankles showing and must not be tight fitting. The following styles are not permitted: skinny, chino, cords, stretch material, denim or bootcut
- A grey academy jumper with the academy logo is optional & may be worn under the blazer (not as a substitute of the blazer)
- Formal plain black leather/suede shoes with an enclosed toe or boots (boots must be no more than ankle height and go underneath trousers). All footwear must be flat and not include a heel.
- Black socks which cover the ankle (no ankle socks).
- Head scarves can be worn in plain black with plain hijab pins and must be secured in place, the academy tie should always be visible.
- A school bag (must be large enough to carry equipment and other items such as an A4 folder)
- Academy lanyard, including the plastic card holder and timetable card
- Belts if worn must be plain black with a small buckle and no design labels

2.0 The only items of jewellery permitted are a single small stud in each earlobe no bigger than a 5p. Any additional Jewellery seen will be confiscated and a detention will be issued.

3.0 Items that should not be worn are listed below;

3.1 The following items are not considered appropriate uniform and should therefore not be worn. This list is not exhaustive.

- Leggings/trousers of a tight or skinny fitting style



- Trainers, trainer-style shoes or shoes with embellishments for example Vivienne Westwood shoes) (see examples below)



- Hats (unless the Academy informs you during periods of inclement weather)
- Hairstyles should be sensible with natural toned colours that are similar to their normal hair colour. Extreme hairstyles or brightly coloured or sharply contrasting colours are prohibited. Beading or embellishments in the hair are also not permitted,
- False nails in any form are not permitted, this includes acrylic/gel or any coloured nail varnish including nude colours. Necklaces, bracelets, rings and facial piercings (nose, eyebrow, tongue etc) are not permitted.
- A wristwatch can be worn but this should not be a Smart/Apple watch.

3.2 PE Uniform Expectations

PE Kit – Top (Branded) Students must wear official, Brinsworth branded tops

- **Required:** Brinsworth Academy PE Polo Shirt
Brinsworth Academy | PE Polo | Pinders | Johnny D Schoolwear
- **Optional Layer:** Brinsworth Academy Quarter-Zip Top
Brinsworth Academy | Zip Top | Pinders | Johnny D Schoolwear

PE Kit – Bottom Half (Unbranded) Students must wear plain navy sportswear. Items **must not** feature any visible logos, stripes, or branding. Acceptable options include:

- **Navy sports shorts:** Minimum 7-inch leg length; no jersey or fleece material.
- **Navy leggings:** Plain navy only.
- **Navy jogging bottoms:** Plain navy; no jersey, fleece, or flared styles.

*Note: Cycling shorts are strictly prohibited.
(Please see photos below for examples of acceptable PE bottoms).*



4.0 Makeup

- 4.1 Makeup must be minimal and discreet (looking entirely natural). Excessive make-up is not permitted; eye shadow, false lashes, heavy mascara, heavy eyebrows and brightly coloured lipstick would not be acceptable for any student. Excessive make-up will have

to be removed.

5.0 Being Equipped

5.1 We expect every student to arrive every day to the Academy fully equipped. This means they must have:

- School bag (Y7 must be a backpack) large enough to fit A4 folders
- Student planner
- Black pen
- Green pen
- Ruler
- Pencil
- Scientific calculator



6.0 Mobile Phones / Earphones

6.1 The Academy does not permit the use of mobile phones or earphones whilst on the Academy site unless directed by staff in learning. All phones/earphones will be placed in reception until the end of the day. We operate a SILI (See it Lose it) policy. Students who refuse to hand over their mobile phone when requested to do so by a member of staff will be placed in our reflection room. Persistent breaches of the policy will result in further sanctions being issued and a parent meeting will be scheduled.

7.0 Drinks

7.1 Fizzy drinks and energy drinks are not permitted. Any seen will be confiscated and a detention issued.

8.0 Supporting the Uniform Policy

8.1 As a parent, you are encouraged to contact the Academy before buying/sending your child to the Academy with anything you feel may be deemed unacceptable due to the expectations stated above.

8.2 Where students fail to attend with correct uniform, they will be provided with replacement uniform items where possible. Students who do not rectify any infringements will be removed from circulation until resolved.

Appendix 2: Detention provision

Each Half term we will reset our expectations around punctuality and commence the process again, giving the student the opportunity for a positive start to the new half term.

1. A minimum of 30-minute detentions may be issued for the following reasons:
 - lateness to the School and learning
 - Site Defiance (Issued outside of the classroom)
 - Incomplete Homework (KS3 only) or Incorrect Uniform and equipment
2. 60-minute detentions may be issued for the following reasons:
Non-attendance to a 30-minute detention, failing a 30-minute detention or incidents of a more serious nature

Note: Failure to attend 60-minute detention will result in an escalation of sanction. This will be at the discretion of the senior leadership team.

3. 120- minute detentions may be issued by members of the senior leadership team for serious breaches of the policy
4. If a student has been placed into detention after receiving a C3 from a lesson / subject area the expectation is that the member of staff who issued the C3 may attend the detention to undertake a restorative conversation.
5. If a student has been C3'd from learning, the expectation is that teachers will make a phone call home to inform parents of the reason for the C3 being issued.
6. All detentions will be set for the following day, unless there is already a pre-planned detention, in which case this will be rolled over to the following day
7. Failure to attend any detention will result in an escalation of sanction.

Appendix 3a: Supplementary Guidance to Aid the Implementation of Policy

1.0 The Academy's Guidance on Offensive Weapons

- 1.1 The Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Academy to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

2.0 Screening, Searching and Confiscation

- 2.1 The Trust follows closely the guidance from the DfE:

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and Governing Bodies'.

- 2.2 Where there are serious concerns that a student may have on their possession a contraband item, the Headteacher, or other designated member of staff may search a student, following the guidance below from the DfE:

"School staff can search a pupil for any item banned under the academy rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline."

- 2.3 In addition to the practice identified in the DfE guidance, any item brought into the Academy with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the Academy or be detrimental to Academy practice will be confiscated.
- 2.4 Academy staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to Academy discipline.
- 2.5 Staff should hand the confiscated item to reception as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- 2.6 Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- 2.7 Where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head Teacher thinks there is a good reason to do so.

- 2.8 Where the Academy finds 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.
- 2.9 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 Headteacher thinks that there is a good reason to do so.
- 2.10 Where alcohol has been confiscated the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- 2.11 Where a member of staff finds tobacco, cigarette papers, lighters, matches they will be disposed of. These will not be returned to the student.
- 2.12 Staff will also confiscate the following items if they are seen or heard anywhere on the Academy site:
- Mobile phones, MP3s, headphones, personal game players/cameras, hats/bandanas (except a plain woolly hat in very cold weather), non-regulation jewellery e.g. body, nose and tongue studs (including retainers).
 - Mobile phones will be confiscated for the day, unless this has been directed by staff) and maybe collected by students from the Academy reception at 14:45pm on the same day.
 - All other items including MP3 players, earphones or any other items listed above will be confiscated until Friday of that week.
- 2.13 If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.
- 2.14 The Academy is not responsible if any of the above items are lost or stolen whilst in the possession of students.

Conducting a search

- 2.15 The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other students and staff.

Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

- 2.16 **WHERE:** Ideally searches should be carried out away from other students and should only be carried out on school premises or where the member of staff has lawful control of the student eg on a school visit.

- 2.17 **WHO:** The law states the member of staff conducting the search must be of the **same sex as the student being searched**. **There must be** another member of staff present as a **witness** to the search.

There is a limited exception to this rule.

This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

Where a member of staff conducts a search without a witness they should immediately report this to a member of SLT or the pastoral/Safeguarding Team and ensure that it is recorded on CPOMs.

2.18 **Extent of the search:**

- the person conducting the search may search the student's outer clothing, pockets, possessions, desks/lockers. **They must NOT require the student to remove any clothing other than outer clothing** (e.g. blazer, jumper)
- '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 (NB Staff will be sensitive to whether a student is wearing outer clothing for religious reasons when a search is conducted. For example, we wouldn't require a female student to remove a headscarf she's wearing for religious reasons if the staff witness is male).
- '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
- A member of the Safeguarding Team or SLT team may use a hand-held metal detector wand to assist the search or to screen at student
- A member of SLT may deem it necessary to complete a **"pat-down" search of outer clothing if intelligence suggests that a prohibited item is still on a student's person**, after they have had opportunity to empty pockets/bags etc, and it could be used to harm themselves/others. This decision will be taken by SLT or the Safeguarding Team.
 - It must be clearly explained to the student why this next stage of a search is being carried out
 - Clear records will be kept
 - We will endeavour to carry out such a search in a room where we have CCTV to monitor the search
 - This type of search must only be carried out by a member of SLT /Safeguarding Team
 - The member of staff must be the same sex as the student (see 2.17)
 - There must be a witness to this type of search. (see 2.17). If there is a room available with CCTV, then carry out the search in that room.

- **Only Police can conduct a strip search.** A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

2.19 **After a search/record keeping**

Whether or not any items have been found as a result of any search, we will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the student is suffering, or is likely to suffer harm, and/or whether any specific support is needed. If this is the case, our safeguarding procedures should be followed to seek support for the student.

Records of the search should be completed outlining grounds for the search using Appendix 3b, where the search took place, who was present and outcomes including confirming that parents have been informed & resultant actions.

2.20 **Informing parents**

Parents should always be informed of any search for a prohibited item listed in section 12 that has taken place, and the outcome of the search as soon as is practicable.

The member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

3.0 Peer on peer sexual harassment and violence

- 3.1 Academy will respond to all concerns and reports of child on child sexual harassment, including those which have happened outside of academy and / or on-line. Victims of sexual harassment or violence will be supported via the Academy and their accounts will be taken seriously. When necessary multi-agency support will be sought and all incidents will be managed on a case-by-case basis with the DSL taking a leading role using their professional judgement, supported by other agencies such as children's social care and police as required.

4.0 Use of CCTV

- 4.1 CCTV is in operation within the Academy for the purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence regarding an incident are identified and to consider / review the allegations made before the application of a suitable consequence. Full guidance on CCTV can be found in the Trust CCTV Policy.

5.0 Use of Reasonable Force

- 5.1 Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, Staff and Governing Bodies'.
- 5.2 All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the

Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an Academy organised visit.

6.0 Malicious or unfounded allegations against staff

- 6.1 The Trust will investigate all allegations about staff misconduct and allegations that staff actions have comprised the safeguarding of students (see Safeguarding policy). If these allegations are proven to be unfounded or malicious, then the Academy will take disciplinary action against those students involved in making the allegation. This may include fixed term, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and for the reputation of the Academy.

Appendix 3b: Searching, Screening and Confiscation Record

<u>Searching, Screening and Confiscation Record</u>				
Date		Time		
Student name		Year group	Ethnicity	
Staff present				
Location of search				
Outline reason for search			Category of search (please tick)	
			Prohibited items	
			Illegal substances	
			Weapons	
			Other: (please state)	
Outcome				
Parents informed	Yes/No	Informed by:		

Appendix 3c - Recording and reporting the use of seclusion and non-force related restraint

Every incident in which a member of staff uses seclusion or non-force related restraint should be recorded in writing and reported, using this form,

Name of pupil	
Staff directly involved	
Identified needs or circumstances of the pupil including information on SEN or disability	
SEN status code	
Date	
Time	
Location	
Duration of intervention	
Brief account of the incident, to include the following: What led up to the incident? Identified or potential triggers? Were any de-escalation strategies used? What reasonable force was applied? What degree of force was applied? Were any physical injuries sustained? Why was use of force assessed as necessary?	
Post incident support to include the following: Any medical treatment received Support for emotional wellbeing	
Date written report issued to parent	

Reporting use of reasonable force to parents

Every significant incident in which a member of staff uses force on a pupil should be reported to parents, no later than the same day. The only exception to reporting this to parents or carers is if it would result in serious harm to the pupil.

Name of pupil	
Date	
Time	
Location	
Approximate duration of intervention	
What type of force was applied, and the degree of force	
Why was the intervention accessed as necessary in this instance	
Details of any physical injuries sustained, if applicable	

Appendix 4: Department for Education (DfE) References

Please note that the Trust Secondary Behaviour Policy has been developed using information from the following DfE documents:

1. [Suspension and Permanent Exclusion Guidance](#)
2. [Behaviour in Schools Advice for Headteachers and School Staff](#)
3. [DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies](#)
4. [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)
5. [Searching, Screening and Confiscation Advice for schools](#)
6. [Keeping Children Safe in Education 2026](#)

All documents should be read in conjunction with this policy. The Trust has the right to apply the above DfE guidance and any future changes to statutory regulations in full.

Appendix 5: What the Law Allows

- 1.0 Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.
- 2.0 Staff can issue sanctions any time pupils are in academy or elsewhere under the charge of a member of staff, including on academy visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of academy including online conduct, other examples are:
 - when taking part in any academy-organised or academy-related activity;
 - when travelling to or from academy;
 - when wearing school uniform;
 - when in some other way identifiable as a pupil at the academy;
 - that could have repercussions for the orderly running of the academy;
 - that poses a threat to another pupil; or
 - that could adversely affect the reputation of the academy
- 3.0 A sanction will be lawful if it satisfies the following three conditions:
 - a. The decision to sanction a pupil is made by a paid member of academy staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
 - b. The decision to sanction the pupil and the sanction itself are made on the academy premises or while the pupil is under the lawful charge of the member of staff; and
 - c. It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.
- 4.0 In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- 5.0 The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Appendix 6: EXAMPLE: School Contract of Expectations

The academy will:	Parents will:	Students will:
• Make sure that all staff, students and parents know what is expected of them • Implement the academy's behaviour for learning policy with fairness and consistency • Make sure we listen to parents' concerns and do our best to support • Contact parents of students who: • Regularly arrive late to the Academy • Disrupt learning • Have concerning attendance levels • Display positive attitudes • Have positive attendance • Set appropriate sanctions for students who do not behave responsibly towards their learning or others as per the behaviour for learning policy • Ensure that each student has the opportunities, support and guidance to achieve their full potential	• Support and reinforce the Academy expectations by agreeing to the implementation of the academy's consequence and reward system as laid out in the academy's behaviour for learning policy • Engage positively with Academy staff in a respectful manner at all times, even when you may not be in agreement with Academy decisions • Make sure my child attends academy every day • With fully correct uniform • Fully equipped • On time • Ensure the Academy is notified of any reason for absence • Avoiding holidays during term time • Scheduling appointments outside of academy hours • Promote the importance of education as a foundation for success	• Demonstrate the academy's 3 R's – being responsible, respectful and resilient at all times • Respond immediately and positively to any instruction from any adult within the Academy • Behave in a way that keeps themselves and others safe • Be respectful of the academy environment i.e. place all litter in the bins provided, tidy up after themselves • Attend every day • With fully correct uniform • Fully equipped • On time • Give 100% effort to learning at all times, both within the classroom and through completion of Homework
Signed by Academy: Print Name: Date:	Signed by Parent: Print Name: Date:	Signed by Student: Print Name: Date:

***Please note:** The Academy will seek to work constructively with parents where concerns arise regarding compliance with Academy expectations. *

Appendix 7: Behaviour Rewards Strategy

Ss charts will be used to promote positive behaviour points and staff shout outs

Weekly Recognition		
Shout Outs/Appreciations		
Each week staff will nominate students for having a positive EIL. These nominations will be shared every week on social media channels and in assemblies. 2 students per year group will be drawn from the 'shout outs/appreciations' and they will receive a queue jump (to include 1 friend) Staff will nominate 1 student per week per class for 'star of the week'. Students will receive a 'star of the week' postcode home Staff will make a minimum of 3 positive contacts home per week (Phone call, text, email) Each ½ term those students who have received no behaviour logs will receive a positive letter from the headteacher Recognition boards and assembly slides will display the following; • Top 10 students in the year group for Merits accumulative for the current academic year. • Top 10 students in the year group for Merits accumulative for the current term. • Top 10 students in the year group for Merits accumulative for the current week.		
Termly - Reset figure at the start of each term		
Top 20% Merits	Top 10% Merits	Top 5% Merits
Certificate & entry into a £5 draw (x 2)	Certificate & entry into a £10 draw (x 2)	Certificate & entry into a £20 draw (x 3)
End of Year		
Top 20% EIL scores	Top 10% EIL scores	Top 5% EIL scores
Certificate, parental letter home & admission to Summer Celebration	Certificate, parental letter home & admission to Summer Celebration	Certificate, parental letter home & admission to Summer Celebration
• Rewards will be issued to individual students each week, term and at the end of the academic year for each year group.		

- There will be three categories of rewards/recognition for individual Merits for each term as well as at the end of the academic year.
- Staff will issue positive behaviour points using the School EIL descriptor 1: Has an Excellent attitude to learning
- Resilient - They are working as hard as they can, both in every lesson and in all ILT activities.
- Resilient - They strive for excellence in everything they do.
- Resilient - Classwork and ILT are always completed to the highest standard, demonstrating excellent effort and resilience in all activities.
- Resilient - They show high levels of motivation and enthusiasm in learning and maximise every opportunity on offer to further their progress.
- Responsible - They are always on time, fully equipped and prepared to learn.
- Respectful – Always respond quickly and positively to staff requests.
- Respectful – Always polite, kind and considerate towards others.
- Students can receive a maximum of two merits per lesson.
 - 1 point for positive behaviour for learning
 - 1 point for exceptional contribution
- Heads of Year to update year group notice board weekly by listing:
- Top 10 students in the year group for Merits accumulative for the Academic year
- Top 10 students in the year group for Merits for the term
- Top 10 students in the year group for Merits accumulative for the week
-
- An additional 25 points will be added at each progress update for students who achieve a 1 for EIL across all subject areas.
- ½ termly praise letters along with headteacher pen will be awarded to top 10 students within each year group