



BEHAVIOUR POLICY – JULY 2024

Statement of Intent

The Premier Academy believes that in order to facilitate teaching and learning, positive desirable behaviour must be demonstrated in all aspects of Academy life.

The quality of learning and quality of behaviour are two of the most important variables within the Academy. Both must work together in order to ensure success for all children.

Positive behaviour enables the learning process to progress and ensures good academic, social and community development.

Therefore, The Premier Academy is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising desirable behaviour
- Challenging and disciplining unacceptable behaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers
- Developing relationships with our children to enable early intervention
- A shared approach, which involves children in the implementation of the Academy's Policy and associated procedures
- Promoting a culture of praise and encouragement in which all children can achieve.

The Academy acknowledges that challenging behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and addresses these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Academy aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. The Academy aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop knowledge about health and wellbeing
- **Community engagement** – the Academy proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for children's health and wellbeing.

Where vulnerable children or groups are identified, provision is made to support and promote their positive mental health. The Academy's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that are used to assess these children for any SEMH-related difficulties that could affect their behaviour.

Legal Framework

This Policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This Policy works in conjunction with the following Academy policies:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection Policy
- Suspension and Exclusion Policy
- Positive Handling & Physical Intervention Policy
- Complaints Procedures Policy

Roles and Responsibilities

The Governing Body has overall responsibility for:

- The implementation of this Policy and its procedures.
- Ensuring that this Policy, as written, does not discriminate on any grounds.
- Handling complaints regarding this Policy, as outlined in the Academy's Complaints Policy.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

The Leadership Team has overall responsibility for:

- Monitoring and implementation of this Policy and of the behaviour procedures at the Academy. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by children and staff at the Academy.
- Determining the Academy rules and any disciplinary sanctions for breaking the rules.
- Publishing this Policy and making it available to staff, parents/carers and children.
- Reporting to the Governing Body on the implementation of this Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

- Overseeing the whole-school approach to mental health, including how this is reflected in this Policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the Academy engages children and parents/carers with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENCo is responsible for:

- Collaborating with the Governing Body, the Leadership Team and the Mental Health Lead, to determine the strategic development of behaviour and SEMH policies and provisions in the Academy.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the Academy's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

The teaching staff, including support staff, are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents/carers, the SENCo and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to children achieving their full potential.
- Being responsible and accountable for the progress and development of the children in their class.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this Policy and its procedures.
- Supporting children in adhering to this Policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant staff up-to-date with any changes in behaviour.
- As authorised by this Policy and Leadership, disciplining children who display unacceptable behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Parents/carers are responsible for:

- Promoting positive behaviour for learning and modelling acceptable behaviour in the home and ensuring any online activity is appropriate, including social media groups and the subsequent interaction therein.
- Following Academy policy and procedure whilst on the Academy site and/or representing the Academy.
- Informing the Academy of any changes in circumstances which may affect their child's behaviour.

Children are responsible for:

- Their own behaviour both inside the Academy and out in the wider community including online behaviour.
- Their social and learning environment and the reporting of all unacceptable behaviour to a trusted member of Academy staff.

Definitions

For the purpose of this Policy, the Academy defines 'unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruption, including talking and/or shouting in class
- Talking when others are speaking
- Swinging on a chair
- Fidgeting
- Running around the classroom and/or buildings
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items in the classroom and/or outside (playground/field)
- Failure/refusal to complete classwork
- Rudeness
- Telling lies
- Not following the classroom rules
- Disruption on Academy and public transport
- Use of mobile phones without permission
- Graffiti

'Unacceptable behaviour' may be escalated to 'serious unacceptable behaviour', depending on the severity of the behaviour.

For the purpose of this Policy, the Academy defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the Academy within the wider community, and/or any illegal behaviour.

This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression or physical harm affecting another child, including spitting and biting
- Aggression or physical harm affecting an adult, including spitting and biting
- Persistent disobedience or destructive behaviour

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children
- Any behaviour that requires the immediate attention of a staff member

Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the Academy creates a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. The Academy promotes resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop children’s knowledge about health and wellbeing
- **Community engagement** – the Academy proactively engages with parents/carers, outside agencies and the wider community to promote consistent support for children’s health and wellbeing

All staff are aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child’s mental health, behaviour, and education. Where vulnerable children or groups are identified, provision is made to support and promote their positive mental health. The Academy’s SEMH Policy outlines the specific procedures that are used to assess these children for any SEMH-related difficulties that could affect their behaviour.

Effective Classroom Management and Expectations

To promote desirable behaviour a range of strategies are used at different times in different situations appropriate to the individual uniqueness of each child.

These include, but are not limited to:

- Modelling of the Academy’s values and rules
- PSHE sessions to supplement the ethos and values of the Academy
- Ensuring the classroom and resources are arranged to facilitate a positive classroom climate
- Establishing class rules, keeping to them, making sure the children know them
- Making sure staff members are sufficiently planned, organised and ready for lessons
- Maintenance of a high profile in the classroom, circulating, scanning the classroom, using eye contact, intervening as appropriate, asking questions
- Noticing misbehaviour, dealing with it appropriately and recording incidents when relevant
- Praising and celebrating appropriate behaviour via, for example:
 - Smiles, positive looks / comments, praise, stickers and sticker charts, smiley face logs / charts, house points, credits (as appropriate to age)
 - Commendations when the appropriate number of credits has been achieved
 - Star of the week / termly certificates
 - Contact with parents to inform them of improvement in behaviour (if applicable).

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

The Academy understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep children stimulated.

Subject to reasonable adjustments, e.g. those made for children whose SEND may affect their behaviour, children are expected to follow the Academy rules and values – as outlined below.

- Mutual Respect – showing respect and valuing each other regardless of race, religion, gender, disability, sexual orientation etc. Bullying or racial harassment is not tolerated, and appropriate action will be taken to deal with any such incidences.
- Tolerance – an understanding and acceptance of each other’s differences, strengths, weaknesses.
- Celebration of Strengths – sharing of good behaviour; recognising the importance of working together to develop strengths.
- Honesty – teaching children the importance of being open and honest, recognising and praising children for their honesty.
- Caring – promoting a caring ethos between children and adults; being polite and courteous towards each other.
- Accepting Responsibility – children learning to accept responsibility for both learning and behaviour. Children will engage with support offered to help them develop their skills when dealing with social and communicative situations.

Rules and Routines

The Academy has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The Academy has an established set of classroom routines to help children work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all children, then explaining the task clearly so all understand what they are supposed to be doing.

The Leadership Team ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support children to understand and follow classroom rules and routines. Teachers inform children of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help children understand why they are needed, and model rules and routines to ensure understanding. Teachers also explain clearly to children what will happen if they breach any classroom rules to ensure children are aware of the sanctions that may be imposed.

To support continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and

routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, children are provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to children's behaviour elsewhere on the school premises and outside of school – teachers ensure that children understand this.

Children are confident in asking for help if they are struggling to meet expectations of behaviour in the classroom. Individually targeted support is provided to these children when necessary.

For younger children, parents/carers read the classroom rules agreement with their child and sign it on their behalf.

The Classroom Environment

The Academy understands that a well-structured classroom environment is paramount to preventing undesirable behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing/sitting with their backs to children and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent undesirable behaviour and enable it to be noticed early, such as:

- Seating those who frequently model undesirable/challenging behaviour closest to, and facing, the teacher.
- Seating those who frequently model undesirable/challenging behaviour away from each other.
- Ensuring the teacher can see children's faces, that children can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and Rewards

The Academy recognises that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a child's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the Academy understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage children to praise one another.

As with praise, the Academy understands that providing rewards after certain behaviour means that children are more likely to model the same behaviour again. For rewards to be effective, the Academy recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.

- Fair – making sure all are fairly rewarded.

Rewards for desirable behaviour include, but are not limited to:

- Verbal praise
- Communicating praise to parents/carers
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

In addition to the Academy values, children are expected to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by Academy adults.
- Behave in a reasonable and polite manner towards all staff and children.
- Follow classroom rules and procedures.
- Complete classwork and homework as requested.
- Report unacceptable behaviour.
- Show respect for their learning environment.

The Academy ensures that children follow the values and expected code of conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or Academy premises.
- Sit appropriately on chairs, hall floor, benches etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class, assemblies or other learning spaces.
- Model good behaviour to others.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

Managing Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff consider afterwards how to prevent such behaviour from recurring.

The Academy keeps a record of all reported incidents to help identify children whose behaviour may indicate potential mental health or safeguarding concerns. All staff are alert to changes in a child's behaviour that could indicate they need help or protection.

Children are made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with children, a phone call with parents/carers, and enquiries into circumstances outside of school by the DSL, are provided alongside the use of sanctions to prevent the misbehaviour recurring. Staff use their professional judgement and experience to determine what is appropriate and reasonable. After an initial incident of negative behaviour, the usual procedures (the stage of initiation may vary according to the severity of the unacceptable behaviour) to follow are:

- Using eye contact and facial expression to refocus the child.
- Speaking to the child; giving a clear reminder of expected behaviour.
- Providing a recorded warning or short series of warnings.
- Spending break or lunch to reflect and/or be coached on appropriate behaviour.
- Sending a child to a colleague for a 'reset' period, usually a year group colleague or appropriate middle manager.

- Involving parents/carers and looking at ways of working together; use of Risk Assessment Support Plan; targeted daily reports and home-school reports.
- Recording behaviour on Incident Forms, Year Group Log or a child's individual ABC, as appropriate.
- Building in privileges, the loss of which will become a sanction.
- Physical intervention and/or restriction of non-compliant children putting themselves or others at risk or disrupting the learning environment.
- A set period of intervention.
- Behaviour mentoring sessions.
- Closer adult management.
- A period(s) of seclusion.
- A period(s) of suspension.
- Permanent exclusion.

NOTE: Any form of physical intervention will comply with the Positive Handling and Use of Reasonable Force Policy.

Where a child's misbehaviour is causing significant disruption or is deemed serious enough to require immediate investigation by a staff member, the following procedure is followed:

- The child is removed from the environment and placed in isolation, the Head of Education or CEO is informed immediately or, in their absence, the most senior member of staff.
- The Leadership Team appoints a member of staff to investigate the incident.
- The Leadership Team determines next steps e.g. return to class, internal seclusion, suspension etc.
- The Academy informs the child's parents on the same day, following a decision to remove their child from the classroom, and invite them to discuss the incident.

For more information on suspension and exclusion procedures, refer to the Academy's Suspension and Exclusion Policy.

In extreme cases where a child has been suspended, the parent/carer will be contacted to remove their child from the site under the terms and conditions of the Suspension and Exclusion Policy and a re-integration meeting with the parent/carers and child will take place at a mutually convenient time before the child is reintegrated.

The Mental Health Lead and SENDCo conduct regular behaviour reviews to help identify children whose behaviour may indicate potential mental health problems and/or SEND needs.

Prevention Strategies, Additional Support and Sanctions for Unacceptable Behaviour

This section outlines the Academy's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve a child's behaviour in the future.

Positive Relationships

Positive adult-child relationships are key to combatting unacceptable behaviour. The Academy focusses heavily on forming these relationships to allow teaching staff to understand their children and create a strong foundation from which behavioural change can take place.

De-escalation Strategies

Where unacceptable or serious unacceptable behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This may include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a child's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the child and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "If you don't return to your seat, I won't help you with your work" becomes "If you return to your seat, I can help you with your work"

Initial Interventions

A range of initial intervention strategies to help children manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the leadership and management team are aware of any child that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents/carers, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- RASPs
- Support units
- Engagement with local partners and agencies
- Where the child has SEND, an assessment of whether appropriate provision is in place to support the child, and if the child has an EHCP, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a child's education will be considered where serious concerns about a child's behaviour exist.

Physical Intervention

In line with the Academy's Positive Handling and Use of Reasonable Force Policy, staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property.

Staff members use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical intervention may be appropriate are detailed in the Positive Handling and Use of Reasonable Force Policy.

Physical restraint is only used as a last resort. Wherever possible, staff ensure that a second member of staff is present to witness the physical restraint used. As good practice, after an instance of physical restraint the leadership team and the child's parent/carer are informed of the intervention used.

Any violent or threatening behaviour is not tolerated by the Academy and may result in a fixed-term suspension in the first instance. It is at the discretion of the CEO as to what behaviour results in a suspension.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, the Academy recognises and considers the vulnerability of these groups.

Seclusion

The Academy may decide to move a child to a separate room away from others for a limited period – this is known as seclusion.

The Academy only moves a child to seclusion where absolutely necessary and where the process outlined in this Policy has been followed and has failed to resolve the behaviour issue.

The Academy ensures that the child's health and safety is not compromised during their time in seclusion, and that any additional requirements, such as SEND needs, are met.

The amount of time that a child spends in seclusion is determined by the Academy. This could be for more than one school day. The Academy ensures that the child is not kept in seclusion any longer than necessary.

The staff member in charge and supervising the child decides what the child may and may not do during their time spent in seclusion. The class teacher sets the child appropriate work to complete.

Suitable arrangements concerning break, lunchtime eating arrangements and end of the day collection are made and discussed with the child prior to starting the period of seclusion.

Sexual Abuse, Harassment and Discrimination

The Academy promotes and enforces a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

Types of conduct that may constitute sexual harassment under this Policy include, but are not limited to, the following:

- Sexual comments, such as making lewd comments or sexual remarks about clothing/ appearance and/ or calling someone sexualised names.
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, and flashing.
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography.
 - Sharing pornography via the internet or email.
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication.

The Academy responds promptly and appropriately to any sexual harassment complaints in line with the Child Protection Policy; appropriate steps are taken to stop the harassment and prevent

any reoccurrence. Discipline for incidents of sexual harassment is determined based on the nature of the case, the ages of those involved and any previous related incidents.

The Academy addresses the effects of harassment and provides counselling services for victims, or academic support services if the harassment has affected performance.

Prohibited Items - Searching Children and Confiscation

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

Prohibited items include:

- Knives or weapons
- Alcohol
- 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 any person, including the child themselves; or
 - To damage the property of any person, including the child themselves.

The list above was created using the DfE's '[Searching, screening and confiscation](#)' guidance. To search for any items not listed above, staff require consent from the child and/or parent/carer.

If a body search is required, it will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately and it is not practicable to summon another member of staff. Staff members may instruct a child to remove outer clothing, including hats, scarves, shoes and coats.

Authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the Academy's Positive Handling and Physical Intervention Policy.

Following a search, the Academy contacts the parents/carers to advise them of the procedures which were undertaken. If the child has possession of illegal items, the police are called for the removal of the item(s). Parents/carers are informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the Atrium.

Out Of Academy Behaviour – including online conduct

Whilst this Policy refers mainly to the behaviours of children within the Academy premises, the Academy reserves the right to discipline beyond the Academy gate.

This Policy covers any unacceptable behaviour when a child is:

- Wearing Academy uniform
- Travelling to or from the Academy
- Taking part in an Academy organised or Academy related activity
- Posing a threat to another child or member of the public in person/online or in any other written communication

- Potentially adversely affecting the reputation and/or orderly running of the Academy

In the incidences above, the Academy may notify the police of any actions taken against a child. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Any bullying witnessed outside of the Academy premises and reported to a member of staff, is dealt with in accordance with the Academy's Anti-bullying Policy.

The Academy imposes the same behaviour sanctions for bullying incidents and non-criminal unacceptable behaviour which are witnessed outside of the Academy premises, as would be imposed for the same behaviour conducted on Academy premises.

Sanctions may be given for unacceptable behaviour when off the Academy premises which undermines any of the expectations outlined in this Policy. Sanctions may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following are considered:

- The severity of the misbehaviour
- The extent to which the behaviour in question might pose a threat to another child or member of staff (e.g. bullying/cyber-bullying or insulting a member of staff)
- Whether the child was directly identifiable as being a member of the Academy
- The extent to which the reputation of the Academy has been affected

Complaints from members of the public about unacceptable behaviour by children at the Academy are taken very seriously and will be dealt with in accordance with the Complaints Policy.

Record Keeping

Low level behaviour and/or isolated incidents are recorded on the Year Group Log.

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a child, reports this to the class teacher via email, recording it on the appropriate behaviour log unless the teacher will do so.

The SENDCo and/or Designated Safeguarding Lead review these logs on a regular basis and escalates individuals to an ABC if necessary and notifies the Leadership Team.

Staff Induction, Development and Support

All new staff will be inducted clearly into the Academy's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the Academy. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The Leadership Team considers any appropriate training which is required for staff to meet their duties and functions in accordance with this Policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting wellbeing are supported to undertake any relevant training or qualifications.

Staff know where and how to ask for assistance if they are struggling to build and maintain an effective culture of positive behaviour.

Staff voice is considered when the Academy develops and refines its behaviour policies and procedures.

The Leadership Team reviews staff training needs annually and in response to any serious or persistent behaviour issues disrupting the running of the Academy.

Monitoring and Review

This Policy is reviewed annually by the Governing Body.

The next scheduled review for this Policy is July 2025.