

Behaviour Policy(v1)

The Midland Academies Trust

Policy Author: Director of Education

Lead Owner: Trust Executive

Target Audience: Staff, Pupils and Parents

Policy Location: Website



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Document History

Version Number	Amended By	Date of Revision	General Revision Description
V1	Director of Education	11.10.22	This Policy has been extensively revised to reflect changes to DfE guidance 'Behaviour in Schools' and includes formatting changes.

Behaviour Policy 2022(v1)

1. Introduction

- 1.1 By attending a Midland Academies Trust (the Trust) academy, pupils and parents/carers are agreeing to uphold and abide by this Behaviour Policy. This Policy sets out our expectations for all members of our community, pupils and staff. It clarifies the sanctions that are in place for any deviation from the Policy.
- 1.2 The academies/schools within the Trust reserve the right, at any time, to respond to any incident in a manner that best serves the interests of their community.
- 1.3 Good behaviour in schools is central to a good education. The Trust and its academies expect good behaviour from every pupil so they can fulfill their academic and societal potential. We have a 'high support, high challenge' approach to behaviour. We care about our pupils and have high standards and expectations because we care. To support our pupils in meeting these expectations, all Trust academies are required to have a 'behaviour curriculum' which teaches them positive behavior.
- 1.4 The role of Trust academies goes beyond simply preventing poor behaviour and maintaining good order to systematically promoting positive relationships and good manners. This work involves a clear partnership between parents/carers, the academies/schools and Trust in helping young people become good citizens, able to make a full contribution to society and so live a happy and successful life.
- 1.5 This Policy is consistently and fairly applied and underpins effective education. Academy staff, pupils and parents/carers should all be clear of the high standards of behaviour expected of all pupils at all times, as detailed in this Policy. Academies are directed to give additional consideration where a pupil's behaviour is linked to their Special Educational Needs, including ensuring that the pupils understands their misbehaviour and that appropriate support is in place following any sanctions applied.
- 1.6 Policy objectives:
 - i. to provide teaching and learning which fulfils the needs of all pupils;
 - ii. to recognise achievement and engage the pupils in all aspects of academy/school life;
 - iii. to provide a positive and orderly environment, where pupils and staff are mutually respectful and safe;
 - iv. to implement rewards and sanctions fairly and without prejudice, considering the impact of additional educational needs;
 - v. to develop positive relationships with all partners involved in the education of pupils;
 - vi. to work effectively with parents/carers and the community to ensure the best possible benefit for the pupils.
- 1.7 In a large community there is a need for a clearly understood and agreed set of expectations with regard to behaviour. The management of behaviour at our Trust academies requires that every pupil takes personal responsibility and is ready to learn, by having positive behaviours for learning. We want to work in partnership with parents/carers to ensure their child achieves their best.
- 1.8 This Policy is in line with Department for Education (DfE) Guidance around behaviour and discipline, specifically:
 - i. Teachers have power to discipline pupils for misbehaviour which occurs in academies/schools and, in some circumstances, outside of academies;
 - ii. The power to discipline applies to all staff;
 - iii. Principals, Trust proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions and measures to prevent bullying;

- iv. The proprietors of academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 to ensure that arrangements are made to safeguard and promote the welfare of pupils;
- v. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy/school rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006.
- vi. Teachers can discipline pupils at any time a pupil is in an academy or elsewhere under the charge of a teacher, including on academy/school visits;
- vii. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the academy;
- viii. Teachers have a power to impose detention outside academy hours;
- ix. Teachers can confiscate pupils' property.

Please see reference to DFE policy below:

Schools and searching, screening and confiscation. (July 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Behaviour in schools (September 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

2. Code of Conduct

2.1 General Rules and Expectations: all pupils are expected to follow the general rules for acceptable behaviour including:

- i. arriving on time for morning and afternoon school and to all lessons during the day;
- ii. wearing the correct uniform and follow the expected dress code; (Appendix 4)
- iii. removing all outdoor clothing when entering the building (coats, hats, gloves etc.);
- iv. having the correct equipment for the day (pens, pencils, reading book)
- v. moving sensibly and quietly around buildings;
- vi. behaving in a respectful, polite and courteous manner at all times;
- vii. eating only at break and lunchtime and in permitted areas;
- viii. drinking only water during lesson time and not drinking in corridors, at the teachers discretion;
- ix. use of mobile phones for any reason on academy sites is prohibited, If a mobile phone is being used this will be confiscated;
- x. being responsible for ensuring that books taken home are returned on time and in good condition;
- xi. respecting the academy/school environment, not littering or causing damage to the academy/school sites.

2.2 Lesson Rules for Acceptable Behaviour:

2.2.1 All pupils are expected to follow the rules for acceptable behaviour during lessons including:

- i. arriving on time, properly equipped for the lesson and placing all required equipment on the table ready to start working;
- ii. following instructions, the first time;

- iii. following SLANT (sitting up straight, Listening, Answer all questions, Never interrupt, Track the teacher)
- iv. speaking appropriately at all times;
- v. having self-respect, respect for others and respect for the staff;
- vi. respecting other people's views and their property;
- vii. staying focused on the learning in the lesson and completing an acceptable amount of work;
- viii. following health and safety guidelines for all subjects;
- ix. spending at least an hour each night on home learning or where this has not been set using this time for personal study or revision;
- x. completing every piece of work set to the very best of their ability;
- xi. trying their best, having pride in their learning and setting high goals for achievement.

3. Behaviour Responsibilities

Vice Principal: Lucy Havard

Assistant Principal: Jon Lowdon

Pastoral support

Year 7: Miss Megan Bagshaw

Year 8: Mr Jamie Adams

Year 9: Miss Danielle Hall

Year 10: Miss Jodie Molineux

Year 11: Mr Daniel Murphy

Pastoral mentor: Mrs Jackie Glendenning

Pastoral Mentor: Mrs Caroline Bagshaw

Attendance officer: Mrs Amy Fox

Safeguarding officer: Mrs Natalie McCool

School counselor: Mrs Sarah Sharkey

Family Liaison Officer: Mrs Nicola Paten

4. Home-Academy Agreement

- 4.1 All Trust academies and schools have a Home Academy Agreement, which parents/carers and pupils must follow.
- 4.2 Parents/carers will be asked to sign the Home Academy Agreement annually. Not returning the Agreement does not invalidate it.

The Midland Academies Trust Home School Agreement

The Pupil:

I shall:

- Attend school regularly and on time
- Wear the correct uniform without alterations or additions
- Bring all the equipment and books I need every day
- Do my classwork and homework as well as I can
- Support the school's code of conduct by behaving in an appropriate way
- Be respectful, polite and co-operative to members of staff, Pupils and visitors
- Treat school property and the property of others with respect
- Adhere to the school policy on mobile phones and earphones

The Parents/Carers:

In sending my child to School I/we agree to abide by all the schools policies, procedures and systems.

I/we shall:

- Work co-operatively with the school to answer any concerns or solve any problems which might affect my child's behaviour or progress.
- Communicate with staff in a polite and respectful way.
- See that my child goes to school regularly, and avoid taking holidays in school time.
- See that child goes to school on time, in uniform and properly equipped to learn.
- Keep the school informed of any concerns or problems which might affect my child's work or behaviour.
- Accept the school's policies and guidelines for behaviour.
- Ensure my child's complete their homework and support other opportunities for engagement in home learning.
- Attend parents' evening and discussions about my son/daughter in order to work with the school to ensure my child's progress.
- Accept and agree to abide by the school policy on mobile phones.

The School:

The school will:

- Work hard to ensure that its aims and aspirations become a day to day reality.
- Care for your child's safety and happiness.
- Provide a balanced curriculum and meet the individual needs of your child.
- Keep you regularly informed and consulted about general school matters and about your child's progress in particular.
- Offer a broad curriculum from 11-16 and a wide range of public examination opportunities.
- Invite your child's to participate in a wide range of extracurricular opportunities.

- Work with you to solve any problems, which could affect your child's progress at school.
- Celebrate the achievements of your child.

5. Behaviour, Rewards and Sanctions

- 5.1 The Trust encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

5.2 Behaviour Procedure

- 5.2.1 Trust academies have a range of options and rewards to reinforce and raise good behaviour, and clear sanctions for those who do not comply with this Policy. These will be proportionate and fair responses that may vary according to the age of pupils, and any other special circumstances that affect pupils.
- 5.2.2 When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with this Policy.
- 5.2.3 The Trust expects good behaviour from every pupil. Its aim is to promote good behaviour and to avoid the need for sanctions and exclusions. Good behaviour leads to positive and secure relationships which support:
- i. teaching and learning (behaviour for learning);
 - ii. academic success (attainment and achievement);
 - iii. personal, social and moral development (feeling secure).
- 5.2.4 Trust academies apply a range of consequences for pupils who break the general or lesson rules or behave in an unacceptable way. Consequences are there to remind pupils that they have made a poor choice by breaking the rules or behaving in an unacceptable way. Consequences will be issued fairly and consistently with pupils being given a few moments to respond appropriately and a reason will be given as to what behaviour is expected. All consequences will be logged on the SIMS system.
- 5.2.5 The system of applying consequences can be found in Appendix 1.

5.3 Rewards Procedure

- 5.3.1 Trust academies have in place a rewards system which recognises positive behaviour. Pupils will be praised for positive behaviour.
- 5.3.2 Trust academies/schools believe in:
- i. providing a positive and rewarding culture, permeating all aspects of academy/school life, enabling all pupils to achieve their potential;
 - ii. ensuring that all pupils can achieve recognition of their successes and efforts;
 - iii. Increasing pupils' self-esteem through consistent, meaningful and positive rewards.
- 5.3.3 Rewards will be given for good work, either individual or over a period of time as well as for sustained effort and organisation. Staff will record rewards given on the SIMS system.
- 5.3.4 The system of applying consequences can be found in Appendix 2.

5.4 Sanctions and Disciplinary Measures

- 5.4.1 Trust academies have a range of disciplinary measures that are communicated to academy/school staff, pupils and parents/carers. These can be found in Appendix 1 and include detentions, seclusion and exclusion.
- 5.4.2 Pupils' conduct outside the academy/school gates and teachers' powers; what the law allows:
- i. Teachers have the power to discipline pupils for misbehaving outside of the academy/school premises "to such an extent as is reasonable".
 - ii. Trust academies/schools will respond to non-criminal bad behaviour and bullying

which occurs off the academy/school premises and which is witnessed by a staff member or reported to the academy/school. Pupils can be disciplined for this behaviour, in line with this Policy.

- iii. Teachers may discipline pupils for misbehaviour when the pupil is:
 - taking part in any academy/school-organised or related activity; or
 - travelling to or from an academy/school; or
 - wearing academy/school uniform; or
 - in some other way identifiable as a pupil at the academy/school.
- iv. Teachers may discipline pupils for or misbehavior at any time, whether or not the conditions above apply, where:
 - there could be repercussions for the orderly running of the academy/school; and / or
 - a threat is posed to another pupil or member of the public; and / or
 - there could be an adverse impact on the academy/school's reputation.

6. Detention - What the Law Allows:

- 6.1 Teachers have a power to issue detention to pupils (aged under 18).
- 6.2 The times outside normal academy/school hours when detention can be given include:
 - i. any academy/school day where the pupil does not have permission to be absent;
 - ii. weekends - except the weekend preceding or following the half term break; and
 - iii. non-teaching days; usually referred to as 'training days', 'INSET days' or 'non- contact days'.
- 6.3 Parental consent is not required for detentions.
- 6.4 As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.
- 6.5 With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- 6.6 Detentions outside academy/school hours: staff should not issue a detention where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy/school hours is reasonable, staff issuing the detention should consider the following points:
 - i. Whether the detention is likely to put the pupil at risk.
 - ii. Whether the pupil has known caring responsibilities,
 - iii. Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy/school detention where the pupil can return home safely.
 - iv. Whether suitable travel arrangements can be made by the parent/carer for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carer.

6.7 Behaviour Panels

- 6.7.1 Trust academies and schools will conduct Behaviour Panels where a pupil has failed to comply with expectations and this Policy, despite intervention.
- 6.7.2 Pupils will attend Behaviour Panels with their parents/career, or another responsible adult if their parent/career is unable to attend. The Panel will be constituted of senior academy / school staff or Raising Achievement Board members.
- 6.7.3 The Behaviour Panel will undertake an interview with the pupils and the parents/carers which will focus on, the seriousness of the situation, academy/school expectations, areas of concern, and a commitment to the Trust's Behaviour Policy and the Code of Conduct.

6.7.4 Behaviour panel meetings will be minuted and a copy of the notes placed on the pupil file.

7. Removal from the classroom and Trust internal suspension

- 7.1 The Trust allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what is often referred to as 'removal from classroom ' or' isolation'. This is distinguished from the use of separation spaces (also known as sensory or nurture rooms) for non-disciplinary reasons.

Removal from the classroom should be considered a serious sanction, to be used only when necessary and once other behavioral strategies have been attempted, unless the behavior is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, academies/schools must consider whether the sanction is proportionate and if there are any special considerations relevant, for example for pupils with SEND.

When dealing with individual cases of classroom removal, school leaders and teachers should:

- i. Consider whether an assessment of underlying factors is needed. This may include inquiries into circumstances outside the school, including at home (to be conducted by the designated safeguarding lead or a deputy)
 - ii. Have a targeted and reflective discussion with the pupil on the behaviour which led to their removal, the impact of their actions, how they can do better in the future and what will happen if their behaviour improves
 - iii. Make contact with parents and carers to inform them of the incident and request their support in pupil reflection and repair
 - iv. Agree steps to repair and restore relationships as appropriate, so that the incident is considered resolved by all parties involved
 - v. Consider whether the support for behaviour management being provided remains appropriate, and put interventions into place as required
- 7.2 Principals and other school leaders are responsible for effective governance of removal, including:
- i. making clear in any school behaviour guidance to staff, pupils or parents that removal may be used as outlined above, and being transparent about the reasons which may lead to removal.
 - ii. maintaining overall strategical oversight of school/academy arrangements for removals
 - iii. ensuring that any location used for removals is appropriate, well-resourced, suitable for pupil learning and refocusing and supervised by trained members of staff
 - iv. designing and implementing a clear process for pupil reflection, repair and reintegration into the classroom
 - v. analysing removal data, identifying patterns and taking actions to reduce the use of removal overall and in particular for pupils who are being repeatedly removed, as well as ensuring that the use of removals is not having a disproportionate effect on pupils sharing particular protected characteristics
- 7.3 Removal from classroom or isolation may take place in another Trust academy/ school to allow respite for the pupil and enable them to reflect on their behaviour. All Trust academies/schools ensure the health and safety of pupils and will meet all requirements in relation to safeguarding and pupil welfare when using this measure.
- 7.4 Staff ensure that pupils removed from the classroom are kept no longer than is necessary and that their time spent removed from the classroom allows for the continuation of the pupil's education in a supervised environment. Pupils are allowed time to eat or use the toilet.
- 7.5 Pupils placed in internal suspension at another Trust academy/school will be provided with appropriate and meaningful curriculum work to complete from their usual academy/school, together with an internal suspension report.

- 7.6 Pupils placed in internal suspension at another Trust academy/school will be required to abide by the behaviour procedures of the academy/school in which they are placed. These can be found via the links below:
- i. The George Eliot School <https://www.george-eliot.warwickshire.sch.uk/>
 - ii. Hartshill School <http://www.hartshill.warwickshire.sch.uk/>
 - iii. The Heath Lane Academy <http://www.hla.leics.sch.uk/>
 - iv. The Nuneaton Academy <http://www.nuneatonacademy.co.uk>
- 7.7 If a pupil misbehaves when serving an internal suspension at another Trust academy/school or they fail their internal suspension report, this is likely to trigger a fixed term suspension

8. External Suspension

- 8.1 The Trust follows statutory guidance by the Department for Education.
- 8.2 There are two types of academy/school suspension/exclusion:
- i. fixed term suspensions for a maximum of 45 days per academy/school year;
 - ii. permanent exclusion where a pupil may not return to the academy/school;
- 8.3 Suspensions/Exclusion whether fixed term or permanent, is the most serious sanction.
- 8.4 The recommended procedures are followed for:
- i. fixed term suspension under 5 days
 - ii. fixed term suspensions over 5 days;
 - iii. fixed term suspensions at lunchtimes;
 - iv. permanent exclusion.
- 8.5 Any form of poor behaviour could ultimately result in permanent exclusion. All Trust academies/schools will do their best to support their pupils at every stage of the disciplinary process, to enable pupils to adopt standards of behaviour which support the core purpose of the academy/school; namely teaching and learning.
- 8.6 The full support of pupils and their parents/carers is expected at every stage to avoid any exclusion being permanent.
- 8.7 Pupils are at risk of either fixed term or permanent exclusion if they:
- i. use physical/verbal aggression or bully other members of academy/school or local communities;
 - ii. persistently ignore any aspect of the behaviour for learning policy;
 - iii. act in a manner which endangers the health and safety of pupils;
 - iv. persistently disrupt teachers' teaching and pupils' learning;
 - v. act in a disrespectful manner towards staff.
 - vi. Intentionally damage school property
- 8.8 The exclusion of a pupil is a very serious matter. It is not a step which Trust academies take lightly and it is the consequence of a serious breach of this Policy. Each and every situation will always be thoroughly investigated, judged on its own merits and decided on the 'balance of probability' when all reasonable efforts have been made to ascertain the facts of the situation.
- 8.9 As a general guide, the following behaviour will normally be deemed so serious as to warrant exclusion being the considered as the most appropriate punishment:
- 8.9.1 Violence and physical assault:**
- i. against another pupil - fixed term / permanent exclusion;

- ii. extreme or repeated act(s) against another pupil(s) - fixed term / permanent exclusion;
 - iii. violence against a member of staff - permanent exclusion;
 - iv. any act of physical aggression will result in exclusion; the advice is to walk away and seek help from a member of staff immediately.
- 8.9.2 Sexual assault and sexually offensive and racist behaviour:** (There is a zero-tolerance approach to sexual violence and sexual harassment and racist behaviour and it is never acceptable- fixed term / permanent exclusion depending on the seriousness of the incident.
- 8.9.3 Drugs and tobacco:**
- i. being in possession of illegal drugs on the journey to and from an academy/school, in an academy/school, on an academy/school activity, or on academy/school transport including buying, selling, distributing, carrying for others or any involvement with illegal substances - permanent exclusion.
 - ii. being in possession of intoxicating liquor or alcohol, any involvement with alcohol on the journey to and from school, within school, or a school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - fixed term exclusion.
 - iii. being in possession of tobacco or cigarettes, any involvement with tobacco or cigarettes on the journey to and from or within academies/schools, or a academy/school activity, including buying, selling, distributing, carrying for others or any involvement with illegal substances - internal / fixed term exclusion.
- 8.9.4 Vandalism and theft:** fixed term / permanent exclusion depending on the severity of the incident and also any danger caused to others.
- 8.9.5 Defying a member of staff:** fixed term / permanent exclusion.
- 8.9.6 Arson, deliberately setting off a fire alarm or tampering with health and safety equipment e.g. fire extinguishers:** fixed term / permanent exclusion.
- 8.9.7 Extreme appearance:** fixed term / internal exclusion until rectified.
- 8.9.8 Bullying:** fixed term / permanent exclusion.
- 8.9.9 Possession of a weapon or replica:** being in possession of or supplying an item which has been made, used, or adapted for the purpose to cause harm to, or distress to, others, in academy/school including the journey to and from an academy/school or any academy/school activity, (this includes knives, BB guns and replicas/or actual firearms) - permanent exclusion.
- 8.9.10 Mobile Phones:**
- i. Using a camera phone to record, post on the internet and/or exhibit clips for video footage of 'happy slapping', unwanted attention and/or violence towards another person - fixed / permanent exclusion.
- Note: where a criminal offence is suspected, the matter will be referred to the Police.
- ii. Targeting, abusing or humiliating other pupils, through text-messaging, through voice mail, email or through any other electronic communication will be taken as a form of bullying or harassment and will be treated as a serious offence.
 - iii. Refusal to hand a mobile phone to a member of staff when requested - internal/fixed term exclusion.

8.10 Notes

- 8.10.1** Certain examples of behaviour described above are criminal offences. In such cases, Trust academies/schools will involve external agencies such as the Police and Social Services, where appropriate.
- 8.10.2** Any of the above examples of pupil behaviour will warrant the same sanctions if they happen on journeys to or from academies/schools or whilst on any academy/school based activity such as a field or residential trips

- 8.10.3 Trust academies/schools reserve the right to add to the above list should the need arise. It must be remembered that the above are only broad guidelines and cannot cover every situation where exclusion may be the correct sanction
- 8.10.4 An appeals process is in place for fixed term exclusions of over five days and permanent exclusions.
- 8.10.5 If an exclusion is required, parents are informed by letter of:
- i. the length of exclusion;
 - ii. the reason for exclusion;
 - iii. Their right of appeal.
- 8.10.6 During an exclusion an academy/school will provide work until the pupil returns. Work must be completed in stages before further work is set. It is the responsibility of the academy/school to set and mark the work. It is the responsibility of parents/carers to make arrangements for the work to be collected and returned.

9. Power to Search, Use of Reasonable Force and Confiscation

- 9.1 Trust academies/schools operate within the two sets of legal provisions which enable academy/school staff to confiscate items from pupils:
- 9.1.1 The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 9.1.2 Principals, and the staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item including:
- i. knives and weapons
 - ii. alcohol
 - iii. tobacco and cigarette papers
 - iv. illegal drugs
 - v. stolen items
 - vi. any article that the member of staff reasonably suspects has been or is likely to be used: *to commit an offence, or to cause personal injury to, or damage to property of; any person* (including the pupil).
 - vii. an article specified in regulations¹:
 - viii. fireworks
 - ix. pornographic images – in line with 9.2
- 9.1.3 Any item banned by the school rules which has been identified in the rules as an item which may be searched for:
- i. knives and weapons
 - ii. Alcohol
 - iii. illegal drugs
 - iv. stolen items
 - v. tobacco and cigarette papers
 - vi. Fireworks
 - vii. pornographic images
 - viii. any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - ix. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

¹ The Schools (Specification and Disposal of Articles) Regulations 2014

- 9.2 Weapons, knives and extreme or child pornography must always be handed over to the police. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. In other cases it is for Trust academy/school staff to decide if, and when to return a confiscated item.
- 9.3 The academy can force pupils to be screened by a walk through or hand-held metal detector whether they suspect the pupil of having a weapon and without that pupil's consent. Any member of staff can screen pupils. This type of screening without physical contact differs from the power to search pupils. If a pupil refuses to be screened, the school may refuse to allow the pupil on to the premises. This will be treated as an unauthorised absence and not an exclusion.

Practice, Conduct and Responsibilities For Searching Pupils

- 9.4 When exercising powers of searching or screening, academies must consider the age and needs of pupils being searched or screened, including considering individual needs or learning difficulties for pupils with Special Educational Needs (SEN) and making reasonable adjustments where required for pupils with a disability.
- 9.5 The principal should oversee the school's practice of searching to ensure a culture of safe, proportionate and appropriate searching is maintained. They should ensure that staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating.
- 9.6 Arrangements and protocol for before, during and after searching must be fully compliant with those as outlined in the DfE publication, '*Searching, Screening and Confiscation (July 2022)*'.
- 9.7 It is vital that all staff understand their rights and the rights of the pupil who is being searched.
- 9.8 The designated safeguarding lead (or deputy) should be informed of any searching incidents. Where a search has revealed a safeguarding risk, the designated safeguarding lead should be involved without delay. Where there is evidence that any child is at risk of harm, they should make a referral to children's social care services immediately, as set out in Part 1 of Keeping children safe in education.

Strip Searching

- 9.9 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.
- 9.10 While the decision to undertake the strip search and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved. Staff should consider beforehand whether introducing the potential for a strip search through police involvement is absolutely necessary.
- 9.11 Unless there is an immediate risk of harm, and where reasonably possible, staff should inform a parent of the pupil in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed once a strip search has taken place.
- 9.12 A record of strip searches conducted on school premises should be kept and monitored for any trends which emerge. These records should be compliant with those as outlined in the DfE publication, '*Searching, Screening and Confiscation (July 2022)*'.
- 9.13 Arrangements and protocol for before, during and after strip searching must be fully compliant with those as outlined in the DfE publication, '*Searching, Screening and Confiscation (July 2022)*'.

10. Power to Use Reasonable Force

- 10.1 In line with Department for Education guidance, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 10.2 The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 Definition of reasonable force:

- 10.3.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 10.3.2 Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 10.3.3 'Reasonable in the circumstances' means using no more force than is needed.
- 10.3.4 Academies/schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 10.3.5 Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 10.3.6 Academy/school staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- 10.3.7 All academy/school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.
- 10.3.8 The Principal and staff authorised by the Principal, can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by academy/school rules.

10.4 When can reasonable force be used?

- 10.4.1 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 10.4.2 In an academy/school, force is used for two main purposes; to control or restrain pupil.
- 10.4.3 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 10.4.4 An academy/school can use reasonable force to:
 - i. remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
 - ii. prevent a pupil behaving in a way that disrupts an academy/school event, trip or visit;
 - iii. prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - iv. Prevent a pupil from attacking a member of staff or another pupil, to stop a fight in the playground or to restrain a pupil at risk of harming themselves through physical outbursts.
- 10.4.5 An academy/school cannot use force as a punishment; it is always unlawful to use force as a punishment.

10.5 All instances where reasonable force is used must be recorded on a separate log and retained for the required duration.

11. Staff induction, Development and Support

- 11.1 Trust academies are required to provide training on the consistent and fair use of academy behaviour and reward systems when:
 - i. A new staff member joins the academy, as part of staff induction
 - ii. A significant period of time has elapsed since the last whole staff training
 - iii. Support is required regarding a staff member's application of the systems

- iv. Changes have been made, or new updates received, to existing processes
- v. A pupil has joined the school who requires specific approaches for positive management of their behaviour

12. Pupil Transition

- 12.1 It is recognized that transition between schools, systems and routines can be difficult for pupils to manage, particularly where expectations and rules for conduct are different. To address this all Trust academies are required to have specific approaches, programmes and support for managing pupil transition when:
- i. New pupils join the academy, whether at the start of Year 7 as part of pupil induction, or for in-year admissions.
 - ii. Pupils join the academy on a trial basis as part of a voluntary managed move arrangement.
 - iii. Pupils join the academy under the Fair Access Protocol.
 - iv. Pupils with Special Education Needs join the academy, where their specific needs indicate they will likely face additional challenges in meeting the academy's behaviour expectations.

13. The Academy Behaviour Curriculum

- 13.1 All academies are required to have a clearly defined behaviour curriculum. This should:
- i. Define the expected behaviours in schools rather than solely listing prohibited behaviours.
 - ii. Teach these behaviours to all pupils, so that they understand what behaviour is expected.
 - iii. Include positive reinforcement when expectations are met as well as sanctions where rules are broken.
 - iv. Use repeated practice and routines to promote the values of the school, positive behavioral norms and provide certainty on the consequences of unacceptable behaviour.
- 13.2 Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable. These adjustments may be temporary, for example in the case of a pupil who has recently experienced a bereavement, or may be longer standing, as needed for a pupil with Special Educational Needs and/ or Disability (SEND), as outlined below.

14. Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)

- 14.1 The Trust expects all academies to consider how their behaviour culture meets the needs of all pupils, including pupils with SEND, so that everyone can feel they belong in the academy/school community and high expectations are maintained by all.
- 14.2 With regard to behaviour expectations for pupils with SEND, academies must:
- i. Recognise where behaviours are more likely to be associated with a particular type of SEND, such as a pupil with speech, language and communication needs not understanding a verbal instruction.
 - ii. Consider behaviour in relation to a pupil's SEND, although it does not follow that every incident of misbehavior will be connected to their SEND
 - iii. Consider whether any reasonable adjustments need to be made to a sanction in response to any disability the pupil may have
 - iv. Manage behaviour effectively for pupils with SEND, including using the graduated approach to assess, plan, deliver and review the impact of any support provided
 - v. Meet the relevant duties under the Equality Act 2010 and the Children and Families Act 2015 to take all reasonable steps and best endeavors to avoid substantial disadvantage to a pupil with SEND through their policies and practice. In particular if the pupil has an Education, Health and Care plan (EHCP), the provisions set out in that plan must be secured and the

academy/school must co-operate with the local authority and other bodies

- vi. As far as possible, anticipate likely triggers of misbehavior where linked to a pupil's SEND need and put in place support to prevent or mitigate these.

15. Guidance on Specific Behaviour Issues - Child-on-Child Sexual Violence and Sexual Harassment

- 15.1 All academies are required to follow the safeguarding principles set out in Keeping Children Safe In Education (KCSIE), especially Part 5.
- 15.2 All academies must be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Academies must not treat sexually abusive language or behaviour as 'banter', an inevitable fact of life or an expected part of growing up. All staff should challenge all inappropriate language and behaviour between pupils.

16. Behaviour Incidents Online

- 16.1 All academies must be clear that the same standards of behaviour are expected online as apply offline. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. Academies and staff should follow the principles as set out in KCSIE when an incident involves nude or semi-nude images and/or videos.

17. Suspected Criminal Behaviour

- 17.1 Where criminal behaviour is suspected, academies should make an initial assessment of whether an incident should be reported to the police.
- 17.2 They should gather only enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence.
- 17.3 Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken.
- 17.4 However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.
- 17.5 When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care.

School Specific Systems for DeMerits and Detentions

In Aiming for Excellence we expect excellent behaviour from all our pupils at all times. The role of our schools goes beyond simply preventing poor behaviour and maintaining good order, to systematically promoting positive relationships, good manners and maintaining our George Eliot motto of 'Do the Right Thing'.

We aim to develop pupils who are kind and aim for excellence through high expectations, hard work and respect for self and others.

This underpins our values of:

Self-Discipline

Tenacity

Ambition

Responsibility

Through our calm, purposeful, happy learning environments we ensure that strong professional relationships are quickly established and there is a commitment to setting high levels of challenge, making our pupils grow and develop their independent thinking to become resilient and creative learners.

The George Eliot Academy expects excellent behaviour from every pupil. Our aim is to promote excellent behaviour and to avoid the need for sanctions and suspensions. In everything we do we 'Be Kind and Aim for Excellence!'

Excellent behaviour leads to positive and secure relationships which support:

- Teaching and learning
- Academic success
- Personal, social and moral development

Behaviour key Mantra:

Do the right thing

GEA in the community

The George Eliot School has high standards of behaviour and expects good behaviour from every student.

We expect parents/carers to fully support us in maintaining these high standards in school and also in the community.

All students are expected to follow the rules for acceptable behaviour including:

- Pupils must act safely and appropriately on their route to/from school and on the school site at all times.
- All pupils who choose to travel to school by bike, must obtain a bike permit, which includes wearing a helmet.
- All pupils must arrive on time, properly equipped for lessons.
- All pupils are to demonstrate our STAR values whilst in the community

Behaviour De Merits

Pupils who do not who do demonstrate our school values or aim for excellence through high expectations, hard work and respect for self and others, will be given a Demerit.

D1

- Incorrect equipment or uniform

D1

- Poor behaviour is stopping others from learning
- Verbal sanction

D1A

- Intervention conversation to support pupils to remain in lessons.

D2

- Repeated poor behaviour is stopping others from learning.
- Removed from lesson
- 30 Minute same day detention afterschool (Y7,8,9) 1 hour same day detention (Y10,11)

D3

- Continued poor behaviour or a single serious incident
- Internal suspension.

D4

- Continued Poor behaviour or a single imore serious incident
- MAT Suspension

D5

- Continued Poor behaviour or a single imore serious incident
- External Suspension
- Formal letter of warning

D6

- Continued Poor behaviour or a single imore serious incident
- Permanen Exclusion

Appendix 2

Other Behaviour Sanctions

Pupil is late to school	D2- Late Detention 30 min
Pupil is not meeting GEA expectations when moving around the school for example at social times or in the line-up.	D2D- Detention (30 min Lower school 1 hour upper school)
Not met the GEA expectations for example walked out of a LCU or detention, incorrect uniform.	D3- Seclusion- part day
Pupil failed seclusion room, displayed inappropriate behavior towards pupil or staff member or a build-up of consequences	D4- Internal exclusion/ MAT suspension
Continued Poor behaviour or a single more serious incident. Examples include, but are not limited to, pupils who have acted in a disrespectful manner towards staff or pupils who have intentionally damaged the school property.	D5- Fixed term suspension
Pupil has not met the expectations of the use of a mobile phone	Confiscation of phone D2D
Pupil has not met the expectation throughout the school week	SLT 1 Hour Detention

Late to school

Pupils who arrive late without a satisfactory explanation will receive sanctions in accordance with the academy's managing behaviour policy.

<p>What happens if a pupil is late?</p> <ul style="list-style-type: none"> • The pupil has not met our STAR values • The pupil will be at a disadvantage • The pupil may miss important knowledge. Content and may interrupt others learning
<p>Our expectations</p> <ul style="list-style-type: none"> • Pupil to arrive to school 5 minutes before morning line up • Pupils are expected to arrive on time for each period of the day • Pupils who arrive late will enter via the main reception gate
<p>Demerit</p> <ul style="list-style-type: none"> • Pupils who arrive late will be issues a D2 late detention which will occur at lunch time on the same day • If pupil continues to be late a formal letter will be issued and the pupil monitored for a period of time • If the pupil still continues to be late then a parent meeting will be arranged

School Specific Systems for Rewards

STAR of the week

Each week the Director of learning for each faculty nominate four pupils; these pupils have shown excellence and demonstrated the STAR values within their work or actions.

Each week the Pastoral leader for each year group will nominate four pupils; these pupils have shown excellence and demonstrated the STAR values within their work or actions.

Pupils are celebrated in the weekly assembly and the school bulletin.

Principal awards

At the end of every term pupils are celebrated and rewarded with Principal Awards. Principal awards are achieved by demonstrating excellence in subject areas, House champions, community work, work ethic, gratitude and kindness.

House Merits

Pupils are awarded **house merits** for displaying excellence in the below:

Effort	Excellent effort in lessons
Achievement	Excellent achievement in lessons
Conduct	Excellent conduct in school
Homework	Excellent homework
Attendance	This will be awarded to those who have 100% attendance each term.
Club	Attendance at a lunchtime or afterschool club
Sporting Representation	Representing the school in a sports team
Community	Representing the school at school events or showing community spirit
Revision	Attendance at a subject revision session
Star	Pupils showing STAR values
Gratitude	Pupils demonstrating gratitude

House merit awards

Term champions	Awarded at the end of every term in Principal awards assembly
Year Champions	Awarded at the end of every year in Principal awards assembly

Rewards shop

Students can use their HAPs in our online rewards shop to order from a wide range of rewards (stationery, sports equipment, etc) which has been organised, based on students' suggestions.

The rewards shop is accessible via a QR code during tutor time. The shop is only open during specific weeks of each term to allow students to accumulate House merits

House System

In June 2018 we introduced our new house system. There are four houses. The aim of the Houses is to develop a system for rewards, competition, leadership development and community across the school. The house leader board is updated each week on the screens and shared in the bulletin.



**Deronda
Ducks**



**Jacob
Jaguars**



**Radical
Racoons**



**Silas
Snakes**

Appendix 3

Interventions e.g. Report Cards.

To ensure that they have consistency and a clear guidance of the behavior system and the schools expectations, pupil reports are used; these are tailored reports to suit the needs of the individual to monitor the pupil, their progress and communicate with parents or careers.

Reports at George Eliot Academy

Tutor report

The form tutor will support the pupil in setting specific unique targets, it is a way for your child's teacher to give the form tutor, parents/careers feedback about the pupils' behavior in school each day.

Pastoral leader report

The Pastoral leader will support the pupil in setting specific unique targets, it is a way for your child's teacher to give the form tutor, parents/careers feedback about the pupils' behavior in school each day.

Positive report

The Pastoral leader will support the pupil in setting specific unique targets, it is a way for your child's teacher to give the form tutor, parents/careers feedback about the pupil's behavior in school each day.

Punctuality report

The form tutor will support the pupil in setting specific unique targets, these will be focused around punctuality to school and each period, it is a way for your child's teacher to give the form tutor, parents/careers feedback about the pupils' punctuality.

Behavior star plans

To ensure that they have consistency and a clear guidance of the behavior system and the schools expectations, behavior STAR plans are used; these are tailored plans to suit the needs of the individual to monitor the pupil and their progress.

The behavior STAR plans include a range of information to ensure that the pupil has the individual support and guidance needed to meet the schools expectations and to develop into a pupil who are kind and aim for Excellence.

The plans are reviewed regularly to ensure that the pupil has the best chance of success. These plans are to be used by all teachers and support to provide a consistent approach.

School Specific Systems - Uniform, Technology, Mobile Phones, and Acceptable User Policy

School uniform

It is important to us that parents and pupils are clear that The George Eliot Academy uniform is a requirement and that all pupils must meet these standards at all times.

The George Eliot Academy uniform consists of smart trousers, shirt, tie and blazer, and encourages students to take great pride in their appearance. Students are expected to adhere to our uniform policy at all times, which consists of the following items:

School Uniform
Official school blazer
White shirt with long or short sleeves Must be tucked in and the top button must be done up
School tie—black with purple and green stripes
School V necked jumper with green trim Plain V Necked jumper
Black tailored trousers Black Tailored Shorts Trousers should be smart and business like
Black pleated school skirt
Tights—plain black opaque or flesh coloured
Socks—plain black
Shoes—plain black, flat heeled, leather or leather look. Boots can be worn under trousers



PE Uniform
Sports polo top—black and green with the school logo
Shorts— Plain Black Track Pants - plain black Or Sports leggings - plain black
School hooded sports top – black and green with school logo
Sports socks
School rugby top—black and green (optional)
Trainers



Coats, Bags and Accessories
Coat—Plain, full length coat or anorak
School Bag—Must be big enough for the A4 knowledge pack. No Handbags are allowed
Jewellery—A watch, school badges and one small pair of plain ear studs may be worn
Hairstyles—Must be simple and only natural colours, no extreme hair Styles, no patterns or shapes cut into it
Hats – A plain black baseball hat in summer and a plain black woolly hat in the winter
Make up – Pupils can wear discrete natural makeup



School Equipment	
3 x Black pens	Ruler
Green Pen	
Pencil	Calculator
Rubber	Knowledge Organiser Pack (Provided by the school for Y7)



'Be Kind and Aim for Excellence'



PE KIT

Sports polo top—black and green with the school logo

Shorts— Plain Black, Track Pants - plain black or Sports leggings - plain black (No cotton leggings)

School hooded sports top – black and green with school logo



Mid-thigh
length
shorts



No trainers, pumps, high heels or canvas shoes

Plain black, flat heeled, leather or leather look. Boots can be worn under trousers.
(Silver tags to be removed from Nike Air Force shoes)



'Be Kind and Aim for Excellence'



Nails Guidelines

No nail varnish or excessive and impractical length nails.

No acrylic nails are permitted.



Hair Guidelines

Must be simple and only natural colours, no extreme hair styles, no patterns or shapes cut into it.



Non-permitted uniform items

Examples of Non permitted items
No skinny fit trousers, jeans or leggings
No fashion hoodies to be worn in school or PE
No Cotton leggings to be worn in PE, sports leggings only.
No trainers, pumps, high heels or canvas shoes
No skirts more than 1 inch above the knee
No handbags or bags with inappropriate images
No rings or bracelets
No nail varnish or acrylic nails
No fashion hoody's to be worn in PE
No false eyelashes
No Extreme hair styles or unnatural colours
No body piercings or tattoos
Earphones should not be worn on the school site
No Mobile phones (To be kept in bag turned off)
It is illegal for children under the age of 18 to have a tattoo even with parental consent. Tattoos will be reported to the school safeguarding team

The school has a ban on the following:

- Energy drinks
- Fizzy pop
- Aerosols – please bring roll on deodorant
- Chewing gum
- Nuts
- Vapes
- Mobile phone use (Switched off in bag)
- Earphones

These items will be confiscated and binned.

Mobile phones/Ear Phones

The George Eliot Academy prides itself that pupil's focus on their learning in school time. The school is rarely hindered by the use of mobile phones and pupils using them in school time.

Our pupils are not allowed to have their phone out at any time in the school day. If a phone is seen then it is confiscated and retained in the school office and the parent is called to collect it the next day.

If this reoccurs then the school will look to ban the phone from the school site for the term or pupils will have to hand in their phone in a controlled manner to ensure school policy is followed

