



KING'S LEADERSHIP  
ACADEMY BOLTON

SCHOOLS OF CHARACTER  
MAKING GREAT LEADERS

# BEHAVIOUR POLICY AND STATEMENT OF PRINCIPLES



GREAT SCHOOLS  
TRUST

## Document Control

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**Kings Leadership Academy Bolton**  
Behaviour Policy and Statement of Principles

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## Aims

This policy aims to ensure that:

- Teachers can teach and children can learn in a safe and fulfilling environment.
- All students follow the core principles of the ASPIRE code and apply this set of moral imperatives to their behaviour in and out of academy.
- Parents encourage their children to show respect and support the academy's' values and discipline procedures.
- A positive culture of high expectations and a no excuses exists for all who attend the academy.
- We establish a whole-academy approach to maintaining high standards of behaviour that reflects the trust mission to ensure every child becomes a successful citizen.
- There are clear expectations and consequences for disruptive or antisocial behaviour.
- The academy provides a consistent approach to behaviour management that is applied equally to all pupils, by all staff.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Rationale

Mutual respect amongst all members of the academy community lies at the heart of this policy. The Great Schools Trust and its schools expects behaviour to be of a high standard throughout the day, when travelling to and from the academy and whilst participating in trips and visits.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships and strong values between and with students are the key to good behaviour. Students learn best in an ordered environment, rules liberate. This is achieved when expectations of learning and behaviour are high, if an individual does not respond, consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration. Students are empowered as leaders through our character programmes so that strong social norms develop which deter inappropriate behaviour.

This policy is based on recognition of the rights and responsibilities of all members of the academy community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The policy will therefore:

- Build upon the existing good practice that exists within the academies.
- Support effective teaching and learning, it is our opinion that, "The best form pastoral care is a well-planned lesson".
- Encourage adherence to the ASPIRE code for the whole academy community. Including the 4-R's which are Rules, Rights, Routines and Responsibilities.
- Help members of the King's community to distinguish between acceptable and unacceptable behaviour.
- Contribute to promoting mutual respect and tolerance in our multi-cultural and multi faith communities.
- Develop the inclusive nature of our trust.

The academy will communicate this Behaviour Policy to all students through its values, code of conduct and website as well as during assemblies, tutor time, boot camp, operation-reset and through curriculum, where appropriate.

Leaders will communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme, electronically and through new staff induction

The academy will communicate its policy to parents and carers annually via the Academy Website or upon request.

*This policy will be reviewed regularly by the academy community and continually revised and developed in response to identified needs. It is expected that this policy is a working document and that academy leaders reserve the right to apply this guidance in a way which does not limit their capacity to implement the aims in section 1.*

## **1 Statement of behaviour principles**

This statement of intent is reviewed annually by each academy and the Local Academy Council who are a subcommittee of the Board of Trustees.

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to pupils.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take ownership for their actions in line with our specialisms.
- Families are involved in behaviour incidents to foster good relationships between the academy and pupils' home life.
- Violence or threatening behaviour will not be tolerated in any circumstances

## **2 Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in academy's: advice for headteachers and academy staff, 2016](#)
- [Behaviour in academy's: advice for headteachers and academy staff 2022](#)
- [Searching, screening and confiscation at academy 2018](#)
- [Searching, screening and confiscation: advice for academy's 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained academy's, academies and pupil referral units in England 2017](#)
- Suspension and permanent exclusion from maintained academy's, academies and pupil referral units in England, including pupil movement - 2022
- [Use of reasonable force in academy's](#)
- [Supporting pupils with medical conditions at academy](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is guided by the following legislation:

- Schedule 1 of the [Education \(Independent Academy Standards\) Regulations 2014](#) with respect to safeguarding and anti-bullying.
- The [DfE guidance](#) which explains that behaviour policy and anti-bullying strategy should be published.
- This policy complies with King's academy funding agreement and articles of association.

## **3 Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, at break, lunchtimes and anywhere which brings the name of the academy or trust into disrepute
- Non-completion of classwork, coursework or homework

- Not displaying the ASPIRE values appropriately
- Incorrect uniform, including jewellery
- Arriving late or not at all
- Not being prepared to learn including missing kit, book or equipment / devices
- Attention seeking or power struggling behaviour that disrupts learning

**Serious misbehaviour** is defined as:

- Repeated breaches of the academy rules or persistent low-level disruption that affects learning
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism, damage or theft
- Fighting, threatening or exploiting other people
- Smoking or vaping on site or in the community whilst wearing an academy uniform
- Selling items not permitted in academy such as fizzy drinks, sweets, cigarettes.
- Racist, sexist, homophobic or discriminatory behavior
- Possession of any prohibited items. These are:
  - Knives, weapons or their imitations
  - Alcohol
  - Possession of any drug or herbal medication that has not been consented to be the academy
  - Stolen items or property acquired
  - Tobacco and cigarette papers
  - Fireworks or explosive material
  - Pornographic images or recordings
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4 Bullying

**Bullying** is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Mobile threats	by text messaging & calls, misuse of associated technology, i.e. camera & video facilities, MSN, Snapchat etc.

Details of the King’s approach to preventing and addressing bullying are set out in our anti-bullying strategy, [here](#).

## 5 Roles and responsibilities

### 5.1 The Local Academy Advisory Committee (LAC)

The King’s LAC is responsible for:

- a. Reviewing and approving the written statement of behaviour principles (appendix 1).
- b. Reviewing this behaviour policy in conjunction with the trust board, LAC and ASPIRE values.
- c. Monitoring the policy’s effectiveness.
- d. Holding the principal to account for its implementation.

### 5.2 The Principal

The Principal is responsible for:

- a. Reviewing and implementing this behaviour policy in a way that ensures it is fit for purpose.
- b. Ensuring that the academy environment encourages positive behaviour.
- c. Ensuring that staff deal effectively with poor behaviour, utilising escalating tariffs within the chart of consequences.
- d. Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils so that there is a clear link between cause and effect.
- e. Ensuring that through training, communication and leadership structures all staff understand the behavioural expectations and the importance of maintaining them.
- f. Providing new staff with a clear induction into the academy’s behavioural culture to ensure they understand its rules, rituals, routines and right/values, including how best to support all pupils to participate fully in their learning.
- g. Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy



- h. Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- i. Ensuring that the data from the behaviour ATLS are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Leaders, teachers and staff**

Staff are responsible for:

- a. Creating a calm and safe environment for pupils
- b. Following the appropriate systems and procedures for rewarding and sanctioning children's conduct.
- c. Establishing and maintaining clear boundaries of acceptable pupil behaviour
- d. Implementing the behaviour policy consistently
- e. Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- f. Modelling expected behaviour and positive relationships
- g. Providing a fair approach to the specific behavioural needs of particular pupils that does not lower expectations.
- h. Considering their own behaviour on the academy culture and how they can uphold the trust values and mission.
- i. Logging behaviour incidents promptly using Bromcom and the appropriate codes, CPOMs or faculty tracking.
- j. Challenging pupils to meet the academy expectations and values

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers will support their child's learning by:

- a. Abiding by the guidance in the home academy agreement, which was signed at induction.
- b. Getting to know the academy's behaviour policy / values and reinforce them at home where appropriate.
- c. Support their child in adhering to the academy's behaviour policy by assisting with the implementation of academy procedures and systems including sanctions and rewards.
- d. Inform the academy of any changes in circumstances which may affect their child's behaviour
- e. Discuss any behavioural concerns with the class teacher promptly
- f. Refrain from making excuses or taking the blame for the actions of their child.
- g. Take part in any pastoral work following misbehaviour, for example: attending reviews of specific behaviour interventions, restorative opportunities or disciplinary panels if appropriate.
- h. Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy.
- i. Take part in the life of the academy and its culture.

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and by working in collaboration with them to tackle behavioural issues.

### **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture and at regular times during the academy year:

- a) The expected standard of behaviour they should be displaying at the academy and during their learning.

- b) That they have a duty as a young leader to follow the behaviour policy
- c) The academy's 4R-s: Rules, Rights, Routines and Responsibilities.
- d) The various rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- e) The rewards they can achieve during each half term. We will run a Rewards assembly where pupils receive certificates / badges respectively. Students will receive pins for their blazer lapel as well as winning house points.
- f) The pastoral support that is available to them to help them meet the behavioural standards
- g) The Praise strategy – Attitude To Learning (ATL) score during lessons (Platinum, Gold, Silver and Bronze)
- h) The rewards trip to Blackpool, Bowling or Trampoline park
- i) How to achieve a CREDIMUS award during lessons / mill time
- j) Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- k) Pupils will be supported to develop an understanding of the academy's behaviour policy and wider culture, they will be taught about the King's expectations during boot camp and operation reset.
- l) Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year or have missed key induction.

## **6 Academy behaviour curriculum**

King's defines acceptable behaviour as that which promotes the ASPIRE values and supports our joint specialisms of character through leadership. Co-operation and consideration of others by all members of the community are a key component in this process. Antecedent behaviours which break the ASPIRE values are immediately addressed, ensuring that social norms are well codified.

Social norms are taught through the academy's ASSPIRE programme and through a wide range of personal development ranging from DofE, Cadets, leadership residentials and programmes to build non-cognitive competencies in our young leaders. The academy seeks to empower children through the language of choice and communicates regularly the standards of acceptable and unacceptable behaviour to students, parents and carers through social media, individual letters, assemblies and the curriculum.

King's understand that school-based education is a proving ground for life and that children make mistakes. It is essential to the character development process required to be successful in life that children take responsibility for their mistakes and are supported pastorally to do so. The academy regularly communicates the standards of acceptable and unacceptable behaviour to all stakeholders so that there is clarity on what is expected.

In light of this, all young leaders / students are expected to:

- a. Behave in an orderly and self-controlled manner
- b. Show respect to members of staff and each other
- c. Behave in a way that make it possible for all students to learn in their lessons, at residentials and on line at home
- d. Move quietly around the academy but must be silent on when entering in to the building.
- e. Treat the academy buildings and property with total respect
- f. Wear the correct uniform at all times
- g. Accept sanctions by taking responsibility for action and not blaming others
- h. Refrain from behaving in a way that brings the academy into disrepute, including when outside in the community or online

*Teachers have a statutory power to discipline students for misbehaving outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."*

Where appropriate and reasonable, adjustments may be made to the curriculum to ensure all students can access learning. Expectations will not be lowered or excuses permitted that could harm a child's future potential or ability to understand societal norms when they complete their education.

### **6.1 Electronic devices (including Mobile phone use) and confiscation**

Electronic devices including mobile phones, smart phones, MP3 devices and other similar devices is simple – they are not to be seen, heard or used at any point during the school day (including lunch and break). Students will be fully focused on their learning and enjoying the varied experiences the school offers. We recognise the use of these devices when a student is travelling to and from the school, but if a student chooses to bring a device into the school it is their responsibility and at their own risk.

Parents/carers and students should be aware of the following:

- If a student is seen using any device during the school day, it will be confiscated immediately for 6 weeks. Parents can then collect the mobile device from the office on or after the 6 weeks period. If the 6 week period falls in the final week of the summer term or during the holidays, the device can be collected on the first day back to school.
- If the device is heard during the lesson, the same rule as above applies.
- If an electronic device that has been seized and the school has reasonable grounds to suspect that it contains evidence in relation to an offence, the phone will be given to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
- If a member of staff suspects that material on the electronic device evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, then the matter will be dealt with in accordance to our Nude or semi-nude images policy.

## **7 Responding to behaviour**

### **7.1 Classroom management**

Staff at King's are responsible for setting the climate and context for positive behaviour within the academy.

They will endeavour to ensure the following:

- a. Create and maintain a stimulating environment that encourages student's engagement.
- b. Display the academy behaviour expectations in their classrooms
- c. Develop a positive relationship with pupils, which may include:
  - Greeting students at the door prior to entry or hand shaking pupils at the start of lessons.
  - Focus on bell to bell teaching starting with a suitable opening do now.
  - Utilise an appropriate seating plan.
  - Establishing clear routines and ensure that these are highlighted in exercise books.
  - Communicating expectations of behaviour in wide range of ways.
  - Reinforcing and promoting good behaviour.
  - Implement the academy's approach for dealing with low-level disruption
  - Use positive reinforcement
  - Refusal to accept excuses

## 7.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding policy which can be found on our website for more information.

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the academy's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and codify social norms of the academy's behaviour culture.

### Positive behaviour will be rewarded with ATL1s

At Kings we expect that pupils follow our ASPIRE code at all times. Those pupils that go above and beyond will be rewarded.

Attitude to learning score	Points
Platinum	150
Gold	100
Silver	65
Bronze	45

Each week, pupils will be given their reward points, which shows them how many ATL 1s they have received. In this way, they are constantly kept informed of how well they are doing. At the end of each learning cycle, King's runs a Rewards assembly where pupils receive certificates / badges respectively. Students receive pins for their blazer lapel as well as winning house points.

ATL 1s are tracked throughout the year and the highest achievers are rewarded by attending rewards

trips across a variety of different leisure activities.

### Some examples of rewards trips that pupils can attend are:

- Blackpool trip at the end of the year
- Bowling
- Trampoline Park

### CREDIMUS Awards

Each lesson there is also an opportunity for students to earn a 'CREDIMUS' Award. Only one of these awards can be allocated each period and therefore it is the highest praise and accolade a student may receive in one lesson. A CREDIMUS award is awarded for exceptional achievement and conduct of the ASPIRE code. Students receive a handwritten award by their class teacher detailing their reason for the award. This is also logged on Bromcom. Any students with 50 CREDIMUS Awards within one academic year are rewarded in our end of year celebration assembly.

#### **7.4 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts / schema and phrases that are taught to all new staff on induction.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behavioural sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The academy may use one or more of the following sanctions in response to unacceptable behaviour:

- a. The students name may be logged on the board and circled appropriately to indicate sanction tariff.
- b. A verbal reprimand and redirection to success through the language of choice and sanctions.
- c. Setting of written tasks such as an account of their behaviour linked to the values they have broken.
- d. Expecting work to be completed at home, or at break or lunchtime.
- e. Detention at break, lunchtime, after academy or on Saturdays.
- f. Loss of privileges or civil liberties.
- g. Academy-based community service, such as tidying a classroom or yard area.
- h. Referral to student's court, disciplinary panel or senior member of staff.
- i. Public apology allowing the child to make amends for damaging the school culture.
- j. Letter or phone call home to parents
- k. Agreeing a behaviour contract
- l. Putting a pupil 'on a tracking report' or 'reward booster' to build confidence.
- m. Suspension or removal from the environment which they have disrupted.
- n. Change of teaching or tutor group.
- o. Referral to a pre-exclusion disciplinary panel
- p. Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness and high expectations required from the ASPIRE code.

#### **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **7.6 Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to academy discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. There may be occasions where items can only be returned to a parent, particularly if it is not the first confiscation.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the principal.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness they should report this to another member of staff, and ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, designated safeguarding lead (or vice principal) or pastoral member of staff who may have more information about the student. During this time the pupil will be supervised and kept away from other pupils.

- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place where the member of staff has lawful control or charge of the pupil, for example on an academy trip.

**Before carrying out a search the authorised member of staff will:**

- a. Assess whether there is an urgent need for a search.
- b. Assess whether not doing the search would put other pupils or staff at risk.
- c. Consider whether the search would pose a safeguarding risk to the pupil.
- d. Explain to the pupil why they are being searched.
- e. Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and open your bag.
- f. Explain how and where the search will be carried out.
- g. Give the pupil the opportunity to ask questions.
- h. Seek co-operation.

If the pupil refuses to agree to a search, the member of staff will give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the principal / designated safeguarding lead or pastoral lead, to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the academy rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may also search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

**Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the academy's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- a. What happened
- b. What was found, if anything
- c. What has been confiscated, if anything
- d. What action the academy has taken, including any sanctions that have been applied to their child, including escalation to the police or other agency.

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on the academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.



### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into academy to act as the pupil's appropriate adult. If the academy can't get in touch with the parents, or they aren't able to come into academy to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The academy will keep records of strip searches that have been conducted on academy premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- a. Taking part in any academy-organised or academy-related activity (e.g. trips or residential etc)
- b. Travelling to or from the academy
- c. Wearing academy uniform
- d. In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- a. Could have repercussions for the orderly running of the academy
- b. Poses a threat to another pupil
- c. Could adversely affect the reputation of the academy

### **7.8 Online misbehaviour**

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- a. It poses a threat or causes harm to another pupil
- b. It could have repercussions for the orderly running of the academy
- c. It adversely affects the reputation of the academy
- d. The pupil is identifiable as a member of the academy

### **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the appropriate senior leader will make the report. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- a. Proportionate
- b. Considered
- c. Supportive

- d. Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- a. Responding to a report
- b. Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to KLAB student Hub
  - Refer to the Integrated Front door - operates from 8:45 – 17:00, Monday to Friday. Out of hours or bank holidays, call the emergency duty team 01204 337777 will act as cover (for example, during out-of-hours/out-of-term activities).
  - Refer to children's social care
  - Report to the police

Please refer to, section 6.8 of our child protection and safeguarding policy for more information, which can be found on our website.

### **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will again consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy which can be found on your website for more information about allegations against staff and students and procedures for dealing with allegations of abuse.

## **8 Serious sanctions**

### **8.1 Detention**

Students can be issued with detentions during break, lunchtime, after school, on Saturdays or during holiday time. Students will be permitted to use the academy facilities or eat lunch whilst attending detention.

The academy will decide whether it is necessary to inform the students' parents regarding a detention. Detentions scheduled for weekend or during holidays will always follow parental consultation.

When imposing a detention out of school hours, the academy will consider whether doing so would:

- a. Compromise the pupil's safety
- b. Conflict with a medical appointment
- c. Prevent the pupil from getting home safely

## **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- a. Restore order if the pupil is being unreasonably disruptive
- b. Maintain the safety of all pupils
- c. Allow the disruptive pupil to continue their learning in a managed environment
- d. Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, this may include:

- Meetings with learning coaches
- Use of teaching assistants
- Behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

## **8.3 Suspension and permanent exclusions**

Suspensions and Permanent exclusions are the highest levels of sanction that a School can employ and will only be used as a last resort. At King's Leadership Academy Bolton, we actively seek to prevent suspensions through proactive approaches to behaviour leadership and management. Our School has systems and procedures in place to identify pupils whose behaviour is causing concern, or emerging behaviours that are starting to cause concern, and will act early to ensure that these pupils are provided with the support and guidance that they need to prevent these behaviours escalating.

The Principal will explore all possible ways of addressing the misbehaviour of a pupil before considering a suspension or permanent exclusion.

Where a suspension or permanent exclusion is being considered the Principal will consider the impact that this action will have on the pupil and the School as a whole. Key to this is understanding the pupil and any underlying reasons for the behaviours that have been seen. To ensure that this is the case the Principal will follow the KLAB Suspension checklist which includes taking the following actions before issuing either a suspension or permanent exclusion:

- Accounts are collected from pupils involved, other witnesses and staff
- The Designated Safeguarding Lead is consulted and consideration is made about whether an exclusion will place a pupil at risk
- If the pupil being considered for exclusion has SEND or any disability the following must be taken into account.
  - Children with SEND may not necessarily have a disability. The definition of disability is not the same as the definition of special educational needs but there may be overlap between those who have SEND and those who are disabled.
  - Have reasonable adjustments been made to the provision offered the child? (page 11 of the DfE Guidance and the SEND Code of Practice (May 2015) and the Equality Act (2010), references the expectations regarding “reasonable adjustments”

Only when all of the above steps and the completion of the suspension checklist have been reviewed, will the Principal decide what action to take.

Our Schools will work with the CEO / executive team once they identify that a pupil is at risk of permanent exclusion to try and prevent this. Decisions around permanent exclusions must also be reviewed with the GST CEO before making a final decision to permanently exclude.

## **9 Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The academy recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND and will continue to have the highest expectation of all students. Decisions on whether a pupil’s SEND has had an impact on an incident of misbehaviour will be made on a case-by-case basis and following careful review.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance its legal duty to enforce the behaviour policy with the needs of the individual and any other children disrupted.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy’s policies or practices ([Equality Act 2010](#))
- Using our best endeavors to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan will be considered alongside application of the behavior policy.

As part of meeting these duties, the academy will anticipate possible triggers for misbehaviour and attempt to prevent these from happening.

Any proactive measures will consider the requirements of the pupil concerned and may include the following:

- a. Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- b. Training for staff in understanding conditions such as autism
- c. Use of teaching assistants to provide additional support.

- d. Anticipation of potential triggers and consideration of strategies to limit or reduce them

### **9.3 Considering whether a pupil may have unidentified SEND**

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9.4 Pupils with an education, health and care (EHC) plan**

The academy will co-operate with the local authority and other bodies to meet the provision set out in EHC plans. If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

More information on from Bolton Local Authority can be found here: <https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-assessment>

## **10 Supporting pupils following a sanction**

Following a sanction, the academy will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the academy.

Students who are removed from the classroom or have spent time at an off-site provision or have returned following suspension.

This could include the following measures:

- a) Reintegration meetings with the parents / carers
- b) Refresher boot camp on the ASPIRE values
- c) Daily contact with the pastoral lead
- d) Mentoring
- e) A report card with personalised behaviour goals
- f) Regular progress meetings with the family or social services
- g) Positive reinforcement through praise and recognition

## **11 Pupil transition**

### **11.1 Inducting incoming pupils**

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have sessions with their new teacher(s) at the start of the academic year. In addition, faculties discuss teaching strategies and the learning needs of their students prior to commencement of the new year. Extensive work is undertaken with primary schools to ensure that strategies are in place to support students when they arrive from Y6. A similar arrangement occurs in Y11 through the academy's CEIAG policy, which is designed to support students that transition to their next phase.

## **12 Training**

Behavioural data is collated and analysed from lessons daily ATLS. This information is evaluated and used to determine staff training needs or faculty intervention. Staff training occurs every Friday from 1330 – 1530, this allows extremely responsive intervention and support for staff.

As part of their induction process, staff are provided with regular training on managing behaviour, this includes the following:

- The proper use of restraint – selected staff only who have obtained training
- How to search – selected staff only
- Induction pack resources containing key personnel and their roles at the academy
- Classroom leadership strategies
- The antecedents chart
- The needs of the pupils at the academy
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.
- Safeguarding on key information outlined in the KCSIE document.

### **12.1 Use of reasonable force**

The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with pupils. 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 student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, 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. 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.

School staff should 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.

#### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force. However, at KLAB only the trained staff are allowed to use reasonable force as directed by the Principal.
- This power applies to trained member of staff at the school.

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their leadership team and Local Academy Council when they have used force appropriately.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating academy behaviour**

The academy will collect data on the following:

- Behaviour incidents, including removal from the classroom
- Number of in class ATLS and trend in relation to this data
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Incidents of bullying or sexual abuse
- Anonymous surveys for staff, pupils, LAC, trustees and other stakeholders on their perceptions and experiences of the academy behaviour culture

The data will be analysed and used to support academy self-evaluation.

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the academy will review its policies to tackle it.

## **14 Child-on-Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

## **15 Complaints**

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the principal in accordance with the Trust's complaints policy, which can be found on the trust and school websites. If the concern relates to a suspension or exclusion, please see the statutory procedure set out in the exclusion's guidance.

## **Who is responsible for this policy?**

The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the CEO, and the respective Principal of each secondary school.

The Local Academy Council and Senior Leadership Team at each trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Equalities Statement

Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means academies must take into account equality considerations when policies are being developed, adopted and implemented.

## Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

## Linked Policies

- Anti-Bullying Policy
- Drugs and Alcohol Policy
- CCTV Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

## Other Related Documents

This policy should be a working document that is fit for purpose. It represents the school ethos, enables consistency and quality across the school. It is also related to the following legislation:

- Equality Act 2010
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

**In addition, the following documentation is also related to this policy:**

- Searching, Screening and Confiscation (DfE)
- Use of Reasonable Force – advice for headteachers, staff and governing bodies Behaviour and Discipline in Schools (DfE)
- Behaviour and Discipline in Schools – advice for head teachers and school staff (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

## Appendices

### Appendix 1 – Rights and Responsibilities of Pupils and Academy Rules

Rights	Responsibilities
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To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the academy rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

### Academy Rules

The following is a set of guiding principles, it is not exhaustive and seeks to summarise the main expectations for all students at the academy.

1. Follow the ASPIRE principles at all times since these underpin all rules.
2. All students must apply their full effort in lessons throughout the day.
3. Work must be completed and homework returned on time.
4. Attend the academy and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
5. Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
6. Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's uniform policy at all times to and from the academy.
7. Follow the academy's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
8. Do not use rude, derogatory, racist or defamatory language.
9. Do not bully, belittle, or intentionally harm other pupils or staff.
10. Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
11. Do not run in corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
12. Complete academy work and homework on time and to the very best of your ability.
13. Take care of your environment, both on the academy site and outside. Do not litter or vandalise property in any way.
14. Take care of academy equipment.
15. Follow staff instructions at all times.
16. Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the academy.
17. Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
18. Stay on the academy premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
19. Do not bring any of the items below into the academy under any circumstances:
  - alcohol and drugs including "legal highs"
  - e-cigarettes, cigarettes, matches, and lighters
  - chewing gum
  - weapons of any kind or instruments/substances intended to be used as weapons
  - material that is inappropriate or illegal for children to have such as racist or pornographic material
  - mobile phones/other non-authorized electronic or recording devices

- BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon
- any item which a staff member may suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including another pupil)

## Summary of Changes in this Version

Page Number	Paragraph Number	Information
		Policy re-write Sept 2022

