DAYSPRING TRUST

Venerable Bede CE Academy

Behaviour, Discipline, Suspension, and Permanent Exclusion Policy

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CONTENTS

Contents page - P2

Ethos and values statement - P3

Introduction and key aims - P4

Pupil expectations - P5

Recognising positive behaviour - P5

Sanctions ladder - P6

Academy support for pupils whose behaviour needs to improve - P9

Summary of behaviour stages - P10

Sanctions - P13

Detentions - P15

Suspension and Permanent Exclusions - P16

Searching pupils - P17

Discriminatory behaviour - P18

Conduct outside of the academy - P19

Use of reasonable force - P19

Staff training - P21

Links to government guidance - P22

Appendix 1 (glossary of key terms) - P23

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each Academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

At Ian Ramsey CE Academy:

"Together to learn, to grow, to serve."

This is embodied in scripture:

'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in its various forms.' 1. Peter 4.10

At Venerable Bede CE Academy:

"Soar to the heights together"

This is embodied in scripture:

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

Introduction

In order to fulfil the Academy mission of ensuring a first class education and a breadth of opportunity to all of our pupils in light of the Christian Gospel, it is essential that we encourage the highest standards of learning behaviours. We must also ensure a robust reward system where achievement and effort are praised and rewarded in equal measure. Only then will each pupil and member of staff be able to "soar to the heights together".

In the following document, we will outline how we promote positive behaviours for learning, reward positive behaviour, as well as explaining what sanctions and systems are in place to support this. The end result is that in all areas of the Academy, our pupils and staff should show and expect to see the highest standards of behaviour. It should be the case that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect. This will ensure that we provide a caring, positive, safe and stimulating environment, which promotes the social, moral, spiritual and cultural development of everyone.

We should recognise that the success of our behaviour and reward systems depend on the full support of parents/carers. The Home-Academy Agreement, which everyone should sign, forms the core agreement of how we will work together. This agreement is signed upon entry to the Academy. It is updated in accordance with our policy review cycle.

The Academy has a whole-school approach to managing behaviour, using positive and assertive teaching techniques where pupils are rewarded for positive behaviour. Utilising the 'Pivotal' approach to behaviour management there is an agreed set of pupil expectations, which are displayed in every classroom and around the academy, a system of rewards for positive behaviour and a set of sanctions for unacceptable behaviour.

The Behaviour, Discipline, Suspension, and Permanent Exclusion policy aims to:

- Provide a consistent framework for behaviour, discipline, suspension, and permanent exclusion.
- Ensure that pupils follow the Academy's behaviour expectations of being ready, respectful and safe.
- Promote good behaviour and self-discipline through our key Christian values of hope, forgiveness, wisdom, joy and perseverance.
- Ensure that positive behaviour is consistently recognised, rewarded and celebrated.
- Ensure that Class Charts is used as the mechanism to facilitate and celebrate pupil behaviour and rewards.
- Recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to pupils' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

Pupil expectations

In order for the Academy's aims to be successful, pupils have a responsibility to follow the simple expectations:

- To be ready (for school and learning)
- To be respectful (to others, to themselves and to the environment around them)
- To be safe (in lessons and around the academy)
- Through following these expectations pupils will put Jesus' teaching of 'love your neighbour as yourself' into practice and promote the Academy's core Christian values of joy, hope, forgiveness, wisdom and perseverance.

Recognising, rewarding and celebrating positive behaviour

Pupils learn more successfully and have their self-esteem raised through positive recognition, praise, reward and celebration. Therefore, at the Venerable Bede CE Academy positive behaviour will be consistently recognised, rewarded and celebrated. The Academy will use the Class Charts programme to recognise and record positive pupil behaviour. This will then allow for a consistent approach to pupil rewards which may include:

- Praise and positive verbal and written feedback
- Positive behaviour points recorded on the Class Charts system and access to the Rewards Shop
- Use of the Positive Behaviour and Good Conduct awards
- Constant communication with parents/carers of positive behaviour points through the Class Charts app.
- Positive recognition emails sent home to parents/carers through the Class Charts app.
- Regular celebration of pupil achievement through Heads of Year and the Senior Leadership Team
- Positive behaviour cards, postcards and certificates
- Year group award ceremonies
- Positive behaviour mentioned in school reports
- Prefect status
- Gold Cross awards

Consequences for negative behaviour

Whilst we encourage, promote and reward positive behaviour, any negative behaviour will not be tolerated and appropriate sanctions will be put in place. Clear pupil expectations exist, and all pupils are expected to follow these guidelines. Pupils are expected to be responsible for their own behaviour and actions.

Serious breaches of the Academy's Behaviour, Discipline, Suspension, and Permanent Exclusion policy, for example, bringing illegal substances and offensive weapons into the academy, are likely to result in an immediate permanent exclusion.

Disruption to learning and good order within the Academy will be dealt with positively and as soon as it occurs by the member of staff who is responsible at that time for the pupil displaying inappropriate behaviours. So that pupils are able to understand how to regulate their behaviour the following sanctions ladder should be applied consistently. During Tutor Time and as part of the Personal Development curriculum it will be explained to pupils.

The Class Charts programme will be used to record any examples of negative behaviour, both within classrooms and around the Academy. This allows for consistent communication with parents/carers through the Class Charts app. Using Class Charts to record negative behaviour will also allow for tutors, Heads of Department, Heads of Year and the Senior Leadership Team to monitor pupil behaviour in their respective areas.

Sanctions Ladder (in line with Positive Behaviour Management)

Sanction Level	Action /Outcome
Step 1: Warning	Staff will engage with the pupil (by name if possible), letting the pupil know what behaviours are causing concern and re-direct them positively by explaining why the behaviours are not acceptable.
Step 2: Formal Caution	If the pupil does not listen to the warning, movement within the classroom / from the area (if not in a classroom) may be required. This gives the pupil the opportunity and space to stop their unacceptable behaviours. This caution should be recorded on Class Charts so that communication with home is maintained. Call Back 10 minutes: break, lunch or after school – may be applied.
Step 3: Detention	If having been moved and spoken to a pupil still persists in their unacceptable behaviour, a suitable detention (30 min – 1 hour) should be issued. This should be recorded on Class Charts.
Step 4: Withdrawal from lesson	Should the stages above not moderate a pupil's behaviour, the next step is to remove them from the lesson using the support of senior staff through ON CALL (HOD/HOY/SLT). A detention will be issued. Note: serious poor behaviour will result in movement up the steps straight away.

Sanctions should be applied rigorously and sequentially. Pupils should be aware of the stage they are at, and should move up one stage at a time, unless there is a serious breach of discipline e.g. violence/verbal abuse. In such cases, immediate use of the **ON CALL** system would be appropriate.

So that Heads of Department (HOD) and Pastoral staff can effectively manage behaviour across the Academy, steps 2, 3 and 4 should be recorded on the Class Charts programme. Teachers

should also ensure that serious behaviour incidents are discussed with the appropriate HOD at the earliest convenience.

Teaching staff should always report to the HOD any incident which has escalated to step 4 as soon as possible, but no later than the end of the same school day. Wherever possible the member of staff should phone home to speak with parents/carers about the incident which led to the pupil being withdrawn from the lesson. **If the member of staff is not able to make the call, liaison with the HOD/HOY should occur to ensure that parents/carers receive a call from someone in school.**

Each lesson should be seen as a fresh start. In order for this to be effective, the negative behaviours should have been appropriately addressed by the member of staff concerned, with the help and support from HOD/HOY and senior staff as appropriate. Equally, each pupil should be afforded the opportunity to explain their behaviours and why they occurred. All staff should reflect on the situation and look at whether they could have taken any alternative actions which might have enabled the pupils to react in a more positive way. The Venerable Bede Church of England Academy therefore emphasises the importance of restorative justice. This chimes with the Christian value of forgiveness and Jesus' teachings in relation to the forgiveness of others. There is an expectation that staff model the value of forgiveness and put Jesus' teachings on forgiveness into practice. Detentions should be used to model the restorative justice approach.

By having a consistent approach, all staff will support each other and the pupils will be supported and encouraged to manage their own behaviour consistently well.

In order for this system to work smoothly, it is important to remember that the class teacher is empowered to be responsible for the management of pupils within their classroom, and will be supported to do so by senior colleagues (HOD/HOY/SLT).

Pupils failing to turn up/respond to sanctions **WILL** be followed up, in the first instance by the class teacher, then supported by the HOD and HOY. More serious breaches of pupil behaviour may need to be dealt with by Assistant Head Teachers or in extreme circumstances, the Deputy Headteachers or Headteacher.

When dealing with the consequences of negative behaviour, it is important to have the fullest picture of a pupil's behaviour so that any incident may be seen in the widest possible context. This detail will be used to judge which sanction is appropriate and may also help to identify any underlying cause for the behaviour. This in turn may impact on future work with the pupils and their parents/carers in order to improve future behaviour. All unacceptable behaviours should be recorded using the Class Charts programme. Any of the following outcomes may result following an episode of unacceptable behaviour displayed by a pupil:

- Moving a pupil's position in class.
- Call back (5-10 minutes at break, lunch or afterschool).
- Withdrawal of other privileges.
- Detention (including whole-school detention).

- Discussion with parents/carers of unacceptable behaviours - which may be by phone call, letter, or in person by invitation to attend the Academy for a behaviour review meeting.
- Referral to the Head of Department / Head of Year.
- Being placed on report to the Head of Department or Head of Year.
- Removal from class by "On Call" and working in R37 the Academy's quiet room.

For continuous or more serious breaches of the code of behaviour, a pupil may be:

- Removed from mainstream lessons and placed in "Learning Zone" to work with our Behaviour Support Workers. During this time, additional 1:1 support work/behaviour modification techniques will be explored. Referral may also be made to Sunderland Local Authority's Behaviour Support Service.
- In consultation with Head of Year, parent/carers, (and Assistant Headteachers or Deputy Headteachers), the drawing up of a "Pupil Support Plan" which could include the involvement of agencies outside of the Academy if it is thought that this would benefit the pupil or family. See below for further details of Pupil Support Plans.
- Fixed Term Internal Suspension in the Learning Zone – where any single episode (or ongoing behaviours) are considered to be extreme enough, it might be necessary to educate a pupil in the Learning Zone. This may mean a different start and finish time to the main school population. Pupils may continue learning after the Academy finishes until 4.00 p.m. each day.
- Fixed Term Suspension "Offsite" – when a single extreme event occurs which significantly undermines the good order of the Academy, it may be necessary to exclude a pupil to home (see "Exclusion from maintained schools, Academies and pupil referral units in England" linked at the end of this policy).
- Involvement of an educational psychologist to determine whether any learning needs have been missed or referral to external agencies for support.
- Managed move: where a pupil's behaviour has not improved through any of the behaviour modification processes, despite the best attempts of the Academy and parents/carers, a managed move to another local partner secondary school might be considered to give the pupil the opportunity for a fresh start.
- Referral to Sunderland Local Authority's "Vulnerable Pupils' Panel" to request a hub assessment placement or a placement in the pupil referral unit, "The Link School", where more in-depth behaviour support can be given to try and modify the pupil's inappropriate behaviour.
- Permanent Exclusion could occur in response to a serious breach, or persistent breaches, of the Academy's behaviour policy, where allowing a pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

Academy support for pupils whose behaviour needs to improve

There are occasions, when the usual sanctions which would be applied might require adapting because of the individual circumstances of the pupil. In such a case a 'Pupil Support Plan' might be considered. This plan would be organised by the Head of Year in consultation with the Assistant Headteachers. All Pupil Support Plans will take into consideration Sunderland Local Authority's Social Emotional Mental Health ranges. Parents/carers would be invited to be part of the process, to meet in the Academy and to discuss what an appropriate course of action would be. This meeting may involve other agencies from outside the Academy as necessary. This meeting will consider the causes for concern and the steps suggested to improve the situation. In drawing up the Pupil Support Plan, the Academy will, in discussion with others:

1. Consider offering structured 1:1 support and counselling
2. Review any learning difficulties and put in place a programme where necessary
3. Consider changes of sets or class
4. Consider a placement for a period of time at either an on or off site alternative education provision
5. In consultation with the pupil's parents/carers and the LA, consider a managed move to another school

The Pupil Support Plan should have an agreed time limit, be monitored and reviewed regularly by the Head of Year. Rewards for meeting targets and sanctions for noncompliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

1. Be reduced or removed.
2. May be continued for a further period with or without amendments.
3. Or, where there has not been enough improvement in the pupil's behaviour consider the next steps that need to be taken.

Summary of behaviour stages

Note - movement between the behaviour stages would usually be sequential. However, it may be necessary to move to a specific behaviour stage e.g. if there is a significant breach of academy rules/expectations.

Stage	Summary of behaviour concern - including possible behaviour strategies	Potential communication with parents/carers
Stage 1	**Behaviour concerns (1)** Poor behaviour seen in a subject. Potential behaviour management strategies: ● Monitoring of behaviour by tutor ● Monitoring of behaviour by individual class teachers ● Use of Academy sanctions including call back, detentions and use of Room 37 (on-call)	● Class Charts ● Phone calls from tutor/class teachers
Stage 2	**Behaviour concerns (2)** Poor recurring behaviour in a subject. Potential behaviour management strategies: ● Continued use of Academy sanctions including call back, detentions (including whole-school detention) and use of Room 37 (on-call) ● Use of restorative justice between pupil and teacher ● Department report (through Class Charts) ● HoY round robin to all pupil's teachers	● Class Charts ● Phone calls from class teachers/Heads of Department
Stage 3	**Continued behaviour concerns** Poor behaviour shown in a range of subjects and/or within school time. Potential behaviour management strategies: ● Head of Year monitoring of pupil's behaviour ● Head of Year report (through Class Charts) ● Follow the advice outlined in SEMH range 1	● Class Charts ● Phone calls from Head of Year ● Parents/carers invited into the Academy for meeting with Head of Year
Stage 4	**Sustained behaviour concerns** Pupil's poor behaviour has not improved though strategies implemented at stages 1-3. Potential behaviour management strategies: ● Use of Learning Zone for a specific period of time (i.e. internally isolated) or to attend the Learning Zone at specific points across the week. ● Behaviour support programme to be put in place to address the pupil's poor behaviour – monitored daily by the Learning Zone team with regular discussions with the HOY.	● Continued use of Class Charts ● Phone calls from Head of Year ● Parents/carers invited into the academy for meeting with Head of Year and Assistant Headteacher (AHT)

	● The use of internal suspension to Learning Zone or fixed term suspension to home for serious behaviour incidents. ● Continue to follow the advice outlined in SEMH range 1	
Stage 5	**<u>Pupil Support Plan</u>** Pupil's poor behaviour has still not improved through strategies implemented at stages 1-4. Potential behaviour management strategies: ● A personalised Pupil Support Plan is to be put in place to address the pupil's poor behaviour. This would be monitored daily by the HOY/AHT and formally reviewed part way through the half term. A Pupil Support Plan will run for half a term in the first instance. ● Follow the advice outlined in SEMH ranges 2-3. The Pupil Support Plan may involve the following: ● 1:1 support and/or counselling ● Support from the Learning Zone and their behaviour support workers ● Participation in the school's Behaviour Resilience Programme ● Introduction of a mentor ● Review of any special educational needs (consideration may be given to adding the pupil to the SEN register) ● Involvement of an educational psychologist to consider if any learning needs have been missed ● Consider changes to classes/sets ● Referral to external agencies e.g. Behaviour Support Service/Early Help ● Consideration of a referral for a Local Authority Hub Assessment placement (a 6-week placement designed to assess for any unmet needs). ● Creation of a risk assessment ● Continued use of internal suspension to Learning Zone or fixed term suspension to home for serious behaviour incidents. ● Pupils and parents/carers invited to the Local Academy Council Behaviour Panel with the Headteacher and/or Deputy Headteacher (if there are significant behavioural concerns or 10 or more days of suspension in one term).	● Continued use of Class Charts ● Parents/carers invited into the academy for meetings with Head of Year and AHT to discuss, review and evaluate Pupil Support Plan
Stage 6	**<u>Alternative pathways</u>** Pupil's poor behaviour has not improved through strategies implemented at stage 5. Potential behaviour management strategies: ● Pupil will take part in a 12 week managed move to another local partner secondary school. This will	● Parents/carers and pupil invited into the academy to discuss alternative pathways with AHT and Deputy Headteacher (DHT).

	give the pupil the opportunity of a fresh start and attempt to modify their poor behaviour. ● A referral to be made to Sunderland Local Authority's 'Vulnerable Pupils' Panel' to request a placement in their Pupil Referral Unit (the Link School). This 12-week placement is designed to give further in-depth behaviour support can be put in place to try and modify the pupil's poor behaviour. ● A referral to be made for a placement at an alternative provision e.g. Beacon of Light. Designed to provide intensive support to address pupil's specific needs. ● Pupil and parents/carers invited to the Local Academy Council Behaviour Panel (if there are significant behavioural concerns or 10 or more days of suspension in one term). ● Pupil and parents/carers invited to the Directors' Behaviour Panel to discuss poor behaviour (if more than 15 days of suspension in one term) with the Headteacher and/or Deputy Headteacher . ● Continued use of internal suspension to Learning Zone or fixed term suspension to home for serious behaviour incidents. ● Follow the advice outlined in SEMH ranges 3-4. ● Consideration of commencing the ECHP process.	● Parents/carers to attend meetings with representatives from other schools or alternative provision.
Stage 7	**<u>Risk of Permanent Exclusion</u>** There has been no significant improvement of the pupil's behaviour despite the strategies implemented during stage 6. Potential behaviour management strategies: ● Continued application of the behaviour support strategies offered by the Academy ● Parental/carer meetings with AHT, DHT and/or HT. ● Continued use of internal suspension to Learning Zone or fixed term suspension to home for serious behaviour incidents. Pupil is permanently excluded from the Academy as a result of persistent breaches of the Academy's Behaviour, Discipline, Suspension and Permanent Exclusion Policy and consistent poor behaviour in line with DFE statutory guidance. Note: a permanent exclusion might occur in response to one serious breach of the Academy's Behaviour, Discipline, Suspension, and Permanent Exclusion Policy.	● Parents/carers and pupil invited into the academy for meetings with DHT and/or Headteacher (HT).

Sanctions

What the law allows

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an Academy expectation or fails to follow a reasonable instruction, the teacher can impose a sanction on that pupil.
In our academy, we apply the core principle that any activity which disrupts the day to day smooth running of the Academy, or disrupts the effective learning and teaching of its pupils and staff would constitute a breach of expectations and therefore could incur an appropriate sanction.

To be lawful, the sanction (including detentions) should satisfy the following three conditions:

1. The decision to punish a pupil must be made by an appointed member of Academy staff or a member of staff authorised by the Headteacher or Executive Headteacher.
2. The decision to punish the pupil and the sanction itself must be made on the Academy premises or while the pupil is under the charge of the member of staff.
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher or Executive Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers - for example to parents/carers who have volunteered to help on an Academy trip.

Corporal punishment is illegal in all circumstances.

Sanctions should be appropriate to meet the needs of the pupils and the Academy and this subsequently may require a referral to other agencies.

Key points in relation to sanctions

- All Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- These powers also apply to all paid staff at a level agreed by the Headteacher, Executive Headteacher and the Board of Directors, who have responsibility for pupils in the Academy or in a learning environment outside of the Academy.
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher or designated member of staff, including on Academy visits.

- Teachers can also discipline pupils for misbehaviour outside of the Academy if appropriate. An example of this might be following a complaint about pupil behaviour on the way to or from the Academy, or as a result of something a pupil does over a weekend or holiday which in all reasonable circumstances is likely to bring the Academy into disrepute.
- Teachers have a specific legal power to impose detentions inside or outside of Academy hours e.g. break time, lunchtime, before or after school, including detentions at weekends or holidays.
- The Academy staff can confiscate pupils' property where appropriate. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline. Common law powers to search mean that Academy staff can search pupils with their consent for any item.

Negative behaviour which will lead to a sanction

- Not following the Academy's expectations outlined above

This may include the following examples:

- No homework
- Off task / distracted / talking
- Misuse of Academy equipment
- Failure to follow instructions
- Out of seat
- Pushing or shoving in corridors/queues
- Derogatory or inappropriate language
- Inappropriate behaviour at break and lunch time
- Rude and disrespectful behaviour towards staff

It may also include the following more serious negative behaviour leading to more severe punishment:

- Damage to Academy property
- Swearing at or threatening a member of staff
- Behaviour likely to endanger another individual
- Misuse of fire alarm, including misuse of the fire detection system and equipment
- Pupil found in possession of any controlled or banned substance
- Pupil found in possession of an offensive weapon or item
- Failure to adhere to the Academy's anti bullying policy
- Intimidating or threatening behaviour
- Absconding from the school site

Detention

What the law allows

Teachers have a legal power to put pupils (on the roll of their Academy) in detention.

In our Academy, we will use call backs and detention both inside Academy hours, as well as outside Academy hours as a strategy to modify unwanted pupil behaviours.

The times outside normal Academy hours when detention can be given (the 'permitted day of detention') include:

1. Any school day where the pupil does not have permission to be absent.
2. Weekends - except the weekend preceding or following the half term break.
3. Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The Headteacher and Executive Headteacher have decided that any member of staff employed by the Academy has the right to issue a detention to a pupil, and the power to ensure that this detention is carried out.

Things to consider about detentions

- Parental/carer consent is not legally required for detentions (although it would be considered to be good practice to have partnership with parents/carers).
- As with any sanction, a member of staff must act reasonably when imposing a detention. A punishment must be proportionate. In determining whether a punishment is reasonable section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances, and that account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.
- With lunchtime detentions, staff should ensure that pupils are still able and have a reasonable time to eat, drink and use the toilet. Staff may decide to supervise pupils in detention over the duration of the lunchtime period. This is acceptable as long as the pupil is able to carry out the functions described above.

Detentions outside Academy hours

Academy staff should not issue a detention where they know that doing so would compromise a child and/or adult's safety.

When ensuring that a detention outside academy hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil or member of staff at risk.
- Whether the pupil has known caring responsibilities which mean that without notice the detention would be unreasonable.

- 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 school detention where the pupil can get home safely.
- 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.
- In considering sanctions, safeguarding the pupil and member of staff is paramount.

Suspensions to home

In relation to suspensions the Academy uses the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' produced by the Department for Education in September 2017. Please see the document links at the end of this policy for where this document can be found. (Note – the language has now changed – the term 'suspension' is now used in relation to 'exclusion to home.')

Whenever possible the Venerable Bede Church of England Academy attempts to not suspend pupils to home. As a Christian academy we are inclusive in our approach of valuing all pupils and attempt to address behavioural issues within the academy where possible. Great emphasis is placed on the use of the Academy's Learning Zone. This provides an opportunity for some pupils to spend time with behaviour support workers to address their behaviour and to consider strategies to help regulate their behaviour. Therefore, some pupils may be internally isolated to the academy's Learning Zone as opposed to being suspended to home for a fixed period of time.

If there are significant behavioural concerns, or a pupil receives 10 days of suspension within one term, the pupil and parents/carers will be invited to the Local Academy Council Behaviour Panel, usually made up of 2 or 3 academy council members. The panel will discuss with the pupil and parents/carers the behavioural issues, consider the reasons and consider what further, supportive improvement strategies can be put in place. The Headteacher and/or the Deputy Headteacher will be invited to attend also. If a pupil then continues to pose significant behavioural concerns, or they receive more than 15 days of suspension within one term, the pupil and parents/carers will be invited to the Directors' Behaviour Panel, usually made up of 2 or 3 directors. The panel will review the pupil's behaviour record and will emphasise how the current behaviours are putting the pupil at risk of permanent exclusion.

A pupil may be suspended to home either for a **fixed period** (for example, a morning, afternoon, whole day or up to 5 days, with a maximum of 45 school days in a single academic year), or **permanently** excluded from the academy.

Whenever the Academy suspends or permanently excludes a pupil we will:

- notify parents/carers of the period of the suspension and the reason(s) for it.
- provide parents/carers with the following information in writing:
  • the reason(s) for the suspension or permanent exclusion;
  • the period of a fixed-period suspension or, for a permanent exclusion, the fact that it is permanent;
  • parents'/carers' right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;

• how any representations should be made; and
• where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents/carers have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend and
• Where a suspended pupil is of compulsory school age the head teacher must also notify the pupil's parents/carers of the days on which they must ensure that the pupil is not present in a public place at any time during academy hours.

A decision to suspend a pupil for a fixed period of time should only be taken:

• in response to a serious breach of the academy's Behaviour, Discipline, Suspension and Permanent Exclusion Policy

A decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the Academy's Behaviour, Discipline, Suspension, and Permanent Exclusion Policy; AND
• where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

Upon returning from a fixed period suspension:

- All pupils will spend a period of time in the Academy's onsite Learning Zone. Time will be spent with behaviour support workers discussing the reasons for the suspension and strategies to move forward using a restorative justice approach.
- Parents/carers will be invited into school for a reintegration meeting. This will be held with key members of pastoral staff (for example, Head of Year, Assistant Headteacher, Deputy Headteacher or Headteacher). The purpose of this meeting is to discuss what led to the suspension and what strategies can be put in place to prevent any further behavioural issues.
- A range of behavioural strategies may need to be applied to a pupil. This could include, for example, being placed on report, the creation of a Pupil Support Plan, the allocation of a mentor, referrals to external agencies to provide further support or the consideration of a managed move to another school.

Searching pupils

Academy staff can search a pupil for any item if the pupil agrees to this action when asked. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets, bag or locker. If the pupil refuses, then the member of staff would use the academy's on-call system. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the pupil would receive a punishment, which would be discussed with their parents/carers.

The Headteacher, Executive Headteacher and authorised staff have a statutory power to search pupils or their possessions **without consent,** where they have reasonable grounds to suspect the pupil may have a prohibited item(s). Where possible, these searches would be completed by members of the Senior Leadership Team. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Substances that mimic the effects of illegal drugs, for example legal highs
- Stolen items
- Cigarettes tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for

Process of the search:

Where possible, the member of staff will be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

However, there is a limited exception to this rule. Members of staff can carry out a search of a pupil of the opposite sex to them and/or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Confiscating

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Any weapons, or items which are evidence of an offence, will be passed on to the police, once they have been informed.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DfE document (see "Screening, Searching and Confiscation - advice for headteachers, staff and governing bodies")

Discriminatory behaviour

It is against the law to discriminate against someone because of characteristics deemed 'protected characteristics.' This includes discriminating against someone because of their age, sex, disability, race, religion or belief, sexual orientation, gender reassignment, marriage and civil

partnership and pregnancy and maternity. Staff will deal promptly with any incidents related to the discrimination of protected characteristics. These incidents will be reported to a senior member of staff and recorded in accordance with Academy recording systems. There is a need to monitor any discriminatory behaviour or incidents which occur in the Academy to get a full picture of the frequency and nature of these incidents and measure the effectiveness of the methods used by the Academy in responding to all hate incidents.

All incidents of discriminatory behaviour (linked to the categories outlined above) will be dealt with according to the sanctions outlined in this policy. Discriminatory behaviour or language will not be tolerated at the Venerable Bede CE Academy.

Pupils' conduct outside the Academy gates – Teachers' powers

What the law allows

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

The Academy's behaviour policy should set out what the Academy will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the Academy premises which is witnessed by a staff member or reported to the Academy, including the punishments that will be imposed on pupils. This must be read in conjunction with the Academy anti-bullying policy.

Subject to the Academy's Behaviour, Discipline, Suspension and Permanent Exclusion Policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or Academy-related activity or travelling to or from the Academy.
- Is in Academy uniform, no matter when or where.
- Has been identified by a parent/carer or other adult as attending the Academy and is then involved in poor or antisocial behaviour which is likely to bring the Academy into disrepute.

Power to use reasonable force

The legal provisions on Academy discipline also provides members of staff with 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.

Separate advice is available in "Use of Reasonable Force - advice for Academy leaders, staff and governing bodies"

Academies cannot use force as a punishment, it would always be unlawful to use force as a punishment.

What is reasonable force?

- 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.
- 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Reasonable force would generally be used 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 would typically be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- Academy 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.

Who can use reasonable force?

- In England, all members of Academy staff have a legal power to use reasonable force.
- This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying pupils on an Academy organised visit.

Reasonable force could be used to prevent pupils from:

- Hurting themselves or others, from damaging property, or from causing disorder.
- 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 an Academy event, 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/ learning of others.
- Prevent a pupil from attacking a member of staff or another pupil, or for example to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves or others through physical outbursts.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. The Academy would never expect its staff to act in such a way which would place them in danger.

Staff Training

Some key senior staff have received appropriate training in the use of reasonable force and restraint using Positive Handling. Where possible, the expectation is that staff will exhaust all behavioural management strategies before they physically intervene. Where and when there is time, the physical interventions should be viewed as a "last resort option".

It needs to be understood that any member of staff may need to use reasonable force or restraint, depending on the circumstances. There is the expectation that any member of staff will always act in line with their “duty of care” to ensure the safety of pupils and staff alike, whilst always having due regard for their own personal safety.

This legislation relates to the Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006, Education Act 2011, Children Act 1989 – revised 2004.

All teaching-based staff will receive regular training in relation to the Behaviour, Discipline, Suspension, and Permanent Exclusion Policy (as well as all new staff when they join the Academy). This is supplemented by update training throughout the academic year.

Reviewed: September 2021

Ratified by: Executive Headteacher

Date of next review: September 2022

Useful links to government documents used to inform this policy

Behaviour and Discipline in schools
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Searching, screening and confiscation
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Use of Reasonable Force
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusion from maintained schools, Academies and pupil referral units in England
https://www.gov.uk/government/publications/school-exclusion

Guidance for full opening: schools (updated July 2021)
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Appendix 1 - Glossary of key terms

HOD - Head of Department (Head of a curriculum area such as English, Maths or RE)

HOY - Head of Year (Head of a specific year group such as Year 7 or Year 11)

SLT - Senior Leadership Team (leadership group of the academy, comprised of assistant headteachers, deputy headteachers and the headteacher).

AHT - Assistant Headteacher

DHT - Deputy Headteacher

HT - Headteacher

EHT - Executive Headteacher

SENDCo - Special Needs and Disability Coordinator (in the academy this is an AHT)

LZ - Learning Zone (the academy's on-site, internal suspension/isolation base)

Rm 37 - Room 37 (the academy's internal isolation room)

Rm 25 - Room 25 (the academy's base for Special Educational Needs and Disability-based issues)