



DAYSPRING TRUST – NOW NORTHERN LIGHTS LEARNING TRUST

Venerable Bede CE Academy Behaviour, Discipline, Suspension, and Permanent Exclusion Policy

Northern Lights Learning Trust (NLLT) have adopted all policies pertaining to Dayspring Trust – Ian Ramsey CE Academy and Venerable Bede CE Academy – from 1 February 2023 and will be reviewed in due course.

Ratified by: Executive Headteacher
Date of review: Autumn Term 2022
Date of next review: Autumn Term 2023

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.

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PURPOSE

The purpose of the Behaviour, Discipline, Suspension and Permanent Exclusion Policy is to:

- Provide a consistent framework for behaviour, discipline, suspension, and permanent exclusion.
- Lead to a culture of high expectations of behaviour, establishing a calm and supportive environment conducive to learning.
- 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 joy, hope, forgiveness, wisdom, and perseverance, allowing pupils to flourish and achieve their full potential.
- Set out our commitment to prevent all forms of bullying.
- Ensure that positive behaviour is consistently recognised, rewarded and celebrated.
- Ensure that Class Charts is used as the mechanism to facilitate and celebrate positive pupil behaviour and that this is rewarded.
- 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.

Introduction

In order to fulfil the Academy's 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".

Across this policy, we will outline the behaviours that are expected of all of our pupils, 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 expect all pupils and staff to model the Academy's Christian values of joy, hope, forgiveness, wisdom, and perseverance. As well as fulfilling Jesus' commandment of loving your neighbour as yourself.

We should recognise that the success of our behaviour and reward systems depend on the full support of parents/carers. The role of parents is crucial in helping us to develop and maintain good behaviour. We expect all parents to support the Academy and to encourage and reinforce the need for good behaviour from their child. Where a parent has a concern about the management of behaviour, we expect them to raise this directly with the Academy to continue to work in partnership with us.

The Academy has a whole-school and consistent approach to managing behaviour. Positive and assertive teaching techniques are used; this helps to establish our high behaviour expectations, allowing for positive behaviour to be rewarded and sanctions to be put in place for negative behaviour. Pupils develop an understanding of what the Academy's agreed set of behaviour expectations mean (ready, respectful, and safe). These behaviour expectations are displayed in each classroom and are used to frame conversations about behaviour and link to the Academy's rewards and sanctions system.

The Venerable Bede CE Academy's behaviour commitment:

- To have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.
- School leaders to be visible around school, consistently supporting all staff in managing pupil behaviour.
- General and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability.
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption to learning is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.
- All members of the school community are focused on creating a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- There is a genuine commitment to preventing all forms of bullying. All incidents of bullying, discrimination, aggression, and derogatory language (including name-calling) are dealt with quickly and effectively.
- All staff will be made aware of the measures outlined in this policy and will receive regular training in relation to behaviour management. All staff understand their responsibility to provide a safe environment in which pupils can learn.
- Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

LEADERSHIP AND MANAGEMENT

Across this policy, we endeavour to outline the measures that have been put in place to fulfil the expectations of the Headteacher, senior leaders, teachers and school staff, pupils and parents.

Role of the Headteacher

It is the Headteacher's responsibility for implementing measures to secure acceptable standards of behaviour. The Headteacher of the Venerable Bede CE Academy has determined the measures that aim to:

- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour for pupils.
- Promote, among pupils, self-discipline and proper regard for authority.
- Prevent all forms of bullying.
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- Regulate the conduct of pupils.

It is the Headteacher's responsibility to evaluate the effectiveness of the measures outlined in this policy.

Role of senior leaders

The Academy's senior leadership team, particularly the Deputy Headteacher responsible for Pupil Welfare, and the Assistant Headteachers responsible for Pastoral and SEND, will:

- Be highly visible, routinely engaging with pupils, parents, and staff on setting the behaviour culture and an environment where everyone feels safe and supported.
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- Make sure that all new staff are inducted clearly into the Academy's behaviour culture to ensure they understand our expectations and routines and how best to support all pupils to participate in creating the culture of the Academy.
- Consider any appropriate training, which is required for staff to meet their duties and functions within this policy.
- Ensure that staff have adequate training on matters such as how special educational needs, disabilities and mental health needs may affect a pupil's behaviour.
- Ensure that all staff understand the strategies that have been put in place to support specific pupils in helping them to follow the high behaviour expectations.

Role of teacher and staff

All teachers and staff across the Academy have an important role in developing and maintaining a calm environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All staff should:

- Uphold the Venerable Bede CE Academy's whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as outlined in this policy.
- Challenge pupils to meet the Academy's behaviour expectations and maintain the boundaries of acceptable conduct.

- Communicate the Academy's vision, values, expectations, routines, and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Consider the impact of their own behaviour on the Academy's culture and how they can uphold the Academy's vision, values and expectations.

Role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity and respect. At Venerable Bede CE Academy all pupils will:

- Be made aware of the Academy's behaviour expectations, pastoral support, and consequences process.
- Be taught that they have a duty to follow the Academy's behaviour policy and uphold the Academy's behaviour expectations.
- Be asked about their experience of behaviour and provide feedback on the Academy's behaviour culture.
- Be supported to achieve the high behaviour expectations, including an induction process that familiarises them with the Academy's behaviour culture.

The Academy will endeavour to ensure that all new pupils understand the Academy's behaviour policy, behaviour expectations and wider culture. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals (this includes pupils who are in-year transfers and those on managed moves).

Role of parents

The role of parents is crucial in helping the Academy develop and maintain good behaviour. To support the Academy, parents should be encouraged to:

- Get to know the Academy's behaviour policy.
- Take part in the life of the Academy and its culture.
- Support the Academy's behaviour policy and reinforce the policy at home as appropriate.
- Raise any concern about management of behaviour directly with the Academy to continue to work in partnership.

The Academy will reinforce the whole-school approach to behaviour by building and maintaining positive relationships with parents. This includes the Academy updating parents about their child's behaviour (both positive and negative) and where appropriate, including parents in any pastoral work following misbehaviour (such as intervention strategies or support plans).

Academy Behaviour Systems

Pupil Behaviour Expectations

In order for pupils to achieve their full potential, all pupils have a responsibility to follow the simple behaviour 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.

Tutor Time, Personal Development lessons, and Collective Worship will be used to ensure that all pupils understand what the behaviour expectations are, what they mean in practice, and the standard of behaviour that is expected of them. This process will take place at the start of each academic year and will be revisited across the year.

Recognising, rewarding and celebrating positive behaviour

The Academy will positively reinforce the behaviour that reflects the values of our school and prepares pupils to engage in their learning. Pupils learn more successfully and have their self-esteem raised through positive recognition, praise, reward and celebration. Therefore, all staff will strive to consistently recognise, reward and celebrate positive behaviour. The Academy will use the Class Charts programme to consistently recognise and record incidents of positive pupil behaviour.

Examples of recognising, rewarding and celebrating positive behaviour will 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.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The Venerable Bede CE Academy consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Good behaviour from all pupils helps to create a calm environment, which will benefit pupils with SEND, enabling them to learn and achieve their full potential.

Some behaviours are more likely associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

The Academy recognises that we need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The Academy understands that the law requires schools to balance a number of duties which will have bearing on this behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

Every endeavour is made by the Academy to support pupils with SEND and as far as possible, anticipate likely triggers of misbehaviour and put in place to prevent these. Personalised support plans will be created for each pupils identified as having SEND. These plans will outline the SEND issues for each pupil and detail support measures that can be used. Plans will be shared with member of staff.

Examples of preventative measures could include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

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 behaviour expectations exist, and all pupils are expected to follow these expectations. Pupils are expected to be responsible for their own behaviour and actions. It is important for pupils to understand that there are consequences for their negative behaviour.

Disruption to learning and good order within the Academy will be dealt with positively and as soon as it occurs. Staff will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed and not tolerated.

Across the Academy, the aim of any response to misbehaviour is to restore a calm and safe environment in which all pupils can learn, thrive, and reach their full potential, as well as preventing the recurrence of misbehaviour. To achieve this aim, a response to misbehaviour may have various purposes, including:

- Deterrence – to stop/deter a specific pupil or a general deterrent for all pupils in school.
- Protection – a protective measure in response to inappropriate behaviour.
- Improvement – support pupils to understand and meet the Academy's behaviour expectations and to reengage in meaningful education. This could include reflective conversations or targeted pastoral support for example.

The Class Charts programme will be used to record incidents 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.

What the law allows in relation to sanctions

Academy staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks an Academy behaviour expectation or fails to follow a reasonable instruction, staff can impose a sanction on that pupil.

At the Venerable Bede CE 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 would constitute a breach of expectations and therefore could incur an appropriate sanction.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits.

A sanction will be lawful if it satisfies the following three conditions:

1. The decision to sanction a pupil is made by a paid member of staff or an unpaid member of staff authorised by the Headteacher.
2. The decision to sanction the pupil and the sanction itself are made on the Academy premises or while the pupil is under the lawful charge of the member of staff.
3. It does not breach any other legislation (for example in respect of equality, special educational needs, and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, the Academy must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

Examples of misbehaviour leading to sanctions

Incidents of misbehaviour will be dealt with in a fair and proportionate manner. Examples of not following the Academy's behaviour expectations, which may lead to a sanction, include:

- Being late for the start of the school day.
- Being late to lessons.
- No homework
- Off task/distracted/talking
- Misuse of Academy equipment
- Failure to follow instructions
- Out of seat without permissions
- Pushing or shoving in corridors/queues
- Derogatory or inappropriate language
- Inappropriate behaviour at break and lunch time
- Rude and disrespectful behaviour towards staff

Examples of sanctions that may be used include:

- A verbal reprimand and a reminder of the behaviour expectations.
- Moving a pupil's position in the classroom.
- The setting of written tasks such as an account of their negative behaviour.
- A call back (10/15 minutes either at break time, lunchtime or after school).
- A detention (30/60 minutes) at the end of the school day (set by either the class teacher or a whole school detention).
- Removal from class by 'on call' and working in Room 37.
- School-based community service e.g. litter picking around the Academy grounds.
- Being placed on report e.g. Department, Head of Year or Senior Leadership report.
- Communication with parents/carers about unacceptable behaviours – this may be by phone call, letter, or in person by invitation to attend the Academy for a behaviour review meeting.

Examples of more serious misbehaviour and breaches of the behaviour expectations, which may lead to the further sanctions include:

- Deliberate 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 towards staff and/or pupils
- Absconding from the school site
- Consistently failing to follow staff instructions.

For continuous or more serious breaches of the Academy's behaviour expectations a pupil may be:

- Removed from mainstream lessons and placed in the Academy's 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.
- Fixed Term Internal Suspension to 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 to home – when a single extreme event occurs which significantly undermines the good order of the Academy, it may be necessary to suspend 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.

Sanctions Ladder

So that pupils are able to understand how to regulate their behaviour within the classroom the following sanctions ladder will be applied consistently. During Tutor Time and as part of the Personal Development curriculum, pupils will develop an awareness and understanding of the sanctions ladder.

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 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 10/15 minutes: break, lunch or after school – may be applied.
Step 3: Detention	If having been moved and spoken to a pupil persists in their unacceptable behaviour, a suitable detention (30/60 minutes) 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. This could be to another classroom within the department or by using the support of senior staff through ON CALL . A detention will be issued. Note: serious poor behaviour will result in movement up the steps straight away.

Where possible, 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 that 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 that 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 that might have enabled the pupils to react in a more positive way. The 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.

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.

Call Back

A pupil may receive a call back at Step 2 of the sanctions ladder or for misbehaviour shown through the school day. Pupils will be required to spend 10-15 minutes at either break time, lunchtime or the end of the school day with the member of staff. This provides an opportunity for the member of staff to discuss the incident of misbehaviour with the pupil.

A pupil may also receive a call back for arriving to school late (after 8.40am). This will take place in the School Hall on the same day after school. Parents will be informed of this call back through a text message.

Detention

A pupil may receive a detention at the end of the school day for either 30 or 60 minutes. This may be because of reaching Step 3 or 4 of the sanctions ladder or for misbehaviour shown through the school day. In most cases, the detention will not take place the same day that it is issued. The member of staff who has issued the detention will contact parents to discuss the incident and ensure that they know when the detention is. The detention provides the opportunity for the member of staff to discuss the incident of misbehaviour with the pupil and to ensure that restorative justice processes are put in place.

A pupil may also receive a detention for 30 minutes at the end of the school day for being late to school (after 9am). Parents will be informed of this detention and when it will take place through text message.

School Detention

The Academy runs a school detention, which takes place for either 30 or 60 minutes after school in the School Hall. Parents will be contacted by the member of staff who has issued the school detention to discuss the reasons for it and to ensure that they know when this will take place. Pupils will also be notified when their school detention is to take place.

During a school detention pupils will complete activities designed for them to reflect on their misbehaviour and to consider how they could improve their behaviour.

Reasons for receiving a School Detention:

- Type 1 – pupils who have failed to attend a detention set by a member of staff (e.g. a class teacher)
- Type 2 - pupils who are defiant for on-call members of staff (e.g. they refuse to follow the on-call member of staff's instructions such as to move out of a classroom, move to another classroom or go to Room 37).
- Type 3 - pupils who significantly flout the Academy's behaviour expectations across a period of time such as a day or a week (e.g. being on-called a number of times across a day/week).

Consequences for failing to attend a detention

Parents should talk to their child about the detention they have received and emphasise to them that they are expected to attend. Parents should also ensure that they notify the school if their child is unable to attend a detention (e.g. a medical appointment). If a pupil fails to attend a detention issued by a member of staff, they will automatically be placed on a school detention.

If a pupil fails to attend a school detention this may result in further school detentions being issued or the pupil being internally suspended to the Academy's Learning Zone.

Detentions – what the law allows

Members of Academy staff have authority to issue a detention to any pupil on the school roll, including same-day detentions.

At the Venerable Bede CE Academy, staff may issue call backs (10/15 minutes) during break time, lunchtime or the end of the school day – this may be on the same day as when the sanction has been issued. Detentions will take place at the end of the school day for 30/60 minutes. Unless in extreme circumstances, detentions will not take place on the same day that they have been issued. This allows for the member of staff to inform parents of the detention and when this will take place. Parental consent is not required for detentions.

A detention outside of normal school hours will be lawful if it meets the following conditions:

- The Headteacher has communicated to pupils and parents that detentions outside of school hours may be used (through this Behaviour policy);
- The detention is held at any of the following times:
 - Any school day where the pupil does not have permission to be absent;
 - Weekends during term time - except a weekend during, preceding or following the half term break; or
 - Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The headteacher has 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/carers consent is not legally required for detentions (although it would be considered to be good practice to have partnership with parents/carers).
- With lunchtime call backs, 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 call backs over the duration of the lunchtime period. This is acceptable as long as the pupil is able to carry out the functions described above.

- School staff should not issue a detention where there is reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the pupil at increased risk;
 - Whether the pupil has known caring responsibilities;
 - Whether the detention conflicts with a medical appointment;
 - Whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parents.

Removal from classrooms – on call

Removal is where a pupil, for serious misbehaviour, is required to spend a limited time out of the classroom at the instruction of a member of staff.

As outlined in the Academy's sanctions ladder, a pupil may be withdrawn from a lesson at step 4. This may be as a result of a pupil progressing through the steps outlined in the sanctions ladder or as a result of an example of serious poor behaviour. A pupil may be moved to another classroom in the department area (e.g. the Head of Department's classroom).

The Academy's on call system may need to be used. The member of staff would phone for on call and a senior member of staff would attend. The on call member of staff would discuss the incident with the member of staff to ascertain what the outcome will be for the pupil. The pupil may be removed to the on call room (Room 37). Depending on the severity of the incident the pupil may spend the rest of the lesson, the morning or the day in Room 37. The pupil is expected to complete work from the lesson(s) that they have been removed from.

The member of staff who has requested the on call will issue a detention for the pupil. The member of staff will also speak with parents to let them know of the incident and when the detention will be.

The Academy's on call process may also be used to respond to incidents of misbehaviour outside of the classroom. Pupils, for example, may be on-called at break or lunch time, and placed in the removal room.

Failure to follow the instructions of on call staff will result in a school detention and may result in an extended period of time in the removal room (e.g. the morning/afternoon or whole day), it may also result in internal suspension to the Academy's Learning Zone.

Removal from classrooms and from other areas of the academy should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe space.

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:

- Consider offering structured 1:1 support and counselling
- Review any learning difficulties and put in place a programme where necessary
- Consider changes of sets or class
- Consider a placement for a period of time at either an on or off site alternative education provision
- 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:

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

Behaviour stages

At the Venerable Bede CE Academy, we adopt a range of intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The Academy strives to help pupils understand our behavioural expectations and provide support for pupils who struggle to meet these expectations. The table below summarises the behaviour stages that we employ to provide support for pupils with behavioural issues.

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 the Academy's behaviour expectations.

Stage	Summary of behaviour concern – including possible behaviour strategies	Potential communication with parents/carers
Stage 1	<p><u>Behaviour concerns (1)</u></p> <p>Poor behaviour seen in a subject. Potential behaviour management strategies:</p> <ul style="list-style-type: none"> • Monitoring of behaviour by tutor • Monitoring of behaviour by individual class teacher • Use of Academy sanctions including call back, detentions and use of Room 37 (on-call) 	<ul style="list-style-type: none"> • Class Charts • Phone calls from tutor/class teacher
Stage 2	<p><u>Behaviour concerns (2)</u></p> <p>Poor recurring behaviour in a subject. Potential behaviour management strategies:</p> <ul style="list-style-type: none"> • 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 • Head of Year round robin to all pupil's teachers 	<ul style="list-style-type: none"> • Class Charts • Phone calls from class teacher/Head of Department
Stage 3	<p><u>Continued behaviour concerns</u></p> <p>Poor behaviour shown in a range of subjects and/or within school time. Potential behaviour management strategies:</p> <ul style="list-style-type: none"> • Head of Year monitoring of pupil's behaviour • Head of Year report • Follow the advice outlined in SEMH range 1 	<ul style="list-style-type: none"> • Class Charts • Phone calls from Head of Year • Parents/carers invited into the Academy for meeting with Head of Year
Stage 4	<p><u>Sustained behaviour concerns</u></p> <p>Pupil's poor behaviour has not improved though strategies implemented at stages 1-3. Potential behaviour management strategies:</p> <ul style="list-style-type: none"> • 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 by Behaviour Support Workers and Head of Year. • The use of internal suspension to Learning Zone or fixed term suspension to home for serious behaviour incidents. 	<ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none"> Continue to follow the advice outlined in SEMH range 1 	
Stage 5	<p><u>Pupil Support Plan</u> Pupil's poor behaviour has still not improved through strategies implemented at stages 1-4. Potential behaviour management strategies:</p> <ul style="list-style-type: none"> A personalised Pupil Support Plan is to be put in place to address the pupil's poor behaviour. This will be monitored daily by the HOY 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. <p>The Pupil Support Plan may involve the following:</p> <ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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	<p><u>Alternative pathways</u> Pupil's poor behaviour has not improved through strategies implemented at stage 5. Potential behaviour management strategies:</p> <ul style="list-style-type: none"> Pupil will take part in a 12-week managed move to another local secondary school. This will give the pupil the opportunity for a fresh start and an attempt to modify their 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 	<ul style="list-style-type: none"> Parents/carers and pupil invited into the academy to discuss alternative pathways with AHT and Deputy Headteacher (DHT).

	<p>in place to try to modify the pupil's poor behaviour.</p> <ul style="list-style-type: none"> • 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. 	
Stage 7	<p><u>Risk of Permanent Exclusion</u></p> <p>There has been no significant improvement of the pupil's behaviour despite the strategies implemented during stage 6.</p> <p>Potential behaviour management strategies:</p> <ul style="list-style-type: none"> • Continued application of the behaviour support strategies offered by the Academy • Parental/carers 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. <p>Pupil is permanently excluded from the Academy because of persistent breaches of the Academy's Behaviour, Discipline, Suspension and Permanent Exclusion Policy and consistent poor behaviour in line with DFE statutory guidance.</p> <p>Note: a permanent exclusion might occur in response to one serious breach of the Academy's Behaviour, Discipline, Suspension, and Permanent Exclusion Policy.</p>	<ul style="list-style-type: none"> • Parents/carers and pupil invited into the academy for meetings with DHT and/or Headteacher (HT).

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Academy will therefore use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The Academy has used the statutory guidance in “Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England” (July 2022) to inform this policy. A link can be found at the end of this policy.

Wherever possible at the Venerable Bede CE Academy we attempt 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 behaviour intervention strategies and 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.

The powers to use suspension and exclusion

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil’s behaviour outside of school can be considered grounds for suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful; reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof. i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’ This means that the headteacher should accept that something happened if it is more likely that it happened than it did not happen.

The headteacher should also take the pupil’s views into account, considering these in light of their age and understanding, before deciding to suspend or permanently exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view.

Suspension

A suspension, where a pupil is temporarily removed from school, is an essential behaviour management tool that is used by the Academy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

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

- In response to a serious breach of the Academy's behaviour expectations as outlined in this policy.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

The Headteachers duty to inform parties about a suspension or permanent exclusion

To ensure that a child receives the correct support and protection during a suspension or permanent exclusion, it is important that those responsible for their care are promptly informed when exclusions occur or there is a risk of them occurring. As well as communicating with the child where relevant throughout the exclusion process, the Academy will also share information with parents and any other relevant parties.

Duty to inform parents about a suspension or permanent exclusion

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

- The reason(s) for the suspension or permanent exclusion;
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
- How any representations should be made; and

Where a pupil is suspended or permanently excluded the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- The start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion;
- The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- The address at which the provision will take place; and
- Any information required by the pupil to identify the person they should report to on the first day.

Informing the governing board about a suspension or permanent exclusion

The headteacher must, without delay, notify the governing board of:

- Any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- Any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

When removing a pupil from the school roll, the governing board must ensure this is done under the circumstances prescribed by the Education (Pupil Registration) (England) Regulations 2006, as amended. If applicable, the pupil's name should be removed from the school roll at the appropriate time.

Informing the local authority about a suspension or permanent exclusion

The local authority must be informed without delay of all school suspensions regardless of the length of the suspension.

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay.

Notifications must include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent.

Informing social workers and Virtual School Heads about a suspension or permanent exclusion

Information sharing is vital in safeguarding children and promoting their welfare, including their educational outcomes. Schools should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children.

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the Virtual School Head, if the pupil is a Looked After Child, of the period of the suspension or permanent exclusion and the reason(s) for it.

Returning from a suspension to home

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 the Academy 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.
- 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.

Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The Academy has used the guidance in "Searching, Screening and Confiscation - advice for schools" (July 2022) to inform this policy. A link can be found at the end of this policy.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see below).

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - cigarettes and e-cigarettes/vapes
 - fireworks; and
 - pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately. The designated safeguarding

lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Before searching

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item and if the pupil has agreed.

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

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

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the Academy's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

During a search

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

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

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, or lockers.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes coats, lockers and bags.

A member of staff is able to search lockers or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having a locker that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted for the prohibited items listed above.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Strip searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Before calling police into school, staff should 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 should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a

strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge

The process the police must follow during a strip search

Except in cases of urgency where there is risk of serious harm to the pupil or others, whenever a strip search involves exposure of intimate body parts there must be at least two people present other than the pupil, one of which must be the appropriate adult. If the pupil's parent would like to be the appropriate adult, the school should facilitate this where possible. Police officers carrying out the search must be of the same sex as the pupil being searched. An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil.

Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.

Except in urgent cases as above, a search of a pupil may take place without an appropriate adult only 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. A record should be made of the pupil's decision and signed by the appropriate adult. The presence of more than two people, other than an appropriate adult, shall be permitted only in the most exceptional circumstances.

Strip searching can be highly distressing for the pupil involved, as well as for staff and other pupils affected, especially if undertaken on school premises. PACE Code C states that a strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

After-care following a strip search

Pupils should be given appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves relevant staff, such as the designated safeguarding lead (or deputy).

Safeguarding should also be at the centre of support following a strip search in which the item is not found, both in the sense of supporting the pupil to deal with the experience of being searched, and regarding wider issues that may have informed the decision to conduct a strip search in the first place. In both cases, pupils should feel that they have an opportunity to express their views regarding the strip search and the events surrounding it. School staff should give particular consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

After a search

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to

children's social care is appropriate. If any prohibited items are found during the search, the member of staff should follow the guidance set out below on confiscation.

If a pupil is found to be in possession of a prohibited item listed above, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil will be sanctioned in line with the Academy's behaviour policy to ensure consistency of approach.

Recording searches

Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found (this will be recorded on CPOMS). This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Informing parents

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure

Mobile phones and other electronic equipment

Mobile phones and any other internet-linked electronic devices are not to be used by pupils on the Academy premises during the school day. A pupil may choose to bring these to school; however, they must be placed either in their locker or their bag during the entire school day.

If a pupil is found to be using their mobile phone or another internet-linked electronic device, then this will be confiscated and placed in the School Office. The pupil may collect this at the end of the day if this is the first time their device has been confiscated that half term. If a pupil has had a device confiscated before during the half term, then parents will be contacted to come and collect the device.

If a pupil has been using their mobile phone or another internet-linked electronic device inappropriately e.g. taking photos of pupils/staff, or sending inappropriate messages on social media or through text, then the device will be confiscated and parents will be contacted to discuss. A consequence may be put in place that is appropriate to the action.

Screening

Screening can help provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment.

Schools' statutory power to make rules on pupil behaviour and their duties as employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.

Before considering the installation and use of any technology for screening, the headteacher is encouraged to consult with the local police who may be able to provide advice about whether installation of these devices is appropriate.

If a headteacher decides to introduce a screening arrangement, they should inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

Where a pupil has a disability, schools should make any reasonable adjustments to the screening process that may be required.

If a pupil refuses to be screened, the member of staff should consider why the pupil is not co-operating, and make an assessment of whether it is necessary to carry out a search.

Confiscation

Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

Prohibited or illegal items

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance in below issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds **alcohol, tobacco, cigarette papers or fireworks**, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds **stolen items**, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance below issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

Any **weapons or items which are evidence of a suspected offence** must be passed to the police as soon as possible.

Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance below issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

Members of staff should use their judgement to decide to return, retain or dispose of any other items banned under the school rules. In deciding what to do with such an item, the member of staff must have regard to the guidance below issued by the Secretary of State.

The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

Electronic devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances, members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance below issued by the Secretary of State.

In determining whether there is a **'good reason' to examine** the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a **'good reason' to erase** any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Confiscation as a disciplinary penalty

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully

The use of 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.

The Academy has used the guidance in “Use of Reasonable Force - advice for Headteachers, staff and governing bodies” (July 2013) to inform this policy. A link can be found at the end of this policy.

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 and Academy staff 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?

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.

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.

In a school, force is used for two main purposes – to control pupils or to restrain them.

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 (or any other area of the Academy) 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 (or any other area of the Academy) 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- Stop a pupil from hurting themselves or others, from damaging property, or from causing disorder.

Schools cannot:

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

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.

Informing parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and

- the child's age.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Staff induction, development and support

All teaching-based staff will receive training in relation to the Academy's Behaviour Policy at the start of each academic year. This will provide an opportunity for staff to develop an awareness of the policy and to consider any updates to the policy.

All new teaching-based staff go through an induction programme into the Academy. As part of this induction programme staff develop an awareness of the Academy's Behaviour Policy and the behaviour systems that are in place.

All teaching-based staff take part in a CPD programme across each academic year. This provides the opportunity to focus on specific behavioural issues and to develop staff awareness and understanding of these. This could include developing staff understanding of how to effectively manage specific SEN-based issues or re-affirming staff understanding of the behaviour systems that we have across the Academy. There are also regular opportunities for class-teachers to meet together to discuss specific pupils e.g. with behavioural or SEND issues and consider the most appropriate support for these pupils.

Pupil transition

The transition process for each new Year 7 pupil starts when they are in primary school. The Pupil

The transition process for each new Year 7 pupil start when they are in primary school. The Head of Year will visit the primary school and talk to the pupils about what is expected of them at the Venerable Bede CE Academy. Pupils are also invited into the Academy for a 2-day transition programme. This provides the opportunity for the pupils to develop an understanding of our Academy, including our behaviour expectations and processes.

As pupils start school, Tutor Time, Collective Worship and the Personal Development curriculum are used to develop pupils' understanding of the Academy's behaviour expectations. Pupils also develop an understanding how to model these expected behaviours, the positive behaviour rewards system, the consequence system and what support is in place for behavioural issues. The behaviour expectations are displayed in each classroom and are used to frame conversations about behaviour.

As has been highlighted towards the start of this policy, all pupils at the Venerable Bede CE Academy all pupils will:

- Be made aware of the Academy's behaviour expectations, pastoral support, and consequences process.
- Be taught that they have a duty to follow the Academy's behaviour policy and uphold the Academy's behaviour expectations.
- Be asked about their experience of behaviour and provide feedback on the Academy's behaviour culture.
- Be supported to achieve the high behaviour expectations, including an induction process that familiarises them with the Academy's behaviour culture.

The Academy will endeavour to ensure that all new pupils (including mid-year transfers and those on managed moves) understand the Academy's behaviour policy, behaviour expectations and wider culture. Where necessary, extra support and induction will be provided for these pupils.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the Academy will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The Academy will also follow the Child on Child Abuse policy and the Child Protection Policy. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the Academy's initial response. Each incident should be considered on a case-by-case basis.

The Academy is unequivocal in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The Academy makes it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

The Academy never normalises sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The Academy utilises Part 5 of KCSIE that provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the Academy will consider whether any disciplinary action is appropriate for the individual who made it as per our behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The Academy is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the Academy's response. Handling such reports or concerns can be especially complicated and the Academy will follow the principles as set out in Keeping children safe in education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The Academy will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the Academy, when the pupil is identifiable as a member of the Academy or if the behaviour could adversely affect the reputation of the Academy.

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 identity, 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.

Useful links to government documents used to inform this policy

Behaviour in Schools - July 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in English – July 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

Searching, Screening and Confiscation – July 2022

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

Use of Reasonable Force – July 2013

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

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)