

**Trustee Body Sub-Committee Responsible for Review:** Full Trustees

**Trustee Body Sub-Committee Approval Date:** September 2017

**Review Date:** September 2019

## **1. Introduction & Purpose**

As an Academy, we believe that students need a safe, secure and orderly environment in which to achieve their full potential, both academically and socially. We aim to create this environment by having a clear structure of expectations in which students can learn and teachers can teach. In essence, positive behaviour is **behaviour that supports the learning of self and others**, and this can generally be seen through the upholding of two moral pillars which form the cornerstones of behavioural expectations in the Academy – **respect** and **effort**. All staff, teaching and non-teaching, have their part to play in ensuring consistent and effective implementation of the Policy. By upholding and encouraging the principles of the Academy's values – Trust, Openness, Generosity, Equality, Tolerance, Humility, Emotional intelligence and Resilience – students will grow as learners, but also as human beings.

## **2. Behaviour TOGETHER – The Philosophy**

Behaviour TOGETHER is founded around the simple principles of:

**Respect** – every member of the Academy community should respect one another. This includes respecting the right to learn, the right to teach, the right to feel safe, and the right for freedom of expression.

**Effort** – every member of the Academy community should try their utmost to be the very best that they can be, at all times, in all activities.

To underline these values, rewards are central to the system, but when students fall below our high expectations, a clear system of sanction is in place. This behaviour policy is designed to encourage students to make the right choices and to reinforce choices through praise and rewards. However, poor behaviour and low level disruption will not be tolerated as it threatens the rights of all young people to have an effective education.

We recognise that the vast majority of students are well behaved, co-operative and responsible and the heart of our policy is based on recognising and rewarding good and responsible behaviour. The Academy's rules, expectations and sanction/reward systems are displayed in every room and provide a clear explanation of our expectations and how, if they are met, students will be rewarded, or, if they are not, how sanction will be applied.

A basic set of expectations are in place for all students within the Academy:

- Arrive on time and to lessons punctually
- Be prepared and ready to learn
- Wear Academy uniform correctly
- Be polite, courteous and friendly to all members of the Academy
- Follow the Academy rules and comply with reasonable requests or instructions made by staff on the first time of asking
- Have regard for their own health and safety and that of others
- Show respect to the Academy environment and building
- Do not leave the Academy site without prior permission

### **The Student Planner**

Central to Behaviour TOGETHER is our Student Planner which forms the centre of communication between the Academy and parents. The Academy's rules and a list of sanctions and rewards is displayed in the Planner, and no personalising of the Student Planner will be permitted. If a student forgets his/her Student Planner for a particular day, he/she will attend the appropriate sanction, and will be given a Planner Sheet by a member of the Pastoral Team, and lost or damaged planners will need to be replaced at a cost of £4.00. The Planner will be brought to the Academy each day, and should be signed weekly by a parent/carer.

### **Rewards**

On a lesson by lesson basis, students' positive achievements will be recognised through TOGETHER points. These points are awarded using a staff-specific stamp in the relevant area in the Student Planner. They recognise good, very good and excellent performance. All teaching and non-teaching staff will operate within this system, with the minimum expectation being that each student should earn a minimum of one TOGETHER point per lesson, leading to 25 per week. These TOGETHER points contribute towards our Academy House System, termly certificates and access to our end of year Rewards trip. Students may also be rewarded with staff STAR Cards as a reward for good work and effort which contribute towards House points for their allocated House.

Every lesson, a member of the Academy's Senior Leadership Team will perform learning checks in lessons during an 'Every Lesson, Every Lesson' timetable. During this time, exemplary student conduct will be rewarded with Star Cards. Positive student performance will also be rewarded in other ways including, but not exclusive to:

- Presentation of certificates and awards at our major award ceremonies at the end of each academic year
- A variety of Academy lapel badges being awarded for excellent conduct, behaviour, attitude, improvement, constant excellence or for momentary excellence

### **Sanctions**

At times, of course, we have to recognise and accept that students will not behave or work in a manner which is acceptable. Where misdemeanours are minor or are a result of carelessness it is likely that only a clear 'verbal warning' will be issued. It is expected that this will be a sufficient prompt for most students to return to working and behaving acceptably.

All students have the expectations of Behaviour TOGETHER made explicitly clear to them through work in Study Skills in an initial launch at the start of each academic year. Regular reminders around acceptable conduct are then made through announcements in assemblies, bulletins in Study Skills, or from announcements from teaching staff.

Where classroom behaviour falls outside of what is acceptable, the following sanctions apply. These should be visually recorded on the BT Sanctions board in each classrooms to enable SLT support and intervention during SLT 'Every Lesson' visits:

|                       |   |
|-----------------------|---|
| <b>Verbal warning</b> | One mistake made - an opportunity for the student to change behaviour     |
| <b>B1</b>             | Continued misbehaviour – five minute detention with the classroom teacher |
| <b>B2</b>             | Further misbehaviour – ten minute detention with the classroom teacher    |
| <b>B3</b>             | Further misbehaviour – thirty minute, same day Academy detention          |

More detail of these sanctions, and what they might be awarded for, is highlighted in the table below:

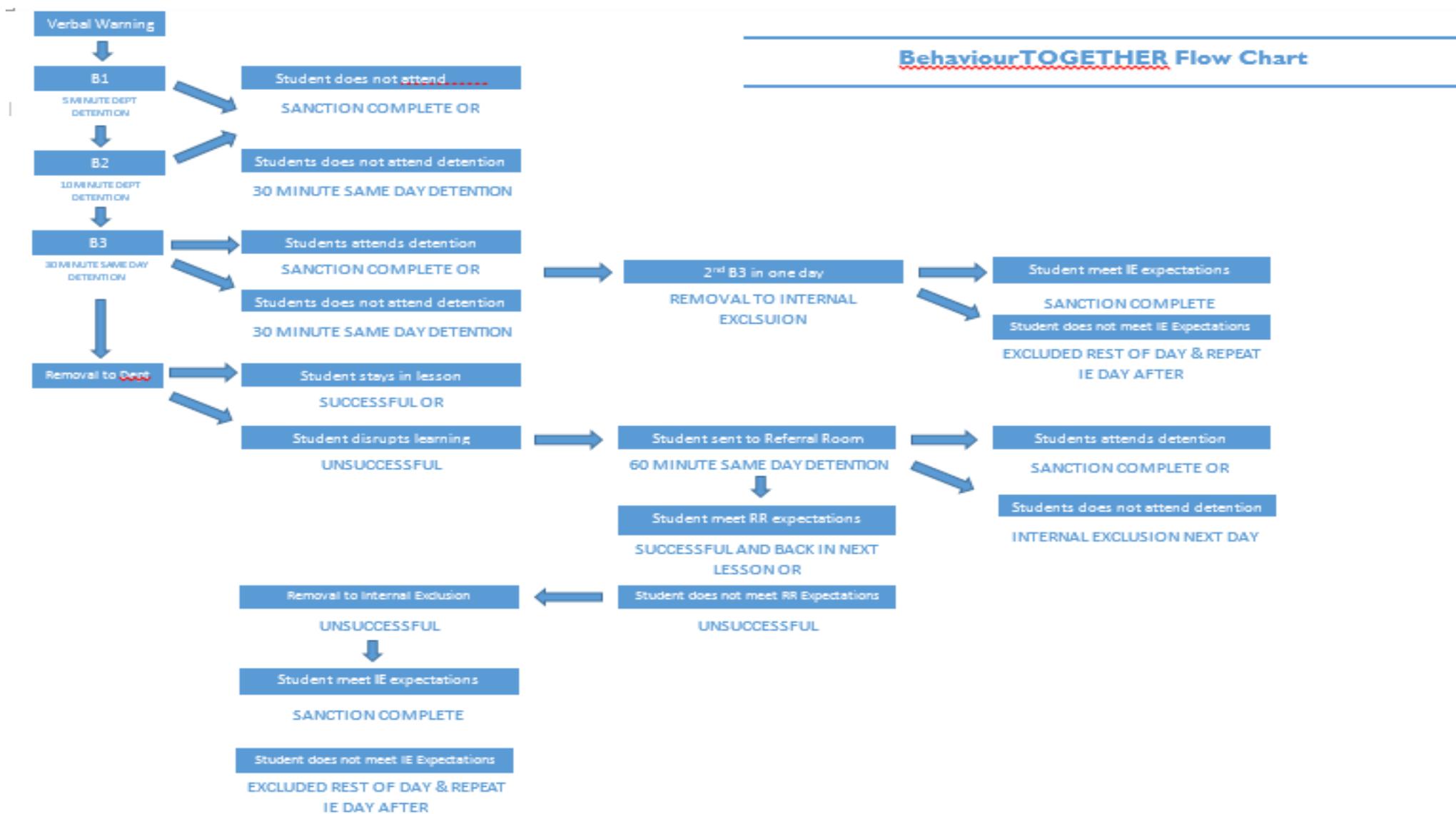


# Behaviour TOGETHER

| Sanctions System  |   |
|---|---|
| Rule Reminder   |   |
| Verbal Warning  | <p><b>Every student in every lesson</b> gets a chance to improve their behaviour with a <b>verbal warning</b>.</p> <p>This may be for:</p> <ul style="list-style-type: none"> <li>• Low level disruption in lessons</li> <li>• Not following basic classroom expectations</li> <li>• Not paying attention</li> <li>• Not making 100% effort</li> <li>• Not respecting other people in the room</li> </ul>   |
| B1<br>5 minute department detention                         | <ul style="list-style-type: none"> <li>- Ignoring the verbal warning will result in you being given a <b>5 minute detention</b>. This will be completed as quickly as possible, in the department the behaviour happened in.</li> <li>- Your teacher will sign your Student Planner, and tell you when and where to attend.</li> <li>- You <b>must attend</b> when you have been told, or further sanctions will follow.</li> </ul> <p>This may be for:</p> <ul style="list-style-type: none"> <li>• Continued poor behaviour and low level disruption in a lesson</li> <li>• Showing a lack of respect toward a member of staff</li> <li>• A lack of effort throughout the lesson</li> <li>• Lack of work completed</li> <li>• Uniform, littering, chewing</li> <li>• Electronic devices out</li> </ul>  |
| B2<br>10 minute department detention                        | <ul style="list-style-type: none"> <li>- Ignoring the B1 will result in you being given a <b>10 minute detention</b>. This will be completed as quickly as possible, in the department the behaviour happened in.</li> <li>- Your teacher will sign your Student Planner, and tell you when and where to attend.</li> <li>- You <b>must attend</b> when you have been told, or further sanctions will follow.</li> </ul> <p>This may be for:</p> <ul style="list-style-type: none"> <li>• Persistent and repeated poor behaviour in a lesson.</li> <li>• Showing a lack of respect for a member of staff.</li> <li>• A lack of effort throughout the lesson.</li> <li>• A lack of work completed in the lesson.</li> <li>• Inappropriate comments.</li> <li>• Lateness to school or lessons.</li> <li>• Defiance, insolence.</li> <li>• Littering.</li> <li>• Failure to attend B1 detention.</li> </ul>  |
| B3<br>30 minute same day Academy detention                  | <ul style="list-style-type: none"> <li>- Ignoring the <b>B2</b> will result in you being given a B3 sanction. At this point you will be removed from the classroom and sent to another classroom to complete the lesson.</li> <li>- You will also need to attend a <b>30 minute same day Academy detention</b>.</li> <li>- <b>This is a serious sanction.</b></li> <li>- Your Student Planner will be stamped by your Head of Year to inform you at that you must attend the detention.</li> <li>- You <b>must attend</b> when you have been told, or further sanctions will follow.</li> <li>- Your Head of Year and your parents/carers will be informed by text at this stage.</li> <li>- Students who receive more than one B3 in one day will be removed from lessons and will spend the rest of the day in Internal Exclusion.</li> </ul> <p>This may be for:</p> <ul style="list-style-type: none"> <li>• Continued and persistent poor behaviour in a lesson.</li> <li>• Serious lack of respect for a member of staff</li> <li>• Serious lack of effort in lessons.</li> <li>• Extremely poor behaviour around the Academy.</li> <li>• Health &amp; safety risk.</li> <li>• Failure to attend B2 detention.</li> <li>• Smoking.</li> <li>• Lateness to school.</li> <li>• Persistent lateness to lessons.</li> <li>• Missing equipment.</li> </ul> |
| B4<br>Referral Room<br>60 minute same day Academy detention | <ul style="list-style-type: none"> <li>- Disrupting the learning of others in the classroom in to which you have been removed to following a B3 will result in you being sent to the Referral Room for the remainder of the lesson.</li> <li>- You will also need to attend a <b>60 minute same day Academy detention</b>.</li> <li>- <b>This is a serious sanction.</b></li> <li>- Students who do not meet the expectations of the Referral Room will be removed from lesson to Internal Exclusion for the rest of the school day.</li> </ul>   |

|                                    |   |
|------------------------------------|---|
| <p>B5<br/>Internal Exclusion</p>   | <ul style="list-style-type: none"> <li>- Internal Exclusion is a <b>very serious sanction</b> .</li> <li>- It runs at the same time as a normal day, but you will be isolated <b>away from the whole Academy community</b>.</li> <li>- You will work in a booth, be brought your lunch, and will need to hand over your bag, your mobile phone, and your coat as you arrive.</li> <li>- Poor behaviour or lack of work completed in Internal Exclusion <b>will</b> result in a fixed term exclusion.</li> </ul> <p>This may be for:</p> <ul style="list-style-type: none"> <li>• Swearing at or about a member of staff.</li> <li>• Verbal abuse of others.</li> <li>• Persistent lack of respect for staff &amp; students</li> <li>• Persistent lack of effort and poor behaviour in lessons.</li> <li>• Persistently poor behaviour around the Academy.</li> <li>• Bullying (online or offline).</li> <li>• Graffiti around the Academy.</li> <li>• Truancy.</li> <li>• Exam disruption.</li> <li>• Persistent smoking.</li> <li>• Persistent lateness.</li> <li>• Persistent uniform issues.</li> <li>• Serious health &amp; safety risk.</li> <li>• Failure to attend B3 detention.</li> <li>• Receiving 5 warning cards</li> </ul> |
| <p>B6<br/>Fixed Term Exclusion</p> | <ul style="list-style-type: none"> <li>- A fixed term exclusion is the <b>most serious sanction</b> that can be given, before permanent exclusion.</li> <li>- You will be <b>banned from Academy grounds for the length of your exclusion</b>, and will be given work which must be completed at home.</li> </ul> <p>This may be for:</p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Premeditated assault.</li> <li>• Ongoing bullying (online or offline).</li> <li>• Anything covered by previous sanctions, which is either repeated, not learned from, or the previous sanction has not been completed satisfactorily.</li> <li>• Poor behaviour in exams.</li> <li>• Swearing at staff</li> <li>• Lack of effort and failure of internal exclusion.</li> <li>• Racist, sexist or homophobic abuse.</li> <li>• Vandalism.</li> <li>• Repeated graffiti.</li> <li>• Anti-social behaviour.</li> <li>• Sexual misconduct.</li> <li>• Refusal to complete Internal Exclusion.</li> </ul>   |
| <p>B7<br/>Permanent Exclusion</p>  | <ul style="list-style-type: none"> <li>- A <b>permanent exclusion</b> is the Academy's <b>last resort and is exceptionally rare</b>.</li> <li>- It means you will <b>never be allowed to return to the Academy</b> after the exclusion has been decided upon.</li> </ul> <p>This may be for:</p> <p>Persistent and repeated breaches of the behaviour policy or any serious incident which threatens the safety of others to include:</p> <ul style="list-style-type: none"> <li>• A combination of behaviour which shows no sign of changing.</li> <li>• Illegal drugs/alcohol/weapons being brought into the Academy.</li> <li>• Behaviour which poses a risk to other members of the Academy community.</li> </ul>   |

The flow diagram below illustrates how the BehaviourTOGETHER system will be consistency implemented across the Academy:



## **Corridors and around the Academy**

When a student is found to be behaving poorly on a corridor, very minor indiscretions are dealt with using a Warning Card. Warning Cards are given for very low level misdemeanours such as untidy uniform, inappropriate language (not directed towards another student or member of staff and not swearing) or general inappropriate, but inoffensive, behaviour. Seven Warning Cards per half term will lead to a same day, 30 minute detention.

If a student is doing any of the following, in line with the 'Back to Basics' campaign, a 30 minute, same day detention will be given:

- Running on corridors
- Shouting or screaming
- Swearing
- Untucked shirt
- Using the Maths/Humanities one way system wrongly
- Wearing of coats or jackets in the Academy
- Fizzy/energy drinks
- 

Students persistently offending, and accumulating seven Warning Cards per half term, will earn one day of Internal Exclusion.

## **Internal Exclusion**

Internal Exclusion is an extremely serious sanction. The Internal Exclusion Room has a functional and purposeful environment with a bank of work which covers every curriculum area for KS3 students; for KS4 students, teachers will provide the work that the student misses.

Students will be 'isolated' in the fullest sense of the word. All unstructured time will be spent in the Internal Exclusion room. The room will be fully supervised by a Head of Year or member of SLT at all times.

The duration of the day in the Internal Exclusion Room will be from 8.40am-2.45pm. All students who are placed in the Internal Exclusion Room must bring their set books and equipment for that day.

If a student does not meet the behavioural expectations of a session in the Internal Exclusion Room, then he/she will receive a one day fixed term exclusion, and will then repeat his/her day in there.

## **BEST**

The BEST (Behaviour Evaluation Summary Tool) is a means of centralising behavioural information from across the Academy for a specific student. These can be used to plan interventions, give evidence for cases, or provide information to ensure the best provision for a student. When these are sent out by a member of the Pastoral Team, they should be completed promptly (within 72 hours).

## **Report Cards & Other Interventions**

A Report Card system is in place in Academy in order to monitor, in conjunction with parents/carers, students' behaviour. Where a negative pattern of behaviour is appearing, students will work in collaboration with their Head of Year to focus on key behavioural issues, and to amend these in a period of time. Specific focus areas will be applied, and these will be monitored on a daily basis. Regular parental contact is key, and should the need arise and severity increase, students will begin to report to a member

of SLT. Persistent refusal to engage with the system will result in sanctions being applied.

The following lists the warning system in place in Internal Exclusion:

|                             |  |
|-----------------------------|--|
| <b>Verbal Warning</b>       | A minor misdemeanour – explicit expectations reissued to student   |
| <b>B1</b>                   | Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE                         |
| <b>B2</b>                   | Explicit reminder that two further issues will result in being excluded and restarting the day of Internal Exclusion the following day |
| <b>SLT B3</b>               | SLT warning – final opportunity to comply before FTE   |
| <b>Fixed term exclusion</b> | Completes the day on a fixed term exclusion and restarts day in Internal Exclusion the following day                                   |

Partial timetables may also at times be deemed an appropriate sanction for students. This is a time limited intervention that will be agreed in advance with parents/carers. The Academy will ensure due diligence by completing the Kirklees Partial Timetable Form, which the parents and carers must sign before it is submitted to the Local Authority. A range of other interventions may also be discussed with parents and implemented to address the needs of the individual child and attempt to improve their behaviour and engagement.

### **Formal Warnings**

The Headteacher may, in certain circumstances, wish to give formal warnings to students, based around their conduct. These can include:

|                              |   |
|------------------------------|---|
| <b>Verbal warning</b>        | A recorded sanction registering displeasure with behaviour or patterns of behaviour                     |
| <b>First written warning</b> | A further sanction which is in place to further indicate the severity of poor behaviour                 |
| <b>Final written warning</b> | A final warning before permanent exclusion is a distinct possibility. Referral to the Board of Trustees |

### **3. Fixed Term Exclusions**

A decision to exclude a student will be taken only:

- In response to serious breaches of the Academy's behaviour policy
- If allowing the student to remain in the Academy would seriously harm the education or welfare of others in the Academy.

### **Length of fixed term exclusions**

We will always attempt to ensure that fixed term exclusions are for the shortest time necessary and will follow Ofsted guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

The Academy will:

- Inform parents/carers of their responsibility to ensure that their child is not present in a public place in Academy hours during the first five days of any fixed term exclusion.
- Provide a pack of work to be completed at home and ensure that work completed while excluded is marked in accordance with the TCA marking and feedback policy.

- Provide full-time education (off-site) from the 6th day of any period of fixed term exclusion of 6 days or longer, where an investigation is not underway to recommend permanent exclusion of the student.
- Work in partnership to improve behaviour.
- Arrange a reintegration interview following the expiry of a fixed term exclusion.
  - Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies: Youth Offending Team
  - Anti Social Behaviour Unit
  - Social worker

| <b>Number of days excluded</b>  | <b>Action</b>  | <b>Actioned by</b>   |
|---|--|--|
| 1 – 4 days  | Parents contacted.<br>Reintegration meeting with student on return (with report card and relevant support) | SLT (in liaison with MCB) to organise                          |
| 5 days  | Reintegration meeting with student and parent on return (with report card and relevant support)            | SLT (in liaison with MCB) to organise                          |
| 6+ days   | Educated off site and reintegration meeting on return (with report card and relevant support)              | SLT (in liaison with MCB) to organise                          |
| 15 excluded days or at other times when considered necessary by the Headteacher | Trustees' Disciplinary Meeting (with report card and relevant support)                                     |  |
| 3 periods of 5 days exclusions or 15 days in one term                           | Trustees' Disciplinary meeting (with report card and relevant support)                                     | HT's PA to organise.<br>Headteacher and Head of Year to attend |

#### 4. **Permanent Exclusion**

The Trustees of Thornhill Community Academy have stated that they consider that the use of the Headteacher's power to recommend permanent exclusion from the Academy to be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate. Within these limits they support the Headteacher in using his/her discretion in the exercise of these powers.

Permanent Exclusion will be reserved for offences that will have a seriously damaging effect on the life of the Academy, the well-being of other students or staff or seriously and persistently interfere with teaching and learning in the Academy. This can include but is not limited to:

- Serious violence which creates fear and anxiety among staff or students
- Possession of an offensive weapon on the Academy site
- Dealing in drugs on the college site
- Persistent defiance of Academy authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse (as above)

A decision to exclude a child permanently is a serious one. It will usually be the final step in our process for dealing with disciplinary offences and will usually follow a wide range of other strategies, which have been tried without success. It is an acknowledgement by the Head Teacher that all available strategies have been exhausted for dealing with the student and is normally only used as a last resort.

There may however be exceptional circumstances where, in the Head Teacher's judgement it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

*In this instance, the Academy will inform parents/carers as a matter of urgency.*

#### **Trustees' role within Permanent Exclusions**

A Trustee's role within the process of a permanent exclusion is vital. Trustees must:

- Ensure that they are available for the hearing at the relevant time
- Ask for any further information they may require that is not included in the initial bundle
- Ensure that all relevant documentation is read and that probing questions for the Academy's Headteacher are asked
- Make the final decision around whether a Headteacher's recommendation to permanently exclude should be upheld
- Take the lead in an Independent Review Panel, should the permanent exclusion be upheld in the first instance, and parents/carers appeal the decision

#### **Additional exclusions**

Fixed term exclusions may not be modified within the term of that exclusion. However, further exclusions (up to and including permanent) may be put into place upon the conclusion of an initial exclusion when:

- New evidence has come to light in an investigation in the period of the initial exclusion. In this instance, the excluded student will be given the opportunity to respond to it before the following exclusion is processed or a permanent is put in place.
- The student has also been reported to the police and the result of that investigation provides additional evidence to the Academy.

### **Reasonable adjustments for SEND students**

Where a student's SEND need has the potential to make them more at risk of exclusion, additional work to attempt to reduce this risk will be completed with the student. This could be:

- Student Wellbeing Service Support
- Anger management intervention
- The Bridge provision
- Behavioural psychologist intervention
- Life coaching intervention
- External services referral
- ISP implementation
- My Support Plan implementation
- Educational Psychologist assessment
- Cognitive and behavioural assessments and observations by the SEND team

For students with an EHCP, wherever possible, alternatives to permanent exclusion will be explored in conjunction with the LA's SENACT team which could include the above support, or an alternative provision, should need not be being met at TCA.

## **PROCESS**

### **Investigation**

The investigation will not be undertaken by the person who will decide on exclusion unless circumstances dictate this:

- Witness statements will be recorded, signed and dated.
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. It is important that all parties recognise that less reliance can be placed on anonymous statements.
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others. It is not necessary that there is a face-to-face confrontation.

### **Decision**

The decision to exclude will only be taken by the Headteacher or, in his/her absence, the next most senior member of the Leadership Team.

The decision will be taken on all the evidence available at the time.

The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is 'distinctly more probable than not' that the student committed it.

## **Informing**

The following will be communicated without delay by student post; and/or letter and telephone message as appropriate:

- The parent/carer of the student
- The Chair of Trustees
- The Local Authority Exclusions Team

If an exclusion will prevent a student from taking a public examination then the Chair of Trustees will be informed immediately so that s/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

## **Work for Excluded Students**

Members of staff who teach excluded students will provide work for these students to do at home and make it available as instructed by the Head of Year for those students. This will be marked by TCA staff when returned to the Academy.

The Head Teacher will inform the Local Authority of the decision to permanently exclude a student. The Local Authority will make provision for the full-time education of students from the 6th day of exclusion.

## **Trustees Discipline Committee**

The Trustee Discipline Committee will be convened in accordance with current regulations by the Clerk to the Trustees. It will be clerked and advised by the Clerk to Trustees or a person with experience in clerking such meetings. The Clerk will ensure that all members of the Committee are reminded of the legal framework for their hearing. The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rule of natural justice and having regard to any, and most recent, guidance issued by the Secretary of State. The decision whether to uphold the Headteacher to permanently exclude or to re-instate the child will be taken by the Trustee Disciplinary Committee permanent exclusion panel after all parties have had the opportunity to state their case and respond to the point put by other parties.

## **Reintegration**

Students returning to the Academy after a decision has been taken to reinstate the student, rather than uphold the Headteacher's decision to permanently exclude, exclusion will be subject to a reintegration procedure organised by a member of SLT. This will normally involve the parents and a member of the Senior Leadership Team. The parent and student will be invited to a meeting to discuss the reintegration into Academy life.

A student who is returned to the Academy by the Independent Appeals Panel but who is regarded as presenting a threat to the good order and discipline of the Academy or to members of the Academy community may be kept in Internal Exclusion until such time as it is thought appropriate to make a phased return into the Academy proper.

## **5. The Academy's Power to Search a Student**

There may be occasions where the Academy has to execute its power to search a student. The Academy doesn't need a student's consent to search them if they think the student has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs

- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and ‘lads’ mags’ as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

If found these items will be confiscated.

Two members of staff must always be present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as the student. If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Staff can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. A member of SLT must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
- ‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student’s possessions will only be searched in the presence of the student 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.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be passed to the police.

Where the person conducting a search finds alcohol, they will dispose of it and will not be returned to the student.

If controlled drugs are found, these will be delivered to the police as soon as possible. Where a member of staff finds other substances which are not believed to be controlled drugs these will be confiscated if they are deemed to be harmful or detrimental to good order and discipline. This would include, for example, so called ‘legal highs’. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if it is deemed that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers they will retain or dispose of them and they will not be returned to the student.

Fireworks found as a result of a search will be retained or disposed of and will not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device will be deleted unless it is deemed necessary to pass them to the police.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police, retained or disposed of. The item will not be returned to the student.

Where a member of staff finds an item which is banned under the school rules they will take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence will be passed to the police as soon as possible.

## **6. Use of Reasonable Force**

Where students' behaviour or conduct is potentially harmful to themselves or others, all staff in schools have the right to use reasonable force in order to protect themselves and others.

Reasonable force will be used to:

- Control – Blocking a student's path or leading by the arm away from a situation
- Force – Breaking up a fight or guiding a student to safety
- Restraint – Holding back physically to bring a student under control in crisis

*Note – These are examples and do not form an exclusive list of manifestations of these actions.*

Use of reasonable force will be:

- Proportionate
- Necessary
- Reasonable
- In the student's best interests

A number of staff in higher risk areas of TCA – The ASC Provision, SLT, SEND staff – who are more likely to come into contact with students who may go into a crisis situation are certified in Team Teach training.

## **7. Discipline beyond the Academy Gates/Grounds**

Behaviour of all students still falls under the Academy behaviour policy if they are travelling to and from school, and until they are back in the care of their parents/carers. Very high standards of behaviour are expected from all students during this time; especially if still wearing Academy uniform. Where bad behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a sanction under the Behaviour TOGETHER sanctions policy, or a fixed term exclusion or a permanent exclusion, particularly in relation to violent and public conduct. The full sanctions system will apply regardless of the type of incident.

Students should remain in full uniform when travelling to and from the Academy and must not be involved in any behaviour that could adversely affect the reputation of the Academy, the safety of its students or cause harm or distress to any member of the local community.

## EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

| PROTECTED CHARACTERISTICS |                                | PLUS | NEUTRAL | MINUS | ACTION |
|---------------------------|--------------------------------|------|---------|-------|--------|
| 1                         | Age                            |      | x       |       |        |
| 2                         | Disability                     | x    |         |       |        |
| 3                         | Gender Reassignment            |      | x       |       |        |
| 4                         | Marriage and Civil Partnership |      | x       |       |        |
| 5                         | Pregnancy and Maternity        |      | x       |       |        |
| 6                         | Race                           | x    |         |       |        |
| 7                         | Religion or Belief             | x    |         |       |        |
| 8                         | Gender                         | x    |         |       |        |
| 9                         | Sexual Orientation             |      | x       |       |        |
| Other                     |                                |      |         |       |        |