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OSSETT ACADEMY

BEHAVIOUR, PUPIL EXCLUSION AND SUSPENSIONS POLICY



A MEMBER OF

Accord

MULTI ACADEMY TRUST

Document Detail

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Approvals

Name	Position	Signature	Date
A Warboys	CEO	<i>A Warboys</i>	31st August 2022
J D Leam	Chair of Trustees	<i>J D Leam</i>	31st August 2022

Document History

Version	Date	Author	Note of Revisions
1	July 2019	S Gibbs	<p>Section 8</p> <ul style="list-style-type: none">• Clarification added in the policy as to the types of behaviours that would be considered a breach in the policy. <p>Section 9</p> <ul style="list-style-type: none">• In line with stakeholder feedback, a shorter 30-min detention is included in the policy for breaches in terms of lateness and standards. <p>Section 10</p> <ul style="list-style-type: none">• Reflections intervention approach to replace isolation arrangements.• Tiered allocation of time for reflections intervention of both half a day and a full day. <p>Section 11</p> <ul style="list-style-type: none">• Step Out intervention replaces external isolation as an alternative to suspension.• Clarification added in the policy as to the breaches in the policy that may constitute a 'step-out'. <p>Section 12</p> <ul style="list-style-type: none">• Removal of the requirement to return from suspension to isolation for 1 day. <p>Section 18</p> <ul style="list-style-type: none">• Inclusion of the latest 2018 guidance on Screening, Searching and Confiscation.
2	July 2020	Board of Trustees	Due to Covid-19 review date extended to 31/12/2020
3	Dec 2020	Board of Trustees	No changes
4	January 2022	S Gibbs	<p>Change in wording from Exclusion to Suspension where relevant.</p> <p>Addition of smart devices included in mobile phone etiquette.</p> <p>Peer on peer abuse included in reasons for discipline measures.</p>
5	July 2022	S Gibbs	Removal of Principal's Detention as a sanction

			<p>Addition of C3 being logged by the teacher to track pupils causing disruption to lessons.</p> <p>New Searching, Screening and Confiscation advice for schools issued by DfE July 2022</p> <p>New Behaviour in Schools and advice for Headteachers and school staff issued by DfE July 2022</p> <p>New Suspensions and Permanent Exclusion guidance issued by DfE July 2022 – this version replaces the published 2017 version for schools in England.</p>
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1. Context

The Accord Multi Academy Trust (the Trust) has a duty to establish a policy for its secondary academies to deal with issues of behaviour and exclusions. It is vital that we look to:

- create a learning environment in which all pupils are safe, happy, healthy and able to achieve their full potential.
- create an environment where all pupils have an opportunity to access their education.
- develop independent learners who understand their worth and responsibilities at the Academy and in the wider community.

This policy should be read in conjunction with Ossett Academy's Uniform Policy, Safeguarding Policy and Anti-Bullying Policy.

2. Values, Moral Code and the Ethos of the Trust

The Trust aims to develop pupils into rounded individuals who respect each other, the environment and property, alongside honesty, trust, fairness and toleration of the views of others. These values are reflected in the ethos of the Academy, which is communicated by, and in the following:

- assemblies.
- curriculum.
- encouraging achievement and effort;
- involvement in the Academy community;
- charitable works and involvement in the wider community.

3. Inclusive approach

The Trust believes all pupils have the right to the best education possible and in ensuring this, we adopt an inclusive approach for all, and ensuring we are Trauma Informed across the Trust. Some behaviours are more likely be associated with particular types of SEND. 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.

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Teaching and Support staff

Who will be supportive of pupils, listen to their views and challenge them to meet the high expectations set of them, in a clear and consistent manner. Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships

Curriculum Leaders

Who will quality assure teaching and learning within their areas to ensure rigour and challenge for all pupils. They will also support teachers and pupils to ensure there are purposeful learning environments.

Pastoral Year Leaders

Who will support pupils and families in ensuring each pupil maximises their potential in the Academy. This will include recognition of positive behaviours and if occasion arises intervene where pupils are repeatedly unable to meet Academy expectations. They will also support with all pastoral enquiries for pupils.

Senior Leaders

Who will support whole Academy strategies and incidents of escalated behaviours.

Additional specialist support may come from a variety of different sources within each Academy and across the Trust, through partnership arrangements. Keeping Children Safe in Education (KCSIE) is adhered to as part of taking a whole-school approach to behaviour and safeguarding.

4. Relationship with Parents / Carers

The best outcomes for pupils are secured when the Academy and parents / carers work together. This is best achieved by:

- ensuring good communication via the pupil planner and other sources individual to each Academy;
- ensuring parents / carers read and sign the Home/Academy agreement, in support of the Academy's high expectations;
- involvement in regular progress checks, via reports, Parents' Evenings and contact with teachers;
- working effectively with the Academy to support any interventions provided;
- ensuring pupils attend daily and on time.

5. Expectations of Pupils

In Lessons		
Ready	Respectful	Responsible
<ul style="list-style-type: none"> • On time to lesson. • Arrive to lessons promptly and be ready to learn. • Stand behind chairs in silence at the start and end of lessons. • Equipment and planners on the desk. 	<ul style="list-style-type: none"> • Listen silently when other people are speaking. • Show respect at all times and respond appropriately to teacher direction. • Celebrate your own and others successes. • Speak to others at a reasonable volume. 	<ul style="list-style-type: none"> • Engage fully in your learning. • Look for opportunities to improve your learning e.g. act on feedback. • Work collaboratively with others. • Ensure your books are neat and presented well. • Mobile phone and SMART device etiquette – not seen or heard.

Around the Academy		
Ready	Respectful	Responsible
<ul style="list-style-type: none"> • On time. • Full uniform – shirt tucked in, tie on, blazer on, no outdoor coats/ clothing worn inside the Academy building, skirt worn just above the knee (no adjustments), appropriate footwear, subtle makeup only, no nail polish or false nails, no extreme hairstyles. Planner at all times with full equipment required to learn effectively. • Wearing one watch only (no smart watches) – no other jewellery. 	<ul style="list-style-type: none"> • Speak to everyone in the community with courtesy. • Recognise and celebrate your own and others successes. • Speak to others at a reasonable volume. • Ensure the Academy building and facilities are free from graffiti or damage. 	<ul style="list-style-type: none"> • Walk around the Academy calmly and safely. • Be considerate of others on the corridors. • Ensure litter goes in the bins. Remain only in areas of the Academy that are permitted. • Mobile phone etiquette – not seen or heard.

The examples above are just that, and mean that there may be other expectations that fall into these categories.

6. Mobile Phone and SMART Device Etiquette

“Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning.” – Behaviour in Schools DfE July 2022.

Mobile phones and devices such as smart watches and tablets should not be seen or heard anywhere in the Academy unless in a lesson at the specific direction of the teacher, for the purposes of learning.

For any pupils found in breach of mobile phone and SMART Device etiquette, their device will be confiscated and only returned to their parent / carer. Please refer to the section referring to Screening, Searching and Confiscation at the end of this policy.

7. Consequences of not meeting expectations:

Pupils may, on occasion, make poor choices regarding the way they behave in the Academy, which could be the by-product of a number of reasons, including challenging home circumstances, child protection and safeguarding issues and various serious family issues. The Trust will always try to support pupils in improving their behaviour by implementing appropriate interventions at various stages starting with classroom practice and could include Restorative Practices. However, where pupils make poor choices and threaten their own learning or that of others it will not be tolerated. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage pupils to comply with the Academy rules and re-engage with learning.

In some circumstances, the Governing Body and Principal will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the wellbeing of others, the Academy, or its community: this may result in exclusion.

8. The Standards for Success process:

The behaviour management system is designed to provide pupils with choices. The purpose of the system is to support learning by tackling and dealing with low-level disruption, which undermines the pupil's own learning and that of others. This may include (although this list is not exhaustive):

- Defiance
- Disruption
- Refusal
- Poor quality work
- Lack of work completed
- Failure to have correct equipment for the lesson.

The 'Standards for Success' system is based on the following structure:

Classroom

A warning can be given for disruption to learning of any kind and poor engagement with learning.

- C1 – Verbal warning, recorded by the teacher on the board;
- C2 – 2nd warning recorded by the teacher on the board;
- C3 – 3rd and final warning recorded by the teacher on the board and on Bromcom. The pupil is moved within the classroom (where possible/ appropriate).
- C4– Sent to a ‘shadow’ room for the remainder of the lesson with a blue C4 detention sticker issued by the teacher and logged on Bromcom
- C5 – Failure to meet expectations at C4, sent to C5 for the remainder of the lesson and issued with a full day in ‘Reflections’ being logged on Bromcom

NB – where teachers and leaders notice patterns of consistent poor behaviour, this is to be brought to the attention of the Pastoral Year Leader who will then take timely steps to address the repeated disruptive behaviour by the pupil. This may lead Subject Trackers, reporting to the PYL or to C4 or C5 sanctions.

9. Detentions

The Behaviour in Schools Guidance July 2022 states that teachers have authority to issue detention to pupils, including same-day detentions and that detentions (including detention outside of school hours) can be used as a possible sanction.

Late Detentions (Red sticker)

If a pupil arrives late to the Academy in the morning after the start of the day a red sticker is issued. This means that a pupil will be given a 30-minute detention on the next available session after school. These detentions are recorded electronically and where possible shared with pupils and parent/carers via their planner and/or a message home.

Standards Detention (Yellow sticker)

Where pupils fall short of the expectations around the Academy pupils will be issued with a standards detention sticker. Standards detentions are run every night after school for 30 minutes. These detentions are recorded electronically and where possible shared with pupils and parent/carers via their planner and/or a message home.

C4 Detention (Blue sticker)

As a consequence of persistent disruption in a lesson or a significant incident warranting an immediate C4, C4 detentions are run every night after school for 1 hour. These detentions are recorded electronically and where possible shared with pupils and parent/carers via their planner and/or a message home.

In all cases, where a 30 or 60 minute detention is set and the pupil chooses not to attend without prior communication with the academy or demonstrates poor conduct in the detention this will automatically escalate to time in Reflections the next day followed by a 60 minute detention. Detentions are not at the discretion of pupils, parents or carers and failure to complete a sanction successfully will lead to an escalation.

10. Reflections – C5

For more serious breaches of Academy expectations pupils may receive an immediate sanction of C5. Known as 'Reflections', this intervention is used as a pre-exclusion sanction and provides opportunity for restorative work and for pupils to have time away from mainstream lessons to reflect on their chosen behaviours. Parents / carers will be informed and pupils will be expected to spend either a half day or the full day, plus an additional hour in Reflections with a supervised break and lunchtime. A half day runs from midday to 3:45pm, a full day runs from 8:30am to 3:45pm. When possible, work will be requested by the classroom teachers or access to Microsoft Teams will be granted to continue with learning and progress whilst the pupil is in Reflections. If a pupil is late arriving in Reflections or is absent, he/she makes up the time when he/she returns.

Examples of the types of behaviours which could result in time in Reflections include (although this list is not exhaustive):

- risk to health & safety;
- violence or threatening behaviour towards others;
- refusing to comply with reasonable requests made by Academy staff;
- refusing to hand over items which are not allowed in the Academy (could equally be a suspension);
- swearing
- use of inappropriate language such as racist, homosexual or sexist comments
- bullying;
- smoking or vaping;
- assaults or fighting;
- possession of cigarettes, lighters, matches, vapes or other smoking paraphernalia; □
- truanting lessons;
- not attending a detention.
- Part of a re-integration plan following a suspension or Step-Out.

Pupils may also be placed in Reflections while investigations are undertaken, to ensure separation from peers where required.

11. Step-Out

Occasionally a minority of pupils may repeatedly breach Academy expectations or behave in a way that warrants a suspension. The Academy seeks to prevent all suspensions where possible and as such the Academy may decide to sanction pupils by sending them for a period of time at a partner Academy, in a designated area for reflection. This may include (although this list is not exhaustive):

- 2 consecutive days in Reflections room where the pupil has been unsuccessful
- Failure to adhere to expectations in Academy Reflections room
- An accumulation of sanctions over time
- A serious one off incident

On these occasions' parents / carers will be informed and it is then the pupils' responsibility to arrive at that Academy on time, dressed in full Academy uniform, equipped for learning and follow their expectations

Following the successful completion of this Step-Out parents / carers will be asked to meet with Pastoral Year Leaders to discuss how such sanctions can be avoided in the future. The Academy will seek to support the pupils and families with any intervention / actions deemed necessary.

12. Partial or Reintegration Timetable

As an alternative to suspension or as a re-integration process to return to the Academy following a serious incident the Principal may, in limited circumstances, make use of a partial timetable to support a pupil. This will be agreed with parents / carers and be time limited to no more than a half-term per agreement in line with Local Authority guidance. This will be reviewed as the partial timetable progresses.

13. Suspension

The Trust implements fixed term exclusions which are now commonly renamed as suspensions in line with Department for Education (DfE) guidance July 2022. This guidance has been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment.

All decisions to exclude are serious and only taken as a last resort where the breach of the Academy behaviour policy is significant. The following are examples;

- failure to comply with a reasonable request from a senior member of staff;
- breaches of health & safety rules;
- verbal abuse of staff, other adults or pupils;
- possession of drugs and/or alcohol related offences;
- wilful damage to property;
- persistent/extreme homophobic, biphobic, transphobic (HBT) or racist bullying; persistent expression of intolerant or extremist views;
- peer on peer abuse
- bullying;
- sexual misconduct;
- theft;
- making a false allegation against a member of staff;
- persistent defiance or disruption;
- serious assaults or fighting;
- other serious breaches of Academy rules;
- any actions on or off site that bring the Academy into disrepute.

The length of a suspension will be decided by the Principal. A re-integration meeting with parents / carers and Pastoral Year Leader takes place on or prior to the first day back from the suspension

In the event that a pupil is in receipt 15 or more days of suspension in one term, a Governor Panel Meeting must take place in which the pupil and parent/carer will be invited.

After 45 days of suspension in one academic year, the Academy recognises that it is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by the pupil. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point, the Principal would review the suitability and level of provision available with a view to considering permanent exclusion.

14. Suspension Process

The process for issuing a suspension is outlined as follows:

- The Academy should inform the parents / carers without delay, preferably on the day of suspension of the specific reason for it, and the length of the suspension. Formal notification in writing may be later if the first notice is by telephone. The formal letter will set out:
 - the full circumstances of the suspension;
 - the length of the suspension;
 - the right of appeal to the Governing Body and the LA, and the need to inform the LA in writing of their intention to make representation.
- The Local Authority is informed by filling in the relevant forms without delay.
- If during a fixed period of suspension further evidence comes to light, the fixed period of suspension will not be extended. Instead, a further suspension will be issued, not exceeding 15 days total in one term, or in very exceptional circumstances a permanent exclusion may be issued to begin immediately after the fixed period. The parent / carer should again, and without delay, be informed of the decision, and to their right of appeal. The LA and Governing Body must also be informed.
- A pupil who is suspended for a fixed period of up to 5 days should access their work through Microsoft Teams. Parents / carers are responsible for ensuring that pupils remain at home or appropriately supervised up to the 6th day of suspension.
- Suspensions over 5 days in duration will be covered by the Trust's provision or in agreement with another provider and a pupil would be expected to attend.

15. Permanent Exclusion

In extreme cases the decision will be made to permanently exclude a pupil. Permanent exclusion will only be used if all reasonable steps have been taken to avoid excluding the pupil, and where allowing the pupil to stay would be seriously detrimental to the education or welfare of the pupil or others at the Academy. A permanent exclusion will be pursued if a one-off serious incident occurs or a continuum of poor behaviour and failure to adhere to Academy expectations.

The July 2022 DfE Guidance for Suspensions and Permanent Exclusions states:

- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.
- 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 that it did not happen.
- 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/or 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.

16. Serious Misbehaviour

The following are never acceptable, and the Principal could make a judgment to permanently exclude a pupil for offences which may include (not an exhaustive list):

- threatening or actual physical assault against another pupil or adult.
- bringing weapons into school e.g. knife, air gun, BB gun etc.
- bringing drugs or alcohol into school, or consuming/ supplying them during the school day.
- sexual abuse, harassment or assault.
potentially placing members of the public in significant danger or at risk of significant harm.
- making comments (including on social media) or displaying actions that bring the Academy or partners into disrepute.
- persistent disruption and defiance.
- persistent bullying, which could include extreme homophobic or racist bullying.
- peer on peer abuse
- malicious use of the fire alarm.
- any actions of a serious nature that bring the Academy into disrepute.

Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

17. Permanent Exclusion process

The parent / carer should be informed without delay, in writing, of the specific reason for the exclusion.

The detailed notification may be in a follow-up letter:

- within 15 days, and more quickly if possible, giving details of previous warnings, suspensions, or other disciplinary measures taken, prior to permanent exclusions.
- containing details of the events surrounding the exclusion.
- giving information to the parent / carer about their rights, including to have access to curricular information on the pupil, and to request other educational information from the Governors.

Further Procedures will be as follows:

- the LA must be informed at once and by completion of the relevant form. This enables it to react within 20 school days from notification. Part B of this form must be sent to parents / carers at the same time it is sent to the LA, within 5 days of the exclusion.
- the Governing Body must be informed immediately, so that it can meet within 15 days to consider the exclusion and any representation. If it does not meet the LA will consider the case without its comments.

18. Screening, Searching and Confiscation

The Academy exercises the right to screen, search and confiscate items prohibited in accordance with the DfE guidance '[Screening, Searching and Confiscation - Advice for Schools](#)' July 2022

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

The key points from the guidance include:

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.

Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

knives or weapons.

alcohol.

illegal drugs.

stolen items.

cigarettes, lighters, matches, vapes or other smoking paraphernalia,
fireworks.

pornographic images.

any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or.

to cause personal injury to, or damage to the property of, any person (including the pupil).

any item listed in a specific Risk Assessment for an individual pupil.

Principals and authorised staff can also search for any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

In addition to the practice identified in the DfE guidance, Accord MAT Academies also ban the following items and as a result are able to search pupils for them:

- any item brought into the Academy with the intention of the item being sold or passed on to other pupils which, in the Principal's opinion will cause disruption to the Academy or be detrimental to Academy practice.

When searching, the guidance is that:

- the member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- there is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex to them and / or without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. Any member of staff can carry out a search of a pupil who does not identify with a specific gender.
- 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.

Confiscation

The Academy's general power to discipline, as set out in the DfE guidance "[searching, screening and confiscation advice for Principals/ Headteachers, school staff and governing bodies January 2018](#)" enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

Staff should hand the confiscated item to the relevant member of staff, reception, etc., as soon as possible and complete the necessary information to identify the item, the date it was confiscated,

the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecure area at any time. Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

Where appropriate, items confiscated by the Academy can be collected by the parent / carers. These items will be returned to parents / carers at the end of the school day or a subsequent day (please note that reception does close at 4pm).

The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result:

some items deemed inappropriate for return will be disposed of.

- where alcohol has been confiscated, the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent / carer but this should not include returning it to the pupil).
- where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there a good reason is to do so.
- where the Academy finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them 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 they find 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 the Principal thinks that there is a good reason to do so.
- where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think appropriate, but this should not include returning them to the pupil.
- fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- 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 must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.
- 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 or returned to the owner. It may also be retained or disposed of.

- where a member of staff finds an item, which is banned under the Academy rules they should consider 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 a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation.

Screening

Schools and Academies have a statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening if required.

Any member of Academy staff can screen pupils if this course of action is required.

19. Use of Reasonable Force

Please refer to the DfE guidance '[Use of reasonable force - Advice for Principals / Headteachers, staff and governing bodies](#)'.

In accordance with the DfE guidance and the Academy 'Reasonable Restraint' Policy:

- the use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

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 Principal has temporarily put in charge of pupils such as unpaid volunteers, cover staff or parents / carers accompanying pupils on an Academy organised visit.

20. Discipline Beyond the Academy Gate

Parents / carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a pupil to the police as soon as possible.

If a member of the public, Academy staff, parent / carer or pupil reports criminal behaviour, antisocial behaviour or a serious bullying incident to an Academy member of staff the Principal or a senior leader must be informed. Where necessary the police may be informed. In addition, if the Principal or senior leader considers that the behaviour is linked to a child suffering or being likely to suffer significant harm the Academy's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site.

Where poor behaviour occurs when a pupil is travelling to and from the Academy, the Academy reserves the right to issue a sanction, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Pupils are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy. For example:

- Uniform – pupils will be issued a standards detention for unacceptable uniform.

Anti-Social Behaviours – if pupils are found to be involved in poor conduct in the community that bring the academy into disrepute the 'Standards for Success' system will be used.

- Pupils are discouraged from smoking on their journey to and from the Academy. If they are found smoking at or near Academy premises the 'Standards for Success' system will be used.