



Behaviour

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Behaviour

1. Policy

- 1.1 The ethos of the Academy is expressed clearly in the Academy's mission statement which underpins all policies and practices within the Academy.

2. Mission Statement

- 2.1 Mossbourne Academy is committed to making a major contribution to developing educational excellence in Hackney. The Academy will be at the leading edge of high quality, inclusive and innovative teaching and learning practice. It will work with the local community and within a strong partnership of all Hackney schools to raise aspirations, expectations and the educational achievement of all members of the community. We share a commitment to the services of young people which will empower them to play their full part in society. In the light of this we aim to:

- Recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential;
- Ensure that equality of opportunity is available to all;
- Welcome, value and respect all who come to the Academy;
- Develop a spirit of tolerance, understanding and respect for other cultures, traditions and faiths;
- Build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness and
- Promote dialogue and co-operation with the wider community.

3. Aims

- 3.1 The Whole Academy behaviour policy aims to:
- Reflect the values expressed in the Mission Statement;
 - Make clear the positive and constructive rules of conduct as agreed by the board of Trustees, staff, parents and Student and
 - Set out the framework for rewarding good and responsible behaviour and the procedures to be followed and sanctions to be applied should behaviour fall short of these standards.

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- 3.2 The Objectives of the Academy Behaviour Policy are to:
- Ensure that the Academy, is a safe and supportive environment for all staff and students;
 - Ensure that all members of the Academy community are shown respect and show respect for others;
 - Endeavour to ensure that all members of the Academy community feel safe and are not subject to physical or verbal abuse, aggression or harassment both on, and outside of the Academy site, when incidents involve members of the Academy community;
 - Encourage a positive approach to behaviour by good example and praise and reward for good behaviour;
 - Ensure that the environment, curriculum, and other factors within the Academy's control are monitored to ensure the promotion of good behaviour and
 - Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently
- 3.3 As a community, it is essential that we recognise that this policy must apply to the behaviour of all its members both on and outside of the Academy site: to adults (teachers, other staff, parents/carers, and visitors) as well as to Student behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.
- 3.4 We also recognise that the success of the policy depends on the full support of parents. The Home/Academy Agreement (Appendix 1a) has had input from the Academy, Trustees and the DfE Academies Division and is reviewed annually. In order for there to be a positive relationship between home and the Academy, parents and students must sign the Home/Academy Agreement when the student starts at the Academy.
- 3.5 The Student Code of Conduct (Appendix 2) makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students.

4. Taking Account of Individual Student Needs

- 4.1 The following groups of vulnerable student may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's Behaviour Policy:
- Minority ethnic and faith groups, travellers, asylum-seekers and refugees;

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- Students who need support to learn English as an additional language (EAL);
- Students with special educational needs;
- Children looked after by the local authority;
- Sick children;
- Young carers;
- Children from families under stress;
- Pregnant schoolgirls and teenage mothers and
- Any other student at risk of disaffection and exclusion

4.2 Examples of taking care of individual needs are given in Appendix 4.

5. **Expected Standards of Behaviour and the Student Code of Conduct**

5.1 Expected standards of behaviour are stated in the Student Code of Conduct and are regularly reiterated formally, in assemblies, and informally by all members of staff.

5.2 The Student Code of Conduct is printed in the Student Planner and states clearly the expected general behaviour at all times and precise behaviour at key times in the Academy day (Appendix 2).

5.3 In recognition of the fact that not only students but also teachers have responsibilities in their relationship with each other, a Staff Code of Conduct has also been drawn up and is published in the Staff Handbook.

6. **The Role of Rewards in Recognising and Promoting Good Behaviour**

6.1 At Mossbourne we believe that good behaviour is best promoted and developed by drawing attention to, and rewarding, well-behaved students.

6.2 At Mossbourne the rewards system centres on the awarding of merit marks and HoLA certificates for achievement. Merit marks are awarded for the full range of effort and achievement in all areas of Academy life, and for positive behaviour such as politeness, helpfulness, and co-operation. In this way all students have the means to receive positive recognition and taste success. Students are rewarded for excellent attendance throughout, and the end of, the academic year.

7. **Rewards System**

7.1 The **Rewards System** at Mossbourne Academy centres round recognising outstanding achievement and/or effort in curriculum areas and outstanding

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behaviour and attitude to learning in the Academy. Students are rewarded for their hard work, their diligence and positive attitude towards school in a variety of ways.

The Merit system: Students are awarded merit stickers for:

- Work of exceptional quality;
- Being helpful to a member of staff or another student;
- Making considerable effort and
- Mastering a skill.

When a merit mark is awarded, the Student writes the subject and the date on the merit mark and sticks it in her/his planner. The teacher should sign it. There is no limit to the number of merit marks a student can receive in one subject.

Attendance awards: Students achieving perfect attendance are rewarded at the end of every academic term and at the end of the academic year. Form classes are rewarded on a weekly basis.

Subject achievement awards: Awards are presented by Head of Learning Areas in weekly assemblies and at the end of term whole school assemblies.

Additional awards: In addition to the above rewards, certificates are awarded for PE, Music, Drama and the literacy scheme, Lexia.

Special awards: The Academy's Trustees regularly donate prizes to be given to student who have made outstanding progress, have achieved a high level of excellence, or who has been an exemplary Mossbourne citizen.

In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways including:

- ✓ Verbal praise;
- ✓ Personal praise in comments in exercise books and student planners;
- ✓ Mention in the Academy Newsletter which is sent home and
- ✓ Displays of work.

8. Unsatisfactory Behaviour

8.1 Whilst actively encouraging and rewarding good behaviour, Mossbourne's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when a student wilfully ignore the rules of the code of conduct.

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In order for unsatisfactory behaviour to be dealt with effectively, it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve her/his behaviour in future. Exceptions to this principle might, for example, pertain to Academy 'non-negotiables', such as a refusal to follow staff instructions.

8.2 The recording of unsatisfactory behaviour is therefore considered important and helpful.

8.3 **Recording Unsatisfactory Behaviour.** If a complaints procedure is to be effective:

- Every complaint must be logged in SIMS, in the Behaviour Log and
- The decision taken is to be noted, even if no disciplinary action is recommended.

Adherence to the above will ensure compliance with the objectives set out in DfE circular 10/94: Exclusions from Academy. It will ensure:

- That a pattern of behaviour be recognised;
- That the Pastoral Team will be aware when intervention is warranted, thus avoiding more serious consequences;
- Abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken and
- In the event of exclusion all supporting material is available

Various ways of recording unsatisfactory behaviour

It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and to make a considered decision as to which is the appropriate way or ways to be use, so that the appropriate response is made.

- **The Student Planner**
The Student planner may be used to inform parents of unsatisfactory behaviour. Staff may write comments in the planner in the space for teacher comment. This should be seen by parents when checking and signing the planner and they may choose to record a response in the same section.
- **Conduct Log (SIMS)**

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Repeated poor behaviour or a change in pattern of behaviour giving rise to concern should be recorded on SIMS, in the Behaviour Log. Form tutors should check the entries in the log every two weeks and should complete the 'Form Conduct Log' for the Head of Year. If an incident is considered serious or if a student is displaying inappropriate behaviour or having difficulties throughout the curriculum Form Tutors should inform the Head of Year. This will trigger monitoring of the student and investigation into the possible cause of the behaviour. This will not always involve disciplinary action.

- **SEN Referral Form**
Teachers should also consider whether it is necessary to liaise with the Head of Learning Area, Head of Year and Head of Inclusion which may result in a referral for an SEN Initial Concern Meeting .The Head of Year meets weekly with the SENCo to discuss Student causing concern.

8.4 Procedures for Dealing with Serious Disciplinary Problems in Lessons

Should a member of staff encounter a serious disciplinary problem¹ within a lesson, there are two possible courses of action.

- *Relocation to another senior member of staff. This would normally be the HOLA or HOY and, where possible, by prior arrangement.*
- The student should be sent, with her/his planner signed, and accompanied by a Teaching Assistant or another staff member to the senior member of staff. This should only be done if the whereabouts of the other member of staff is known;
- The teacher sending the student must follow this up by logging the incident in the SIMs Behaviour Log and consulting as soon after as possible with the **HOLA or HOY**;
- Should the student actually refuse to leave the room or if the incident is so serious¹ that relocation is neither appropriate nor adequate, then the alternative course should be followed:

Summoning a member Senior Leadership Team:

¹ A **serious incident** is one in which a student is openly challenging the authority of the teacher with sustained rudeness or other unacceptable behaviour, which makes it impossible for the teacher to continue with the lesson or which poses a threat to the safety of the students or the teacher.

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- The teacher should send another student (with planner signed) to Reception;
- The relevant member of SLT will then be contacted and come to the class. The Student will be removed from the lesson and
- The teacher concerned must follow up by recording the incident in the Conduct Log.

9. Anti-Bullying Policy

9.1 The Academy places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Mossbourne Academy has a culture of communication and disclosure. There exists a separate Anti- Bullying Policy. There is an expectation that parents inform Academy staff should they suspect, or know, their child is being bullied.

10. Harassment

10.1 Definition: Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

10.2 Implicit in our ethos as an Academy is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the Academy therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

10.3 Harassment may present itself in the following ways:

- Physical assault because of race, colour, culture, gender, sexual orientation or religion;
- Derogatory name-calling, insults and jokes;
- Offensive graffiti;
- Provocative behaviour such as the wearing of racist badges or insignia;
- Bringing offensive materials such as leaflets, comics, magazines into the Academy;
- Verbal abuse and threats;

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- Incitement of others to behave in an offensive way ;
- Attempts to recruit other student to certain organisations and groups;
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc. and
- Refusal to co-operate with other student because of race, colour, culture, gender, sexual orientation or religion.

10.4 Procedures for Dealing with Harassment

Harassment, including racism, in any form is totally unacceptable and will be dealt with in the following ways:

- Reported to Head of Year and Vice-Principal Pastoral;
- Recorded in the SIMs Behaviour Log as Harassment;
- Full reports to both victim and perpetrators parents/carers;
- Staff must not ignore any form of verbal abuse;
- Persistent offenders must be reported to Head of Year and the procedure for physical assault then followed;
- All other categories of harassment will be dealt with in accordance with the DfE guidelines;
- Any graffiti will be removed immediately, offensive materials must be removed, and offensive remarks in the course of discussion must be challenged and
- All incidents must be recorded on the SIMs Behaviour Log and referred to the Head of Year who will then take further appropriate action.

Victim Support

The Academy will take steps to comfort and support any student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of the Academy towards such behaviour clearly stated. The victim will be given the opportunity to express her/his own concerns and feelings, and counselling will be provided where necessary. In serious cases, the Academy will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them. Restorative justice may also be used and managed by Learning Mentors upon the request of the HOY. For restorative justice to be successful all parties must be fully willing to participate.

10.5 In order to further promote an environment which celebrates racial and cultural diversity and mutual respect the Academy will:

- Ensure display reflects its racial diversity and recognises the religious and cultural diversity of Hackney;

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- Challenge any racism within the classroom;
- Challenge racism in books, materials and comments in written or spoken form;
- Take care that students do not have access to racist materials via their use of ICT in the Academy and
- Encourage students to share and celebrate their cultural experiences through the curriculum.

11. Violent Behaviour

11.1 The Academy operates a no physical contact rule; this includes aggressive and non-aggressive physical contact. This rule must be managed and enforced in a measured way.

11.2 It is made clear to all students that physical contact of any nature will not be tolerated. Incidents of physical contact will be dealt with immediately, logged on SIMs and parents will be informed, if the student's HOY decides it is necessary.

11.3 Mossbourne will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour.

11.4 It is highly likely that any student involved in an incident of physical aggression, whether provoked or otherwise, will be excluded for a period of time, as deemed appropriate by the Principal.

11.5 Procedure for dealing with fights

The member of staff who first attends to the incident should:

- Ensure that the student are checked to confirm that they do not need medical attention;
- Remove them to a quiet area and keep them isolated from each other;
- Inform the HOY, or if not available, the Vice Principal (Pastoral)
- The parents of a student actively involved in violent incidents should always be informed;
- A formal warning should be given to the student who has been violent and also to those who have incited such violence. This should be recorded in the SIMs Behaviour Conduct Log and in the student's file and
- Action should be taken to prevent reoccurrence.

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*****The seriousness of the incident may lead to a fixed terms exclusion or permanent exclusion straight away*****

- Details of all such incidents (with dates) and copies of all letters should be placed on the student's file.

11.6 Procedure for dealing with knives and offensive weapons

This is shown in Appendix 4.

12. Drug Education and Management of Drug-Related Incidents

Note: This section refers to illegal drugs and solvents. The Academy policy on smoking and alcohol is set out in the section that follows.

12.1 Key Contacts

Drug-related Academy incidents	Pastoral Team
Drug Education Co-ordinator	Head of PSHCE

12.2 Aims

- In accordance with our mission statement, which recognises the value of each and every student, the Academy's commitment is to ensure that all are given the fullest encouragement and support to achieve their potential. Mossbourne aims to provide support, both educationally and pastorally to enable its students to make informed choices and to receive positive help should drug-related problems arise. This policy on drug education and the handling of drug related incidents follows the same principles as all other Academy policies, acknowledging that young people are very vulnerable and meeting their needs must be our main concern and responsibility;
- This policy will be made clear to our student through the PSHCE programme and
- Parents are informed that all policies are available from the Academy.

12.3 Objectives

- To provide a high quality drug education programme, delivered primarily through PSHCE but also through the wider curriculum, which will provide knowledge and understanding about the dangers of drug misuse and therefore to make informed decisions;

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- To provide opportunities for students to develop the attitudes and skills needed to avoid drug misuse;
- To enable and encourage students who are misusing drugs to seek help;
- To make clear the Academy's attitude and response to drug education and to students who have drug-related problems, in order to facilitate a clear and consistent approach to dealing with drug-related incidents and drug education;
- To ensure students receive the maximum support, the Academy welcomes the services of a PHCT Nurse. Students may self-refer or be referred by staff;

12.4 Drug-related Incidents and Situations

- The Academy's response to any suspicion or evidence of drug abuse is a carefully controlled and planned one in keeping with the DfE guidelines. Any incident of suspicion or evidence of drug abuse should be reported to the Head of Year immediately.

12.5 Referral of concerns

- Any member of staff hearing of or suspecting the use of drugs or solvents should report the matter to the Head of Year, or the Vice Principal Pastoral following safeguarding protocol;
- The Head of Year, or the Vice Principal Pastoral in the absence of the HoY, has responsibility for co-ordinating responses and referrals. Disclosure by the student is not a prerequisite for taking action and
- All information gathered, reasons for action and inaction are kept separately and confidentially.

12.6 Response to concerns

- All incidents will be responded to individually, taking into account all aspects of the situation. These include the age, background, physical and mental health of the young person, those involved, the drug involved, the risks, whether Academy rules were broken, and whether the activity was illegal. Having considered these aspects, decisions will then be made regarding whether to involve the parents, the police, the counsellor, and whether the matter will be dealt with confidentially or not;
- The Academy has no legal right to break confidentiality without the student's permission unless there are issues of safeguarding, terrorism, illegal activity, or breach of Academy rules;
- Possession or supply of drugs on Academy property is a clear example of illegal activity and breach of Academy rules in which case confidentiality may be broken;

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- The Principal will make the final decision of how to respond to drug-related incidents. The decision to permanently exclude any student who is in possession or is implicated in the concealment of illegal substances on the Academy site is most likely, though the Principal maintains the right to make the final decision and
- Where the decision is taken that neither parents nor police will be involved, the student will be encouraged to speak to his/her parents. In addition the Academy will refer the Student to Social Care. This will be confidential.

12.7 Teacher Guidelines for Responding to Drug Use by Student

Confidentiality

While students should always be encouraged to tell their parents if they have a drug-related problem, staff must be clear that all young people have the legal right to confidentiality regarding access to advice and information services. Parents should not be informed when a student requests help round drug use unless the student has consented.

Teachers must not themselves give advice, only information. Students requesting advice should be directed to the Head of Year.

Health and Safety

The Academy will be watchful when taking students on Academy trips, when the opportunity for drug use may present itself. This includes smoking and the drinking of alcohol. The rules regarding this and the sanctions for breaking these rules should be made clear at the beginning of all such trips.

Medical Emergency

Acute intoxication, physical collapse or unconsciousness can result from drug or solvent abuse. In a drug-related emergency staff should contact the Academy Medical Welfare Officer, or another trained first-aider, so that medical help can be given. The Vice Principal Pastoral and Lead Safeguarding Officer should also be informed immediately.

Discovery of Drugs on the Academy Premises

Any drugs found on Academy premises, when the owner cannot be identified, should be passed to The Vice Principal Pastoral who will contact the Police Youth and Community section immediately. This section of the police has an established

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working relationship with the Academy, and already plays a part in the PSHE programme providing input on a variety of issues to the students in a classroom situation.

The Supply of Drugs

In cases where staff become aware that drugs are being supplied to students either on or off the Academy premises, whether being sold or shared, whether by adults or other young people, the Vice Principal Pastoral and Lead Safeguarding Officer must be informed. The Police Youth and Community section will be contacted. All students involved, whether supplying or receiving drugs will be referred to external agencies, as appropriate. Academy sanctions will be decided by the Principal having followed the previous mentioned considerations when dealing with a drug-related incident.

It is highly likely that any student found to be in possession of illegal substances on the Academy site will be permanently excluded from the Academy.

It is highly likely that any student found to be responsible for bringing illegal substances onto the Academy site will be permanently excluded from the Academy.

13. Smoking and Alcohol

13.1 Students are not permitted to smoke on the premises or on any Academy trip. Students found smoking or believed to be smoking, because of the situation in which they are found, will be given an appropriate sanction and their parents will be informed. Students will be referred to external agencies, as appropriate. Should a teacher be suspicious that a student has been smoking or drinking alcohol or be found to be smoking or drinking alcohol, the Head of Year must be informed immediately.

13.2 Students are not permitted to consume alcohol on the premises of any Academy visit or trip.

- If a student is found in possession of alcohol at the Academy or under the influence of alcohol, the same procedure for dealing with drug-related incidents will be followed;
- If the student is under the influence of alcohol, the Vice Principal Pastoral should be informed and all aspects of the situation will be taken into account before the Academy's response is decided and
- In most cases the parents will be informed, however whether or not parents are informed, the Student will be referred to relevant support services.

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14. The Use of Sanctions

14.1 Where a student's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the offence.

14.2 Principles

- Whole groups should not be punished for the activities of individuals unless there are very exceptional circumstances. Every effort should be made to identify individuals or ringleaders;
- Sanctions should not be humiliating or degrading;
- Punishments should be in proportion to the offence and
- Student should be clear about why they are being punished and how.

14.3 Sanctions

A range of sanctions exist, and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanour. These include:

- Moving a student's position in class;
- Loss of break/lunchtime;
- Withdrawal of other privileges;
- Detention (see detentions procedure);
- Informing parents by letter, phone call or inviting to a meeting;
- Referral to the Head of Year;
- Being placed on report;
- Isolating the student by removing them from class for a time (only with approval of the Head of Year and HOD/HOLA);
- Drawing up a contract;
- Issuing a formal warning;
- Internal exclusion and
- Exclusion (see exclusion policy - procedure).

15. Detention Policy and Procedure

15.1 Detention is one of the sanctions schools can use in cases of misbehaviour. Section 5 of the Education Act 1997 gives schools authority to detain pupils after the end of a school session on disciplinary grounds. The following section of the policy details the legal position for schools as laid down in the 2011 Education Act:

- The Education Act 2011 removes the legal requirement to give parents 24 hours' notice before detaining pupils after school. The Act confirms schools powers to use detentions by making it lawful for schools to put students

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aged under 18 in detention without parental consent at a variety of times outside school hours.

Other legal requirements as regards detentions remain unchanged:

- The sanction of detention can only be applied to students aged under 18;
- Whilst no longer statutory, and thus not obligatory, the Academy will endeavour to give parents 24-hours' notice. This period is intended to inform parents of where their child is expected to be, and to allow parents an opportunity to make alternative arrangements for travel for the child and
- The times outside normal school hours when detention without parental consent may be given are evenings, plus weekends and certain non-teaching days (INSET Days).

15.2 Although legally the Academy does not have to give notice, where detentions of 20 minutes or more are given, the parents/guardians will be notified via the Student Planner or a telephone call home. It is the student's responsibility to ensure that his/her parents are made aware of the detention time and date if the detention is communicated to parents via the student planner.

15.3 This policy is made clear to parents in the Parent Handbook.

15.4 Learning Area Detentions:

- Departments will have their own arrangements for holding detentions for unsatisfactory work, behaviour, homework, or lateness to lessons;
- When detentions are set, the teacher setting the detention must, in addition to informing the parents log it on the Conduct Log. This ensures that the Form Tutor, HOY and LG can monitor the student's behaviour.

15.5 Senior Detention

- In addition to department detentions, 'Senior Detention' is held every night until 6pm. This is supervised by members of the Senior Leadership Team and the Pastoral Team. As written in the Home Academy Agreement, Senior Detentions are set for serious misdemeanours and student will be expected to sit the detention on the same day. A Senior Detention will be set for the following day if it is not possible to make contact with the parent/carer.

Senior Detention may be set for:

- Student who have exhibited extreme disruptive/dangerous/poor behaviour on that day;
- Student whom HOYs/HOLAs wish to detain for any reason and

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- All senior detentions must be recorded in the on the SIMs Behaviour Log
- 15.6 The Principal's Detention
- An additional the Principal's Detention is held every Saturday morning from 9am–12 noon. Students can only be given this detention by a member of the Pastoral Team. A letter is sent home to the student's parent/carer to notify them of the detention;
 - Students are expected to attend in full Academy uniform;
 - Failure to attend the Principal's Detention will be deemed very serious and parents will be involved. Failure to attend Senior Detention may result in parents being asked to come to the Academy.
- 16. Supporting Students Whose Behaviour Needs To Improve**
- 16.1 At Mossbourne we believe the most effective way of managing behaviour is to praise and reward good behaviour.
- 16.2 Where students are having difficulty conforming to the expected standards of behaviour in the Academy, various strategies may be employed to help them to improve.
- 16.3 The use of the **Daily Report Form**, although listed as a sanction, serves the dual purpose of enabling the monitoring form tutor and year head to keep a check on behaviour and of giving the student an instant feedback on satisfactory aspects of behaviour. This is particularly effective because it is taken home for parental signature. Many students actually enjoy being 'on report' and ask to be put on report when they feel their behaviour is slipping.
- 16.4 One to one sessions with specialist teachers or the Learning Mentor are also used to help students to develop strategies to improve their behaviour.
- 16.5 Although very rare, where appropriate, and when agreed in advance in a parental meeting, 'time out' will be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher/Learning Mentor.
- 16.6 Where drugs, solvents, alcohol or smoking are the issue counselling may be provided.
- 16.7 For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of

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the Academy altogether due to disaffection, a **Pastoral Support Programme (PSP)** or **Behaviour Support Plan (BSP)**. The **PSP** will be organised which will involve external services. The **BSP** will follow the format and principles of the **PSP** but will not involve external agency input. More detail is provided in the following section.

17. The Pastoral Support Programme

17.1 The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student to achieve.

17.2 It will be agreed with parents as a result of a meeting with them to which an external agency will be invited.

17.3 This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies such as Educational Welfare, the Educational Psychological Service, Social Services, Housing, and voluntary organisations, should be involved as appropriate.

17.4 In drawing up the plan the Academy will, in discussion with others:

- Consider offering specialist support and counselling;
- Review any learning difficulties and put in place a remedial programme where necessary;
- Consider changes of sets or class;
- Consider a placement for a period of time in the Learning Support Unit and
- Consider a placement for a period of time in Alternative Provision Centre.

17.5 The programme should have an automatic time limit, be monitored monthly and should be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

17.6 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 of with or without amendments or where there has been no improvement at all there may be a permanent exclusion.

18. Restraint: Summary Guidance on the Use of Restraint with Student

18.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

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- 18.2 The Education and Inspections Act 2006 enables school staff to use:
"..such force as is reasonable in the circumstances to prevent a Student from doing or continuing to do" any of the following:
- *Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);*
 - *Causing personal injury to any person (including the student themselves);*
 - *Causing damage to the property of any person (including the student themselves) and*
 - *Prejudicing the maintenance of good order and discipline at the school, and among any student receiving education at the school, whether during a teaching session or otherwise"*

- 18.3 This may be on the Academy premises or "elsewhere at a time when as a member of staff he has lawful control or charge of a Student concerned". Refer to the following for details regarding:
- What circumstances might require the use of restraint;
 - What action is and is not acceptable;
 - Procedures to be followed when using restraint and
 - Recommended techniques.

*****ALL SUCH INCIDENTS MUST BE REPORTED AS SOON AS POSSIBLE TO THE PRINCIPAL. THEY WILL BE RECORDED BY THE HEAD OF PASTORAL IN THE ACADEMY'S RESTRAINT RECORD**

[kept on the Y-drive in the Confidential Pastoral Folder]***

- 18.4 The following points should be recorded:
- Details of date, time and location of incident;
 - Circumstances and significant factors which led to the incident;
 - The duration and nature of any physical restraint used;
 - The names of the student(s) and staff involved;
 - A description of any injury sustained by the student(s) or staff member;
 - A description of any action taken after the event;
 - The full name and job title of the person making the report and
 - The signatures of: the person who applied the restraint, the person making the report, the Principal.

- 18.5 Examples of cases in which restraint might be used:

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- When the safety of (an)other student(s) is threatened;
- When self-injury is being, or is likely to be caused;
- When a child or vulnerable young person is exposing him/herself to potential danger by seeking to leave the premises or a vehicle;
- When the safety of a member of staff or a visitor is threatened and
- When there is risk of serious damage to property.

18.6 Acceptable Forms of Restraint

***** In all cases, there should be only the use of minimum force.*****

- A safe holding tactic by which a student is restrained as far as possible without injury to any parties or until he/she calms down;
- Physical contact with a student designed to limit his/her movements, which are posing a danger or involving serious disruption;
- The physical removal of a child from one place to another and
- The use of minimum physical force to remove a weapon/dangerous object from a student's grasp, when he/she is in the act of assaulting another person or evidently about to do so.

18.7 Unacceptable Forms of Action

- Any act, or the threat of an act, examples of which are hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, unnecessarily rough handling or shaking which causes or threatens harm or the expectation of harm, even in the heat of the moment. Such acts would constitute an application of force as punishment and would fall under the definition of unlawful corporal punishment, which is illegal under Section 548 of the Education Act 1996, unless they have been undertaken within the context of self-defence and/or the defence of others.

18.8 Procedures

Before taking action, which may involve physical restraint a member of staff should endeavour to follow these procedures:

- Give clear instructions to the student/person as to what is required of him/her;
- Warn the student, wherever possible, of the possible consequences of failure to comply (e.g. "If you continue to do that, I will have to stop you"). Whatever warning is used must not contain any threat of physical assault;
- If at all possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provides a witness in case a complaint is subsequently received and

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- Physical restraint should not normally be attempted until an assessment has been made by the teacher(s) concerned, that the restraint can be undertaken successfully.
- During the exercise of physical restraint staff must:
 - Use only minimum force;
 - Use only such force for the minimum period necessary;
 - Keep talking to the student to try to calm the situation;
 - Keep his/her own temper under control;
 - Seek to avoid any injury to the student and
 - Cease the use of restraint as soon as safety is re-established

19. Monitoring and Review

19.1 The Mossbourne Academy Behaviour Policy will be reviewed annually. Details are set out in the footer.

20. Effective Home Academy Liaison

20.1 As an Academy we firmly believe that it is always in students' best interests to involve parents in decisions and when there are concerns. We welcome the involvement of parents and carers in all aspects of students' progress and recognise that working alongside parents and carers is instrumental in enabling a child to fulfil their potential. There is an insistence and an expectation that both staff and parents and carers interact in a professional and polite manner.

20.2 The Academy takes the safeguarding of its students and teachers very seriously. There may be occasions where the Academy needs to exercise discretion in terms of where a student receives his or her education. To this end, the Academy may elect to find alternative locations for the provision of a student's education, if it is deemed that in so doing, the safety and wellbeing of either students or teachers is enhanced.

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Appendix 1a: Home/Academy Agreement (except Sixth Form)

<p>Academy's Educational Responsibilities We acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness within a caring community. Therefore the Academy will:</p> <ul style="list-style-type: none"> ▪ provide a friendly welcome to your child and a secure, stimulating, moral environment in which to learn; ▪ ensure that your child is valued for who she/he is and helped to make good progress in their spiritual, moral, emotional and academic development; ▪ treat your child with the dignity and respect they deserve; ▪ do our utmost to provide the best possible education we can for your child, through enthusiastic teaching, which is rooted in our beliefs, our values and our skills; ▪ ensure that the education provided for your child is tailored, as effectively as possible, by using good assessment, recording and tracking strategies; ▪ provide you with information about your child's progress and provide you with opportunities to talk to teachers; ▪ keep you well informed about Academy policies and activities through regular letters and newsletters; ▪ set, mark and monitor work suitable to your child's needs; ▪ contact you if there is a problem with your child's attendance or punctuality; ▪ inform you of any concerns regarding your child's behaviour, work or health; ▪ challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do. <p>(For and on behalf of the Governing Body) Date: September 2014</p>	<p>Parental Responsibilities As parents/carers, we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at Mossbourne Academy. Therefore/We will:</p> <ul style="list-style-type: none"> ▪ ensure that my child attends the Academy every day, on time, in correct uniform and suitably equipped; ▪ support all Academy initiatives which enable my child to reach their full potential, including revision classes and extra-curricular classes ▪ ensure that my child is available for revision and catch up sessions including extra classes for revision or support at the end of the day, on Saturdays and in the holidays; ▪ ensure that family holidays are taken outside of term time, otherwise my child's place may be forfeited; ▪ inform the Academy of any concerns regarding my child's learning or welfare; ▪ support the values of the Academy and encourage my child to do his/her best and give my child opportunities for home learning and support my child in the completion of homework; ▪ check my child's planner on a daily basis and sign my child's planner on a weekly basis; ▪ support the Academy's policies, guidelines and sanctions for poor behaviour including Saturday detentions, 6pm detentions & after school detentions; ▪ attend all parents' evenings and meetings about my child, as deemed necessary; ▪ consent to the use of photographic evidence of curricular activities undertaken within the Academy and visual images on the Academy website or for other educational purposes. (Further permission will be sought if any additional use is required); ▪ support Academy policy which states that your child may be screened, if deemed necessary, in the interests of all staff and fellow students; ▪ ensure my child behaves in an appropriate manner that upholds the Academy's code of conduct on the way to and from the Academy and always adopt a courteous and professional manner towards staff. <p>Name (please print):</p> <p>Signed: (Parent/Carer)</p>	<p>Student Responsibilities I acknowledge the talents which I have been given and my responsibility to use them wisely. Therefore I will:</p> <ul style="list-style-type: none"> ▪ attend the Academy regularly and on time; ▪ wear the Academy uniform correctly and bring all the equipment I need every day; ▪ attend all classes which enable me to reach my full potential, including revision classes and extra-curricular classes which may take place at the end of the Academy day, on Saturdays or in the holidays; ▪ treat fellow students and staff with respect and kindness; ▪ take care of all Academy equipment, and always carry all stationery in my bag and not in my hand or pockets; ▪ help keep our Academy free from litter and respect the Academy environment and property; ▪ share my feelings honestly and politely and show consideration for others in the Academy; ▪ behave sensibly so that we can be happy and safe as we learn; ▪ never refuse to follow instructions given by a member of staff; ▪ attend all detentions, if set; ▪ try to think for myself and take responsibility for my actions; ▪ do all my class work and homework to the best of my ability; ▪ keep my planner up to date by entering all homework and any other information that is necessary, and by signing it every week. It is my responsibility to ensure my planner is signed by my parent/s or carer; ▪ observe all Academy rules and treat everyone with respect; ▪ travel directly to/from the Academy without stopping at shops in the surrounding area and/or congregating in the local area; ▪ never bring a mobile phone, chewing gum, any item which could be used as a weapon or any other contraband items into the Academy. <p>Name (please print):</p> <p>Signed (Student)</p> <p>Date:</p>
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Appendix 1b: Home-Academy Agreement: The Clivebourne Sixth Form Centre

The Academy's responsibilities to students are to:

- Provide a secure, stimulating, moral environment
- Do our utmost to provide the best possible education
- Provide you with information about your progress and support you in the ways you can improve
- Set and mark homework appropriate to your needs and abilities
- Listen to your views, with respect

The Academy's responsibilities to parents are to:

- Provide opportunities to talk to staff about your child's progress
- Contact you if there are any problems or concerns regarding your child
- Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do

Parents' responsibilities are to:

- Support your child with attendance, punctuality and organisation
- Ensure that family holidays are taken outside of term time, otherwise the child's place may be forfeited
- Make sure your child is available for revision sessions in the holiday period preceding exams (ie the Easter break and the May half term), and for Saturday school when it is running in their subjects
- Inform the Academy of any concerns you may have, be they pastoral or academic
- Attend all parents' evenings about your child's progress, including any further discussions, as deemed necessary
- Support the Academy's policies and guidelines regarding sanctions, which may include, where appropriate, after-school detentions, 6pm detentions and Saturday detentions

Pupil Responsibilities are to:

- **Meet all academic deadlines, without exception. Any work not handed in on the date due or done to an acceptable standard will put your place at the Academy at risk**
- Treat study spaces and communal areas with respect
- Attend the Academy every day and on time, as well as attending all relevant academy events and outings designed to aid decisions on higher education
- Wear the 6th Form uniform correctly and bring all the equipment you need, every day
- Be aware of your status as role models for the students in the lower school
- Cooperate with Academy rules and expectations
- Communicate concerns regarding any aspect of life at the Academy to your Head of Year so they can be resolved

STUDENT NAME [IN PRINT].....

Signed by:

.....

student
Parent
Head of Sixth Form

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Appendix 2: Student Code of Conduct

CODE OF CONDUCT

I must.....

- Be polite to my fellow pupils, all staff and any visitor to the Academy;
- Be sensible around the Academy and not shout or run in the corridors: I should always keep to the left. All staff and visitors should be treated with respect and pupils should stand back for adults at doorways, holding the door open if possible;
- Take great care not to interfere with other people's property and always treat it with respect;
- Be punctual and only be absent for a genuine reason and bring a note on my return to the Academy;
- Bring my Planner and other essential equipment to the Academy every day;
- Dress tidily in my Academy uniform; never wear trainers other than for PE or playing in the playground. Jewellery regulations must be followed. Outdoor coats must be removed before entry to the building;
- Not stop to visit the toilets or go to the Medical Welfare Officer, unless it is an emergency, nor go to see any other teacher without prior permission;
- Do my classwork and homework as well as I possibly can;
- Obey all members of staff without argument. If I feel I have been unfairly treated then I should either speak to the teacher or someone else at a convenient time;
- Leave the room in a tidy state placing chairs up onto the desks as requested;
- Respect the buildings and Academy grounds by always using litter bins, remembering that graffiti is forbidden and by only eating and drinking in the appropriate places;
- Arrive punctually to my lessons;
- Not stop to look over the balconies (**it is imperative that nothing is thrown to another pupil at a different level**);
- Only consume food and drink at break and lunch times and behave in an orderly manner whilst waiting and eating;

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- Not consume food or drink in the building other than in the Dining Hall. Only water may be consumed in the playground;
- Arrive on time for the start of their extension lessons;
- Have respect for the Academy's neighbours and try to be helpful and considerate in the local community and
- Leave the Academy by the correct exit and go directly home without lingering around the area

The following items are strictly prohibited from being on site. These items will be confiscated and the student's Head of Year informed. The items will not be returned to student but made available, at an agreed time, for collection by parents/carers. Mobile phones will be confiscated for a duration of ten working days:

- **Mobile phones;**
- **Sweets and fizzy drinks;**
- **Chewing gum;**
- **"Tippex";**
- **Personal stereo equipment;**
- **MP3 players;**
- **All illegal and/or contraband substances and**
- **Any item which is intended for use as a weapon**

Before the start of the Academy day:

- Students may work in a Cluster Area on condition that a member of staff is present;
- Students are expected to wait outside if cleaners are still working in the room and
- There should be no playing inside the building. Those who wish to run around should be in the playground

When the bell sounds for morning registration:

- All students should ensure that they are appropriately dressed i.e. if ,for example they had been involved in a game and were wearing trainers then these should be changed **quickly** for shoes;
- Outdoor coats should be removed inclement weather conditions;
- KS3 students should go directly to the designated place in the playground and line up in alphabetical order;

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- KS4 students will enter the building, directly, and make their way to their form class where they will be greeted by their form tutor and
- When the teacher in charge indicates, every Student should stand silently and await instructions

In the form room:

- Students should stand silently when they enter;
- Students should sit in their places preparing for the day by putting out on the desk, their planner, pencil case and reading book;
- Students should read silently unless there is another activity in progress and
- The room should be left in good order ready for the next class

At lesson change:

- Students should move quickly and quietly between lessons;
- Students must follow the one way system to ensure swift and safe movement between classrooms and Learning Areas;
- They should not stop to visit the toilets or go to the nurse, (unless it is an emergency), nor should they go to see any other teacher without prior permission and
- Students should not stop to look over the balconies (**it is imperative that nothing is thrown to another student at a different level**)

At start of lessons:

- Students should arrive punctually;
- Students should ensure they take the right equipment and books to lessons;
- Students should enter the teaching room in a quiet and orderly manner and stand quietly behind their desks;
- Books and equipment should be got out immediately ready for the lesson to begin;
- Planners should be placed visibly on desks and
- Bags should be placed on the floor under or beside the desk or chair

During lessons:

- Students should not speak when the teacher is speaking to the whole class;
- Students should listen carefully and follow instructions;
- Students should concentrate fully and do their best at all times;
- Students should not disrupt the lesson in any way;
- Students should enter all homework into their planners and
- Students should stand if an adult visitor enters.

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At the end of lessons:

- Students should not start clearing away until instructed to do so;
- Students should make sure the room is clean and tidy before leaving;
- Chairs should be put back, or up on desks at the end of the day;
- Students should not leave until dismissed and
- Students should go quickly, quietly and directly to the next lesson

At lunch time:

- Students should not drink or eat in any part of the building, or in any area of the site, apart from the canteen;
- Students should go to the dining hall for their lunch at the designated time;
- Students who eat a packed lunch should also go to the dining hall at the correct time;
- They should sit where they are asked to and wait quietly until called to the queue;
- They should behave in a mannerly way whilst waiting and whilst eating;
- All food should be consumed before leaving the dining hall;
- They should return their own trays and clear them when finished and
- They should clean their table when finished

At the end of the lunch break:

- Students should, if necessary, collect equipment from their lockers five minutes before the start of lessons and proceed quickly and quietly to the designated area in the playground;
- They should not leave their belongings unattended in any other teaching room

At the end of the last lesson of the day:

- Students should be aware of their after school timetable of extension lessons and go quickly to their extension class if necessary;
- Students should go directly to the gate and exit the site in a mannerly way if they have no extension class or prior commitments with a member of staff and
- Students go directly home without lingering around the area or visiting local shops

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Appendix 3: Dealing with Knives and Offensive Weapons

It is illegal to carry knives or other offensive weapons both outside of the Academy or on and around Academy premises. The Governing Body at Mossbourne Community Academy recognises that the presence of weapons, or items which could potentially be offensive weapons, in The Academy would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the Academy.

Accordingly, it is Academy policy to **forbid** the possession, custody and use of weapons by unauthorised persons in, on or around, the school premises and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at the Academy or is required by the Academy for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a “weapon” is:

- A firearm of any description, including starting pistols, air guns and any type of replica or toy gun;
- Knives, including all variations of bladed objects i.e.: pocket knives, craft knives, scissors etc.;
- Explosives, including fireworks, aerosol sprays, lighters, matches and
- Laser pens or other objects, even if manufactured for a non-violent purpose but has a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon

Any student found to be in breach of the policy shall be subject to action under Mossbourne Academy’s Behaviour and Discipline Policy.

The **permanent exclusion** of any student in possession of an implement which the Academy believes is intended for use as a weapon, possession of a weapon or use of an implement as a weapon is most likely, though the Principal maintains the right to make the final decision. In some circumstances the police might also be contacted.

Staff involvement where a weapon is suspected

Under most circumstances, both the Police and the Safer School’s Police Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are *wholly innocent* and there is *no* suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

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When contacting the Police and the Safer School's Police Officer, the Academy should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or down to weapon, secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required.

Police Community Support Officers, have no powers to act under this legal framework, it is only Police officers or School staff.

There may also be some exceptional circumstances where members of staff who have been made aware that a weapon may be on Academy premises, decide that they need to take action before the Police arrive. If this is the case:

- Designated staff should always be called to assess and manage any situation where an offensive weapon is suspected;
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Principal, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent;
- In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation and
- Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student

Searching Students

Academy staff can search a pupil for any item if the student agrees.

Headteachers, Principals and staff authorised by them have a statutory power to search students 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;
- tobacco and cigarette papers;
- fireworks;

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- 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 student) and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

A member of staff carrying out a search:

- May **not** require a student to remove any clothing other than outer clothing, ie: any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
- Must be of the same sex as the student;
- May carry out the search only in the presence of another member of staff who is also of the same sex as the student;
- A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff and
- If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it

Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students;
- Schools' statutory power to make rules on student behaviour, and their duty as an employer to manage the safety of staff, students and visitors, enables them to impose a requirement that students undergo screening and
- Any member of school staff can screen students

If a student refuses to be screened, the Academy may refuse to have the students on the premises. Health and safety legislation requires the Academy to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

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If a student fails to comply, the Academy will not permit the student to attend. This will not be considered exclusion but the absence will be treated as unauthorised.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Weapons or knives confiscated The Academy

Members of staff may, on occasion, take possession of a knife or other weapon brought to the Academy by a person in circumstances which contravene the Offensive Weapons Act 1996.

Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and:

- Pass immediately to the Principal or in the Principal's absence the Vice-Principal Pastoral and arrange without delay to surrender it to the Police or Safer School's Police Officer;
- or**
- Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken

However, some weapons are by their very nature offensive (e.g. flick knives and knuckle dusters) and should, under no circumstances, be returned.

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Appendix 4: Taking Account of Individual Student Needs

The following are examples of unfortunate situations which schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

- A student is admonished for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties, and cannot process complex language;

A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.

- A looked-after student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the student had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school;

A more appropriate response would be to use a pre-agreed means for the student to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.

- A refugee student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other student laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time;

A more appropriate response would be to let the class know there are special circumstances and offer the student re-assurance and support.

- A Gypsy/Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when they had not previously had expectations made clear to them, had no intention of being rude but was simply using the register considered appropriate in his culture;

A more appropriate response would have been to explain and demonstrate to the student what is expected in school, and consider involving the Traveller Education Service in providing support.

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