Behaviour Policy

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Introduction

Our All Saints Academy Trust values of Aspiration, Inclusion and Service underpin our positive behaviour strategy and help us to realise our vision of being *better together*.

We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff remove barriers to allow each pupil to thrive.

The academy sets high expectations for pupils and staff alike. As such, this policy is to be applied with rigour so that teachers can teach and pupils can learn, without disruption.

Positive relationships are at the heart of the academy and are key to all we do including supporting pupils to behave at the expected high standard.

All Saints Academy Trust's approach to developing positive behaviour is underpinned by our belief in compassionate consistency. Consistency of routines, processes and expectations provides reassurance and stability for pupils. Alongside consistency we recognise the importance of compassion in that we care deeply about our pupils and are intentional about removing barriers and providing the support and care they need.

This policy should be read in conjunction with the following documents:

- Staff code of conduct
- Home-School Agreement
- Safeguarding Policy
- Care and Control Policy
- Anti-Bullying Policy
- SEND Information Report and Policy
- Complaints Policy

This policy has been created with reference to, but not limited to, the following legislation and statutory documents:

- Equalities Act 2010
- Education and Inspections Act 2006
- DfE (2013) Use of Reasonable Force
- DfE (2015) Special Education needs and disability code of practice:0 to 25 years
- DfE (2022) Searching, Screening and Confiscation: Advice for Schools
- DfE (2024) Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England, including pupil movement.
- DfE (2024) Behaviour in Schools: Advice for headteachers and school staff

Aims

- To establish a culture of excellent behaviour where all pupils and staff thrive
- To support the mission, vision and values of the trust and its academies

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- To recognise, reward and celebrate positive behaviours
- To marginalise poor behaviour by promoting good behaviour
- To be fair and consistent when managing behaviour
- To support pupils who struggle to manage their own behaviour
- To provide targeted support for any children in the academy who struggle to selfregulate
- To involve the pupils, staff and parents/carers in the implementation of a consistent approach to the management and improvement of behaviour

Every Academy has bespoke approaches to the use of mobile phones, detentions and the graduated approach to supporting children within the Academy; these can all be found as appendices to this policy.

The Academy will determine what is acceptable behaviour at all times.

Roles and Responsibilities

All Saints Academy Trust will have overall responsibility for: •

Defining the principles underlying the behaviour policy

- Ensuring that this policy, as written, does not discriminate and promotes respect, diversity and inclusion
- Handling complaints in regards to this policy as outlined in the Trust complaints policy

The Local Academy Council will have overall responsibility for:

- Monitoring and reviewing the effectiveness of the policy
- Supporting and attending reward ceremonies
- Sitting on behaviour panels to review suspensions and exclusions
- Providing appropriate challenge to support the academy to implement this policy effectively

The Principal/Headteacher will be responsible for:

- Ensuring the policy is implemented with fidelity and according to the needs of the pupils
- Monitoring the effectiveness of this policy in ensuring high standards of pupil conduct and behaviour
- Securing staff, student and parent/carer engagement in the culture and behaviour ethos of the academy
- Publicising this policy in writing to staff, parents/carers and pupils at least once a year

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All staff will be responsible for:

- Adhering to this policy and implementing it effectively and consistently
- Treating all pupils with respect, in a calm and fair manner and being prepared to listen
- Expecting the best of pupils by teaching and modelling the highest standards of behaviour
- Praising, rewarding and celebrating pupils consistently for their achievements
- Challenging misbehaviour from pupils in accordance with academy rules
- Engaging with restorative approaches and behaviours to help build mutually respectful relationships with all pupils
- Following all academy systems for the reporting, recording and monitoring of behaviour

Parents/carers will be responsible for:

- Working with the academy to encourage their children to demonstrate the learning habits and expected behaviours set out in this policy
- Acknowledging that their child may make mistakes and trust that the academy, like them, wants the best for their child
- Informing the academy of any information which may affect their child's ability to thrive and behave appropriately
- Supporting the academy's approach to rewards and sanctions
- Attending meetings in the academy to discuss their child's behaviour
- Engaging with support mechanisms to help their child demonstrate expected behaviour
- Ensuring their communication with the academy and its staff models the polite, courteous and respectful approach we promote in the academy for their child **Pupils will have overall responsibility for:**

- Their own behaviour both inside the academy and within the wider community
- Reporting any unacceptable behaviour to a member of academy staff

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Expected Behaviours at the Academy

All pupils at the academy are expected to demonstrate 5 key learning habits all day, every day. The learning habits listed below are explicitly taught to students and set the foundation for academic and personal success whilst at the academy and into later life.

Learning habit 1: Punctuality

Pupils who wish to succeed are punctual to the academy and to their lessons; they do not engage in internal truancy. Being punctual means:

- arriving on time to the academy each morning
- Taking no longer than 5 minutes to transition to lessons
- Being on time to any line ups during the academy day

Learning habit 2: Equipment

Pupils who wish to succeed understand that for any important task in life we need the right equipment. Pupils are able to purchase stationery every morning before the start of the academy day. Being fully equipped means every day pupils bring:

- 2 x black pens
- 1 x green pens
- Pencil
- Ruler
- Black whiteboard pen
- Pencil case
- Mini whiteboard and pen
- Scientific calculator

Learning habit 3: Uniform

Pupils who wish to succeed show pride in their appearance and prepare fully the night before to be in perfect uniform each day. If a pupil requires a uniform adjustment due to medical reasons, then evidence must be provided. Being in perfect uniform means:

- Black trousers with pockets (not jeans, leggings or tracksuit bottoms) or an academy specific skirt
- White button shirt
- Academy tie
- Academy branded blazer
- No false nails, no false eyelashes
- All black polishable footwear
- Minimal jewellery and make-up
- Plain black tights (40 denier minimum)
- Plain black socks

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- Discreet make up
- One pair of stud earrings (no other earrings are acceptable)
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain black
- Academy PE Kit

If a pupil breaches any part of our uniform learning habit they will either be given temporary uniform to wear or will be placed in Reflection until their uniform is perfect. Any loaned uniform will trigger an after school detention.

Learning habit 4: On Task

Pupils who wish to succeed are on task in every lesson and behave in a purposeful manner outside of lessons. Being on task allows pupils and their peers to learn without disruption and allows the teacher to teach what they have planned. Being on task means:

- Following instructions first time, every time
- Completing all work set and asking for help where required
- Transitioning quickly and quietly between lessons, walking on the left
- Falling silent when staff use the agreed signal for gaining attention

Learning habit 5: Positive Response

Pupils who wish to succeed respond positively to staff instructions as they understand the wider responsibilities staff have to maintain a respectful, safe and focused learning environment in and out of the classroom. Being positive when responding means:

- Treating other students and staff with respect
- Not using offensive language around the academy
- Accepting responsibility when a mistake is made
- Respecting the decisions of adults unless they are objectively unreasonable or unsafe

Reasonable Adjustments

A very small minority of our pupils may require reasonable adjustments to help them meet our learning habits and expectations. These will be implemented on a case by case basis in consultation with the SENDCo and family and will be reviewed regularly. We do not lower our expectations of pupils, instead we support them to meet the high expectations they deserve.

Rewards and Recognition

We want our students to be motivated by the intrinsic value of achievement, and we recognise that acknowledging our pupils for developing good learning habits is a key part of this.

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Praise

Praise is to be used as the greatest lever for securing a positive culture and all adults in the academy should habitually narrate the positive. The most effective reward is that which is immediate and delivered by a person who has a good relationship with a pupil. The simplest and most effective reward for pupils is praise and for it to be effective it needs to be:

- Specific and linked to a learning habit
- Sincere and expressed with a genuine tone and appropriate language
- Personalised through the use of the pupil's name
- Consistently used throughout all aspect of the academy's work The academy

utilises other forms of reward and recognition including:

- Recognition phone calls
- Headteacher breakfast/lunch
- Postcards
- Awards
- Badges
- Recognition points
- Celebration events
- Certificates

The academy will ensure recognition and rewards are appropriately communicated to pupils and parents/carers in a timely manner.

Unacceptable Behaviours

Unacceptable behaviours are categorised as disruptive and red line behaviours.

All staff in the academy must communicate the disruptive and redline behaviours to pupils and families so that they fully understand what constitutes unacceptable behaviours in and out of the academy.

When a pupil displays a disruptive or red line behaviour, it is important the member of staff articulates the misbehaviour in respect to the learning habits. For example, 'This is a disruptive behaviour as you are not following our learning habit of being on task.'

Disruptive behaviours are where a pupil fails to demonstrate an academy learning habit but the behaviour does not constitute a red line behaviour.

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Managing Disruptive Behaviours in the Classroom

The Academy has a staged response to managing disruptive behaviour in the classroom which is designed to give pupils choices and the principal role of the system is to enable all pupils to learn by addressing low level disruption:

Chance – If a pupil displays a disruptive behaviour they will be given verbal reminder of the expected learning habit they should be demonstrating.

Change – If a pupil continues to demonstrate disruptive behaviour they will be given the opportunity to reset their behaviour through staff led intervention such as a change to the seating plan or a learning focused discussion.

Consequence – If a pupil continues to demonstrate disruptive behaviour despite being give a chance, support from the classroom teacher and the opportunity to change then a consequence (normally a detention) will be issued.

Call for assistance – If a pupil continues to demonstrate disruptive behaviour they will be removed from the classroom to a reflection space within the academy and further support given.

Managing Disruptive Behaviours outside of the Classroom

Outside of the classroom we expect all pupils to consistently demonstrate our learning habits and be polite, safe and respectful in communal spaces.

Where a student doesn't meet these behaviour expectations and is disruptive, staff will issue a rule reminder instructing the pupil to correct their behaviour. If, however, this instruction is not followed an after school detention will be issued. Where a student's behaviour continues to breach expectations the pupil will be taken to a reflection space.

Red Line Behaviours

Red line behaviours are significantly disruptive and pose a risk to the learning, wellbeing and/or safety of a pupil or their peers.

Red line behaviours will not be tolerated at and time and lead to an immediate referral to reflection.

Persistent red line behaviours may lead to a suspension/permanent exclusion.

Some red line behaviours may lead to an automatic suspension or a permanent exclusion subject to meeting the conditions set out in the appropriate suspension or exclusion checklist.

Red line behaviours outside of the academy can be grounds for suspension or permanent exclusion.

Red line behaviours are likely to include:

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- Refusing to follow the academy's mobile phone expectations
- Truancy
- Failure to attend detention
- Swearing at someone
- Graffiti or obscene/offensive language or depictions
- Damaging equipment/property
- Dangerous or unsafe behaviours
- Bullying
- Discriminatory language or behaviour
- Homophobic language or behaviour
- Racist language or behaviour
- Sexist or misogynist language or behaviour
- Cyber bullying
- Having alcohol, cigarettes/e-cigarettes/vapes, drugs or other illegal substances in school
- Theft of bringing in stolen items
- Aggressive or threatening behaviour towards a member of staff
- Aggressive or threatening behaviour towards peers
- Fighting, physically aggressive or threatening violence
- Extortion
- Bringing a weapon into the academy

The list above should be viewed as indicative and not exhaustive. The final decision as to whether something is a red line behaviour lies with the academy.

Sanctions

Centralised Detentions

Centralised detentions occur during or at the end of the academy day for pupils who have failed to demonstrate a particular learning habit despite additional support being provided.

During detention, pupils complete a reflection booklet to encourage reflection on their behaviour and commitment to positive change.

Senior Leadership will ensure smooth running of the detention process, including:

- Providing advance notice to parents/carers on the day of detention, including reasons. Individual circumstances will be considered (often automated in Arbor)
- Clear systems for collecting pupils and recording attendance.
- Detentions will last a minimum of 15 minutes and no more than one hour.
- Detentions will be adequately staffed, and where possible, pupils can discuss and record how to avoid repeat detentions

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- Repeat detentions from a specific subject or staff member will trigger a restorative meeting to address underlying issues.
- Pupils who do not attend detention without a valid reason will be followed up the next day and referred to Reflection to serve their sanction.

Reflection

Pupils are referred to Reflection for:

- Failing to correct disruptive behaviour after several chances in a single session.
- Committing a red line behaviour
- Missing detention without a valid reason

Duration in Reflection depends on the academy's context and behaviour severity but as a minimum, pupils will spend either:

- A morning session including lunchtime
- An afternoon session including after-academy detention
- All pupils must complete a restorative conversation during Reflection

Reflection provides time for pupils to:

- Reflect on both positive and negative behaviours
- Understand reasons for referral
- Access their learning online or in booklet form

If a pupil refuses to attend Reflection:

- Additional time will be given to help them regulate behaviour with support from a familiar adult
- Techniques such as breathing exercises and mindfulness may be used.
- Once calm, the pupil will be encouraged to complete Reflection, with staff support as needed
- If unsuccessful, parents will be contacted and next steps discussed, which may include a half-day suspension followed by reintegration and completing the original Reflection sanction

Pupils with SEND may receive reasonable adjustments such as:

- Reflection in an alternative space
- Shorter Reflection periods with support from SEND staff as directed by the SENDCo
- Clear explanation of Reflection expectations using supportive methods like social stories

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Referrals to Reflection are analysed daily and weekly to inform support for pupils and staff. Pupils with frequent referrals may be discussed at the weekly inclusion meeting. Pupils with complex SEND, an EHCP, or who are looked after children may trigger emergency multi-agency meetings.

Mobile Phones and Smart Watches/Devices

St Michael's Church of England Academy is a no mobile phone site for students. This is to create classroom environments where teachers can teach, and students can learn free from distractions caused by the personal use of devices. Our policy reduces the negative impacts for all students of inappropriate use of devices at school, such as cyberbullying, exposure to harmful content, and incidents involving mobile phones that detract from a healthy school climate. It will also increase meaningful face-to-face connections between students. From January 2026, we have introduced Yondr Pouches. This has been communicated to all students, parents and carers. The Yondr Pouch is a secure bag that is used to store an individual's mobile device or devices (this includes a smart watch). It is secured and unlocked with a special magnetic locking device. Each student has their own personal pouch. Students are required to bring their Yondr Pouch to and from school each day and are responsible for their pouch at all times. Upon entering school, students will turn their phone off, place the phone inside of their Yondr Pouch, and lock it in front of the designated staff. Students with medical needs that need to use their phone throughout the day have a specially adapted pouch for them to use. Pouches will be placed in the student's bag. Students without a bag must leave their mobile phone with a Pastoral Manager. A phone detector (known as a wand) will be used to detect mobile phones that may be hidden in the bag or coat. The Behaviour policy will continue to be used to support this expectation of a phone free space for students. As such, if a student arrives at school without their pouch, they will be expected to hand their phone to duty staff. Their phone will be locked in a spare pouch and kept at student services. Their mobile phone will be returned to them at 3.30pm. Any student that needs to contact home for any reason can go to Student Services at break or lunch time and request to make a phone call home. Parents/ carers that need to contact their child throughout the day can phone the main reception. The pouches will be unlocked at the end of the school day at several designated locations outside the building. If a student is caught with a phone in the academy the phone will be confiscated and parents/ carers contacted.

Please see - Appendix 3 - Mobile Phone Escalation Procedure

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Maximising support for vulnerable pupils

Role of the SENDCo

The SENDCo will use their SEND register to analyse core assessment data for all pupils upon their entry into the school; this will enable early identification of any additional needs a child may have which impacts upon the behaviour they demonstrate.

The SENDCo should be aware, through robust transition processes, of context that may indicate social, emotional and mental health needs.

The SENDCo will ensure that an internal referral system is in place so that teachers can refer pupils who may have additional needs at the earliest opportunity.

The SENDCo, alongside other key pastoral colleagues, will attend a regular inclusion meeting focused on identifying any children for whom poor behaviour places them at risk of underachievement and/or disengagement.

Any child who is identified as at risk due to their behaviour will receive a thorough assessment of their needs which may include:

- An analysis of core assessment data including CATs, SATs, NGRT
- A spoken language assessment
- A screening for social, emotional and mental health
- Referral to external specialists such as an educational psychologist, speech and language therapist and/or relevant local authority team

The SENDCo may also decide to initiate intervention to support a pupil if appropriate.

Role of the Designated Safeguarding Lead (DSL)

The DSL should play a key role in supporting the behaviour of vulnerable pupils such as looked after children, children in need and those with a child protection order.

The DSL will ensure the appropriate multi-agencies are kept informed of any changes to a pupil's behaviour so that the appropriate support can be quickly put into place.

Any changes in te behavioural patterns of vulnerable pupils will be acted upon with urgency, recorded and monitored.

The DSL will attend a regular inclusion meeting to help identify any behaviour patterns or concerns that may indicate a wider safeguarding concern.

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Using behaviour data effectively

Analysing behaviour data from a senior leader, subject leader, head of year/house and form tutor perspective helps to identify potential issues and patterns effectively. As such, staff are able to address concerns quickly and proactively to ensure a culture of positive behaviour is sustained.

Whole Academy Analysis

On a weekly basis, the senior leader responsible for behaviour will analyse the rewards and consequences across the whole school and share their findings with colleagues. This information will provide clear areas of strength and concern and will be used to set clear weekly targets which will be reported on each day.

Subject Analysis

On a weekly basis, subject leaders will analyse the behaviour data for their subject area. Subject leaders will provide support for pupils and staff who may require support.

Year Group Analysis

On a daily basis, heads of year will analyse behaviour data dynamically within their year group, particularly for pupils who struggle to regulate. They will help the pupil to correct their behaviour at the earliest opportunity so that they can remain in lessons learning.

On a weekly basis, heads of year will analyse the rewards and sanctions data for each pupil within their year group and spotlight those who appear to require additional support. If a pupil is not on the SEND register and is appearing to require support the pupil will be closely monitored to see if a referral to the SENDCo is required.

Form Tutor Analysis

On a daily basis, the form tutor will check the rewards and sanction data for their form and will praise and support as appropriate when they next see their form.

IBP and PSP

When there is a concern about escalation behaviour and behaviour incidents students may be placed on an IBP (Individual Behaviour Plan) or a PSP (Pupil Support Plan). Students returning from suspensions may also be placed on an IBP or PSP.

Students will follow the expectations below:

Individual Behaviour Plan (IBP) If staff at St Michael's have a cause for concern regarding a student's behaviour, the student may be placed on an IBP. The student's parents/carers will be invited to attend a meeting to set up a plan to support students with their behaviour. The stages of an IBP and additional student support can be seen in the graduated approach model. A copy of the graduated approach model can be found in Appendix 1.

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Pupil Behaviour Plan (PSP) If a student has completed an IBP without showing improvement, they may be escalated on to a PSP. A PSP is a sixteen-week plan to support a student's behaviour. A student's parent/carer will be invited into the academy to attend a PSP meeting with relevant academy staff. Areas of support both inside and outside of the academy will be identified and initiated. The PSP will be reviewed regularly, and a formal review will be called after eight weeks. The PSP can be terminated at any time if a student persistently does not meet behaviour requirements despite the support agreed.

Suspensions and Exclusions

We are committed to ensuring a calm, orderly, and supportive environment where all pupils can thrive and learn. However, in rare and exceptional cases where a pupil's behaviour seriously breaches the academy's behaviour expectations, the headteacher may consider a suspension or permanent exclusion.

Principles

Suspensions and exclusions will always be used as a last resort, and only in response to serious breaches or persistent breaches of the academy's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All decisions to suspend or exclude a pupil will be **lawful, reasonable, fair,** and made in accordance with the academy's legal duties, including the principles of natural justice and the **Equality Act 2010**.

The academy will also have due regard for its duties under the **SEND Code of Practice**, and will consider whether a pupil's behaviour may be the result of unmet special educational needs or other vulnerabilities.

Types of Exclusion

Suspension (formerly fixed-term exclusion): A suspension is for a fixed period and can be for part of a school day or multiple days, not exceeding 45 school days in an academic year for any one pupil.

Permanent Exclusion: A last resort, used only in response to a serious breach, or persistent breaches, of the behaviour policy, where allowing the pupil to remain in school would be detrimental to the education or welfare of others.

The headteacher is the only person authorised to suspend or exclude a pupil.

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Decision-Making Process

When considering a suspension or exclusion, the headteacher will:

- Establish the facts in relation to the incident(s), considering all evidence.
- Allow the pupil to give their account, where appropriate.
- Take into account the pupil's age, understanding, any SEND or other protected characteristics, and any contributing factors (e.g. bereavement, bullying, or mental health concerns).
- Consider whether a multi-agency assessment or support plan is needed before taking a decision.

Notification and Procedures

If a suspension or exclusion is issued:

Parents/carers will be notified **without delay**, in writing and by telephone, stating:

- The reason(s) for the suspension/exclusion.
- The length and dates of the suspension (or that the exclusion is permanent).
- The right to make representations to the governing board and how to do so.
- For permanent exclusions, the right to request an independent review panel.

The local authority and the Local Academy Council will be notified in line with statutory requirements.

Work will be provided for the pupil to complete at home during the first 5 school days of any suspension or permanent exclusion.

For suspensions longer than 5 days, alternative provision will be arranged from the 6th day.

Reintegration Following Suspension

A reintegration meeting will be held with the pupil and their parent/carer following a suspension to:

- Discuss the incident and its impact.
- Reinforce expectations and offer appropriate support.
- Set targets or agreements to support the pupil's return to school.
- Consider a pastoral support plan, behaviour contract, or referral to internal or external support services if appropriate.

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Support and Preventative Strategies

The academy will seek to identify pupils at risk of suspension or exclusion and provide early help and interventions. This may include:

- Behaviour mentoring or coaching.
- Support from the SEND team.
- Use of internal inclusion or time-out spaces.
- Involvement of external agencies.

Where appropriate, the academy will consider alternatives to exclusion, including managed moves, short-term placements in alternative provision, or in-school interventions.

Cancelling a Permanent Exclusion

The headteacher can cancel a permanent exclusion that has already begun but this can only happen if the Local Academy Council review has not yet met to consider whether the pupil should be reinstated.

Local Academy Council Review

The governing board has a duty to review certain suspensions and all permanent exclusions in line with statutory guidance.

Parents/carers have the right to request an independent review panel if a permanent exclusion is upheld.

Independent Review Panels (IRP)

Parents or carers have the right to request an **Independent Review Panel (IRP)** if the governing board decides to uphold a **permanent exclusion**.

Right to Request a Review

A request for an independent review must be made in writing within 15 school days of the date on which the parent/carer is notified in writing of the Local Academy Council's decision.

The academy will arrange the panel hearing within 15 school days of the request being received.

The panel will not have the power to reinstate the pupil but can:

- Uphold the exclusion;
- Recommend that the governing board reconsiders the decision;

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- Quash the decision and direct the governing board to reconsider, if it is found to be flawed (in law or in procedure).

Panel Composition

The IRP will be independent and include:

  - A lay member (chair), who has not worked in a school setting.
  - A school governor or former governor. ○ A headteacher or former headteacher who has served in the last five years.

All panel members will be suitably trained in line with DfE requirements.

Special Educational Needs (SEN)

If the pupil has recognised special educational needs (SEN), parents/carers have the right to request that a SEN expert attend the review to provide impartial advice on how SEN may have been relevant to the exclusion decision.

The SEN expert must be impartial and independent of the academy.

Outcomes and Next Steps

If the panel directs the Local Academy Council to reconsider, the Local Academy Council must do so within 10 school days.

If the decision to exclude is ultimately upheld, the exclusion will remain on the pupil's permanent record.

Searching, Screening and Confiscation

Legal Basis and Principles

The academy follows the DfE's statutory guidance *"Searching, Screening and Confiscation"* (updated July 2023).

Staff may search pupils or their possessions when they have reasonable grounds to suspect possession of a prohibited item or one banned under school rules.

Authorised staff may also screen pupils (e.g. using metal detectors), with or without suspicion.

All searches and confiscations must be lawful, reasonable, and proportionate, considering pupils' age, understanding, SEND, and safeguarding needs.

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The policy operates in line with safeguarding, behaviour, and equality legislation.

Prohibited Items

Staff may search without consent for these prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vapes/e-cigarettes
- Fireworks
- Pornographic images
- Any item likely to be used to commit an offence, cause injury, or damage property

The academy may also identify other items banned under the academy's rules (e.g. energy drinks, mobile phones, laser pens) which may be searched for or confiscated.

Screening

Pupils may be screened using walk-through or handheld detectors without consent. Screening does not require suspicion and is not classed as a search. Refusal to comply may be treated as a breach of school rules.

Searching Pupils

With Consent:

- Staff may search pupils or their possessions with the pupil's agreement.
- The request and search must be reasonable and explained clearly.
- Refusal may be treated as a behaviour issue.

Without Consent:

A search without consent may only be conducted by a staff member authorised by the Headteacher.

There must be reasonable grounds to suspect possession of a prohibited item.

Searches must be:

- Conducted by a same-sex staff member
- Witnessed by another staff member (preferably of the same sex)

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Exceptions apply if there is an immediate risk of serious harm and no same-sex staff are available.

Staff may search:

- Pockets
- Outer clothing (e.g. coats, blazers)
- Bags, desks, or lockers (in the pupil's presence)

Strip searches are not permitted by school staff.

Electronic Devices

- Staff may examine data on a device if they suspect it is relevant to an offence or breach of school rules
- Unlawful or harmful content may be deleted
- Devices suspected to contain illegal material (e.g. indecent images) must be passed to the police
- The Designated Safeguarding Lead (DSL) will be informed of any safeguarding concerns arising from the search

Confiscation, Retention and Disposal

Staff may confiscate items found during a search if:

- They are prohibited by law
- They breach academy rules

Items will be:

- Disposed of
- Handed to police
- Returned to parents, depending on the item and circumstances

Items such as alcohol, drugs, fireworks, pornographic material, or vapes **will not be returned**.

Safeguarding and Record-Keeping

The DSL will be informed if a search reveals safeguarding concerns.

The academy will keep a record for all searches, including:

- Name of pupil
- Date, time and location
- Staff involved

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- Reason for search
- Items found (if any)
- Follow-up actions taken

Records should be monitored for fairness and patterns (e.g. disproportionate targeting of pupil groups).

Complaints and Review

Any concerns or complaints regarding searching, screening or confiscation will be handled under the academy's complaints policy.

Use of Reasonable Force

Reference

This section is based on DfE Guidance: Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (July 2013).

Purpose and Legal Context

- Academy staff may use reasonable force ("no more than is needed") to control or hold pupils to prevent harm to themselves or others.
- This ranges from guiding a child to safety in an emergency, breaking up a fight, to restraining a child to prevent injury or violence.
- All academy staff have a legal power and a professional duty of care to use reasonable force when necessary to protect children.
- The decision to intervene rests with the professional judgement of the individual staff member and will depend on the unique circumstances. **Examples of When Reasonable Force Can Be Used**

Staff may use reasonable force to:

- Remove disruptive pupils from the classroom if they refuse to follow instructions.
- Prevent a pupil from disrupting a school event, trip, or visit.
- Stop a pupil leaving a classroom where their exit risks safety or disrupts others.
- Prevent a pupil from attacking staff or other pupils, or to break up a fight.
- Restrain a pupil at risk of self-harm due to physical outbursts.

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Guidance on Using Reasonable Force

When using reasonable force, staff must:

- Issue clear verbal instructions to the pupil.
- Where possible, warn the child about consequences of non-compliance.
- Maintain communication by talking and listening to try to calm the situation.
- Use only the minimum force necessary, and for the minimum time needed.
- Seek to avoid causing injury to the child.
- Stop restraining as soon as safety is restored.

Training

- The academy provides regular training to ensure staff understand the **legal boundaries** of reasonable force.
- Specialist training is offered to key pastoral staff and behaviour team members to safely fulfil their roles.

Parental Consent and Record Keeping • Parental consent is not required for

reasonable force to be used.

- The academy keeps a detailed log of all uses of reasonable force, maintained by the Designated Safeguarding Lead.
- This log is reviewed regularly by the senior leadership team and the Local Academy Council
- After an incident, staff will decide whether to inform parents/carers. In most cases, parents/carers will be contacted.
  - There may be exceptional cases where contact is not made.
- Complaints about the use of force will be handled under the academy's complaints and safeguarding policies.

Physical Contact Other Than Reasonable Force

Physical contact that is **not** reasonable force but may be necessary includes:

- Demonstrating how to play a musical instrument.
- Coaching techniques in Physical Education.
- Comforting a distressed child.
- Providing first aid.
- Congratulating or praising a child.

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Key points:

- Such contact must always be done with the child's consent.
- Staff must be aware of the power imbalance between adults and children.
- Annual training is provided to all staff on appropriate physical contact.

Appendix 1 – Detentions

Detentions at St. Michael's are known as resolutions in line with our approach to building strong and lasting relationships. Students will be encouraged to reflect on their choices and to consider how best to choose more positive behaviours moving forward. Staff will remind students of our no grudges culture and the fact that once a resolution has been completed every child moves forward with all our support, respect and care.

The initial resolution will take place at lunch time for 15 minutes with lunch eaten after the resolution. Parents will be informed via Arbor.

Failure to attend a 15 minute detention during lunch will lead to a 30 minute resolution after school that same day. Parents will be informed via Arbor.

Failure to attend a 30 minute resolution after school will lead to a 60 minute resolution with the Headteacher. Parents will be contacted by telephone to make them aware of this resolution.

Students who are late to school (after 8.40am) will required to hand in their mobile phone within a pouch to duty staff. This will be kept at Student Services until 3.30pm and will be classed as Late to School Resolution after school.

Appendix 2 – Graduated Approach to Supporting Students

As students begin to demonstrate behaviours that are not in line with Academy expectations a range of support mechanisms will be considered to support students and address the underlying causes of the behaviour. Below are a sample of activities that may be considered in regard to supporting students; all support will be logged, tracked and evaluated as part of a pupil support plan.

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Student	Subject	Whole School	SEND/1:1	Family
Social time- safe space	Seating Change	Extra Curricular	School Counselling	Early Help Referral
Venus	Group Change	Off-site direction	YPAS	Social Care
Social time – check in	HOD meeting	School Health	Reset	HOY meeting
Attendance Plan	Curriculum adjustment	Reduced Timetable	Young Carers	SLT Meeting
Pastoral Tracking	Small group intervention	Toilet Pass	Alternative Provision	SENCO Meeting
Form Time Soft Landing	Information gather	Leave lesson early pass	CAHMS	SEND Coffee Mornings
Form Group Move	Half-Year Group Change	Reset Pass	SPIRE	EWO support
Behaviour monitoring	Supportive strategies given to staff	Adjusted start time	Cognitive and Learning Base	Parenting course (Riding the Rapids)
Trauma Mentoring		Adjusted leave time	Autism Base	Food parcels
Wave 8		Internet Restriction	Ark Group	White Goods/Furniture
Empower		School Nurse	Additional adult support	School Uniform
Lego Therapy		RISE Mentor	Sensory breaks	Travel support
Confident Me		Careers Connect	Autism and Complex Needs Team	Safeguarding Team Support
ELSA Emotional Literacy			Mentor Support	SWACA referral

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IBP Stage 1			Safer Schools Police Officer	Sefton Careers Centre
IBP Stage 2			Restorative Justice	Advanced Solutions
IBP Stage 3			Chaplaincy Support	Aiming Higher Referral
Pre PSP				Adoption Merseyside
PSP				

Graduated Response to Pastoral Support

Weekly monitoring of behaviour incidents using Arbor show that behaviour incidents have increased

Monitoring
- Parents contacted by Pastoral Manager (PM)
- Student meeting
- Monitoring of incidents for 1 week

IBP Stage 1
- IBP 1 meeting with student, parent and PM
- Paperwork completed, including Supportive 65
- IBP 1 report for 2 weeks

IBP Stage 2
- IBP 2 meeting with student, parent and PM
- Paperwork completed, including Supportive 65
- IBP 2 report for 2 weeks
- Information gather from staff

IBP Stage 3
- IBP 3 meeting with student, parent and PM
- Paperwork completed, including Supportive 65
- IBP 3 report for 2 weeks
- Lesson Observation
- Discussion at Inclusion Panel

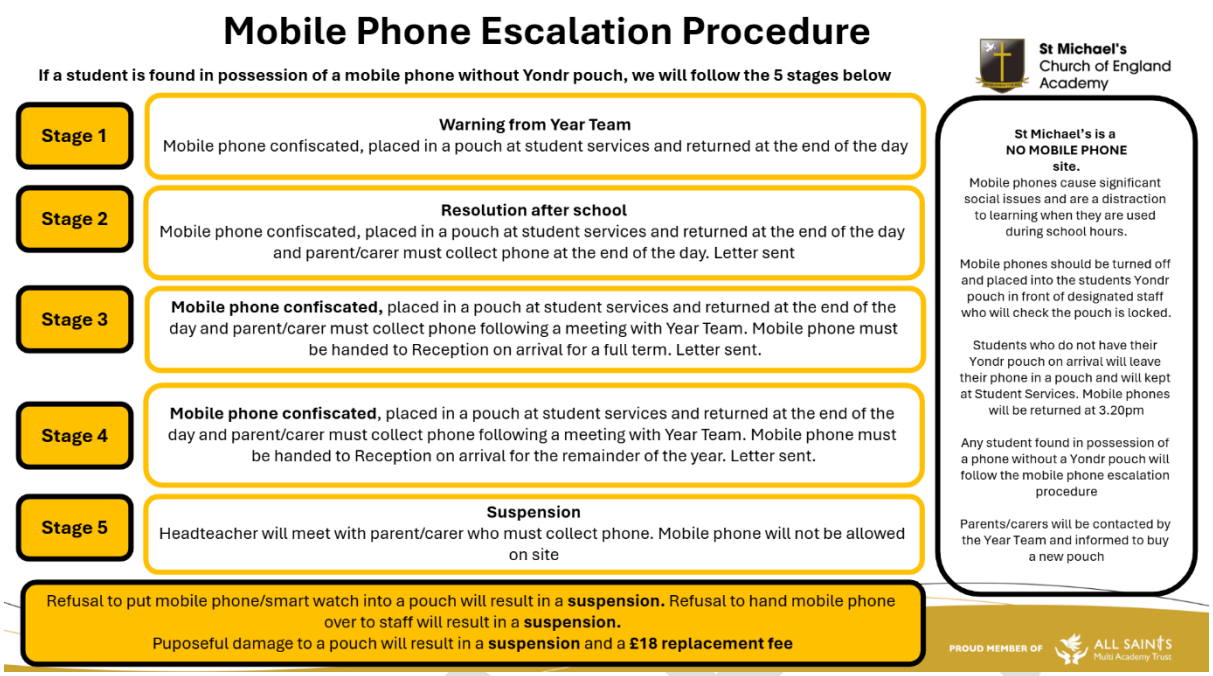
Pre-PSP
- Pre-PSP meeting with student, parent and SLT
- Paperwork completed, including Supportive 65
- IBP 3 report for 2 weeks
- Discussion at Inclusion Panel
- EH referral considered

PSP
- PSP meeting with student, parent and SLT
- Paperwork completed, including Supportive 65
- PSP report for up to 16 weeks
- Discussion at Inclusion Panel
- OSD considered

Positive Engagement
When a student shows improvement at any stage positive contact is made home from the PM

- Any student who has been suspended must return with an IBP/PSP plan
- If a student has successfully passed a stage but behaviour incidents increase again, they re-start on the next stage
- All contact with home must be logged on Arbor

Appendix 3 – Mobile Phone Escalation Procedure



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