



Co-op Academy
Failsworth

BEHAVIOUR AND EXCLUSION POLICY

Summary

Our mission is to develop in our students a sense of pride and achievement in themselves and take ownership of their behaviour in our Academy and within the local community.

Our aim is also to provide a high quality education in a setting which challenges students both academically and socially within a safe and stimulating environment, built around the Co-operative values of: Show you care, Do what matters most, behaviour in schools. Be yourself always and Succeed together, as well as Government guideline for

CONTENTS

1. Aims/Policy Statement: Ensuring Outstanding Behaviour and Attitudes for Learning at Co-op Academy Failsworth
2. Rewarding Positive Behaviour
3. Behaviour Strategies
4. Sanctions in Practice
5. Serious Breach of the Academy's Behaviour Policy
6. Anti-Bullying Procedures
7. Searching, Screening and Confiscation with Students
8. Use of Reasonable Force
9. CCTV

1. Aims/Policy Statement; Ensuring Outstanding Behaviour and Attitudes for Learning at Co-op Academy Failsworth

This policy is based on guidance from the Department for Education; Behaviour and Discipline in Schools (2014), Department for Education; Power to use Reasonable Force (2016), Department for Education; Searching, Screening and Confiscation (2018) and the Department for Education; Exclusions from Maintained schools, Academies and Student Referral units in England (2017). This policy must be read in conjunction with the Anti-bullying policy, Drugs policy and Use of Mobile Phones policy and Child Protection and Safeguarding policy.

The role of the Government is to give schools/academies the power they need to provide a safe and structured environment in which teachers can teach and children can learn. At Co-op Academy Failsworth we aim to create a stimulating, safe, caring and positive learning environment where everyone can be happy and successful and where effective learning and teaching can take place. Central to this ethos is the understanding of rights, respect, responsibilities, actions and consequences.

Co-op Academy Failsworth expects:

- All students to show respect and courtesy towards teachers, other staff and towards each other.
- Parents to encourage their children to show that respect and support the Academy's authority to discipline its students.
- A culture of respect by supporting their staff's authority to discipline students and ensure that this happens consistently across the Academy. • That every teacher will be good at managing and improving children's behaviour.

A clear behaviour policy, consistently and fairly applied, underpins effective education. Co-op Academy Failsworth encourages excellent behaviour at all times through a mix of high expectations, clear policy and an ethos which fosters discipline and mutual respect amongst students, and between staff and students. All members of the Academy understand that a consistent approach to the use of the system is paramount to helping students progress both academically and as outstanding citizens.

The concept behind positive behaviour for learning

As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action there is a consequence. These can be either positive or negative.

A consequence is an outcome that arises as a direct result of the way we act.

At Co-op Academy Failsworth, consequences are issued by staff, not punishments. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a student's actions. We operate an escalating consequence system whereby students are fully aware of how their behaviour and the choices they make impact upon them.

Key Points

All paid staff of the Academy have the power to issue rewards and sanctions which occur in the Academy and, in some circumstances, outside of the Academy, particularly where the Academy name has been brought into disrepute as a result of a student's behaviour choices.

The Academy has the power to issue sanctions that include after school detention and off-site behaviour placements, fixed term exclusions and in extreme cases, permanent exclusions.

Staff can confiscate students' property. Staff have the power to search without consent if they have concerns for pupil and staff safety.

All members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

All incidents of bullying will be investigated with appropriate actions taken. Please refer to the Academy's Anti Bullying Policy.

Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time.

2. Rewarding Positive Behaviour

Our ethos is underpinned by the Cooperative Values of; Show you care, Do what matters most, Be yourself always and Succeeding together.

Students who demonstrate the 4 Cooperative values in lessons and around the Academy are given reward points through Class Charts.

Should students choose not to follow Academy expectations and behave inappropriately, then a system of sanctions will be reasonably applied if appropriate.

Underpinning the application of rewards and sanctions is an expectation that all adults in the Academy will intervene with students in a manner that:

- Encourages and promotes positive behaviour
- Looks to defuse and positively manage confrontation should it arise.

Rewards

At Co-op Academy Failsworth we believe that the values and beliefs that underpin the positive climate for learning are best promoted when students feel secure and are appropriately rewarded for all aspects of their school life - including behaving as expected.

Rewards are much more effective than consequences in motivating students. We record rewards through Class Charts and pupils are able to build up reward points to use them for reward prizes and events. In addition to this we also reward students for good attendance and punctuality and going above and beyond Academy expectations.

To secure the positive climate for learning, the Academy seeks to create an atmosphere, where the emphasis is on praise and encouragement, whilst accepting that there will be a need to support those who find it difficult to maintain acceptable behaviour and conduct.

At Co-op Academy Failsworth, a wide range of whole academy rewards are available:

Praise: The Academy expects adults to use praise and encouragement to students, particularly where relationships are being developed or re-established, or in re-enforcing desired behaviours. Praise needs to be accessible to all members of our Academy community and to be applied consistently. The Academy encourages all adults to recognise the efforts students make in lesson, in their positive behaviour and attendance, in the help and respect they offer adults and other students in the Academy and in the community and in the way they treat the environment and these form the basis for rewarding students through the Class Charts system. This system allows every student to be rewarded in all lessons as well as around the Academy during social times and by all members of staff for demonstrating positive behaviour through the Cooperative values of Show you Care, Do what matters most, Be yourself always and Succeeding together.

In addition all adults are encouraged to reward positive behaviour through:

- Verbal praise
- Written praise in the marking of work
- Displaying of work to build self-esteem

- Referral to Form Tutor, Subject Leader, Pastoral Leaders, SLT, Headteacher, Governors for subject awards and recognition awards/events
- Contact with parents/carers through a positive postcard/phonecall/letter or email
- Celebration Assemblies
- Certificates, privileges

Consequences and Sanctions

Consequences and sanctions are necessary for students who choose not to follow the Academy rules and behave inappropriately. At Co-op Academy Failsworth we accept that it is our responsibility to support those students so that they can make better behavioural choices in the future. As such, the available sanctions are to be used to promote and develop positive behaviour, rather than to be used as punishment or retribution, and all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

As much as there is an onus on students to take ownership of their behaviour, the Academy also expects all adults to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with students.

Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

The maintenance of the positive climate for learning in and around the Academy is the responsibility of all members of the Academy community.

The primary responsibility for maintenance of the positive climate for learning in the classroom lies with the adults within the classroom and supply teachers will be given clear guidance on the reward and sanction expectations of the Academy upon arrival.

3. Behaviour Strategies

Co-op Academy Failsworth has a proactive commitment to a range of other behaviour strategies:

1. Professional staff responsibility to **own** behaviour management and building sound relationships. This involves a common understanding that escalation occurs after utilisation of varied behaviour management techniques.
2. Staff training where we coach, support and develop a consistent approach. It is important to promote an understanding of **why** students misbehave and therefore how they can be encouraged to amend their behaviour.
3. A high level of professional judgement amongst teaching staff which balances personal behavioural management techniques supported by the escalated learning behaviours system and reward points to create a positive learning environment.
4. Having high quality teaching which challenges and engages students (all levels/learning styles). This increases motivation and promotes effective learning with good behaviour.
5. Use of the Reflections Room to promote positive learning behaviours in the classroom that allow for all learners to learn.
6. Provide Support Systems such as the Isolation Room, Pastoral Year Leaders, Inclusion Pastoral Leader, Pastoral Mentors, Family Tutors, Peer Support, Student Services, Teaching Assistants, school counsellor, strong links with local community police officers, Studyzone, Gateway, monthly inclusion panels, regular internal planning meetings and referrals to outside agencies.
7. Working with multi-agencies to provide appropriate education for those whom Co-op Academy Failsworth is not the best option (eg. wellbeing).
8. A strong curriculum which provides education for many statutory requirements such as; bullying (in all types, Prevent, extremism, radicalisation, British values, homophobia, sexual education, friendships and post 16 ambitions. This is delivered through a dedicated Citizenship and PSHE curriculum across all year groups and aims to support the ethos of the Academy.
9. Regular review of climate data, policies to embrace new developments, structures and personnel etc.
10. The Academy engaging with and working in partnership with parents.
11. A change of teaching set, class or population.

12. Placements in the Academy alternative provision support units, Gateway and Studyzone as part of a planned positive programme for students. At Key Stage 3 this may be short term. At Key Stage 4, this may be a permanent arrangement.
13. Behaviour or Respite Placement at another school/academy.
14. A Managed Move to another school/academy, with the consent of all parties involved; this can be successful for students at risk of exclusion and as an alternative to permanent exclusion.
15. Consideration by the Special Educational Needs Co-ordinator (SENCo), with colleagues, of possible interventions within the Academy.
16. Assessment of Special Educational Needs, including possible placement in a specialist learning school.
17. Allocation of a key worker such as a Pupil Progress Co-ordinator, Academic Mentor, Education Welfare and Attendance Officer, in school Careers Service Personal Adviser or member of an External Agency as appropriate.
18. Referral to a specific support service, such as the School Attendance Improvement Service, Children's Services, Positive Steps or the Child and Adolescent Mental Health Service.
19. A PSP (Pastoral Support Plan)
20. An Early Help assessment is a voluntary process, common to all children's services, to help identify a child's needs as early as possible and agree what support is appropriate. Resulting early intervention should help reduce the risk of problems reaching the point where exclusion is considered necessary. An early help assessment may be undertaken at any stage. It may be particularly appropriate to carry out an early help assessment in cases of multiple fixed period exclusions.

4. Consequences and sanctions in Practice

Listed below is guidance regarding the use of consequences used within the Academy. It must be remembered that the goal is to bring about a modification of behaviour so that teaching and learning can continue and to encourage students to take responsibility for their own behaviour. Some students will require minimum intervention while others will need the support of these strategies throughout their school careers. We can expect some strategies may be repeated on a number of occasions throughout a student's school career. The sanctions are based on the principle of the Co-operative values of Show you care, Do what matters most, Be yourself always and Succeed together and an escalating Learning Behaviours system of Yellow, Amber and Red.

These are centred on 3 simple classroom rules of:

- x Ready to learn x
- Focus on your
- learning
- x Ensure others can learn

Low Level Disruption

Low level disruption not only seriously affects the learning of the student and disrupts the lesson/learning environment, but directly affects the learning of other students present and the teacher's ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of Low Level Disruption, however, this list is not exhaustive.

- A failure to follow instructions at the first time of asking
- Frequently off task/not engaging in learning
- Displaying behaviour that prevents other students from learning
- A refusal to engage in the learning process
- General defiance to staff
- Disrespectful responses to staff

Through our Positive Behaviour for Learning procedures, Co-op Academy Failsworth intends to address the issue of low level disruption whilst at the same time dealing effectively with more serious examples of inappropriate or anti-social behaviour.

The Personal Learning Behaviour System

Yellow Warning: Recorded 1st warning for breaking one of the Personal Learning Behaviours

Examples of initial indiscipline **may include** the following:

- x Lack of punctuality to lesson x Refusing to follow instructions given
- x Talking whilst the teacher or another student is talking as part of the lesson x Talking over the teacher or other students x Being off task and not settling to work x General lack of concentration x Distracting others from their learning x Arguing with others – teacher/another adult or other students x Lack of respect for Academy equipment and resources x Out of seat and seating plan without permission x Disrespectful behaviour/language/tone x Lack of equipment
- x Incorrect uniform in the lesson – this includes coats on, headphone and phones visible

Teachers and other adults within the classroom/learning space will use preventative measures such as breaking down the instructions further; making individual tasks specific; having strategic seating plans.

Thereafter they will use a hierarchy of strategies which might include:

- Giving positive instructions
- Praising behaviour which does comply and focus on it
- Tactical ignoring
- Explaining clearly how to get back on track
- Giving a reminder of the rule
- Using non-verbal signals such as a gesture; placing a hand on the desk; making eye contact with the student; pointing to the student's work; pointing to legs of chair (for someone rocking on chair); pointing to task on board; standing within proximity of the student
- Asking the student individually what he/she is doing using their name
- Providing equipment as needed, to be discussed at later opportunity
- Yellow Late issued as a recognition of lateness to lessons, to be discussed at later opportunity about the importance of being on time and how to make up the learning time they have missed as a result of being late.
- Giving a choice of moving seats to avoid escalating the non-compliant behaviour
- Partial agreement eg. "Yes, you may have been talking about your work but I would like you to."
- Writing the student's name on the board or having a visual symbol on the board. Giving a chance to improve and have the name taken off the board
- Using systems such as "table rewards" so that structured groups of students take shared responsibility for each other's work and conduct
- Giving a clear, calm warning in a low voice
- Explaining clearly what the problem is and asking the student to make a good choice about his/her next action and warn that the next step will be an Amber warning

Students will be given a warning about their behaviour and informed that they have now been given a Yellow warning and this will be recorded as an Amber log on Class Charts.

Amber Warning: Recorded 2nd warning on a second occasion

When a student **persists** with negative personal learning behaviours (some of which are listed above) which disrupts the learning of others by continuing to talk over you or another student; by continuing to call out; by refusing to get on with his/her work by reacting negatively to teacher requests eg. arguing or refusing to move to another seat when asked, by calling another student names.

Students will be given a warning that this is their last chance and then this will be recorded as an Amber log on Class Charts.

Adults within the classroom/learning space will use preventative measures as outlined above but will then use further strategies to try and modify the behaviour, which might include:

- Moving the student to another seat
- Speaking to the student individually to explain the reason why their behaviour in the lesson has now resulted in an Amber warning and that they will be given a Red warning if they don't modify their behaviour.

Red Warning: Student is removed from the lesson and will work in the Reflections Room for the rest of the day, this also includes break and lunchtime.

Teachers will:

- Inform the pupil that they have now been given a Red warning and they will now be removed from the lesson and placed in the Reflections Room. The student will then be collected from the classroom by Behaviour Patrol and taken to the Reflections Room for the rest of the day.
- Record the Red warning on Class Charts with a description of the behaviours leading to the Red warning being issued.
- Parents will be informed that their child has been placed in the Reflections Room on the Class Charts App. Details will also be given what subject and teacher it was who issued the Red warning.

Parents/carers have a responsibility to monitor their child's class charts

Further consequences for the student may also include:

- Parental meeting to discuss behaviour and reason for Red warning being issued
- Student placed on a reporting schedule for behaviour monitoring

Reflections Room

- Students will complete a programme of work in the Reflections Room where they will study a different subject each lesson. Work provided in the Reflections Room will attempt, where practical, to mirror the topics and themes that students are being taught in lessons.
- Students will be given a morning break and lunchtime break but this will be based in the Reflections Room.
- Students will not talk to others within the Reflections Room.
- Mobile phones will be removed from students when they are brought to the Reflections Room. The mobile phone will be given back at the end of the day.
- Students will not be permitted to eat other than at allocated times, (break and lunch) when they are in the Reflections Room.
- Students will be given access to toilet facilities at break, lunch and other designated times throughout their time in Reflections Room.
- Failure to follow the rules of the Reflections Room will result in a placement in isolation or a Fixed Term Exclusion.

If students make the right personal learning behaviours in the classroom they will never be issued with a Red warning that results in a placement in the Reflections Room. The Personal Learning Behaviour system is designed to give students the opportunity to address their behaviours in the classroom on two occasions before they are placed in Reflections Room.

For students who are frequently issued with Red warnings and placed in the Reflections Room there will be additional sanctions issued as well as other support strategies put in place as highlighted below:

- Internal Isolation
- External isolation
- Meeting with parents arranged
- PSP (Pastoral Support Plan)
- Referral to support services inside the Academy, such as mentoring
- Referral to Support systems outside the Academy (eg. Prevent, Positive Steps, Mind etc.)

- Referral to Governor's Disciplinary Committee
- A Managed Move to another local Secondary School/Academy
- A permanent Gateway Placement
- A Studyzone placement – temporary or permanent
- Exclusion: fixed term or permanent

High level Behaviours within the Academy

This is when a student displays behaviour which is **illegal, extreme or dangerous to themselves or others in the Academy community.**

Examples might include:

Kicking or throwing chairs or other classroom furniture; using aggressive threats to either the teacher or other students; refusing to sit down or calm down; swearing or using offensive language directly to the teacher; physical or sexual assault on a member of staff or student; racist conduct; refusal to be exited to another member of staff.

Behaviour outside of the Academy hours that brings the Academy name into disrepute or poses as a health and safety risk to staff and students will also fall under this category.

Requesting additional support for high level behaviours

Staff will call for additional support by issuing a Red Warning or if needed, by sending a reliable student to the year office to request urgent support. Behaviour patrol and other pastoral staff will respond to the incident urgently. The member of staff will record the incident as a high level behaviour on Class Charts which will alert senior staff. The member of staff will also inform parents/carers of the incident.

For high level behaviours pupils will not be placed in the Reflections Room. Other sanctions (often more than one at a time) will be used such as:

- A pastoral detention
- Internal Isolation
- External isolation
- Meeting with parents arranged
- PSP (Pastoral Support Plan)
- A Disciplinary/Respite Placement for a short period at another school/academy
- Referral to support services inside the Academy (eg. Short fuse, Mentoring)
- Referral to Support systems outside the Academy (eg. Prevent, Positive Steps, Mind etc.)
- Referral to Governor's Disciplinary Committee
- The member of staff involved in the original incident may be involved in follow up action.
- A request for a difficult transfer to another local Secondary School/Academy
- A Managed Move to another local Secondary School/Academy
- A permanent Gateway Placement
- A Studyzone placement – temporary or permanent
- Exclusion: fixed term or permanent

All behavioural incidents are recorded on Class Charts

All events will be recorded as receiving 1 or more negative points on Class Charts

Escalating Consequence System

The Cooperative values and the Personal Learning Behaviours System is fully supported by a staged/escalating Behaviour System in the Academy, offering layers of personalised support for students from staff and the Academy's Pastoral Teams.

High level Disruption/Serious Incidents/Non-compliance with Academy procedures

For incidents that the Academy perceives to be of a serious nature, students will be issued with either an internal isolation, an external isolation, an off-site behaviour placement or a Fixed Term Exclusion. **(All students who receive a Fixed Term Exclusion will be issued with a day in isolation on their return to the Academy).**

All students involved in a fight will highly likely receive a minimum sanction of an internal isolation. All victims of assault will be encouraged to make a formal complaint to the Police.

A student may be issued with an isolation who has not been excluded and some of these behaviours are highlighted above.

Isolation

Students start their day in Isolation at 8.35am and finish at 3.30pm. However, if students display negative behaviour whilst completing the Isolation they will repeat a full day.

- Students do not get any breaks
- Students eat their lunch in the Isolation room
- Students do not talk to other students within the Isolation room
- Mobile telephones will be removed from students at the start of their placement in the Isolation room
- Students will not be permitted to eat or drink other than at allocated times during Isolation

Packed lunches must contain foods that comply with the Healthy Schools Agenda. Food/drink items that are not deemed suitable will be confiscated by staff. This includes fizzy drinks.

Students will be given access to toilet facilities at break and lunch.

If students make the right choices they will never be issued with an isolation. Students will always have a chance to think about what they have done. Work will be provided whilst students are in isolation.

External Isolation

In agreement with other Secondary schools/academies in the Oldham Authority and Manchester schools within the locality, students may be placed in another school/academy isolation room for a period of time.

Students and their parents/carers who have been allocated an external isolation will be given the location, timings and expectations of the external isolation. They will make their own travel arrangements to and from the external isolation.

Co-op Academy Failsworth is informed of the student attendance at the external isolation by the host school/academy as soon as they arrive. Students are expected to attend in full Co-op Academy Failsworth uniform.

Students will adhere to the host school/academy behaviour procedures.

If a student fails the external isolation the host school/academy will inform Co-op Academy Failsworth of this and an automatic Fixed Term Exclusion is issued to the student with parents/carers informed immediately.

Offsite Behaviour Placements and Managed Moves

In agreement with other Secondary schools/academies in the Oldham Authority, students may be placed on short term behaviour placement at other establishments. This will involve students spending time in another

school/academy isolation room or equivalent. The host school/academy will provide work however Co-op Academy Failsforth may provide work for extended placements.

Students will adhere to the host school/academy's behaviour procedures and arrive and leave at the host school/academy times. It is the parent/carers responsibility to arrange appropriate transportation to the host school/academy. Students will be expected to attend in full Co-op Academy Failsforth uniform.

Fixed Term Exclusions

Please remember the Academy aims to keep exclusions to a minimum. When issued they are to provide time for us to investigate incidents and for students to reflect on their actions. However, it is our belief that exclusions are not necessarily a consequence for an action. Therefore excluded students will always face a consequence on their return to the Academy. This consequence may be a period of time within isolation or external isolation. This procedure promotes our drive to raise Attendance and Inclusion, whilst creating an excellent platform for students to learn and teachers to teach.

5. Serious Breach of the Academy's Behaviour Policy

The Headteacher's power to exclude;

1. Only the Headteacher of a school/academy can exclude a student and this must be on disciplinary, a serious breach of the rules/expectations or on Health and Safety grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
2. In the Headteacher's absence a Deputy Headteacher may exclude if reasonable attempts made to contact the Headteacher have been unsuccessful.
3. Students whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half an academy day for statistical purposes and in determining whether a governing body meeting is triggered.
4. The behaviour of students outside of the Academy can be considered as grounds for exclusion.
5. The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.
6. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standards of proof ie. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
7. Headteachers and Governing Bodies must take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

Statutory guidance on factors that a Headteacher should take into account before taking the decision to exclude

A decision to exclude a student permanently should only be taken:

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

The decision on whether to exclude is for a Headteacher to take. However, where practical, Headteachers should give students an opportunity to present their case before taking the decision to exclude.

Whilst an exclusion may still be an appropriate sanction, Headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a student has suffered bereavement, has mental health issues or has been subject to bullying.

For full documentation and DfE Guidance see 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' – a guide for those with legal responsibilities in relation to exclusion.

Students' conduct outside the Academy

Teachers may issue positive and negative consequences to students involved in incidents whilst:

- taking part in any Academy organised or Academy related activity or
- travelling to or from the Academy or
- wearing Academy uniform or
- in some other way identifiable as a student at the Academy
- misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the Academy
- poses a threat to another student or member of the public
- could adversely affect the reputation of the Academy

The Academy prides itself as a hub site in the community. It will fully support Police investigations or community incidents and will sanction or reward students appropriately.

In all cases of misbehaviour the teacher can only discipline the student on Academy premises or elsewhere when the student is under the lawful control of the staff member.

6. Anti-Bullying Procedures (See also Anti-Bullying Policy)

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying is unacceptable.

- To ensure that all members of our Academy community are able to recognise acts of bullying.
- To create a climate where everyone feels confident and safe to speak out.

7. Searching, Screening and Confiscation with students

The information below is based on guidance from the Department for Education; Searching, screening and confiscation (January 2018)

The Academy staff can search students with their consent for any item. Headteachers and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a 'prohibited item'.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs and Legal Highs (see also Drugs and Substance Misuse Policy)
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for (such as energy drinks, fizzy drinks)

Where possible, 2 members of staff will be present during a search. However, this may not be reasonably practical. In some circumstances, for example where there is suspicion the student is carrying a knife or other bladed article, the police may be called to perform the search.

Searches can be performed on both the Academy site and anywhere the member of staff has lawful control of charge of the students (eg. Academy trip).

Members of staff can use such force as is reasonable, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm eg. chewing gum, correction fluid. Such force cannot be used to search for items only banned under the Academy rules.

Confiscation:

Academy staff can seize any prohibited items found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline eg. the sale of confection is prohibited in the Academy.

The consumption of energy drinks, fizzy drinks is prohibited in the Academy, any item of this nature will be confiscated. Any opened drinks will be disposed of.

Controlled drugs, other substances, stolen items and extreme pornography will be handed to the Police. Alcohol, cigarettes or smoking paraphernalia and pornography will be destroyed by the Academy. Other items banned by the Academy will be retained until the end of each term. Parents/carers may then collect items. Repeat offenders may have items disposed of by the Academy immediately.

Screening:

Co-op Academy Failsworth does not currently screen students on entry or at any time whilst on Academy property. The Academy however, reserves the right to do so and does not have to allow that student access to the building if they refuse. This is not classed as an exclusion but will be classed as unauthorised absence.

8. Reasonable Force

The information below is guidance set out by the Department for Education; Use of Reasonable Force (2013) and Ofsted guidance on the use of reasonable force in schools 2018

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools/academies generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

All Academy staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

When can reasonable force be used:

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- Staff will use force for two main purposes – to control students or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff members concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

The Academy can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts an academy event, trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

Power to search pupils without consent:

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following banned items in the Academy:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers/E-cigarettes
- Fireworks
- Any article/item that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The Academy has staff trained in the use of de-escalation and restraint (Team Teach) and staff are required to complete in-service refresher training and renew their qualification every 2 years.

Communicating with parents

The Academy does not require parental consent to use force on a student, however as good practice parents will always be informed if their child has been involved in a serious incident when the use of force has been required.

In deciding what is a serious incident where force is required, teachers of the Academy will use their professional judgement and consider the following:

- Pupil behaviour and the level of risk presented at the time of the incident.
- The degree of force required.
- The effect on the pupil or member of staff.
- The individual needs of the young person.
- The Academy has a legal duty to make reasonable adjustments for disabled children and children with Special Educational needs (SEN) and the Academy will consider the individual needs of the child if circumstances should arise where reasonable force may be required.

Action in Self Defence or in an emergency

Everyone has the right to defend themselves against attack, provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a student was at immediate risk of injury or at the point of inflicting injury on someone else, any authorised staff would be entitled to intervene.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Allegations of Abuse against Staff

Allegations of abuse will be taken seriously and the Academy will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

9. CCTV

CCTV and Academy cameras can be used to record behaviour incidents and to assist in the identification of victims or culprits. These images will only be used for these purposes, will not be shared with anyone other than those delegated to investigate the incidents, and will be deleted from the CCTV once their purpose has been served. Where a criminal activity has occurred and it is recorded on CCTV the Academy will share the information with the police where required. We will not share CCTV footage with parents or carers.

Covid19 Response

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the Headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Change Control Log

Issue	Date	Reason for change	Custodian
1	Sept 2018	Policy rewritten	NCA
2	May 2019	New behaviour system in place	NCA
3	May 2020	Academy response to Covid19	NCA