



Harris Church of England Academy

POLICY

Student Behaviour Policy

To be tabled at Full Academy Governance Committee for Approval

Date Tabled:	Summer 2025
Review Date:	Summer 2027

Contents

Aims3

Principles.....3

Roles and Responsibilities.....4

Student Behaviour4

Procedures8

Rewards8

Sanctions.....9

Behaviour and Sanctions Guide (see appendix 2 for visual guide)12

Persistent and Extreme Behaviour13

Searches16

Illegal Substances.....19

Student Conduct20

Monitoring Arrangements21

Appendices22

Harris Church of England Academy

Student Behaviour Policy

“While we have time let us do good to all”

Galatians 6:10

Aims

The Academy Governance Committee believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of academy life is necessary. It seeks to create an inclusive caring, learning environment in the academy by:

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the academy's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Principles

Our policy for positive behaviour is aligned with our **Harris Values** which are themselves strengthened by our motto, “Whilst we have time, let us do good to all” (Gal 6:10).

Harris Values:

- **H - Harmonious:** *“Live in harmony with one another; do not be haughty, but associate with the lowly, do not claim to be wiser than you are.”* Romans 12:16-18
- **A - Aspirational:** *“May he give you the desire of your heart and make all your plans succeed.”* Psalm 20:4
- **R - Responsible:** *“Take action, for it is your duty, and we are with you; be strong and do it.”* Ezra 10:4
- **R - Respectful:** *“In everything do to others and you would have them do unto you.”* Matthew 7:12
- **I - Inspirational:** *“Jesus looked at them and said, ‘For mortals it is impossible, but not for God. For God all things are possible.’”* Mark 10:27
- **S - Sociable:** *“Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up the other.”* Ecclesiastes 4:9-10

In addition to this, within lessons, our high standards and expectations are supplemented by a set of learning-centered values, known as **The Harris Way**.

The Harris Way:

Hard work – maximum effort

Attention – track the speaker

Respect – take pride in your work which is evident in your presentation

Respond – engage with questions and feedback

Interrogate – do you understand? Have you sought clarity?

Sit up straight – be ready to learn

Roles and Responsibilities

Governors

The Academy Governance Committee has established, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and will keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the academy in maintaining high standards of desired behaviour of students and staff.

Staff

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Academy Governance Committee, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed. Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the academy.

Parents

The academy will encourage parents to work in partnership with the academy to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the academy any issues arising from the operation of the policy.

Student Behaviour

Students are expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Appearance and Discipline

Students are required to wear uniform in full (please refer to Uniform Policy). Students will not be

permitted to go to lessons in the incorrect uniform. If necessary, correct uniform should be brought in from home or, if available, may be supplied on loan for the day by school. Persistent failure to wear the correct uniform will result in an appropriate sanction, for example an afterschool detention.

Students are not permitted facial piercings other than the ears in which students may only wear studs. Nose piercings are not permitted and must be removed but can be replaced in school with a clear plastic nose stud.

Student appearance should be clean and tidy e.g:

- Top buttons always fastened;
- Shirts and blouses should be worn inside trousers and skirts;
- Shoes clean and polished.

Student hair should be:

- Clean and tidy;
- Off their face, and tied back, whenever in a dangerous situation, e.g. laboratory/workshop/P.E. lessons;
- The colour should be a natural colour, even if not their own. Extreme colours (blue, green, purple) are not permitted.

In General

SPEAK POLITELY TO EVERYONE

This includes:

- Using a low voice - as shouting is always rude;
- Using language which is neither abusive or offensive;
- Offering to help others;
- Being polite to visitors.

LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO

This can include:

- Trying to understand other people's point of view;
- Not interrupting anybody or being interrupted by others;
- Being silent when required;
- Not answering back.

TAKE A COLLECTIVE RESPONSIBILITY TO KEEP THE ACADEMY CLEAN AND TIDY SO THAT IS ALWAYS A WELCOMING PLACE, WHICH WE CAN BE PROUD OF

This includes:

- Taking great care of our displays;
- Keeping the walls and furniture clean and unmarked;
- Putting all litter in bins (even if this means carrying it until you find a bin);
- Wear the correct uniform at all times;
- Reporting any damage witnessed to a teacher;
- Using toilets and showers in an acceptable way;
- Eat in Hope Hall only unless advised by a Senior Member of Staff.

HANDS OFF POLICY

- Students are entitled to their own personal space;
- Students should feel safe and respected at school;
- Any acts of physical aggression are not OK;
- Any personal affection is not appropriate for school.

Out of Class

MOVE QUIETLY AND CALMLY ABOUT THE ACADEMY

This includes:

- Lining up sensibly outside classrooms;
- Walking to lessons rather than running, pushing or barging past others;
- Being courteous at points of congestion;
- Being ready to help by opening doors.

In Class:

MAKE IT EASY FOR EVERYONE TO LEARN AND FOR THE TEACHER TO TEACH

This includes ensuring that students:

- Attend every lesson on time and ready to learn;
- Bring all the equipment they need to your lesson;
- Put bags and coats away;
- Begin and end the lesson in a polite and orderly way;
- Stand behind their chairs on entry and sit when instructed by the member of staff;
- Listen carefully;
- Follow instructions;
- Work hard;
- Ask for help when they need it;
- Help each other when it is appropriate but don't distract others;
- Are sensible at all times;
- Do their extended learning to the best of their ability hand it in on time.

Extended Learning

Extended learning is an essential part of students' education. Staff will set extended learning on a regular basis, with the expectation that students will complete this to a satisfactory standard by the required date. Failure to complete extended learning on time and to a satisfactory standard will result in a warning on the first occasion. On the second occasion, the student will be issued with a 20 minute lunchtime detention. Subsequent occasions will result in an after school detention.

Around the Academy:

Calm and sensible movement around the academy and safe, polite behaviour is always essential from all.

Dining Rooms:

- Students are expected to wait in the lunch line calmly and in single file;
- Environment should be respected, and all litter put into bins;
- Students sit at tables in a proper fashion with both legs under the table;
- Students clear away their rubbish and litter using the bins provided and place dirty dishes on the trolleys.

Toilets:

- Toilets are open to students before school, at break and lunch and after school;
- Use of a toilet during lesson times is permitted but this should be the exception rather than the norm;
- If a student asks to use the toilet during lesson time, a member of staff will tell them to 'ask again in 10 minutes';
- Only one student at a time will be allowed out of lesson to use the toilet;
- Students will be given a toilet pass by the teacher. If a student is in the corridor without a pass, they will receive a 20 minute after school detention;
- Individual toilet passes will be made available to students who have a note confirming a medical condition;
- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance to the school policy. They have not shown **Respect** to our environment.

Mobile phones:

- Mobile phones are not allowed to be used on site. To facilitate this the following applies:
- Mobile phones are not permitted on site unless in a lockable pouch. Pouches must be locked at the beginning of the day and can be unlocked when leaving site;
- Mobile phones brought on to site will be confiscated for 24 hours and will only be released to a parent;
- Headphones are not permitted in school unless stored in the lockable pouch.
- When a phone is seen it should be confiscated by the member of staff and passed to SLT secretaries' office. This should be logged on Bromcom as a behaviour referral and the student should be given an after school detention;
- If a student refuses to hand over their phone this needs to be logged on Bromcom and a callout made. The typical consequence for a refusal to hand over a mobile phone is for the student to be placed into isolation, alongside the school insisting on the confiscation to continue happening;
- Confiscation - 24hrs (avoiding weekends – if a phone is confiscated on a Friday we will give it back to the student at the end of the day but will insist it is given in again on Monday for the 24hour period). If a student needs a phone to travel home with we will have a non-smart phone to loan them for the evening;
- If we suspect a student has a phone on them we will conduct a light touch search on them. This would include using a metal detector wand to identify if they are carrying one on their person. We would expect them to empty their pockets and school bags. We will text parents to let them know and phone if we suspect they are hiding something on their person;
- We will do random whole class light touch searches. We will text all parents to advise if this has happened to their child;
- If a student has a broken pouch their phone will be confiscated and they will not be allowed to bring it in until they get a new pouch;
- If a student forgets to bring their pouch and realises they have their phone on them, they must hand it into reception at the start of the day and then they can collect it at the end of the day.
- Smart watches should be locked in pouches with phones or left at home, so that students cannot communicate through them. If smart watches are not locked in a pouch, they will be confiscated under the same conditions as mobile phones, i.e. confiscated for a period of 24 hours.

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Senior Leadership Team, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the academy has a responsibility towards the whole community.

Rewards

An academy ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

Harris Achievement Points (HAPs) – rewarded for living out our Harris values. Students receive 1 HAP a day if they are on time, fully equipped, have perfect uniform and live out our Harris values and expectations. This ensures students who work hard and contribute to our family values, day in day out, get rewarded.

HAPs = Prizes

Students will be able to obtain reward badges to celebrate HAPs gained during an academic year. This will enable students to have a tangible reward, in return for the HAPs that they gain for their effort and hard work.

Termly

- Top 3 overall achievements – Certificate and £25 voucher.
- Top 3 achievement per Year – Certificate and £5 voucher
- Top improver per term, per Year – Certificate and £5 voucher
- Top 10 in each year group achievements – Certificate and name on the display board

End of Year

- Overall winner in the Academy – Special prize TBC each year.
- Overall winner per House – Special prize TBC each year.

$\frac{\text{Weekly number of HAPs per House}}{\text{Number of students in the House}} = \text{Number of House points added to the House total}$
--

HAPS Rewards

In addition to counting towards personal, tutor group and house totals, the HAPS points also result in tangible rewards as follows:

- Bronze Award (100 HAPS) - badge, certificate
- Silver Award (300 HAPS) - badge, certificate, choice of prize from selection
- Gold Award (500 HAPS) - badge, certificate, choice of prize from selection

- Diamond Award (650 HAPS) - badge, certificate, choice of prize from selection, £10 voucher
- Sapphire Award (800 HAPS) - badge, cert, certificate, choice of prize from selection, £20 voucher

Harris Value Postcards

Each month, Heads of Year will acknowledge students from their year group who have demonstrated the Harris Values and they will receive a Postcard home for this as well as one-off access to a priority lane for the Friday lunch queue.

Friday Hot Chocolate

Once a month, students can be nominated by staff via the Head of Year to attend a Friday afternoon hot chocolate and chat with the Headteacher.

Tutor Group of the Month

Attendance for the top tutor group each month will be recognized with a box of chocolates to be shared with the winning tutor group.

Attendance Draws

A raffle will take place each month with 100% attendance students for that period receiving an acknowledgement and entry into a raffle to win a prize of their choice from a selection.

HAPS Shop

Students can also redeem their HAPS against a range of items that are offered in the HAPS shop. These include stationary and confectionary items as well as vouchers or a discount on the Year 11 prom ticket.

Sanctions

If a student fails to adhere to the rules set out by the school in the classroom during a period of teaching, then the process set out below should be followed.

We operate a three-warning system ('Warn, Move, Remove') within all lessons if expectations are not being met.

C1 – Warning - Teachers will use behaviour management strategies to try and correct any inappropriate low-level behaviour which is not causing unreasonably high levels of disruption.

C2 - Move - A verbal rule warning 'move' should be issued by the member of staff in the first instance. This is logged onto Bromcom and a 20 minute lunch detention is issued. If the student fails to attend, then the detention should be reset for 30 minutes after school the following day.

C3 - Remove - Students who receive another warning in class will be asked to be removed to the 'remove room' and will receive a 60 minute detention the next day. This is logged onto Bromcom.

C4 - SLT call out – Students are taken to the Isolation room and issued a 60 minute detention.

If a student walks out of a lesson, without the permission of a member of staff, then this is logged as a remove and a 60 minute afterschool detention is set for the next day.

If a student does not go immediately to the 'remove room' with the member of staff who comes to escort them or fails the 'remove room', then they will be placed in the Isolation Room for the remainder of the day. If they refuse to go to the Isolation Room they may receive a fixed term suspension.

Refusal to go to the Isolation Room could result in a Fixed Term suspension with 1 day in the Isolation Room upon re-integration with parent/carers (this is to include the day in IR that was refused initially)

Additional sanctions could also include temporary respite or a longer Off Site Direction (OSD) at another school.

Each behaviour referral results in one HAP removed.

See Appendix 1 for adjustment to Policy for students with learning needs

Students with 10 referrals in a term will receive an internal isolation and will be put on report to the Head of Year. Further periods in Isolation will result for students reaching 20, 30 and 40 referrals in the term.

Students receiving 10+ referrals or Isolation periods will be subject to review by Head of Year and senior staff to decide whether a behaviour action plan and associated interventions are necessary.

Parents will be required to attend a resetting of standards and expectations meeting with the Head of Year.

Late Detentions:

- **Morning** – (Tutor or Period 1). Students will be placed in a 20 minute afterschool detention if they are up to 20 minutes late; a 40 minute afterschool detention if they are up to 40 minutes late and a 60 minute afterschool detention if they are an hour or more late. (see Attendance Policy for adjustment).
- **Lesson Lates** - If a student is late to a lesson (5 minutes after the bell), from Period 2 onwards, then the teacher will place the student in a 20 minute after school detention the next day.

Expectations in detentions:

Students:

- Arrive on time;
- Put bags under their chairs;
- Face towards the front;
- Do not communicate with other students or make any noise;
- Have their equipment ready to learn.

Failure of a 20 minute after school detention will escalate to a 40 minute and then a 60 minute after school detention.

Failure of a 60 minute after school detention for making noise/talking or refusing to attend will result in the student being placed in the Isolation Room the next day.

Staff:

- Arrive on time;
- Supervise in a high profile/low key manner;
- Only the lead member of staff should speak to the whole detention – any student talking will fail the detention;
- Lead member of staff sets further consequence.

Consequences of Poor Behaviour

We have high expectations of our students both in lesson and outside of lesson. Consequently, we will

sanction the students accordingly if they break our rules. These are all based around our core values of Harmonious, Aspirational, Responsible, Respectful; Inspiration, Sociable.

Support is put in place on a case-by-case basis, considering any specific needs. These may include:

- Head of Year Report;
- Assistant Head of Year Report;
- Tutor report;
- Department report;
- Attendance and / or punctuality report;
- Counselling;
- Protective behaviours;
- Peer mentoring;
- Staff mentoring;
- Extended learning support;
- Speak to the wellbeing team (who provide a vast array of different packages);
- Referral to child protection officer and/or social services;
- Referral to external agencies: Children and Adolescent Mental Health (CAMHs), Youth Offending Team (YOT), Educational Psychologist (EP);
- Rugby Youth for Christ;
- Specialist Teaching Service (STS).

Please note this is not an exhaustive list.

Additional Support

Study Support and the Intervention and Inclusion Meetings (I&A).

Some of our students are very vulnerable and require additional support and the implementation of sanctions alone is not appropriate. Study Support is an area where there is an opportunity for extra help for these students, both academic and in terms of their 'well-being', to ensure that we are meeting their individual needs. This may involve a timetable in normal lessons as well as time spent within Study Support according to need. Following successful intervention, the students are reintegrated into a 'normal' timetable again with support.

I&A meetings determine whether it is appropriate for a student to access any of our additional support measures.

This meeting is a multi-agency style meeting which will involve the relevant staff and could include:

- Head of Year;
- Assistant Headteacher & DSL;
- SENCO;
- Inclusion Manager;
- Safeguarding Deputy Lead;
- Member of Wellbeing team (Counsellor, EHA co-ordinator or Pastoral Support worker).

These meetings are held regularly to determine additional interventions for students based on:

- Risk of Permanent Exclusion (PEX) e.g. known involvement with gangs outside of school;
- Persistent poor behaviour;
- Poor academic progression reports – underachieving in all core subjects;

- Serious underachievement identified through monitoring;
- Identified as vulnerable e.g. LAC/SEN;
- Specific SEN that prevents engagement in mainstream lessons;
- Attendance issues/truanting;
- Reintegration from alternative provision, excluded from another school, managed move or returning from extended absence.

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons. The Assistant Headteacher for Pastoral will chair these meetings. Minutes are taken at every meeting and actions are reviewed regularly.

DfE guidelines state: ‘Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction’

Classroom sanctions are outlined earlier (C1 – C4). The sanctions below are for behaviour/conduct that is generally unacceptable.

Please note that these sanctions are for a first offence and repeat offences will be met with increased/alternative sanctions.

All sanctions will be accompanied by a restorative conversation between a member of staff and the student to ensure that students are aware of the consequences that their conduct has on others and so relationships can be restored moving forward. Restorative conversations/mediation will be facilitated where relationships have broken down between students and staff and students, in order that all parties can move forward without further issues arising.

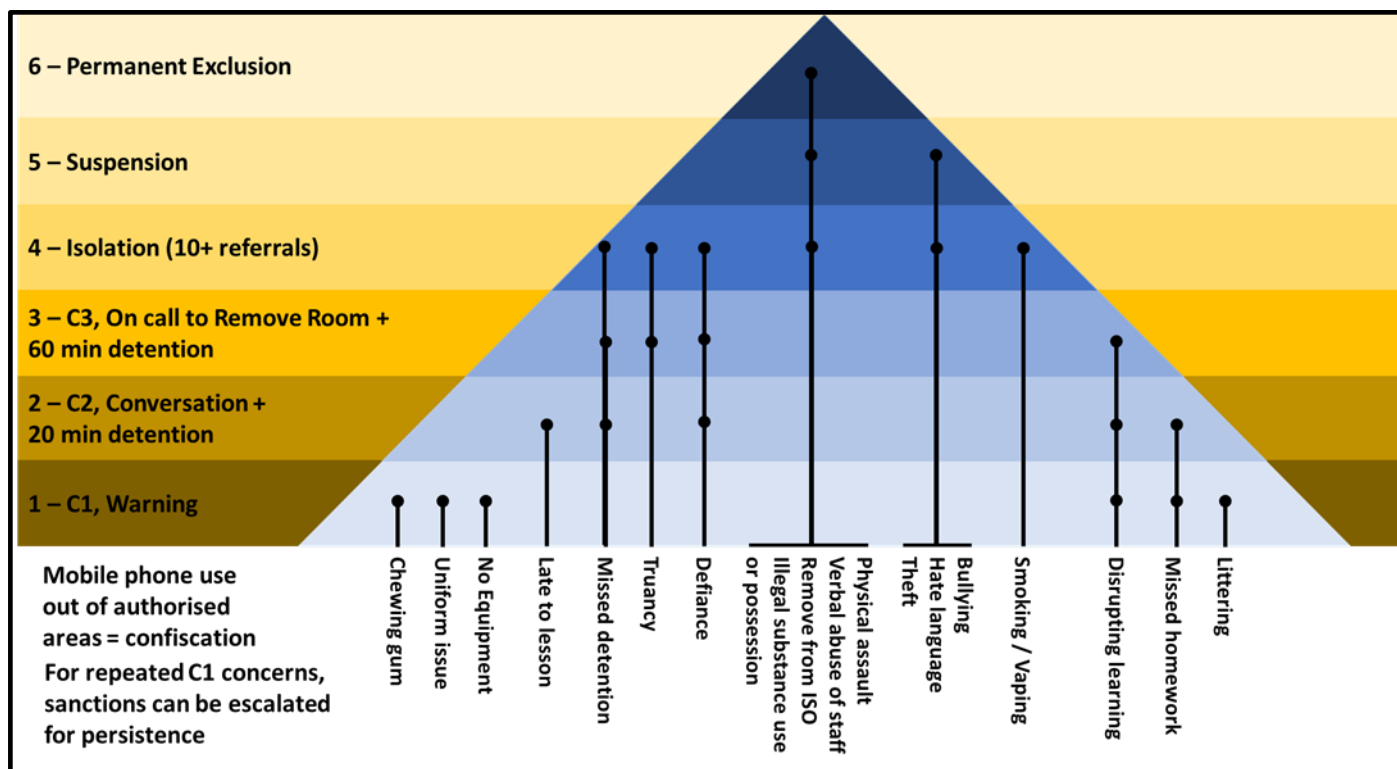
The Pastoral team which includes the safeguarding team, Heads of Year and Assistant Head of Year will support students to understand the difference between acceptable and unacceptable behaviours. We will support students through mentoring and peer mentoring. Some students will have 1:1 sessions or small group sessions.

Behaviour and Sanctions Guide

Please note that the following diagram is for guidance only. It is not an exhaustive list and students may be sanctioned for reasons other than those shown. In addition, consideration will be given to the circumstances of each incident and, if appropriate, sanctions may be adjusted.

DfE advice for headteachers and school staff on behavior in schools can be found on the link below:

https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf



Detentions

Students can be issued with lunchtime or after school detentions in line with the reason for the sanction. After school detentions can be 20 minutes, 40 minutes or one hour and can be centralised or run by staff in departments. Details of any detention sanction is relayed to the student and to parents via the Bromcom MCAS app.

24 hours' notice of a detention is no longer required. 'Schools don't have to give parents notice of afterschool detentions or tell them why a detention has been given' (<https://www.gov.uk/school-disciplineexclusions>). Parental permission is also not required provided that:

Staff have considered:

- The welfare of the child;
- Whether the child has caring responsibilities;
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter if the child has a means to get home safely.

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent;
- Weekends but not those at the beginning and end of half term holidays;
- Teacher training days.

Any staff member may give detentions. A lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet.

Persistent and Extreme Behaviour

Alternative Provision

To re-focus students and meet their educational needs they may be assigned an alternative curriculum. In this case they will be educated off-site for a period that will be reviewed at regular intervals – this is done every 6 weeks. This will only be put in place if it is agreed by all parties that this is in the best interest of the child.

Respite and Off Site Directions (OSD)

At certain times it may be more appropriate for a student to serve a sanction in a different setting. A respite period at another local school could range from one to several days in length, depending on the incident, and may be used in place of, in addition to or as an escalation from our internal sanctions. During a respite, work will be provided by Harris staff and the student will be expected to work in the isolation room equivalent at the host setting.

In more serious situations, it may be necessary to explore an Off Site Direction at another school. This will typically last for 10 weeks, during which the student will work on a timetable at the host school and be subject to their rules and expectations.

Suspensions

We always review the decision to suspend using our motto, 'Whilst we have time, let us do good to all', to ensure that we are living out our Harris values. If a student is unfortunately suspended, we ensure that we enable students to reflect on their actions through our reintegration meetings and restorative conversations. As a Christian school, our focus is on repentance and forgiveness.

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the academy is made only by the Headteacher (or 'Acting' Headteacher if Headteacher is not available. The Deputy Headteacher is designated as 'Acting' in this instance).

Parent/carers will be informed by telephone and by letter if their child is suspended.

Parents/carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period.

Parents/carers are expected to attend a reintegration meeting with a member of the behaviour or senior team and sometimes a governor on return from any Suspension. See Suspension Policy for more detail.

Fixed term suspensions can be used if students are verbally abusive towards staff, physically violent or present a significant danger to themselves or others (running around the school and refusing to follow any instruction set by staff being one potential example). **Reasonable adjustments will always be used where applicable.**

A list of reasons for Fixed Term Suspension are listed below:

- Persistent breach of the behaviour policy;
- Deliberately risking the health and safety of others in the school;
- Deliberately spitting towards somebody else;
- Walking around the building without permission;
- Persistent failure to comply with code of conduct;
- Fighting (Primary fighter – FTE, Secondary fighter – IE);
- Refusing/failure of The Isolation Room;
- Persistent failure to comply with mobile phone rules;
- Swearing at a member of staff;
- Setting off fire alarm/extinguishers;
- Damage to school property including graffiti;
- Continued Bullying;
- Intimidation or aggressive behaviour towards other students;

- Repeated non-cooperation with a member of staff;
- Non-compliance with Academy rules;
- Using lighters matches or cigarettes;
- Sexist, racist or homophobic behaviour;
- Sexual misconduct;
- Breaching Academy ICT security;
- Bringing fireworks into school;
- Bringing alcohol into school or being under the influence of alcohol or other substances;
- Malicious allegations against staff;
- Theft;
- Harassment or intimidation of a member of staff or student at school or off site;
- Bringing the Academy into disrepute (including travelling to and from the Academy);
- Refusal to hand phone over after using in school (See it, hear it, take it);
- Assistant Headteacher/Deputy Headteacher concerns.

Permanent Exclusions

- Carrying or supplying illegal drugs;
- Carrying or using an offensive weapon;
- Persistent serious bullying;
- Serious actual or threatened violence against another pupil or individual on site;
- Serious damage to school property;
- Any violence towards a teacher or member of the support staff;
- Sexual abuse or assault;
- Where an offence is repeated after fixed-term suspension;
- Where the health and safety of others is at risk including setting off fireworks;
- Serious intimidating behaviour towards a member of staff;
- Serious breach of the behaviour policy;
- Persistent breach of the behaviour policy.

N.B. Please note this is not an exhaustive list for reasons for suspensions and exclusions.

Serious Incidents that require investigation

If there is an incident that requires an investigation, then this should be overseen by the Deputy Headteacher or Assistant Headteacher. If neither are available, then the Head of Year should carry out the investigation.

- Student(s) involved should be isolated immediately in Isolation (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individuals were there and full details of what occurred. They are not to discuss the situation with anybody before completing their statement.
- The member of staff who supervises this should sign the statement also. (The student may need support in the writing the statement).
- The student(s) will remain off timetable or in isolation until the investigation is complete.
- Any member of staff who were witness should email the member of staff overseeing the investigation with full statement as soon as possible.
- Any student(s) who were witness should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with

anybody before completing a statement.

- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the student(s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with a member of the senior leadership team or headteacher on what sanction to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this must be decided by the Headteacher or 'Acting Headteacher' if the Headteacher is not available.
- Parent(s) will then be contacted to inform them of the incident/outcome where appropriate. This should include any victim involved in incident.

N.B if a search of a student or belongings (i.e. bag/jacket) is required then there must be at least 2 members of staff present. There should always be at least 1 member of the same sex as the student(s) but should always try to involve 2 members of the same sex.

A light touch search may be carried out with the use of a metal detector where there is suspicion of vapes or phones being on a person in school. If one is detected the student will be requested to hand over the item, if they refuse parents will be asked to attend site.

Searches

The Law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> with more detailed information provided in https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Screening, Searching and Confiscation – advice for schools – July 2022. . This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

It may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. Any banned item in this section listed above can be searched for.

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). At the Academy the Headteacher gives authorisation to any members of the Pastoral team to carry out searches. The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and /

or without a witness) only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

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. Such force cannot be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Headteacher may carry out searches without consent. Any member of the Pastoral team is authorised by the Headteacher at Harris Academy to conduct a search.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Please note - The school will notify parents when a search has taken place regardless if items are found or not.

Searches with Consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff, , in line with the DfE [Keeping Children Safe in Education 2025](#).

Extent of search

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

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Use of reasonable force

The school follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Use of force may also relate to searches as outlined in Section 5.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again.

Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any time a member of staff uses any form of restraint a 'Positive handling' form is completed and kept with the 'Positive handling' log. Parents are always notified alongside the Assistant Headteacher – Pastoral and DSL.

The academy reserves the right to confiscate any items that will interfere with the education of the students in its care. This includes energy drinks, branded drinks, large bags of sweets, headphones, mobile phones, any cigarettes, alcohol and any illegal substances.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation – advice for headteachers, staff and governing bodies'

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Illegal Substances

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to, except in exceptional circumstances, lead to permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. This distinction between dealing and using is particularly important operationally. We will report incidents to the police. The school will discuss this and take advice as necessary. Any incidents will be reported to the governors for their consideration.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006. The academy reserve the right to confiscate any items that will interfere with the education of the students in its care. This includes energy drinks, branded drinks, large bags of sweets, headphones, mobile phones, any cigarettes, vapes, tobacco-related products, alcohol and any illegal substances.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Student Conduct

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. We have a 'TELLING SCHOOL' ethos where every allegation of bullying will be fully investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti-bullying policy for full details.

The power to discipline beyond the school gate

Be aware and specify that the behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This will include any instances of cyberbullying or misuse of social media.

Use of social media (refer to e-safety policy)

The policy applies to all forms of social media and applies to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Misuse of social media includes (this is not an exhaustive list):

- Damaging the school or its reputation, even indirectly;
- Use that may defame school staff or any third party;
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- False or misleading statements;
- Use that impersonates staff, other pupils or third parties;
- Expressing opinions on the school's behalf;
- Using school logos or trademarks.

Students can report mis-use of social media to any member of staff in the Academy. This should be logged as an E-safety concern if this happens and a member of staff (varies deepening on seriousness) will investigate and sanction. Any incident relating to safeguarding will be handled by a member of the safeguarding team.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Key words are picked up by our Smoothwall software and usage is tracked and sanctions applied where applicable.

Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in sanctions.

Malicious accusations against staff

These can be very damaging for a member of staff's welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student(s) will be sanctioned with a Suspension. The length of Suspension and whether this is internal or external will be treated on a case by case basis.

Monitoring Arrangements**Training**

The Academy Governance Committee will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with other academy policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, will be established.

Review

The Headteacher will review the policy every 2 years. They will report to the Academy Governance Committee on the policies, effectiveness, fairness and consistency.

The Academy Governance Committee will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Policy

Appendices

Appendix 1

The majority of SEND students and students with health needs cope with the discipline procedure and Behaviour Policy.

However, the following adjustments to the Behaviour Policy will be considered for students with SEND needs or those whose health would be covered under the Equality Act 2010.

DfE guidelines: 'reasonable adjustments to policies and practices'

Rationale

Harris Academy is a fully inclusive school. It has received the IQM award for inclusivity. It is vital to adjust policies and practice to ensure that students with SEND/health needs are not discriminated against so they have the best possible chance to succeed in school. We recognise that there is not one singular approach for every student so regularly review strategies and adjustments that are in place. We use the 'Assess, Plan, Do, Review' model from SEND descriptors to structure our approach.

Stage 1

Meeting with parent and student to agree on appropriate adjustment to Behaviour Policy and strategies to be used in lesson. SENDCO and Head of Year/Assistant Head of Year.

Stage 2

Strategies and adjustments placed in on a learning profile in the SEND register and shared with all the teachers and support staff. SENDCO convenes a meeting with teachers of the students to discuss strategies.

Stage 3

Educational Psychologist assessment to take place for students with an EHCP or high level SEND/health needs when required.

Stage 4

Regular review of strategies and adjustment to policy with parents every 6 – 12 weeks.

SENDCO and

Assistant Head to attend. Adapt the 'Advice to Learning' pro-forma if necessary and share adjusted strategies with staff.