

## RIVERS ACADEMY BEHAVIOUR POLICY

Rivers Academy Behaviour Policy	<p>Reviewed and updated in accordance with the current systems and government guidance</p> <p>The policy version supersedes all previous issues</p>
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<b>Date of last review:</b>	June 2022	<b>Review Period:</b>	1 Year
<b>Date of next review:</b>	June 2023	<b>Owner:</b>	Sunita Khara
<b>Type of Policy:</b>	Statutory/Network	<b>Board Approval:</b>	Regional Board

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## Our Mission

*The singular purpose of Rivers Academy is to actively engage every student in achieving outstanding outcomes ready for successful progression to skilled employment or University study. We have the highest expectations in terms of attendance, punctuality, uniform, behaviour and mutual respect but also offer the very best support for all students in ensuring all reach their fullest potential.*

### Aims:

The Regional Board, Principal, staff, parents and students of Rivers Academy West London are determined to develop, work in, and send their children to an outstanding Academy. Excellent behaviour from all students that maximises learning and progress are fundamental to achieving this aim. We seek to create a caring learning environment in the Academy by:

- Ensuring a safe and harmonious community underpinned by developing the self-worth, engagement and purpose of every student and built on a culture of mutual respect.
- Ensuring a learning environment that promotes equality of opportunity for all and encourages positive behaviours.
- Promoting a broad and balanced curriculum that develops the spiritual, moral, cultural, health and economic well-being of students to support the development of positive character attributes.
- Providing a clear and consistent rewards system.
- Ensuring support for vulnerable students.
- Promoting support and training for staff to ensure well planned, challenging and engaging lessons.
- Ensuring a consistent and fair response to any behaviour not meeting our expectations.
- Ensuring clear rules that define the limits of positive and negative behaviour.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Changes to the school exclusion process during the coronavirus \(COVID-19\) outbreak](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

### 3. Bullying

With reference to Government guidance on bullying at school <https://www.gov.uk/bullying-at-school> there is no legal definition of bullying, however, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Details of our Academy's approach to preventing and addressing bullying are set out in our [anti-bullying strategy](#) which can be found on our website.

#### 4. Roles and Responsibilities:

The Regional Board, Principal and staff will ensure there is no differential in the application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, sexuality or choice of gender while ensuring a personalised approach to the specific behavioural and learning needs of particular pupils. They will also ensure that the concerns of students are listened to and appropriately addressed.

Academy staff consult annually to develop the procedures arising from this policy. The procedures make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale that is made explicit to staff, students and parents.

##### 4.1 The Regional Board

The Regional Board is responsible for monitoring the effectiveness of the Behaviour Policy. The Regional Board considers the effectiveness of this policy regularly and ensures the Academy reviews its procedures annually

##### 4.2 The Principal

The Principal, through the Vice Principals and Assistant Principals, will be responsible for the implementation and day-to-day management of the behaviour policy and procedures.

##### 4.3 The Academy Leadership Team

The Academy Leadership Team will ensure they provide support and CPD for staff faced with challenging behaviour from students.

The Academy Leadership Team will ensure that the Academy environment encourages positive behaviour; ensure that staff deal effectively with poor behaviour; and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

##### 4.4 Staff

Staff are responsible for implementing the behaviour policy and consistently modelling positive behaviour. Staff are responsible for providing a personalised approach to the specific behavioural and learning needs of particular pupils. Staff are responsible for recording behaviour incidents.

Mutual support amongst all staff in the implementation of the policy is essential. Staff also have responsibility, with the support of the Academy Leadership Team, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating learning environment that encourages pupils to be engaged in their learning
- Support the Home Academy Agreement
- Develop a positive relationship with pupils
- Plan for the needs of individual pupils following any advisory
- Plan for academic challenge and progress

Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, staff should refer the student to the Assistant Principal responsible for inclusion to consider whether a multi-agency assessment is necessary.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this is the case, Academy staff should follow the Academy's safeguarding policy.

#### 4.5 Parents and carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of this policy with their child's Head of Faculty.

Parents are expected to:

- Support their child in adhering to the pupil Home Academy Agreement which can be found at the link below:

<http://www.rivers-aspirations.org/345/statutory-information/category/18/behaviour-amp-exclusion-policy-code-of-conduct-policy-uniform-expectation>

- Inform the Academy as soon as possible of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

#### 4.6 Students

Students have a responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations as outlined in the Home Academy Agreement. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## 7. Rewards and Sanctions:

### 7.1 Recognition of Positive Behaviour:

At Rivers Academy West London we focus on positive attitudes to learning and the promotion of good behaviour across the Academy. Rewards including postcards and letters home and Aspiration Points can be earned through effort during lessons, attendance, high quality homework and actions that encourage a cohesive community. They have a motivational role in helping students to realise that good behaviour is valued; integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Recognising student effort and positive attitudes to learning is an essential part of creating and maintaining high expectations and excellent habits that will maximise student progress. Praise is a key component of good teaching and relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students.

Students will be recognized for the Faculty Aspiration Points they collect in a variety of ways at different levels and at different points in the year. Aspiration points will be awarded on the key guiding principles.

Aims:

- Rewards increase motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning.
- The practice of giving rewards assists the academy in maintaining and increasing the quality of teaching and learning.
- The giving of rewards supports the role of an Academic Mentor in celebrating success.
- Rewards support and promote good behaviour and should be used alongside the sanctions policy.

#### *Allocating Aspiration points*

Teaching and non-teaching staff can recognise positive behaviour that is in line with the 3 guiding principals for learning, these all link into the aspirations framework.

- Meeting Deadlines (Self Worth)
- Self-Discipline (Self Worth)
- On Task Behaviour (Engagement)
- Personal Best (Engagement)
- Uniform and Equipment (Purpose)
- Attendance and punctuation (Purpose)

**Recognition Points Table:**

<b>Category</b>	<b>Description/ Examples</b>	<b>Achievement Points</b>
Meeting Deadlines	Where the student has met the deadline for classwork and homework.	1
Self-Discipline	Students have followed instructions for the first time every time in lessons and to and from the Academy.	5
	Commitment to extracurricular clubs	5
On Task Behaviour	Always acting as a good role model for all students and focusing on work.	5
	Community work – Contributing to the wider community (I.e. showing a new student around the school, or helping at the Christmas Community Tea)	10
Personal Best	Effort – Where effort has been clear when facing a challenge. Where student has shown determination and resilience	5
	Progress – Where students show an improvement in their work	5
	Wall of Excellence Nomination	1
	Wall of Excellence	20
	Marvellous Mentee award (Nominated Termly)	10
	Producing personal best work	5
Uniform and Equipment	Wearing correct uniform daily	1
	Coming fully equipped to the Academy	1
Attendance and Punctuation	Attendance to the Academy everyday	1
	Punctuality to the Academy everyday	1

Students will be recognised in the following ways:

**Daily:**

- Positive praise in lessons
- Positive language for learning
- Aspirations Points

**Golden Ticket:**

Golden tickets are allocated if a class or a particular student has produced some excellent work in a lesson. If this is the case the teacher will submit the nomination on the google form and will hand the student the

golden ticket. The golden ticket will then be placed into a termly draw for a prize. Students that receive these will be able to go to the front of the lunch queue this day.

### Weekly recognition:

#### **Visuals:**

Internal TV Screens in the canteen and Reception which enable us to share successes, school news, events and faculty totals for attendance and recognition points.

#### **Positive Postcards:**

Each member of staff (teaching and non-teaching) will award at least 1 'Positive Post card' each week to give personally to a deserving student. The idea is that students feel proud of this recognition and take it home to share with their parents / carers. These will be monitored and tracked via the admin team.

#### **Positive Phone call home:**

Each staff member should making 1 positive phone call home weekly

#### **Fortnightly:**

Students who gain the most recognition points over a fortnight will be invited to the Principal's breakfast.

### Termly Recognition:

#### **Celebration Assemblies:**

These will be led with the faculty AP and coordinators based on the following: Attendance, Recognition Points, Subject Awards and Progress Awards. These assemblies will include levelled certificates given to students who hit certain Aspirational points thresholds.

#### **Letter of commendation:**

The students with the most recognition points in each year group will receive a letter of commendation from the principal.

#### **Wall of Excellence:**

To have a piece of personal best work displayed on 'The Rivers Academy Wall of Excellence' a teacher or another member of staff must nominate the students work. The students will then receive 20 recognition points and the work will be displayed for 6 weeks . Each department will have a display board that is updated termly to recognise student's accomplishments.

#### **End of Year:**

#### **Faculty Rewards Trip/ Event:**

All Faculty competitions will finish at the end of the school year. The winning house will with the Faculty Cup. There will be a series of Faculty competitions throughout the year which will contribute to this cup!



### Academic Mentoring:

- AMs will have an **Aspirations points chart** in each AM room to track the points awarded to each student.
- In assemblies the top 10 students will be entered in a raffle to win a small prize each fortnight.

### End of academic year

- Top 50 students in each faculty will win a prize for the most recognition points, this prize will be decided by SLT and the student leadership team at the start of each academic year.

End of year assemblies to award the following:

- Reward for 100% attendance
- Reward for most recognition points
- Trophy and reward the Faculty with the best attendance
- Trophy and reward the Faculty with the most recognition points
- Trophy and reward the overall Faculty Champions

Parents will be notified via school communication if their child receives a recognition point.

### Roles and Responsibilities:

#### Teaching Staff:

- Staff should issue recognition points
- Staff are encouraged to praise verbally all positive achievements whenever opportunities present themselves
- Staff should award positive postcards home
- Make positive phone calls home

#### CTL'S / Coordinators:

- Check that all staff apply consistently, in line with guidance and procedure, when giving recognition
- Lead on displaying students 'personal best work' in subject areas
- Lead on termly celebration assemblies

#### SLT:

- Send home congratulatory letters when appropriate
- Send home Principal Commendation Certificates as appropriate

## 7.2 Sanctions:

Sanctions are needed to respond to inappropriate and unacceptable behaviour and to deter further negative behaviour and ensure that all students receive the clear message that Rivers Academy is focused on learning and creating a calm, purposeful and aspirational environment. A range of sanctions including detentions for minor behaviour incidents, Internal Exclusion and External Exclusion for serious behaviour incidents are deployed appropriately. The use of these is monitored carefully.

Staff will:

- Use de-escalation strategies, such as: moderating tone/volume of voice, body language and facial expression, being aware of personal space and using non-verbal cues.
- Give students time to be reasonable, to think about and respond to an instruction or warning.
- Use praise and acknowledgement to positively reinforce high expectations.
- Use common language to manage any student behaviour that does not meet Academy expectations (Chance, Choice, Consequence).
- Ensure that the uniform policy/dress code is applied.
- Use strategic seating to support behaviour for learning.
- Follow student behaviour advisories where relevant.
- Record students who are late to the lesson on SIMS.
- Record all incidences of behaviour which are not in line with our expectations on SIMS.
- Use the reward system to recognise, motivate and engage students.

### 1. Academy Detentions

- Academy Detentions can be triggered by student behaviour in lessons, on the corridor or at break time.
- These detentions are triggered if a student fails to comply following the teacher's use of Chance, Choice, Consequence.
  - These are daily centralised detentions.
  - These take place after school and can be given for class, corridor or break time behaviour.
  - Staff should log the Academy Detention and reason on SIMS.
  - The Behaviour Manager will run a report and send a text message to parents.
  - Academy Detentions logged before 2pm will be sat on the same day; after 2pm they will be sat the following day.
  - Students who get one Academy Detention in the day will receive a 60 minute detention.
  - A second log of an Academy Detention in a day will trigger a 90 minute detention and the student will be isolated for the rest of the day.
  - Teachers are expected to visit the detention to speak to the student and have a restorative conversation that outlines why the student did not meet the Academy's expectations and what they will do to ensure they meet the expectations going forward.
  - During the detention students will be warned about any conduct that does not meet the appropriate standard using Chance, Choice, Consequence.
  - Failing the detention will result in a 90 minute Academy Detention the following day.

- Failing a 90 minute Academy Detention will result in a day's internal exclusion until 4:30pm the following day.
- Failing/truanting a Break 1 detention will result in a 60 minute Academy Detention at the end of the same day.

Academy Detentions will be given to students who failed to correct their behaviour despite being given the opportunity to through Chance, Choice, Consequence by staff. To ensure consistency, the following examples are given for guidance. These are intended to be examples only, and the list is not intended to be exhaustive. (Please note those marked with an asterisk trigger an automatic Academy Detention).

Outside of lesson	Inside lesson
Defiance to a member of staff	Persistent Defiance
Inappropriate behaviour (For example, physical contact with other students)	Refusal to complete work
Play fighting	Removal from a lesson once in the day
Taking food out of the canteen	Persistent disruptive behaviour
Throwing water	Failure to move seat for teacher
Swearing*	Not completing personal best in kesson
Inside Academy building at break without authorization	Bringing in fizzy or energy drinks
Talking during PPE (In hall)	Talking or inappropriate behaviour during Fire Drill
Persistent uniform infringement	Talking during an assessment
Rudeness to Staff*	Refusal to hand over fizzy or energy drinks*
Truancy*	Lateness to lessons*
	Swearing in classroom*
	Lateness to school*

### Truancy

- A student is classed as truanting if they are over 10 minutes late to their lesson or leave the lesson without written permission or without being escorted by a member of staff.
- 1 x truancy in a day triggers a 60 minute Academy Detention.
- 2 x truancies in a day triggers a 90 minute Academy Detention and isolation for the rest of the day.

### **Mobile phones and earphones/airpods**

- Should always be switched off and out of sight.
- Will be confiscated immediately if seen (even if not switched on/not in use) or heard.
- Will be placed in the Academy safe - only parents can collect.
- Refusal to comply following Chance, Choice, consequence = Isolation until 4.30pm same day and a parent meeting at which a final warning will be given on being allowed to have a phone/airpods on site.

### **Break 1 Detention**

- These will be used for uniform and equipment infringements and last for 20 minutes:
  - Lack of equipment
  - No Planner
  - Borrowing uniform
- These will take place Break 1 the same day and logged by the Academic Mentor or duty team.
- Failure to attend this Break 1 detention or lateness to it will result in an on the day 1 hour Academy Detention.
- These will take place in the learning zone.

### **Academy Detentions for lateness**

These take place at the end of that day.

- Late to the Academy - 30 minutes.
- Late to lesson (once in a day) - 30 minutes.
- Late to lesson (twice in a day) or late to lesson once and late to the Academy - 1 hour.
- More than two lates in a day - isolation and 90 minutes.

### **Academy Detentions for students on report**

- Less than satisfactory x1 - 30 minutes.
- Less than satisfactory X2 - 1 hour.
- Less than satisfactory X3 - 90 minutes.
- Lost report / failure to report to staff at agreed place and time - isolation and 90 mins next day.

### **Internal Exclusion**

Students are placed in the Isolation Zone for:

- Unfixable uniform infringements.
- Triggering a 90 minute Academy Detention (remainder of the same day if triggered before 2pm; the following day if after 2pm).
- Pre-arranged Internal Exclusion.

Students can be internally excluded (9.30am until 4.00pm) in the Isolation Zone from 1 day to 5 days. If a student is internally excluded the Faculty AP/Coordinator must call home the day before to notify parents/student. The student must report to reception upon arrival.

In certain cases, before making the decision to internally exclude a student, it may be necessary for the Academy to undertake a thorough investigation of the incident, including allowing the student to give his/her version of the events, seeking any witness statements and considering any evidence of provocation (racial, sexual or otherwise).

On the day prior to the internal exclusion the Behaviour Manager will:

- Will collate a list of students who will be placed in the Isolated.
- Staff will provide work for the students in the Isolation Zone.
- The Behaviour Manager will email a letter to the family confirming the internal exclusion and the reason for the sanction. A copy will also be given to the student.
- The internal exclusion will be noted on the student's file, along with the internal exclusion letter and the evidence collected.

The internal exclusion process:

- A student who is internally excluded must arrive at the Academy reception at 9.30 a.m with a parent so that expectations can be set.
- The student will be reminded about expectations for the day and then settled into the Isolation Zone.
- The student will sign a behaviour contract.
- The student should be visited by the AM/Deputy Coordinator, Coordinator or AP during the day.
- If a student breaks the Isolation Zone contract of behaviour, they will either receive an additional day or receive an external exclusion dependent on the nature of the behaviour.
- The student is provided with work by his/her teachers during the inclusion which is collected by the Behaviour Manager and delivered to the teacher by the student receptionist

Re-admittance

At the end of the day (3pm – 4pm):

- The Coordinator should liaise with the Behaviour Manager about the student's conduct during the day.
- The Coordinator should speak to the student individually about their sanction.
- The Coordinator should place the student on report to them for a week.

### **Exclusion of Student**

The Academy complies with the DfE exclusion guidelines: *Exclusion from maintained schools, Academies and pupil referral units in England. Updates* to the guidance will be applied. This document covers Year 7 to Year 13.

Before making the decision to exclude, the Academy will ensure that a thorough investigation has been carried out, including allowing the student to give his/her version of the events both orally and in a written

statement, seeking witness evidence and, where available CCTV footage. Consideration will be given to any evidence of provocation (racial, sexual or otherwise). Any record of previous misdemeanours will also be taken into consideration.

No student will be sent off site before the end of the day unless contact has been established with parents/carers. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal Academy day. At the point of exclusion, a letter will be sent home both by hand (when the student is on site) and by first-class post, stating the reason for the exclusion. Wherever possible, telephone contact will be made with parents of the student informing them of the exclusion. All exclusions will be recorded on the Academy Exclusion Database and on the student's file. The Chair of the Regional Board will be informed within one Academy day of all permanent exclusions, and fixed term exclusions if appropriate.

### **7.3 Misconduct**

Misconduct is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Uniform infringement

### **7.4 Serious Misconduct**

Serious misconduct is defined as:

- Persistent breaches of the Academy Code of Conduct
- Any form of bullying
- Sexual harassment and assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Coughing at, sneezing at and spitting at any person
- Wilful and repeated transgression of protective measures in place to protect public health
  - Use or threat of use of an offensive weapon or prohibited item
  - Abuse against sexual orientation and gender identity
  - Abuse relating to disability
- Inappropriate use of social media or online technology
  - Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Vape Pens and Cigarettes
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

Not all major incidents will lead to an exclusion, with every case being assessed on an individual basis

#### **7.4 Serious misconduct which may lead to the most serious consequences, which includes permanent exclusions:**

##### **Physical and verbal abuse**

Actual or threatened violence against another student or a member of staff will not be tolerated. No student/parent/carer has the right to use verbal or physical abuse to any member of the Academy, which reserves the right to refer incidents of violence or aggression to the police.

##### **Drugs and alcohol**

Possession, use or sale of drugs and/or alcohol in the Academy or community is completely unacceptable and may result in a permanent exclusion.

##### **Weapons**

Possession or use of knives (or other items which could be used as weapons or to cause harm) is completely unacceptable and may result in a permanent exclusion.

##### **Persistent disruptive or defiant behaviour**

Any student who repeatedly misbehaves is doing so persistently. Whereas individual instances of this behaviour may not be serious as 'one off' incidents, when done repeatedly, they are very disruptive to effective teaching and learning. A student does not need to repeatedly be told to change their behaviour by different members of staff. If the behaviour continues it can lead to permanent exclusion. Defiance is the refusal to accept the authority of others. At Rivers Academy students are expected to follow instructions from adults with thought and care. If they are persistently defiant, students will face serious consequences (potentially an Internal Exclusion or External Exclusion).

##### **Malicious Allegations**

Allegations of abuse by staff will be taken seriously. Rivers Academy will 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 will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

The Academy will take serious action against anyone who is found to have made malicious accusations against its staff. Such actions by a student would be likely to result in permanent exclusion. (DfE advice on Behaviour 21st April 2011)

Please refer to our CP and Safeguarding Policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

### **Criminal Behaviour**

Criminal behaviour outside the Academy is a matter for the police to investigate and the Academy would not impose a behaviour sanction for this behaviour, unless the police have decided not to pursue the matter as a criminal investigation or there is a clear link to misconduct on Academy premises or in exceptional circumstances, it is not tenable under Health and Safety for the child to return to Academy .

### **7.5 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the Academy , such as on an Academy trip or on the bus on the way to or from the Academy.

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### **Appendix 1: Screening, searching, use of reasonable force and confiscation powers Screening and Searching**

Academy staff have the following powers to search students:

Common law power to search students **with their consent** for any item. Consent can be provided verbally.

A search should only be conducted if the member of staff has reason to believe that the student has a prohibited item (see list below). The search can include a search of a bag and a request to the student to turn out their pockets. A refusal to cooperate can result in an appropriate disciplinary sanction.

Certain academy staff can search students without consent for a prohibited item in the following circumstances:

- The staff member is a teacher or another person with authority of the Principal. The Principal has authorised the Vice Principal, Assistant Principals and other key pastoral staff to undertake searches. In exceptional circumstances, the Principal reserves the right to authorise any appropriate member of staff.
- The member of staff is of the same sex as the student being searched and there is another member of staff, preferably of the same sex, present during the search. The only exception to this is if there is a risk of serious harm to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, in these circumstances a member of staff of the opposite sex can search without a witness.
  - The member of staff must have reasonable grounds for suspecting that the student is in possession of a prohibited item.
  - The student is on Academy premises or if elsewhere, where the member of staff has



lawful control or charge of the student, eg. on educational visits.

- The member of staff can only require outer clothing to be removed. Outer clothing is defined in Government guidance on search powers and includes clothing that is not worn next to the skin or immediately over a garment being worn as underwear, although it includes hats, shoes, boots, gloves and scarves.

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- A search of a student's possessions must take place in the presence of the student, unless there is a risk of serious harm to another person if the search cannot be conducted immediately and the student is unable to be present immediately.

Reasonable force can be used to conduct a search for prohibited items.

Prohibited items include the following:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Any item which could be intended/construed as an offensive weapon
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or to damage property

### **Confiscation powers**

#### **A member of staff can confiscate items in the following circumstances:**

Staff can confiscate, retain or dispose of a student's property as a disciplinary penalty, where it is reasonable to do so.

Following a 'with consent' search, where it is reasonable, any item found can be confiscated, retained or destroyed, except any item constituting a weapon must be passed to the police and any item which may be required as evidence for a criminal offence should be passed to the police.

Following a 'without consent' search, any prohibited item or any evidence in relation to an offence can be seized.

Weapons, suspected stolen items, pornographic images and controlled drugs should be delivered to the police, unless there is good reason for not doing so e.g. low value items such as a pencil case may be dealt with by confiscation and return to the owner. If the police do not intend to investigate, any items returned to the Academy can be disposed of as the Academy sees fit.

Images found on electronic devices can be deleted, unless they may be evidence of a criminal offence, in which case the device should be passed to the police. Alcohol, fireworks and tobacco items may be retained or disposed of.

The Academy will inform parents and carers if following a search, alcohol, illegal drugs or potentially harmful substances are found. The Academy will also inform parents and carers if any items are passed to the police. The Academy will not seek consent from parents prior to a search being carried out.

Any complaints about searching and confiscation of items should be dealt with through the normal complaints procedure.