



Irlam and Cadishead Academy

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Part of United Learning

Irlam & Cadishead Academy Behaviour Policy 2022-2023



Document Owner:	Andy Brown
Last review:	September 2022
Next review:	September 2023
Approved by:	Toni Holdsworth

UNITED LEARNING BEHAVIOUR POLICY

Date of last central office review:	Sept 2022	Review Period:	1 year (minimum)
Date of next central office review:	Autumn Term 2023	Owner:	Vice Principal, Mr. A. Brown
Date of next school level review:	Summer Term 2023		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	Annually – Autumn Term
School policy ratified by Local Governing Bodies	Annually – Autumn Term
Implementation of Group Policy	Annually – Autumn Term

United Learning Behaviour Policy – Irlam and Cadishead Academy

1. Expectations

This policy sets out how the Academy will promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students.

Excellent student behaviour allows teachers to teach and students to learn and supports students in achieving their potential. We have a responsibility to teach our students the value of being ready for learning, behaving respectfully to all and staying safe. Students who consistently follow these rules will be rewarded through the ICA rewards system. There are clear and consistent sanctions for those students who choose not to follow these rules.

In applying this policy, the Academy will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with special educational needs. The Academy will also have regard to its safeguarding policy where appropriate.

Reasonable adjustments

We understand that adapting to some new requirements, necessary because of the coronavirus pandemic, may be challenging for some students with special educational needs. We will, therefore, look to make reasonable adjustments where necessary. Students with identified SEND will have reasonable adjustments put in place to be agreed with the parent/carer and student. One Page Profiles will contain any reasonable adjustments made which may include the following (not an exhaustive list):

- Time out – there will be a designated area where the student can have agreed ‘time-out’ if required.
- Extra ‘warning’ in classroom/unstructured times.
- Fidget toys.
- Specific seating position within classroom.

Any reasonable adjustments will be shared with staff.

2. Policy Implementation

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable; harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, Irlam and Cadishead Academy is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

All staff to implement the Academy policy consistently and fairly throughout the Academy by setting the standards required to promote positive behaviour.¹

The **ICA Senior Leadership Team** (SLT) of the Academy are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. The DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture²

¹ Further detail is contained at paragraphs 28-29 in the DfE Behaviour Guidance

² Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

Students³ are responsible for behaving responsibly and respectfully in all areas of Academy life, including in lessons, around the Academy site and when representing the Academy. This includes travelling to and from the Academy. The policy is built around the Academy's four key pillars of **Respect, Enthusiasm, Ambition and Determination** and is aimed at developing and supporting our students in demonstrating these qualities and reflecting where they have breached them. Students will also be rewarded for demonstrating the four key pillars:

- Respect - Respect adults and students alike – treat others as you would wish them to treat you.
- Respect - Follow all instructions at the first time of asking.
- Respect - Respect the environment – inside and outside of the building.
- Respect - Listen carefully and give people your full attention.
- Enthusiasm - Arrive on time to the Academy and lessons.
- Enthusiasm – Sign up to and participate in extra-curricular activities.
- Ambition - Dress smartly in ICA uniform and be proud to represent the Academy.
- Ambition – Show ambition by having high expectations of yourself.
- Determination - always try your hardest (100% effort).

A **behaviour curriculum** is taught to students throughout their time at the Academy so that students understand what **Respect, Enthusiasm, Ambition and Determination** looks like in practice. This curriculum is delivered through form time, PSHE and the assembly programme and is embedded in all lessons. The behaviour policy is explained to new students (and their parents) who are admitted to the Academy during the year.

Parents are responsible for:

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the Academy, parents should know the Academy's behaviour policy and where possible, take part in the life of the Academy and its culture.⁴

Parents should work in partnership with the Academy to assist in maintaining high standards of behaviour both inside and outside of school. In particular, ICA expects parents to support the Academy's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, ICA will liaise closely with parents where practical and, if relevant, other local or national support agencies including Early Help, the Integrated Youth Support Services (IYSS) and Greater Manchester Police (GMP).

3. Behaviour expectations

We do not allow students to disrupt the learning of others – students are entitled to disruption free learning. We must also ensure that students and staff are kept safe. In applying this policy, a distinction is made between behaviour which intentionally breaches ICA policy and rules, and that which arises from a student's support needs. Where necessary, reasonable adjustments are made and are included on students' One Page

³ Further detail is contained at paragraphs 30-31 in the DfE Behaviour Guidance

⁴ Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance

Profiles. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all interventions are designed to teach the expected behaviour.

Where expectations are not being met, we operate a warning system: **Remind, Reprimand, Remove:**

- **Remind:** A verbal warning is given to remind students of expectations.
- **Reprimand:** A final warning will be given. This will be recorded on Arbor and the student must attend a detention on the same day. Parents/carers will receive an email to inform them of the detention.
- **Remove:** Students who receive another warning will be sent immediately to the Room for Improvement. Students must complete a full day and a 60-minute detention. This will be recorded on Arbor. Parents/carers will receive an email to inform them of the removal.
- If a student refuses to go to the Room for Improvement (RFI) or fails RFI, they will be fixed term suspended and must complete 2 full days in RFI upon their return.
- If a student leaves a lesson without permission or truants a lesson, they must complete a full day in RFI and a 60-minute detention.
- If a student receives 2 or more reprimands in a day, they must complete a full day in RFI and a 60-minute detention.

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

Examples of reasons for sanctions (**this list is not exhaustive**, and students may be sanctioned for other reasons not listed):

- o Failing to follow instructions – not respecting staff.
- o Removal from lesson.
- o Not respecting classroom rules.
- o Eating/chewing in class.
- o Dropping litter.
- o Late to the Academy.
- o Swearing/aggressive language/inappropriate body language/gestures. *
- o Uniform issues.
- o Unsafe use of bike on or off site.
- o Vandalism.
- o Persistent equipment issues.
- o Putting hands on another student without permission. *
- o Racist/homophobic/prejudiced language. *
- * **may result in a more serious sanction**

Movement around the Academy

- Calm and sensible movement around the Academy and safe, polite behaviour is always essential from all students.
- Students must follow the one-way system.
- Students must not enter or exit the building via fire exits, except in the event of a fire alarm.

Dining Areas

- There are designated dining areas and students must eat in these areas during break/lunchtime.
- The environment should be respected, plates and cutlery removed from tables and all litter put into bins.

Toilets

- Students are only permitted to use the toilets at break and lunch time, except where a student has

a medical pass or in an emergency.

- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance with the behaviour policy.

Lifts

- Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use.

Mobile Phones and Electronic Devices

- ICA recognises that there may be genuine reasons for students to bring a mobile phone to the Academy. However, the use of mobile phones in the Academy building or on the Academy site, including at break and lunch is not allowed. Mobile phones, electronic devices (including tablets) and headphones must not be on view in the Academy building.
- ICA does not accept any responsibility for mobile phones or electronic devices brought into the Academy and any student who brings such a device in, does so at their own risk. Devices seen or heard during the Academy day will be confiscated and taken to Student Services. Parent/carers will be contacted to collect the device.
- If devices go missing, ICA staff cannot be expected to take time to search for them.
- Students are advised to protect devices with security markings and codes.
- If parents/carers need to contact students in an emergency, they should telephone the Academy in the usual way.
- Devices must not be taken into examinations.

Presentation and Uniform at Irlam & Cadishead Academy

- Students must wear ICA blazers and jumpers at all times, except when permission has been given in the classroom. Jumpers are optional during the Summer Term.
- Outdoor coats must be removed before entering the Academy building.
- Students must wear neck ties appropriately.
- Shirts are to be tucked in at all times.
- Hair is to be worn in a simple, neat style – no cult styles/shavings. Shoulder length hair should be tied back in practical lessons.
- Excessive use of colour is not acceptable.
- Acrylic nails are unsafe in the Academy environment and are not to be worn.
- Piercings: only a single pair of stud earrings in the lower lobe is acceptable.

Energy Drinks/Fizzy Drinks

- Whilst ICA understands that students must be able to make their own choices regarding healthy eating, as an Academy we are responsible for promoting a healthy lifestyle.
- As part of this, energy/fizzy drinks are banned at ICA. If students are caught with an energy/fizzy drink they will have it immediately confiscated.

Selling Items

- Students must not bring items into the Academy to sell to other students. Students found to be selling at ICA will have the items confiscated for collection by parents/carers.

The power to discipline beyond the school gate

- The behaviour policy can extend to activities outside the Academy day and off the Academy premises when the student is:
 - taking part in any Academy organised or Academy-related activity
 - travelling to or from the Academy
 - wearing ICA uniform
 - in some other way identifiable as an ICA student

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 Academy, pose a threat to another student, or member of the public, or could adversely affect the reputation of the Academy. This includes cyber-bullying and misuse of social media.

4. Bullying

Everyone at Irlam and Cadishead Academy must be allowed to learn and move about in a happy and caring atmosphere that is free from 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. ICA has clear processes in place to deal with incidents of child-on-child abuse. Any cases of bullying are dealt with very seriously, we have a zero-tolerance approach to bullying. We are a TELLING school. This means that anyone who knows or suspects that bullying is happening will be encouraged to tell staff.

Anti-bullying is also linked to the ICA Safeguarding Policy.

The Irlam and Cadishead Academy Anti Bullying Charter

For students who experience bullying, if they are being bullied:

- They will be heard and supported in reporting bullying and given help. Action will be taken.
We are a TELLING school
- They will be supported and helped to rebuild confidence and feel safe again at Irlam and Cadishead Academy

For students who engage in bullying behaviour:

- Sanctions and 're-calibration sessions' with Heads of Year or the Behaviour Manager hold them to account for their behaviour and help them to face up to the harm they have caused.
- They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused

For the Academy:

- The whole community is clear about the anti-bullying stance the Academy takes; students, as well as staff and other members of the Academy, are fully engaged in developing and reviewing anti-bullying work in the Academy. Every chance is taken to celebrate the success of anti-bullying work
- All students are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Academy staff (including Governors):

- They promote a climate where bullying and violence are not tolerated and cannot flourish, and they continually develop best-practice based on knowledge of what works
- There is a review of the ICA anti-bullying policy at least every two years and, as a result, the policy and procedures are updated as necessary curriculum opportunities are used to address bullying student support systems are in place to prevent and respond to bullying
- They have addressed Academy-site issues and promote safe play areas, all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships

- Data systems (CPOMS) gathers information about anti-bullying incidents, and this data is used for monitoring and evaluation
- They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- Irlam and Cadishead Academy does not tolerate bullying of any kind
- The term 'bullying' is not an umbrella term that can be used for all incidents where one person has been hurt by another (either physically or emotionally)
- If you are concerned about any issues regarding bullying, please contact the Academy
- As a parent/career you can be confident all reports of bullying will be investigated and dealt with in a manner sensitive to the needs of the individual child concerned
- You will be kept informed as the matter progresses

Raising Awareness

While there is no single definition of bullying, the Department for Education identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DfE)

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DfE)

Bullying can take place between students, between students and staff or between staff, and can include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untrue rumours
- kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the Internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites
- Homophobic/biphobic or transphobic comments

Students may be bullied for a variety of reasons, including:

- ethnic background, religion or culture
- disability, special educational needs or a particular ability
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as students in public care, or young

carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

For instances where friends may fall out on several occasions over a period of time, it may not be regarded as bullying. We must be careful to avoid the term 'bullying' being used as a term that may be chosen by one of the party's involved to try to escalate the seriousness of the matter. The Academy works hard to ensure that all students know the difference between bullying and simply "falling out".

Prevention of Bullying

At Irlam and Cadishead Academy everyone is expected to conduct themselves respectfully, demonstrating tolerance and understanding always. This is enshrined in the 4 key pillars of Respect, Enthusiasm, Ambition and Determination (READ) and key policies such as Behaviour, E-safety and Safeguarding. The United Learning "Staff Student relationships" document provides clear expectations for adults in the Academy too.

Through clear implementation of these policies, students and staff can go about their work in a safe and happy climate where achievement and praise prevail.

Prevention is better than cure so at Irlam and Cadishead Academy we are vigilant for signs of bullying and always take seriously reports of bullying. We use the curriculum and other appropriate times to reinforce the 4 key pillars and help students to develop strategies that combat bullying-type behaviour. Bullying is an action directly against a key value of the Academy, **Respect**. We strive to organise our community in order to minimise opportunities for bullying. We use a variety of methods to help students prevent bullying. As and when appropriate these may include:

- TELLING school ethos
- Anti-bullying ambassadors
- Intervention work from the pastoral team for students who are repeat offenders - 'put them into the shoes of the students that is bullied' - 'recalibration session'
- 'Foot in/Foot out' protocol
- Buddy/mentoring systems
- Assemblies
- Anti-Bullying week
- Internet Awareness week
- Display materials around the Academy by a variety of means (posters, website etc)
- Behaviour plans for individuals
- Reward assemblies
- PSHCE sessions on E-safety and bullying
- Parental/staff/student surveys
- External Drama workshops/performances

The responsibility of "all" cannot be stressed enough. The responsibility of the bystander challenging bullying (not being complicit) is vital. All students should know that the Academy cares about bullying.

Anti-bullying procedure

The Academy regards bullying behaviour very seriously and therefore actions will be promptly taken in dealing with incidents. See Appendix 1 for flowchart that is used each time incident reported.

5. Contextual Safeguarding

ICA staff always consider the context and motive of a student's misbehaviour and whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, procedures set out in the Safeguarding / Child Protection Policy will be followed and concerns will be discussed with the ICA Designated Safeguarding Lead, without delay.

Consideration will also be made as to whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly and make appropriate referrals for additional support if necessary.

Responding to behaviour

6. Rewards⁵

The ICA rewards policy has been developed as a strategy to inspire, enthuse and motivate students across the Academy to fulfil their potential. Praise and rewards are used before sanctions in order to develop a positive ethos and culture throughout the Academy. All teachers must recognise and celebrate good behaviour, work and effort through praise, postcards, phone calls home, etc. Students will receive positive points for a range of positive behaviours which reflect the 4 key pillars of the Academy, Respect, Enthusiasm, Ambition and Determination. A growth mindset is encouraged, and we focus on rewarding the efforts of students as well as their outcomes. This includes excellent classwork and homework, assisting at Academy functions, regular participation in teams/clubs and excellent/improved attendance. All achievements are recorded electronically to facilitate recognition and celebrate student success and to inform student eligibility to attend reward trips and participate in reward activities. Students accumulate points towards badges and certificates. Other rewards used at ICA include end of year reward trips, Principal's postcard, 'Cake and a break' with the Principal, email/phone call/letter/postcards home and early lunch breaks for year groups/classes.

7. Graduated Approach⁶

Waves of Intervention

Additional support is implemented for students who persistently do not adhere to the Academy's four key pillars.

	Duration	Trigger	Support	Success Criteria
Wave 1 Support	1 week	3 x RFI or 1 FTE	Form Teacher Report Form Teacher checks and supports daily	3 measurable targets agreed with student
Wave 2 Support	2 weeks	Failure of Wave 1 targets 5 x RFI or 2 FTE	Head of Year Report At least 2 support strategies used Parent/carers review meeting at 2 weeks	3 measurable targets agreed with student

⁵ Further detail is contained at paragraph 40 in the DfE Behaviour Guidance

⁶ Further detail is contained at paragraphs 41-44 in the DfE Behaviour Guidance

Wave 3 Support	2 weeks	Failure of Wave targets 10 x RFI or 3FTE	2 Assistant Principal Report At least 2 support strategies used Parent/carers review meeting at 2 weeks	3 measurable targets agreed with student and parent/carer
Wave 4 Support	6 weeks	Failure of Wave targets 15 x RFI or 5 FTE	3 Vice Principal Report At least 2 support strategies used Parent/carers review meeting at 3 and 6 weeks	3 measurable targets agreed with student and parent/carer
Wave 5 Support	Failure of Wave 4 targets			Governor Behaviour Panel Alternative Provision (AP) /Managed Move* may be considered at this point
Wave 6 support	Possible Permanent Exclusion**			

* Managed Move or AP may be considered immediately after a serious incident or as part of a support strategy to benefit the student

**Can also be the result of a serious breach of the behaviour policy

Additional Support

Support is put in place on an individual basis, considering any specific needs and may include:

- Time out pass
- Adjustment to behaviour policy in lessons
- ICA Counsellor
- Peer mentoring
- Staff mentoring
- Intervention programme in lesson time
- Early Help Assessment
- Thrive programme
- EBSA (Emotional Based School Avoidance) Pathway
- Referral to the wellbeing team (who provide a vast array of different packages)
- Referral to school nurse
- Referral to Designated Safeguarding Lead and/or Children's Services
- Referral to external agencies: CAMHS, IYSS, Educational Psychologist, etc.

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

- At risk of permanent exclusion
- Identified as vulnerable (LAC/SEND)
- Persistent poor behaviour
- Serious underachievement across subjects
- Attendance issues
- Reintegration following fixed term suspension
- Return from Alternative Provision
- Return from off-site direction
- Exclusion from another school

Poor conduct is only one reason for referral to Thrive. Meetings are chaired by the Assistant Principal Safeguarding and are attended by:

- Vice Principal – Pastoral
- SENCO
- Deputy Designated Safeguarding Lead
- Inclusion Manager
- ICA Counsellor

Report Cards

Students on report will have three measurable targets – class teachers will be made aware via Arbor. Students on report will have a weekly review meeting with the member of staff they are on report to.

Governors' Behaviour Panel Meeting

Students who, despite support, do not improve their behaviour will attend a Governors' Behaviour Panel meeting with their parents/carers. The panel usually consists of a Governor, the student's Head of Year and the SLT link. Further support strategies are agreed and are put into place in an attempt to improve the student's behaviour. Students may also be referred to partner and outside agencies such as the EWO (Education Welfare Officer) or IYSS. A clear indication is given as to where continual poor behaviour will lead in the long term.

Alternative Provision

Alternative provision may be considered suitable for students struggling to engage with full time mainstream education. If appropriate, alternative provision on a part time or full-time basis may be arranged with approved providers following a meeting with parent/carers.

Off-site Directions/Managed Moves

Off-Site Moves to another school are another strategy used to engage a student in education and are sometimes used as an intervention to prevent Permanent Exclusion. Off-site directions can be implemented for:

- Up to 5 days in a partner Academy's reflection provision
- 2-3 weeks respite in timetabled lessons
- 6-12 weeks with a view to a Managed Move

Initial 6-week Managed Move placements can be agreed between academies/schools. At the end of this period the placement may be extended, or they may be taken permanently on roll by the other school. A decision is made regarding a student's future educational provision should the managed move fail.

8. Sanctions⁷

In applying sanctions, especially those with serious consequences, ICA undertakes reasonable steps to avoid placing students with SEND or a particular vulnerability at a particular disadvantage compared to other students, in accordance with the school's obligations under the Equality Act 2010.

Considerations will be made regarding the behaviour of students with SEND. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Detentions

⁷ Further detail is contained at paragraphs 45-60 in the DfE Behaviour Guidance

24 hours' notice of a detention is no longer required. 'Schools don't have to give parents notice of after-school 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/carers does not matter if the child has a means to get home safely.

The permitted times for detentions are:

- Any school day when the student 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. Students are informed when they have been issued with a detention and are reminded at the end of each day by their Form Teacher. Students are responsible for ensuring that they attend detention.

Room for Improvement (RFI)

When required to work in RFI, students must:

- Hand over their mobile phone.
- Follow all instructions given by staff supervising RFI.
- Complete a 60-minute detention at the end of the Academy day.

Where students do not follow instructions, the 'Remind, Remind, Remove' procedure will be followed, with 'Remove'. Following a Fixed Term Suspension students must complete 2 full days in RFI

Allegations against staff

ICA takes its responsibilities for safeguarding extremely seriously, and all members of the Academy community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the ICA Child Protection / Safeguarding Policy.

Malicious accusations against staff

ICA has the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals. Sanctions may include permanent exclusion from ICA.

9. Supporting pupils following a sanction

Students are encouraged to reflect on their behaviour whilst attending detention, with reference to the Academy's 4 key pillars of Respect, Enthusiasm, Ambition and Determination. Students must complete a reflection sheet whilst in RFI and this is discussed with the Behaviour Manager to support students in

improving their behaviour. Following a fixed term suspension, parents and the student meet with a member of the SLT and/or their Head of Year to discuss strategies to improve their behaviour.

10. Use of reasonable force

ICA follows the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Teachers and members of staff authorised by the Principal/Headteacher 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. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

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, ICA will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant academy staff. Parents will always be told when it has been necessary to use physical restraint on their child.

Staff training on use of reasonable force deals with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the student concerned.

Every member of staff will inform the Principal/Headteacher immediately after s/he has needed to restrain a pupil physically.

11. Prohibited items and searches

The law relating to searches

Principals/Headteachers (or authorised members of staff) have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the student being searched), or cause damage to property, or the student has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). 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.

Only the Principal/Headteacher⁸ or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a student and there must be a witness (also a staff member). **At ICA, the Principal gives authorisation to any member of the Senior Leadership Team or the Pastoral Team to carry out searches.** The person carrying out the search should be the same sex as the student 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 student of the opposite sex and / or without a witness) only where the Principal 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 student's own person or of their possessions must be carried out with due consideration for the student's personal dignity, health and safety, ICA's Safeguarding policy, United Learning staff-pupil relations guidance, and the ICA's Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, staff 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.

ICA will inform the student's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

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 student with such a suspected item could pose risks to others (or to that student). 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
- Tobacco (including vapes and other liquid electronic smoking materials)
- Lighters and matches
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- So-called "legal high" drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.
- stolen items
- fireworks
- pornographic images
- 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).
- Mobile phones and other electronic devices, including headphones) must be switched off and out of sight. If a student is reported as not following this rule and denies having such a device, they may be searched for this item
- Energy/fizzy drinks

⁸ Schools which have different tiers / leadership titles such as Executive Principal or Head of School must make clear in their behaviour policy who can carry out the search. Schools should also be clear, through appropriate schemes of delegation, who is authorised to carry out searches in the Headteacher's absence).

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 [Head Teacher/Principal] may carry out searches without consent.

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 Academy rules. ICA also reserves the right to inspect data⁹ on any electronic device which is confiscated by a member of staff. ICA 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 Academy rules.

Any decision to search a student's device should be based on the professional judgement of the Designated Safeguarding Lead and should always comply with the ICA Child Protection / Safeguarding Policy.

ICA staff may erase any data or files from the device if the Academy considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a student or another student, where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, ICA can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then punish the student in accordance with this policy where appropriate.

ICA 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 academy discipline. When deciding what to do with a prohibited item, ICA will act in line with statutory guidance issued by the Department for Education.

Searches with consent

ICA may search students with their consent for any item. A student's possessions can only be searched in the presence of the student 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.

Extent of search

The person conducting the search may not require the student 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

⁹ All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

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

Confiscation of articles

ICA 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.

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](#)' in deciding what to do with confiscated items.

12. Drugs

ICA will not condone the use or possession of drugs. ICA's policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the Academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug.

ICA takes into account guidance issued by the Department for Education. ICA will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHCE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the behaviour policy. The sanction is likely to include a suspension or permanent exclusion from the Academy. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

Sometimes, it will also be necessary to involve the police. ICA will discuss this and take advice as necessary. It is important to note that whilst ICA may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction.

Confiscation of drugs

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. ICA may carry out searches for drugs in accordance with this policy.

Parental involvement

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

13. Removal from classrooms¹⁰

¹⁰ Further detail is contained at paragraphs 79-88 of the DfE Behaviour Guidance

The use of removal to RFI allows for continuation of the student's education in a supervised setting. The continuous education aims to follow the ICA curriculum but on occasions may differ to the mainstream curriculum (when a student is removed from a practical lesson, for example). Work will still be meaningful for the student.

14. Suspensions and Permanent Exclusions

1. Executive Summary or Explanatory Note

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. Any form exclusion is the ultimate sanction. The decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge.

2. Legislation and Guidance

In applying this policy, ICA will adhere to current legislation, including the Equality Act 2010. ICA is obliged to have regard to the DfE Exclusions Guidance; Section 1 of this makes specific reference to the Equalities Act.

Sanctions will be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care will be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the Academy's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a student. ICA policies and practices do not discriminate against students by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal/Headteacher and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; work experience placement; over the telephone or online (such as on social media) etc.

3. Types of Exclusion

Suspension

A suspension may apply for a single occurrence of serious misconduct or for persistent misbehaviour. A lunchtime exclusion is equivalent to a half day exclusion.

The ICA SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving a SEND children's behaviour. This involves advice from colleagues / specialists such as educational psychologists, speech and language therapist, literacy specialist etc.

Permanent exclusion

This will normally be used as a last resort in response to a serious breach or persistent breaches of the Academy's behaviour policy and where allowing the student to remain in the Academy would seriously harm the learning or welfare of the student or others in the school.

Examples of when a permanent exclusion may apply for a one-off offence (**list is not exhaustive**):

- Aggressive or violent behaviour
- Vandalism
- Putting hands on another student without permission.
- Racist/homophobic/prejudiced language
- Theft
- Being in possession or using items from the banned items list

4. *The Investigation*

Any investigation will be conducted in accordance with DfE guidance to be lawful¹¹, reasonable, fair and proportionate.

5. *Principal/Headteacher's Decision*

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the Academy's behaviour policy and where allowing the student to remain at ICA would seriously harm the education or welfare of the student or others at the Academy.

6. *Notification*

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed (without delay) by a letter signed by the Principal/Headteacher, or designated teacher in charge.

7. *Role of the Local Governing Body (LGB)*

- The LGB has the duty to facilitate and consider the representations of the parents;
- The LGB can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- The decision of the LGB will be given in writing and without delay and will give the reasons for the decision.

8. *Additional Requirements for Permanent Exclusion*

Where the Governing Body has upheld the decision of the Principal to exclude, parents will receive in writing:

- the statutory timeframe for applying to an independent review panel;
- information on to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

9. *Independent Review Panel Procedure (IRP)*

The set up and process of the IRP is set out in the DfE Exclusions Guidance. An IRP cannot compel reinstatement.

¹¹ with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties

10. *Monitoring and Review*

ICA monitors behavioural issues and evaluates the effectiveness of the behaviour policy. This helps the Academy consider whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the Academy which may be enabling inappropriate behaviour to occur. When patterns are identified, ICA will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHCE/RSE lessons, or amending the policy.

11. *Managed Moves*¹²

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the student. Managed moves will only be offered as part of a planned intervention.

12. *Behaviour outside of school premises*

The behaviour policy can extend to activities outside the school day and off the school premises- or online when the student 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 student at ICA;
- that could have repercussions for the orderly running of ICA;
- that poses a threat to another student; or,
- that could adversely affect the reputation of ICA.

Preventing recurrence of misbehaviour

13. *Initial intervention following behavioural incidents*¹³

The range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of suspension and permanent exclusion is detailed in this policy. Regular meetings allow relevant members of leadership and pastoral staff to be aware of any student persistently misbehaving, whose behaviour is not improving following low-level sanctions or whose behaviour reflects a sudden change from previous patterns of behaviour.

14. *Pupil Support Units*¹⁴

ICA may refer a student to a Local Authority Pupil Intervention Placement (PiP) to assist in supporting them with improving their behaviour.

15. *Reintegration*

¹² Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 47-51 in the DfE's Suspension and Permanent Exclusion Guidance

¹³ Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance

¹⁴ Further detail is contained at paragraphs 101-107 in the DfE Behaviour Guidance

Students who have attended PiPs or Alternative Provision will be supported by their Head of Year and the Behaviour Manager upon their return to the Academy.

16. Monitoring and evaluating school behaviour¹⁵

ICA captures data including all components of the behaviour culture and analyses this to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

Specific behaviour issues

17. Child-on-child sexual violence and sexual harassment¹⁶

In every aspect of the ICA's culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that students whose behaviour falls below expectations will be sanctioned. Staff will challenge all inappropriate language and behaviour between students.

18. Behaviour incidents online¹⁷

The provisions apply to all activity online including all forms of social media and they apply to online activity for both school purposes and personal use that may affect the Academy, students or staff in any way.

e.g.:

- damage to ICA or its reputation, even indirectly
- use that may defame ICA staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the Academy's behalf
- using ICA logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the Academy when the student is identifiable as a member of the Academy or if the behaviour could adversely affect the reputation of the ICA. A breach of the policy on the use of social media will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within ICA is in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, staff will refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

19. Mobile Phones

The policy details rules regarding mobile phones.

¹⁵ Further detail is contained at paragraphs 109-111 in the DfE Behaviour Guidance

¹⁶ Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance

¹⁷ Further detail is contained at paragraphs 119-122 in the DfE Behaviour Guidance

20. Suspected Criminal Behaviour

ICA staff will consider the need to report to police and preserve evidence and whether a tandem report to children's social care is required. The DSL will take lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence. See paragraphs 125-127 of the DfE Behaviour Guidance for more information]

Owner	Secondary and Primary Education Teams
United Learning Independent /Academies/Both	Academies
Reviewed	Sept 2022
Date Authorised	12/9/2022
Review Date	12/9/202

Appendix 1: Anti-Bullying Flowchart

Bullying incident reported

Staff speak to student who is the 'victim' and secure written statement. Reassure the student that they have acted in the correct way by reporting to staff.

Investigating member of staff to:

- Identify student(s) who are bullying
- Identify any witnesses
- Establish what/where/when
- Check CCTV (if necessary)
- CONTACT PARENTS TO NOTIFY THEM OF THE INVESTIGATION

EVIDENCE SUPPORTS CLAIM

- Speak with student who allegation was made against and secure written statement
- Liaise with SLT Year Group link re: appropriate sanction
- CONTACT PARENTS TO INFORM OF SANCTION FOR BULLYING
- CONTACT VICTIM'S PARENTS TO INFORM OF OUTCOME
- Record on CPOMS

NO EVIDENCE TO SUPPORT CLAIM

- Speak with student who allegation was made against and secure written statement
- Explain that evidence does not support claim but you will continue to monitor the situation

- Speak with the victim
- Explain that evidence does not support claim but you will continue to monitor the situation
- CONTACT PARENTS TO EXPLAIN THE SITUATION
- Record on CPOMS

CHECK IN WITH THE STUDENT WEEKLY/FORTNIGHTLY