



Hartshill Academy

The best in everyone™

Part of United Learning

Behaviour Policy

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1. Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the behaviour system and follow it to bring about consistency of practice throughout Hartshill Academy.

It also ensures that all pupils understand what constitutes acceptable and unacceptable behaviour and that every pupil understands their choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective as we recognise that rewards play a vital role in the process of ensuring outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our pupil. In order to ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships and focus on learning. Poor conduct has consequences for learning and achievement and the safety and wellbeing of our community. High expectations of staff and pupils makes a positive contribution in our aim of achieving the 'Best in Everyone' through our HART values.

Our policy is built around our **HART** values of **Heart, Ambition, Respect** and **Tenacity** and is aimed at supporting our pupils to exhibit the values we look to develop in them, and to reflect when they have not lived up to these values.

The school behaviour policy applies at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school or United Learning.

In applying this policy, the school takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of pupils with special educational needs in line with the SEND Code of Practice 2015. The school will also have regard to its safeguarding policy where appropriate.

We understand that some pupils may struggle with this policy due to various factors. We are committed to providing support and understanding for these students, working with them to address their individual needs while maintaining a structured and positive learning environment for all. Our goal is to help every pupil succeed within the framework of our policies, offering guidance and assistance as needed. It may be even more challenging for some students with special educational needs. We will therefore look to make reasonable adjustments to this policy where necessary.

Examples of reasonable adjustments include but are not limited to:

- Specific seating position in classroom
- Additional direction to remain focused in lessons before being moved or removed
- Support from an additional adult in the classroom
- Time out card

Any reasonable adjustments will be shared with staff of individual pupils.



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2. Policy Implementation

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

All staff will be provided with a copy of this policy and the Senior Leadership Team of the school will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of instances of behaviour that breaches our expectations, reporting to governors and parents when required. The Senior Leadership team follows the DfE Behaviour Guidance which stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture¹

In order to create an atmosphere of mutual respect and tolerance in which all members of our school community can flourish and achieve their potential, all pupils are responsible for certain expectations in classrooms and in corridors. This includes the time spent journeying to and from Hartshill Academy.

All staff and pupils are responsible for demonstrating excellent daily practices, kindness, gratitude and our HART values.

Heart:

- We are motivated and promptly arrive to school and lessons
- We do not make excuses and rather, reflect on our actions
- We make the best-possible choices for our future
- We attend school every day
- We are polite and courteous at all times, regardless of circumstances
- We repeat good behaviours so that they become our habits

Ambition:

- We have high expectations of ourselves
- We work hard for our future in all lessons
- We know what we want to achieve
- We are determined to be the best version of ourselves

Respect:

- We take ownership of our learning and behaviour
- We are masters of our fate and captains of our soul
- We love our school
- We are kind
- We show gratitude
- We are responsible for the success of everyone in the school community

Tenacity:

- We are positive and do what it takes to complete our work
- We are determined and never give up
- We know that success comes from failure
- We learn from our mistakes
- We celebrate effort
- We have grit

¹ Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance



Moving around the school

Calm and sensible movement around the school and safe, polite behaviour is always essential. Our motto is “**walk with purpose, on the left**”. This allows us to clearly state our expectations to ensure that our corridors and stairways remain calm, quiet and orderly.

Pupils and staff are reminded to keep to the left when moving along corridors and stairways and pupils are encouraged to challenge others when this is not observed. No food should be eaten when moving around the school building. Special care should be taken when ascending and descending stairs.

Pupils have designated stairs to ascend in order to access lessons and at lunch, but may descend their nearest flight of stairs in order to go for break and at the end of the day.

In the case of a fire alarm sounding, all pupils must make their way in a calm and sensible manner, down the nearest stairs, to the fire assembly point before lining up in their HART group in silence.

The Atrium

It is expected that all pupils behave in a polite and respectful manner in the Atrium. This includes polite behaviour when eating and drinking. Pupils are always expected to put any rubbish in the bins provided.

All pupils are expected to engage in the routines and process of daily ‘Family Lunch’.

Toilets

Pupils have access to toilets before school, at break, at lunch and after school. Staff are able to use their discretion regarding polite requests to visit the toilets during lesson time but leaving a class for this purpose should always be viewed as an exception rather than a rule *unless* the pupil in question has a note confirming a medical condition or other individual need on Arbor.

Pupils who are found to have damaged the toilets may be charged and will be sanctioned as they have not shown respect to our environment.

Access Lift

The primary purpose of the lift is for the movement of goods between floors. Pupils with injuries or illnesses may be given a lift pass for their use if they provide medical evidence. In these cases a single additional person may escort them in the interests of health and safety.

Parents/Carers

The active involvement of parents and carers is crucial for ensuring a child's success at Hartshill Academy. To support the school, parents/carers are encouraged to read the school's behaviour policy and where possible, take part in the life of the school and its culture.³



We place enormous value in forming and maintaining a close relationship with parents and carers. We encourage them to work in partnership with the school to assist in maintaining high standards of behaviour, both inside and outside of school. In particular, the Hartshill Academy expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, rewards, uniform and appearance, standards of academic work and homework.

In the event of any behaviour management issue, staff will liaise closely with parents where practical and, if relevant, other local or national support agencies.

3. Rewards

The school uses rewards to inspire, enthuse and motivate pupils to fulfil their potential. Our aim is for all lessons to be rewards-led to develop a positive ethos in the classroom and around the building. Praise and rewards are given where pupils demonstrate the HART values of Heart, Ambition, Respect and Tenacity in their work and around the school.

All staff are able to use rewards such as verbal praise, telephone calls to parents, letters, texts, emails or postcards to parents and public celebration of success in forums such as Rewards Assemblies and the school's social media accounts.

Achievement Points

All pupils are able to receive achievement points.

Achievement points can be allocated by staff for reasons given below:

- Star of the lesson – Given every lesson
- Excellent subject knowledge
- Excellent behaviour in lesson
- Excellent work in a lesson
- Outstanding verbal contributions
- Excellent homework
- Participation in an extra-curricular activity
- Showing the HART value of Heart
- Showing the HART value of Ambition
- Showing the HART value of Respect
- Showing the HART value of Tenacity

All achievement points awarded at Hartshill Academy contribute towards the total the pupil's house and can be exchanged by each individual pupil for rewards in the Rewards Store.



House Championship

At Hartshill Academy we have four houses; Barber Bears, Drayton Deers, Evans Eagles and Newton Nighthawks. The House Programme supports our Character Curriculum through the use of rewards, competition, leadership development and community across the **school**. House Points are awarded when pupils have demonstrated outstanding adherence to our HART values of Heart, Ambition, Respect and Tenacity.

Each year, pupils in all year groups compete in a range of competitions for the House Championship. Activities and competitions are regular and include a range of fun and exciting activities which are celebrated by the entire school.

Attendance Rewards

Pupils whose attendance meets or exceeds expectations are able to access a range of rewards including letters or postcards home and raffles. There are also termly opportunities to win bumper prizes.

Rewards Store

All pupils are able to save the achievement points they earn and these are automatically converted to 'spendable points' which can be used in our Hartshill Academy Rewards Store on Class Charts. From here, pupils may purchase a wide range of items using their spendable points.



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4. Behaviour expectations

If a pupil fails to adhere to the rules set out by the school in the classroom during a period of teaching, then the process set out below will be followed. We do not allow pupils to disrupt the learning of others as we fundamentally believe that every pupil is entitled to disruption free lessons.

Our key classroom expectations reflect our HART values:

- **Heart:** We make the best-possible choices for our future
- **Ambition:** We work hard for our future in all lessons
- **Respect:** We take ownership of our learning and behaviour
- **Tenacity:** We are determined and never give up

Managing classroom behaviour:

We operate a three-warning system which is referred to as Warn/Move/Remove within all lessons.

Warn

If a pupil disrupts the learning of the class this will be explained to them and they will be given a warn by the teacher. The pupil will be reminded that a further disruption to the learning of the class will result in them being moved seat in the lesson. A member of the pastoral team may also visit the lesson to help have a reset conversation.

Move

If a pupil disrupts the learning of the class this will be explained to them and they will be moved to a different seat in the classroom. The pupil will be reminded that any further disruption to the learning of the class will result in them being removed from the lesson. A member of the pastoral team may also visit the lesson to help have a reset conversation.

Remove

If a pupil disrupts the learning of the class for a third time this will be explained to them. The teacher will use Class Charts to notify SLT and the Pastoral team. The pupil will then be collected from the classroom and booked into Reflection.

Pupils who are placed into Reflection as a consequence of Remove will:

- **Give their mobile phone to the Reflection Manager in Reflection**
- **Remain in Reflection until 4pm the same day, including any break and lunch – Unless a pupil has reasonable adjustments in relation to a specific need**
- **Complete a Reflection form**
- **Complete their work**
- **Hold a restorative conversation with the teacher at the end of school day**



The school places great emphasis on having restorative conversations with pupils and this happens following a lesson removal. Using an experienced pastoral team, the school also attempts to intervene before a pupil is removed from any lesson via scripted reset conversations with Pastoral Leaders.

Punctuality to Lessons

It is essential that pupils arrive at their lessons on time and fully prepared to learn. Lateness disrupts the flow of the lesson, impacting not only the individual pupil but also the class. To help ensure that everyone arrives punctually, we have implemented a movement bell system. This provides pupils with ample time to transition between classes, minimising disruption and ensuring that the learning environment remains focused and productive. If a pupil does not arrive on time to their lesson, without a suitable reason, they are placed into our Reflection room until 4pm, following the same reflection room procedure as a removal.

Outside of lessons behaviour

We have high expectations of our pupils both in lesson and outside of lesson. Consequently, we will sanction the pupils accordingly if they do not meet these expectations. DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'

Please note that this is not an exhaustive list and we may sanction pupils for other reasons not listed.

- Failing to follow instructions – not respecting staff
- Eating in class/Chewing gum and/or refusal to put items in the bin
- Swearing/aggressive language – not being respectful.
- Pastoral Leader concerns.
- Vandalism (minor)
- Inappropriate body language/gestures.

Use of social media

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

Mis-use of social media includes (this is not an exhaustive list):

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



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

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

The power to discipline beyond the school gate

The range of the school's Behaviour Policy extends to activities outside the school day and off the school premises when the pupil is:

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

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Reflection

Reflection is an alternative to a Suspension or Cluster Intervention (based within a Cluster school) and is used for pupils who are removed from lessons or for serious or persistent breaches of our expectations regarding behaviour outside lesson times. We always try to minimise the time that pupils spend in Reflection in terms of number of days.

The Reflection room operates from 8:40am until 4:00pm every day. Pupils are provided with a breaktime and lunchtime at the same time as the rest of the school but they do not leave the room. Pupils are provided with work to complete in line with curriculum plans for their timetabled subjects and are expected to work in silence throughout the day. They also have use of a Chromebook.

Upon entering, pupils are asked to hand over their mobile device before being seated in a designated seat.

Pupils are provided with lunch if they do not have this with them. Pupils are allowed access to a toilet when this is required.

The room is a well-lit, open room with both heating and good ventilation in place to ensure that the physical conditions are conducive to maintaining levels of comfort.



In the Reflection Room, if pupils continue to fall below the school's expectations, pupils may receive the following sanctions:

- Warn
- Move (including reset conversation with home, pastoral team intervention or a change of seat)
- Remove (warranting a further consequence)

The Reflection Room is supervised throughout the day and any concerns about pupil behaviour whilst in Reflection is passed to a member of the pastoral team or SLT.

Pastoral Team Meetings

We recognise that some pupils require additional support and the implementation of sanctions alone is not appropriate. Each year group has a half-termly meeting where all pupils are discussed and in particular, any cases where it is felt that a pupil is not responding in the required manner to the implementation of the school's Behaviour Policy.

Pastoral Team Meetings may include the following staff: Principal, Vice Principal (Behaviour and Attitudes), Vice Principal (Attendance), Assistant Principal (Behaviour) Safeguarding Officer, Relevant SLT Link (Assistant Principal), Pastoral Leader, SENCo

These meetings determine whether it is appropriate for a pupil to access any of our additional support measures.

Off Site Direction Provision

Off-site Directions will be used with the agreement of the new school and only where it is in the best interests of the pupil. Off-site directions will last for an initial period of 10 weeks and it will then be determined – in the best interests of the pupil – what will happen next. Managed moves will only be offered as part of a planned intervention.

Alternative Provision

To re-focus pupils and meet their educational needs they may attend an alternative provision setting. In this case they will be educated off-site for a period that will be reviewed at regular intervals. Alternative Provision will only be put in place if it is agreed at a Pastoral Team Meeting that this is in the best interest of the child. The provider that the school uses will always be DfE registered if the pupil is to attend for a greater time than 16 hours per week.



5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- a. Deliberately hurtful - **Harmful**
- b. Repeated, often over a period of time - **Repeated**
- c. Directed at a particular pupil with intent - **Intentional**

Bullying will not be tolerated at the school. We have a 'TELLING' ethos where every allegation of bullying will be investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti-Bullying Policy for full details.

6. Contextual Safeguarding

All staff will consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Also, if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of the school, they will follow the procedures set out in the Safeguarding Policy and discuss their concerns with the academies Designated Safeguarding Lead, without delay.

Leaders will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

If a behavioural concern persists, teaching staff will complete a behavioural referral form which will include details of strategies used within the classroom.



7. Supporting pupils with Special Education Needs and Disabilities (SEND)

The school has a SEND Policy which outlines the procedures and systems we follow to support pupils with special educational needs within Hartshill Academy. The SEND Code of Practice (2014) states that, 'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'

Adaptations / Reasonable Adjustments

At Hartshill Academy, we make adaptations and reasonable adjustments for managing behaviour which is related to a pupils' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations or reasonable adjustments are tailored to the individual pupils and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support pupil behaviour and to ensure that pupils are supported in improving their behaviour. If we feel that consequences are not suitable for a pupil with SEND needs, then reasonable adjustments can be applied, which can be in the form of; reduced time in reflection, additional support, additional interventions, positioned in a different location. This list is not exhaustive and we can look at other avenues of support for reasonable adjustments which suits the pupils' needs.

Considering whether a pupil may have unidentified SEND

Where there are concerns that a young person may have unidentified SEND, Hartshill Academy will adhere to its SEND referral and identification processes in line with the graduated approach. A meeting with the Special Educational Needs Co-Ordinator (SENCO) may be arranged to discuss further.



8. Sanctions

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010. For the behaviour of pupils with SEND, we provide additional and appropriate support to ensure pupils can achieve and learn as well as possible. 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 (see Appendix A).

Detentions

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/academy-disciplineexclusions>).

Parental permission is also not required provided that staff have considered:

- The welfare of the child.
- Whether the child has caring responsibilities,
- Whether parents should be informed of the detention, any travel arrangements.

Inconvenience to the parents does not matter if the child has a means to get home safely.

Hartshill Academy ensure that all detentions are placed on Class Charts and can be seen by parents. Removal detentions are completed on the same day a removal is issued. Pastoral leaders can issue pastoral leader detentions for significant behaviour issues that may arise. Parents will be contacted in relation to this to book in the detention.

Allegations against staff

All staff take the responsibility of safeguarding extremely serious and all members of the school community are aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and managed in accordance with the procedures set out in the Safeguarding and Child Protection policy.

Malicious accusations against staff

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



9. Supporting pupils following a sanction

Hartshill Academy uses a range of strategies to support and help pupils to improve their behaviour and meet the behaviour expectations of the school, as set out in paragraphs 61-62 of the DfE Exclusions Guidance.

These may include, but are not limited to:

- Reintegration meetings
- Other parent meetings
- Behavioural reports
- Specific interventions
- Reflection Room (including associated restorative work)
- Specific support from staff in the form of mentoring/check-ins
- Reasonable adjustments
- Referrals to external agencies
- SNAP B Behaviour intervention

10. Use of reasonable force

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

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

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 reasonable force is required, members of staff will always dynamically risk assess the situation before engaging in any interaction with the pupil.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular pupil 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 pupil, the school will write a positive handling plan (essentially an appendix to a behaviour support plan) and share this with the parents/carers and relevant school staff. Parents will always be told when it has been necessary to use physical restraint on their child and will be informed of the incident on the same day or as soon as is reasonably practicable. Use of force may also relate to searches as outlined in Section 11. Any member of staff will inform the Principal immediately after they have needed to restrain a pupil physically.



11. Prohibited items and searches

Mobile Phones

Mobile phones are now banned from being used at any point on the school site, whether indoors or outdoors. Mobile phones are not just distracting, but when misused or overused, they can have a damaging effect on a pupil's mental health and wellbeing.

We operate a '**See it, Hear it, Lose it**' policy with regard to mobile phones. This simply means that a mobile phone will be confiscated if it is seen or heard on the school's grounds*.

- This restriction is in place **at all times** while pupils are at the school; this includes when pupils arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be turned off (not just put on silence) and put away before pupils enter the school gates and not turned on again until they have left the site.
- We recognise that some parents/carers, in the interests of their child's personal safety, may wish their child to have their mobile phone with them for their journey to and from the school but must stress the importance of parents/carers clearly communicating that this must be turned off at all times on site.
- Mobile phones that are seen or heard will be confiscated and stored in a secure place and can only be collected by the pupil or their parent/carer at the end of the school day.
- If a pupil repeatedly has their mobile phone confiscated the device may be kept until parents/carers make an appointment for it to be collected.
- Pupils will be able to contact staff on duty/staff running clubs if there is an emergency and they require to speak with their parent/carer, although we do not envisage this to be necessary. Whether or not a situation is an emergency can only be determined by a member of staff.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception. However, please be aware that this facility should only be used for emergencies.
- Pupils who refuse to hand the phone over to a member of staff will be placed in Reflection. In these instances, parents will be contacted by the relevant Head of Year. Refusal to go into Reflection may result in a Suspension.

Please see update guidance to schools regarding mobile phones [here](#).

The law relating to searches

Schools, including academies, have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. All searches carried out, including the results of any search are documented by the member of staff and maintained by school.



Principals/Headteachers (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil 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 pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific item which can be searched for without consent are provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies and in this section. In addition to this, there is also “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”).

Banned items*

- Mobile phones
- Cigarette lighters, matches or other means of starting a fire
- Water pistols or any toy that resembles a weapon
- Chemical substances other than controlled drugs, e.g. ‘legal highs’
- Chewing gum
- Energy drinks (e.g. Red Bull, Monster, Relentless)
- Laser pens/pointers
- Permanent marker pens
- Aerosol cans
- Correction Fluid
- Vapes and Cigarettes

Only the Principal/Headteacher or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the 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 pupil’s own person or of their possessions must be carried out with due consideration for the pupil’s personal dignity, health and safety, the school’s Safeguarding policy, United Learning staff-pupil relations guidance, and the school’s own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school will inform the pupil’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 pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and pupils 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)
- Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia
- 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).
- 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.

This Policy may add other items that may be searched for e.g. mobile phones, cameras etc throughout the academic year.

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 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 school rules. The school also



reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device will be based on the professional judgement of the DSL and should always comply with the Safeguarding Policy.

The school may erase any data or files from the device if the school 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 school 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 pupil or another pupil), 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, the school 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 pupil in accordance with this policy [and, Exclusions and Policy], where appropriate.

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

Searches with consent

The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

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



Confiscation of articles

Hartshill Academy staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from pupils

The school 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

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

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

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy.

The sanction is likely to be, except in exceptional circumstances, permanent exclusion from school.

- a. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.
- b. Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

This distinction between *dealing* and *using* is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school 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 found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.



Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents.

13. Removal from classrooms

Careful consideration is taken when applying this sanction. The removal of a pupil is used to ensure a disruption-free learning environment for the rest of the class. Once removed, the pupil will continue their learning in the Reflection Room. While the content may differ from the mainstream curriculum, it will still be purposeful and meaningful, ensuring the pupil remains engaged in their education during this time.

14. Suspensions and Permanent Exclusions

Suspensions and Exclusions is a very serious sanction and not taken lightly. The decision to suspend a pupil from the school is made only by the Principal (or 'Acting' Principal if Principal is not available. The Vice

Principal is designated as 'Acting' in this instance). A pupil's parent/carer will be informed by telephone and by letter if their child is suspended. Letters will be sent electronically and by post.

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

If a child is excluded for a period of more than 1.5 days, a member of the school's welfare team will conduct 'safe and well' checks to ensure that our safeguarding duties are maintained. Parents/carers of pupils who are suspended for more than 1 day and who are in receipt of Free School Meals can request meals during the suspension period.

The school will always invite parents/carers to attend a reintegration meeting with a member of the pastoral or senior leadership teams, and sometimes a governor if appropriate, on return from any fixed term suspension. This meeting ensures that any interventions or next steps can be put in place.

Please see our Exclusion Policy for full details, which includes types of Exclusions and details on specific behaviour issues and also DfE guidelines - <https://www.gov.uk/government/publications/school-exclusion>



15. Graduated Approach

The school uses a graduated response to behaviour issues, including the use of behaviour plans for pupils with persistent and/or chronic issues.
Please see Appendix A.

Tier 1: School and classroom-wide systems for all pupils and adults (e.g. Warn-Move-Remove)

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable.

Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.

Tier 4: Tailored strategies and approaches to support the child and their ongoing success in school, e.g. Safety Plan, Individual Behaviour Support Plan, meetings with parents.



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Appendix A

Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Hartshill Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our school. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the pupil, Pastoral Leader and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the pupil, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Behaviour may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Pastoral Leader will create a specific Learning Plan for the pupil. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the pupil's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a pupil's needs and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the pupil is not already involved with these professionals.

Stage 4 – A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the pupil. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Pupil's Learning Plan and shared with key staff.



Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Vary the time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Restorative discussion with the teacher to take place immediately, rather than the end of the day
Chunked tasks	

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a pupil has an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

