

# *St Peter and St Paul* Catholic Voluntary Academy

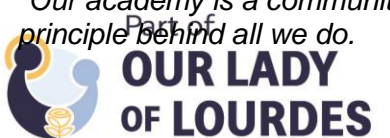


## Behaviour Management Policy

### February 2024

**The Ethos of St Peter and St Paul**

*"Our academy is a community where Jesus Christ is our role model and his message the guiding principle behind all we do."*



CATHOLIC MULTI-ACADEMY TRUST



## **'I have come that they may have life and have it to the full'**

John 10:10

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith."*

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

### **The uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

### **The search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

### **The education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

### **The education of all**

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

### **Moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

### **Consequently, we still strive to ensure that:**

Any person recruited to the service of the academy, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the academy and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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## 1. Introduction

# 'I have come that they may have life and have it to the full'

John 10:10

The ultimate aim of our Behaviour for Learning Policy is to create an environment where students and staff can realise our Mission Statement every day: "To provide the best education and care we can for all members of our living faith community".

When doing this we are reminded of the need for us to put the teachings of Christ into action. "If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3) Our mission when managing behaviour is to provide students with opportunities to reflect on their behaviour and to grow in a deeper understanding of the role of their conscience in their moral decision making.

We are committed to promoting student achievement in every area of Academy life. Therefore, a high standard of behaviour is expected at all times and all members of the community are to be treated with respect. In order to enable teaching and learning to take place, acceptable behaviour in all aspects of Academy life is essential.

## 2. Principles

2.1 The governing body believes that good behaviour in all aspects of school life is necessary to enable effective learning and teaching to take place. It therefore seeks to create a learning environment by:

- Creating a sense of good order and self-discipline characterised by fairness and justice;
- Promoting self-esteem, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours;
- Providing a safe environment free from disruption, violence, bullying, and any form of harassment;
- Encouraging a positive relationship with Parents and Carers to develop a shared approach in the implementation of the school's policy and procedures

- 2.2 SSPP is a Catholic School which means that we strive to be a community with characteristics derived from the examples and teachings of Jesus:

- Welcoming and accepting of all, without distinction
- Being ready to learn, with open hearts and minds
- Affirming the dignity and worth of each individual
- Offering forgiveness and reconciliation
- Aiming to give most help to those with the most need
- Caring and providing guidance and support
- Accepting responsibility for ourselves, for each other and the wider community.

2.3 Three basic principles are observed in managing behaviour

- Recognition and rewards - the academy's system for recognising pupils who try hard, show commitment and demonstrate clear improvement and progress.
- Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others and their learning in the academy community.
- Implementing strategies to deal appropriately with poor behaviour.

**'I have come that they may have life and have it to the full'**

John 10:10

### **3. Scope**

3.1 It is important to recognise that this policy relates to:

- All activities, day visits and residential trips organised by the school and undertaken by students both during the school day and when part of an officially organised school group.
- Work experience and extended work experience placements.
- The period when students are making their way to and from school.
- Wearing school uniform or in some other way identifiable as a student of the school.
- Behaving in a way that could have repercussions for the orderly running of the school.
- Posing a threat to another student or member of the public.
- The right of staff not to be subjected to harassment at any time in their professional or private lives.

### **4. Roles and responsibilities**

#### **4.1 The expectations of students are as follows:**

- To SHINE (To Show pride in all that they do, to be Honest, to work Independently, to Never give up and to Engage in their learning.)
- To follow STAR in lessons (Sit up, Track the speaker, Ask and answer questions like scholars, Respect others)
- To arrive on time to school and to each lesson
- To be respectful to ALL members of our community including themselves
- To wear the Academy uniform correctly
- To respect the Academy environment e.g. do not cause damage to property and place litter in the bin
- To move quietly and sensibly about the Academy and keep to left in busy corridors and stairs
- To ensure that mobile phones are kept out of sight and switched off during the Academy day
- To not use chewing gum
- To be ready to learn making sure that all of the appropriate equipment is brought to the Academy
- To record homework in planners
- To represent our Academy positively when wearing your uniform outside of school. Be respectful to the wider community and avoid congregating in groups near the shops which can cause an obstruction and may be intimidating
- To accept the authority of staff at SSPP
- That they attend the school on the understanding that the Behaviour Policy and consequences/ sanctions apply to them.
- To participate positively in the Catholic Life and Mission, Religious Education and Collective Worship

#### **4.2 The expectations of parents/ carers are as follows:**

- To acknowledge that, by sending their children to SSPP, they do so on the basis that they accept the content of the policies of the Academy
- To support the Academy in maintaining expectations, as they apply to their child, including the need to issue sanctions in accordance with this policy.

#### **4.3 The expectations of staff are as follows:**

- To teach students the principles, ethos and rules of the school and to ensure that they are followed.

## **'I have come that they may have life and have it to the full'**

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- To create a high-quality learning environment with the support of leaders, by promoting, teaching and modelling good behaviour
- To consistently and fairly use sanctions and rewards to promote positive behaviour
- To create an environment where students can learn.
- To support departmental supervision of the building, including starting lessons promptly and at lesson changeovers.
- To report and record (using Arbor MIS system) behaviour incidents in a timely and detailed manner
- To liaise with Head of Department and relevant Head of Year regarding students who display repeat behaviour patterns, communicating relevant action taken
- To contact parents who seek clarification of the circumstances that led to a removal
- To seek resolution to major issues through parental contact and restorative conversations with the student, mediated where appropriate by other members of staff.
- To provide mutual support for each other through the consistent application of SSPP Behaviour policy and guidance.
- To encourage positive participation in the Catholic Life and Mission, Religious Education and Collective Worship through their classroom practice.
- To use Subject Report as a Wave 1 intervention to support students
- To support students with additional needs following the strategies on their Pupil Passports

### **4.4 The expectations of form tutors are as follows**

- To work with their tutor group to create a cohesive group and a positive ethos and environment.
- To ensure that the Catholic Life and Mission, Religious Education and Collective Worship are embedded into the tutorial programme.
- To develop relationships and offer positive reinforcement and role modelling to all pupils in group.
- To monitor student behaviour, both rewards and sanctions, using the school's data systems.
- To liaise with Heads of Year to discuss individual concerns and achievements.
- To liaise with parents/guardians to discuss individual concerns and achievements.
- Monitor attendance and refer any concerns with the Attendance team
- To check and sign planners weekly
- To ensure that pupils have correct standards of uniform and equipment recording and issue sanctions where necessary and liaise with relevant Head of Year regarding persistent failure to meet expectations.
- To use Tutor Reports as a Wave 1 intervention to support students

### **4.5 The expectations of Heads of Year are as follows**

- To monitor student behaviour within the year group, giving praise for good behaviour and ensuring that all sanctions are applied consistently and followed through
- To promote The SSPP STAR learners behaviour expectations in their respective year groups.
- To conduct investigations and complete reports relevant to any major incidents.
- To communicate with parents/ carers around behaviour issues.
- To use Head of Year Reports as a Wave 2 intervention
- To coordinate actions around intervention pathways to ensure that students are supported to meet expectations.
- To liaise with external agencies to ensure that appropriate interventions are sourced.
- To maintain records of interventions.
- To support student reintegration following suspension.
- To support and liaise with tutors, teachers and classroom teachers regarding behaviour.

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- To communicate action taken with relevant staff.
- To monitor behaviour data to ensure that identified students are targeted for both reward and sanction

### **4.6 The expectations of Heads of Subject are as follows**

- To take responsibility for the ethos and climate within department areas
- To monitor student behaviour within the department, giving praise for good behaviour and ensuring that all sanctions are applied consistently and followed through.
- To promote the SSPP STAR learners' behaviour expectations in their respective departments.
- To be a main line of contact with parents around behaviour issues within the department and support department staff with communication and meetings with parents where necessary.
- To ensure that department staff have the opportunity to discuss 'pupils causing concern' in meetings.
- To monitor Subject report systems to ensure that intervention is in place
- To monitor behaviour data to ensure that identified students are targeted for both reward and sanction
- To effectively communicate with Heads of Year regarding students who continue to cause concern including actions already taken
- To ensure that staff within the department understand and follow the SSPP 5 steps behaviour guidance
- To create and maintain a 'Hotspot' rota to be shared with the Inclusion team.
- To ensure that students are adequately supervised within the department area.

### **4.7 The expectations of Pastoral Team are as follows**

- To support students with their emotional and behavioural needs with a view to reducing their barriers to learning.
- To devise and deliver intervention strategies to targeted small groups and individual students.
- To support and liaise with parents to promote positive working relationships.
- To supervise students in the Supported Study and Inclusion rooms
- To support Heads of Year in the investigation of behavioural incidents.
- To liaise with subject teachers to ensure that student within the Inclusion area have appropriate access to the curriculum
- To liaise with relevant staff with regards to students receiving intervention, their barriers to learning and potentially effective strategies.
- To maintain records of intervention
- To support classroom teachers with the removal of students from lessons within the Academy
- To attend meetings as required with agencies, parents and members of the Senior Leadership Team.

### **4.8 The expectations of AHT Behaviour are as follows**

- To support all staff in the implementation of this policy including identifying the need for training and delivering relevant CPD
- To ensure that the Behaviour Policy is operating effectively, supporting students and staff where needed and communicating with parents where needed.
- To support staff in maintaining disruption-free classrooms through the clear communication and implementation of removal protocols.
- To ensure efficient logging of all rewards/sanctions and the subsequent notification of parents.

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- To liaise with the Heads of Year and in response to incidents, to plan provision and to provide feedback from monitoring the data at student, year and departmental level.
- To ensure all the appropriate procedures are followed in relation to incidents
- To regularly monitor repeated negative behaviour to identify students in need of intervention.
- To regularly monitor and support the Supported Study and Inclusion rooms
- To communicate action taken to the relevant staff.
- To review the policy and ensure any changes are communicated with all stakeholders.
- To liaise with the SENDCo to ensure that students with additional needs are appropriately supported to meet expectations
- To liaise with the Headteacher regarding any suspensions or exclusions
- To support Heads of Year in reintegration meetings for students following repeated suspension or those following serious incidents.

### **4.9 The expectations of the Governing Body are as follows:**

- To ensure there is no differential application of the policy and procedures on any ground, including, ethnic or national origin, culture, religion, gender, disability or sexuality.
- To ensure that the application of this policy reflects the school's ethos and values.
- To review any substantive changes to the behaviour policy annually



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## 5. Promoting STAR behaviour through Reward

5.1 At SSPP we reinforce good behaviour and self-discipline through positive feedback and rewarding students who model high standards. Students should feel appreciated for meeting our high expectations.

Staff should seek every opportunity to praise students and reward them in some way. A range of rewards and sanctions exist at St Peter and St Paul, Catholic Voluntary Academy such as:

TUTOR	TEACHER	SUPPORT STAFF
Verbal Praise Star Points in planners Conduct STAR points Tutee of the term Leadership opportunities Nominations for Celebration Assembly Phone call/email home Bronze, Silver, Gold and Platinum Awards logged on Arbor	Verbal Praise Star Points in planners Conduct STAR points Written Praise in books Reward stamps and stickers Shared work on display Phone call/email home	Verbal Praise Star Points in planners Conduct STAR points Reward stamps and stickers Nominations for celebration assembly
HEAD OF YEAR	HEAD OF DEPARTMENT	SLT
Verbal Praise Star Points in planners Conduct STAR points Reward stamps and stickers Phone call/ email home Year group ambassadors/ buddying Recognition in assembly Certificates Phone call/ email home Year group success display boards Attendance certificates Rewards trips Achievement evenings	Verbal Praise Star Points in planners Conduct STAR points Reward stamps and stickers Subject Ambassadors Faculty postcards Shared work on display in faculty Trips/ visits Achievement evenings	Verbal Praise Star Points in planners Conduct STAR points Reward stamps and stickers Achievement evenings

## **6. Identifying unacceptable behaviours**

6.1 The following behaviours are unacceptable and will result in the academy's agreed sanctions and strategies being applied as appropriate. The list below is illustrative but not exhaustive. The academy will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider school community. Where relevant, the behaviour policy applies equally to pupils on academy excursions, journeys to and from the academy on public transport, academy transport, on foot or by bicycle. (Asterisked items are dealt with in more detail in further sections.)

- Smoking and/or possession of tobacco/vaping products \*
- Substance abuse and/or breach of the school drugs policy \*
- Possession and/or consumption of alcohol \*
- Disruption to learning
- Defiance / disrespectful behaviour towards staff, visitors or others
- Physical assault and/or threatening behaviour
- Incitement
- Bullying, including cyber bullying
- Vandalism and purposeful damage to academy property
- Racist behaviour
- Extremist views and/or use of extremist language\*
- Verbal abuse and threatening behaviour\*
- Sexual abuse and harassment
- Extortion
- Theft
- Bringing electronic player or recording equipment to the academy\*
- Bringing knives or other offensive weapons to the academy including imitation weapons
- Bringing the academy into disrepute
- Inappropriate use of internet or other technology \*
- Possession of pornographic and inappropriate materials
- Dangerous behaviour
- Anti-social behaviour
- Truancy from the academy/lessons
- Lateness to the academy at the start of the school day (after 8.45 am) and/or to lessons
- Going off the school site without permission
- Chewing gum at any time
- Disruption to orderly corridor and stairwell environment
- Disruption to queuing systems
- Breach of academy uniform policy and standards \*
- Breach of academy jewellery policy \*
- Incorrect equipment
- Excessive noise levels
- Insolence and bad manners
- Possession/use of aerosols
- Use of mobile phone in academy time \*

## **6.2 Sanction Systems**

As an Academy we recognise the need to aim for consistency in identifying and responding to inappropriate behaviours. However, while there is the need for consistency, it would be short-sighted and even unfair to believe that there can be a 'fixed penalty' for every inappropriate behaviour. Individual circumstances and reasonable adjustments any issue must be taken into account. There is a clear and unambiguous system of 'steps' that teachers can use in order to deal with unacceptable behaviour. All members of staff and all children need to know what the steps are.

### **STEP ONE: First Warning**

If a student is behaving in a way that prevents him/her, or other students from being able to learn, the teacher will remind the student of our expectations

**(No record is made of this intervention)**

### **STEP TWO: Second Warning and reflection**

If a student continues to disrupt learning in the classroom, the teacher will repeat the reminder and ask the student to reflect upon their behaviour outside of the classroom. This allows time for the student to de-escalate and reflect upon their behaviour. After approximately 2-5 minutes the member of staff will, again, remind the student of expectations and then attempt to reintegrate the student back into the lesson. This may involve requesting that they move seat.

**(This will be recorded as an LLD – Low level Disruption)**

### **STEP THREE: Removal within department**

If the student does not modify their behaviour upon their return to class, or refuses to follow instructions, they will be asked to await removal to the designated department 'Hotspot'. The classroom teacher will telephone supported study for the student's removal to be facilitated.

**(This will be recorded as a Hotspot removal and a detention issued, the class teacher is to inform parents/carers)**

### **STEP FOUR: Removal to Inclusion**

If the student continues to disrupt in the Hotspot classroom, or refuses to follow instructions, they will be asked to await removal to Inclusion. The classroom teacher will telephone supported study for the student's removal to be facilitated.

**(This will be recorded as Second Removal and will result in the student remaining in Supported Study for at least two periods and loss of unstructured time. The behaviour team will communicate this to parents/carers)**

### **STEP FIVE: Internal/ External Suspension**

If the student continues to disrupt in Inclusion, or continues to refuse to follow instructions, they will remain in supported study for a longer period of time and their behaviour will be discussed with the HOY/ AHT who will consider appropriate further sanction which could include internal/ external suspension.

**(The sanction will be recorded, and the behaviour team will communicate this to parents/carers)**

### **6.3 Redline Incidents**

Where a student has behaved in a manner which is threatening or places members of our community at risk the member of staff can request an immediate removal. This will result in the teacher moving directly to Step 4 as detailed above. These reasons may include: Verbal or physical abuse, discriminatory behaviour or behaviour that places themselves or other students at risk. (although this is not an exhaustive list)

### **6.4 Detentions**

Detentions are given as a sanction for poor behaviour choices in and out of lessons and to promote student safety during unstructured times.

Detentions are also given for lateness to school and to lessons

Failure to attend lunchtime detention on two occasions or five conduct card negatives will result in further sanction of after school detention on Friday.

## **7 Suspension and Permanent Exclusions**

### **7.1 Suspension**

School Suspensions Suspension decisions are made in line with Local Authority guidance and DfE: 'Exclusion from maintained schools and Academies and pupil referral units in England'.

All incidents will be investigated thoroughly, using the published school procedure, before a decision is made to exclude. Where appropriate, pupils and staff involved, including witnesses, will be asked to write an account of the incident. They will be questioned to clarify any missing or conflicting details. Students may be placed in inclusion during the investigation. Parents/ carers will be contacted, by the person completing the investigation, at the earliest opportunity.

When all the facts have been established the Head Teacher and Assistant Headteacher for behaviour and safeguarding who will make the decision whether to suspend. Various factors will be considered when making the decision to suspend and these include:

- The severity of the incident
- Whether the pupil has shown similar behaviour previously
- Whether the pupil has special educational needs or is a Looked After Child

Parents/carers will be contacted to inform them of the decision and the formal letter will then be sent by email and another copy in the post.

For the duration of the suspension, students are to access work which is provided online. Students are made aware of how to access this, and a link is also shared with parents/ carers in the email/letter.

School suspensions are usually kept to between 1-4 days, with 5 days being used for a very serious incident or persistent poor behaviour. In line with DCSF guidance: 'During these initial 5 school days of exclusion, parents must ensure that their children are not present in a public place during school hours without reasonable justification'. If a school suspension is necessary for more than 5 days, the school, in conjunction with the Local Authority, will arrange full-time education, either on or off-site.

## **'I have come that they may have life and have it to the full'**

John 10:10

Every effort will be made to avoid suspend pupils and all strategies will be used to manage behaviour. The academy will work hard to accommodate pupils who have behavioural difficulties or pupils on the Special Educational Needs or Disability register, but there may sometimes be a need to do so.

'Looked-after children', on the LA register, will be provided with full-time education after 1 day, in line with recent legislation, the LA will be informed along with their social worker.

Parents/carers will be expected to attend the re-integration meeting, following a school suspension. This is an important opportunity to agree a way forward. A pupil/pastoral support plan or individual education plan may be put in place. The pupil maybe put on report or other agencies such as the Lincs behaviour outreach and support service may be brought in to help modify the pupil's behaviour. If requested by parents. the academy body may consider any representations made by parents to a suspension but it cannot direct reinstatement.

### **7.2 Permanent Exclusions**

If a pupil is suspended for more than 45 days in one school year, they will be permanently excluded. A permanent exclusion is an extremely serious sanction, and a step taken by the academy only as an absolute last resort. In most cases, permanent exclusions will only be used after various alternative strategies have been tried to improve behaviour but have been unsuccessful.

There are however, some situations in which permanent exclusion on the first offence is the only option. These include:

- Serious, actual or threatened violence against pupil or staff
- Racist behaviour
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson

It may be necessary to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the academy board.

**(Further information regarding Suspension and Exclusion can be found in the academy suspension and exclusion policy)**

## **8 Uniform Expectations**

Our uniform is an important element in establishing our academy community. Students should remember that, when wearing the uniform, they should represent the community in a positive way.

### **8.1 General Appearance**

- Pupils are expected to wear the correct uniform both in and out of the academy.
- Outdoor clothing should not be worn in in classrooms.
- Blazers should be worn to and from the academy and at all times during the academy day, pupils may ask to remove their blazer in lessons but must wear them at all times when moving around the academy, this includes unstructured time.
- Skirts must not be rolled or folded over and should not fall more than 10cm above the middle of the knee.
- Shirts need to be tucked in at all times

## **'I have come that they may have life and have it to the full'**

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- Ties are to be worn and should be the correct length
- Shoes should be plain black formal shoes, no pumps or trainers to be worn.
- Socks and tights must be black in colour.
- Excessive make-up should not be worn.
- False nails, gel nails or similar and coloured nail varnish are not allowed.\*

Uniform will be checked every morning by the Form Tutor to ensure that standards are maintained

### **8.2 Hair**

Hair should be cut in a sensible style, acceptable to the academy and of natural colour. Extremes of style, colour or colouring are not acceptable.

Shoulder length hair or longer should be tied back for practical lessons for Health and Safety reasons.

Breaches can result in the student remaining in inclusion until rectified

### **8.3 Jewellery**

- A wristwatch may be worn. Smart watches/devices are not allowed.
- Personal jewellery should not be worn for health and safety reasons
- One pair of plain studs may be worn (one earring only to be worn in each lower ear lobe).
- Other facial (including tongue) piercings are not allowed\*

\*Pupils who fail to observe these rules will be asked to remove the offending item immediately and will be issued with an appropriate sanction. Pupils may spend time in inclusion until the issue is resolved.

## **9 Mobile phones and electronic devices**

The academy acknowledges that communication devices such as mobile phones are a useful tool, especially if safety is an issue during the journey to and from the academy or if parents need to communicate with their children outside the academy's formal day.

During the academy day, mobile phones and other smart devices must not be visible from the point the pupil enters the academy site until the end of the academy day. Pupils are encouraged to hand it in, keep their device a zipped pocket or in their bag to minimise temptation.

Sixth Form pupils are permitted to use mobile phones at break time and lunchtime in the Sixth Form building. As the wide range of applications now available on mobile phones and small computers are extended, by 'communication devices' we include any device which can connect to a mobile network or to the internet.

Pupils and staff have an entitlement to a learning environment which is free from interruption. All pupils have an entitlement to uninterrupted learning. Challenges in bringing such communication devices to the academy include:

- Taking responsibility for their proper use
- Accepting that valuable staff time which should be devoted to the prime function of teaching is inevitably spent on picking up the consequences of misuse
- Ensuring compliance with the requirements of examining bodies regarding the banning of mobile phones and other communication devices in examination rooms which puts at risk the award of grades to all candidates
- Coping with the ever-increasing sophistication of electronic technology which increases the possibilities of inappropriate use

## **'I have come that they may have life and have it to the full'**

John 10:10

Any misuse of mobile technology, including smart watches, will be dealt with in line with policy. This will include instant confiscation (to be collected at the end of the academy day), a behaviour incident logged and suitable sanction.

Persistent offenders will be dealt with on an individual basis, but is likely to result in further parental contact and an increased number of days to hand the device in. We cannot run the risk of pupils disrupting not only their own learning but also that of others.

Parents/carers are requested that in cases of emergency they contact the academy first so we are aware of any potential issue and may make the necessary arrangements.

If parents choose to permit their child to bring such devices into school, the academy accepts no responsibility nor does it undertake to investigate loss.

### **9.1 Misuse of information technologies**

Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false. In accordance with DFE advice Oct (2014) If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying and Peer on Peer abuse is not confined to the school premises. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Some types of harassment may be deemed as a criminal offence and the school may refer to the Police for advice or suggest this to a Parent/Carer.

Misuse of the information technologies at the academy includes:

- Causing embarrassment, humiliation, intimidation or harm against other pupils or staff.
- Bringing the academy into disrepute.
- Accessing inappropriate websites (pornography, violence, etc.).

Misuse of the information technologies at home or at any place outside of the academy includes:

- Causing embarrassment, humiliation, intimidation or harm against other pupils or staff.

Such misuse as detailed above will incur sanctions, dependent on context and harm caused. In very serious cases, an exclusion could be applied. In addition to this, such misuse could be liable to a referral to the police and/or prosecution by Lincolnshire County Council and/or an individual member of staff's professional organisation.

Bullying and Peer on Peer abuse is not confined to the school premises. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Some types of harassment may be deemed as a criminal offence and the school may refer to the Police for advice or suggest this to a Parent/Carer.

The school cannot take responsibility for incidents of bullying which take place away from the school environment and incidents that occur on social media platforms or any other internet-based forum outside of school should be reported to the police.

However, if an incident is brought to our attention, we will take the following actions where appropriate to support both the victim and the perpetrator. This is dependent on the severity of the incident:

## **'I have come that they may have life and have it to the full'**

John 10:10

- Speak to the victim(s).
- Speak to the perpetrator(s).
- Inform parents so that they can take appropriate action and support.
- If needed, utilise a range of sanctions for the perpetrator(s) depending on the severity of the incident and also consider whether this is a first offence or a repeated incident. This ranges from a minimum of 1 day in Internal Exclusion, up to a Fixed Term Suspension of a length determined by the Head Teacher. If an offence is deemed severe enough this may lead to an automatic suspension.
- The school can provide support to students who have been involved in cyber bullying in the form of a short course or mentoring (both for the victim or perpetrator).
- Inform the Form Tutor and Year Progress Leader to support the student(s) with check ins.
- Arrange a reconciliation between all parties if all agree.

Anyone involved in a group chat or online forum found to have made a derogatory comment will be sanctioned irrespective of the frequency. If the comment encourages a child to harm themselves, harm others or take their own life, this could lead to a Fixed Term Suspension. In addition, any comments which discriminate against a child's identity as covered in the Equality Act (age; disability; gender reassignment; race; religion or belief; sex; sexual orientation) could also lead to a Fixed Term Suspension. SSPP has very clear expectations, children must not engage in such activities on Social Media.

## **10 Substance misuse**

### **10.1 Drugs/ Alcohol**

The use of illegal drugs or alcohol by any pupil, or the illegal supply of these substances during any academy activity is strictly prohibited, whether on site or off.

- The use of illegal drugs or alcohol on the academy site or during an off-site academy activity will result in serious sanctions being applied.
- In appropriate cases, drug education will form part of the package of measures in response to a drug-related incident.
- The repeated use of illegal drugs or alcohol on the academy site will result in a permanent exclusion.
- In certain cases, the one-off use of illegal drugs will result in a permanent exclusion.
- The supply of illegal drugs (including 'sharing') on the school site will result in an immediate permanent exclusion.

### **10.2 Smoking/ Vaping**

The academy is committed to the health and safety of all of its pupils and staff and will take action to safeguard and promote their well-being. It is important to recognise that the majority of young people choose not to use tobacco products.

- The academy prohibits the use of tobacco, tobacco-based products and vaping paraphernalia, and the supply of these substances, by all members of the academy community.
- The academy has a duty to inform and educate young people on the consequences of tobacco use as part of its concern for their welfare.
- Smoking/vaping is not allowed:
  - On the academy site
  - In the vicinity of the academy
  - On the journey to and from the academy
  - During school visits/ trips



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- Pupils are not allowed to bring vapes, tobacco, tobacco products, matches, lighters or any equipment for the purpose of smoking onto the academy site. This applies to all pupils, including Post 16 pupils.
- Any pupil found in possession of illegal tobacco products will have them confiscated and destroyed. Any pupil refusing to co-operate with confiscation will incur serious sanctions.
- Any pupil supplying illegal tobacco products on the school site or during an off-site academy activity will incur serious sanction.
- If found smoking on the school site, or in the vicinity of the academy, appropriate sanctions will be applied

**The Headteacher and designated staff reserve the right to search any student where suspected possession of prohibited items exists. (See 12)**

### **11. Confiscation of items**

Staff have the legal right to confiscate certain items that are not allowed in school. These include an item:

- That poses a threat to others.
- That poses a threat to good order for learning.
- That is against school uniform rules.
- That poses a health or safety threat.
- Which is counter to the ethos of the school.
- Which is illegal for a child to have.

In the majority of cases, confiscated items could be collected at the end of the day. In some cases, however, it will be appropriate to retain items for longer. Such cases would include:

- Items of no material or emotional value that may simply be disposed of.
- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary.

### **12 Searching**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below

#### **The list of prohibited items:**

- knives and weapons
- alcohol
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- Smoking paraphernalia including: tobacco and cigarette papers. e-cigarettes/vapes
- fireworks;

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- pornographic images.

Under common law, our school staff have the power to search a pupil for any item if the pupil agrees.

The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The DSL will ensure such referrals are made in a timely manner in line with the Safeguarding and Child Protection Policy.

If a student refuses the search they will be isolated and sanction escalated.

If the member of staff suspects that the item they are in possession of poses an immediate risk to the student or others reasonable force may be used to ensure the safety of the Academy.

Please refer to the relevant policy for further guidance

### **13. Aggressive Behaviour**

Physical aggression will not be tolerated within the Academy. Our first priority will always be to ensure that first aid treatment is given where necessary.

Those involved will be placed in Supported Study whilst the incident is investigated.

All incidents will be investigated and those involved, including those who have encouraged violence will be sanctioned accordingly. This can include suspension, or in severe incidents the Headteacher may consider permanent exclusion.

Staff are allowed to use reasonable force when restraining students who are acting in a threatening or dangerous manner or to prevent injury.

#### **13.2 Verbal Aggression**

Verbal aggression will not be tolerated within the Academy. If a student is heard swearing – this behaviour will be challenged and appropriately sanctioned.

Where incidents involve swearing at a member of staff or the use of discriminatory language suspension will be considered as an appropriate sanction.

### **14. Damage to Academy property**

Where damage of Academy property has been caused through a deliberate act or an accident where poor behaviour has resulted in damage, parents should be contacted by the respective HOY and where possible the damage made good by the student. If this is not possible payment for repair will be requested from parents. For significant sums of money a 50% contribution may be charged. Sanctions such as detentions, or acts of community service may also be used.

### **15. Behaviour off-site**

The object of this policy is to ensure the safety of the students at all times they are in the care of the Academy.

- Under no circumstances should Y7-11 pupils leave the Academy site during the course of the day without permission.

#### **15.1 Excursions, Trips and Visits**

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- Should the academy take the decision to remove a student from an academy trip due to poor behaviour, refunds will not be given.
- On school-organised excursions, all students and staff follow the behaviour policy
- On academy-organised excursions, staff have full authority to exercise their duty of care. This includes adults who have been temporarily designated responsibility for that care, e.g. parent volunteers, outside agency instructors, etc.
- Pupils must follow staff instructions at all times.
- Pupils who misbehave on academy excursions, or behave in an unsafe manner, risk the following: Incurring sanctions upon return to school - Not being permitted to go on subsequent academy excursions - Not being permitted to engage in extra-curricular leisure events (disco's etc.) - Being returned home immediately. In some cases, parents will be asked to collect their child and will incur the costs relating to this,

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## Appendix 1

Associated Academy Documents	
Anti-Bullying Policy Positive Handling Policy Drugs and substance misuse policy Searching and Screening Policy	Mobile Phone Acceptable Use Race Hate Policy Suspension and exclusion policy
Relevant Links	
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf</a>	
Equalities Act 2014 <a href="https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf">https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf</a>	
Searching, screening and confiscation 2022 <a href="https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf">https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf</a>	
Keeping Children Safe in Education 2024 <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>	
Working Together to Safeguard Children 2023 Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)	
SEND Code of Practice 2015 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a>	
Use of reasonable force in schools 2013 <a href="http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools">http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</a>	