



Tudor Grange Samworth Academy

Behaviour & Discipline Policy

Date	September 2022
Written by	Tudor Grange Samworth Academy
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1. Introduction

The Behaviour policy at Tudor Grange Samworth Academy sets out the framework of the academy's approach to encouraging good behaviour. This policy should be read alongside the Anti-Bullying policy, Safeguarding policy (peer on peer abuse, e-safety etc) and the Health & Safety policy. The main purpose of the policy is to provide parents/carers, Pupils, staff and the local governing body with clarity in respect of the behaviour policy in place during the government's response to the Coronavirus pandemic. The policy aims to reassure the school community that we are taking everyone's health and safety exceptionally seriously and have adapted our procedures and systems accordingly.

2. Vision and values

Our vision is to create a positive learning culture so that staff are able to teach in a calm and safe environment, and that every child will benefit from a high-quality education that allows them to flourish and pave the way to a successful future. Our core values are:

TOLERANCE	tolerating the thoughts of others; being kind, patient and thoughtful.
UNITY	working together as a member of the academy community to make it great; being hungry for knowledge, wearing our uniform with pride; being considerate and courteous
DEMOCRACY	treat people like we would want to be treated; listen and be optimistic; respect teachers right to teach and Pupils right to learn.
OPPORTUNITY	being creative and determined; challenging yourself to try new things and broaden your horizons.
RESPECT	being well mannered, self-controlled and disciplined, listening and responding to staff and Pupils positively.

3. Behaviour routines:

The academy has drawn a positive and constructive set of rules and routines. These rules will:

- Promote and encourage a culture of positive compliance;
- Set out clear routines which promote calm and orderly movement around the academy – adhering to the considerate corridor approach;
- Set out clear routines and expectations in our behaviour for learning routines which include entry routines and class dismissal;
- Outline expected uniform standards, use of equipment, jewellery, hair and make-up regulations;
- Set out clear routines and expectations for the behaviour of pupils across all aspects of academy.

4. Rules of movement are:

The academy requires all pupils to follow the 'considerate corridor' routine. The following rules apply:

- Pupils will observe the one-way system at all times on the corridor;
- Pupils will always keep to the left on corridors and stairways;
- Pupils will move orderly and calmly;
- Pupils will never shout, run or push;
- Pupils will arrive to their lessons on time;

5. Rules during social time:

- Pupils will abide by the 'considerate corridor' routine when moving around the academy;
- Pupils will eat in the restaurant or outside in their designated area only. Eating in the corridors is not permitted.
- Pupils will always clear away after eating in the restaurant and deposit all litter in the bin provided;
- Pupils will respond politely to adults when in the restaurant i.e. 'yes please' and thank you miss';

- Pupils will enter the building after play in full uniform;

7. Behaviour for learning routines

High standards of pupil behaviour provide a positive environment in which teachers can teach and pupils can learn. Low-level disruption is not tolerated, and pupils' behaviour should not disrupt lessons or the day-to-day life of the school. We expect these high standards at all times and encourage pupils to be considerate of others. In the classroom pupils are expected to follow the 'Behaviour for Learning' routines.

Meet and greet:	Lessons will begin with an upbeat, cheerful, polite greeting. This sets the tone and allows an immediate basis to offer instruction. Staff are expected at their doorways or in the corridors to support this routine.
Ready to learn:	Teachers have seating plans and pupils will sit at the seat they have been allocated. Pupils will place their bag under the table and sit down quietly ready to learn.
Retrieval:	The first 5 minutes of every lesson in every subject is dedicated to retrieving knowledge from previous lessons.
Silent register:	A polite pupil response expected e.g. 'good morning sir' or 'good afternoon miss'
Remaining focused:	Pupils sit straight in their chairs; they never have their heads on the desk. They always face the front and never turn around to disrupt others.
Taking control:	Teachers say "Eyes on me 3, 2, 1". Wait (no reminder or shushing).
End of lesson routine:	At the end of the lesson pupils are asked to tidy their area. When the teacher gives the signal the teacher will ask pupils to stand in silence behind their chair. Pupils will be dismissed by the teacher who will observe the flow of pupils on the corridor.

8. Relationships

Good relationships matter. The academy is committed to the personal growth of its pupils by working restoratively using the Establish Maintain & Repair (EMR) method. It involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship.

	Establish	Maintain	Repair ⁽³⁾
Definition	We cultivate a positive authentic relationship with each pupil (i.e. build trust, connection and genuineness (Congruence)).	We use proactive efforts to prevent relationships diminishing over time (i.e. ongoing positive interactions & unconditional positive regard).	We repair harm to relationships after a negative interaction (i.e. reconnecting with pupil and having an empathetic understanding).
TGSA strategies	<ul style="list-style-type: none"> • Every child has a supportive relationship with a member of staff; • We commit to the BfL routines; • Staff will set aside window of time to spend with pupils; • We inquire about pupils interests; • We always communicate positively; • We teach pupils learning and behaviour routines (social and behavioural norms) during tutor time at key points in the year. They are an integral part of the ready to learn routines 	<ul style="list-style-type: none"> • 5-to-1 ratio of positive to negative interactions; • Positive post cards home; • Weekly shout-outs; • Proactive tutors who follow the Check-in model (check-in-up-out); • Proactive learning mentors who follow the daily/weekly check-in-up-out model (i.e. learning, emotional, behaviour, uniform check-ins) • Quality First Teaching (QFT) provides conditions for full access to the curriculum and participation in lessons; 	<ul style="list-style-type: none"> • Restore: manage pupil responses by supporting them to develop new ways of thinking e.g. conversations (teacher), IER (Form tutor/subject teacher) TATE & FTE reintegration; • Refocus: SLT will return pupils to lessons when confident pupils will not disrupt learning; • Reconnect: SLT will seek ways, where appropriate, to break the cycle and return pupils to learning.

9. Roles and responsibilities

Pupils are expected to:

- Treat all staff with care and respect;
- Maintain excellent levels of attendance and punctuality;
- Follow all the academy rules and behaviour for learning routines;
- Follow the academy's 'code of conduct' and demonstrate the 'Tudor Values';
- Adhere to the 'considerate corridors' routines;
- Accept and respect rewards for good behaviour and praise;
- Understand that poor behaviour is unacceptable and there will be consequences.

Parents are expected to:

- Accept and support the academy's behaviour, attendance and punctuality procedures;
- Provide direct practical support to ensure that the child abides by the academy rules and behaviour for learning routines;
- Participate in the academy's behaviour-related procedures, for example monitoring the school planner and attending meetings with academy staff to discuss their children and inform the academy of any personal circumstances which may be relevant to their child/ren's in-house academy behaviour;
- Prepare child/ren for school by checking their timetable daily, equipment & school targets;
- Take an interest in the child/ren's in-house academy behaviour, using home-based rewards or sanctions to support where appropriate;
- Follow the appropriate procedures for contacting the academy when it is necessary.

Staff are expected to:

- Teach the routines of the school as part of the behaviour curriculum. Use normative messages to continuously reinforce pupils knowledge and understanding of the routines;
- Apply the EMR model and always seek to create and maintain relationships of trust, dignity and support between all pupils;
- Promote and encourage a culture of positive compliance;
- Support the aims and outcomes of these routines;
- Monitor attendance and punctuality ensuring all concerns are addressed in a timely manner. Pupils who are late will be issued with a penalty mark (logged on Bromcom) for Lateness;
- Support the standards of the academy publicly;
- Apply the behaviour for learning routines and expectations consistently;
- Apply the 'considerate corridors' routines consistently;
- Consistently apply procedure for rewarding good behaviour;
- Consistently and fairly apply sanctions using the 'graduated response to behaviour' when dealing with misbehaviour;
- Always react to inappropriate behaviour in such a way that normal classroom systems are resumed, and further disruption is minimised;
- Ensure all classes have a seating plan that is available on request. Seating plans are saved on Bromcom.

LGBs are expected to:

- Fulfil the requirements of the law in relation to governors' responsibilities regarding attendance and discipline in the academy;
- Contribute to the formulation or review of the academy's attendance and behaviour policies including the setting out of expectations about pupil behaviour;
- Judge the academy on its behaviour & attendance;
- Support the Executive Principal and staff in the operation of all attendance and behaviour-related procedures pertaining to the day-to-day running of the academy;
- Monitor the functioning of the academy behaviour policy by analysis of a range of available indicators;
- Ensure a fair and consistent application of the policy regarding permanent exclusions.

11. Rewards

Rewards are the positive recognition of achievement and progress and are an important part of the EMR model. The following protocols will be applied consistently:

- Teachers will ensure verbal praise should be given (5-to-1 ratio) often and particularly used to reinforce desirable behaviours;
- Teachers will issue 'verbal merits'. These will be issued verbally to pupils as recognition of their proactive effort, attitude to learning and progress by members of staff. They should be awarded proportionately (3 per hour) to reward consistently good efforts and never be used to "reward" a pupil for becoming compliant for short periods;
- Verbal merits will be totalled at the end of each 'lesson' and recorded by the teacher on Bromcom;
- Form tutors will issue shout-outs to pupils to recognise outstanding achievements weekly;
- Milestone certificates are issued to recognise the total number of merits. Pupils will receive additional prizes to celebrate meeting each milestone;
- Termly subject rewards are issued for endeavour, attainment and outstanding achievement.

12. Pupil planner

The pupil planner is an essential part of pupils' equipment. The planner supports pupils with their organisation and it imperative to assist with self-propelled learning at home. The pupil planner contains valuable learning aids that pupils may need during their lessons in school.

- Pupils are required to bring their pupil planner to school each day without fail;
- Pupils are required to have their pupil planner in their blazer pocket when they are not in lessons;
- During lessons pupils must place their pupil planner on their desk, open at the correct date or on a resource page that they are using. Failing to follow any of the above routines will lead to a penalty mark. If pupils persistently fail to follow these routines a College detention will be issued.

13. Sanctions

The academy operates a progressive approach to behaviour management, allowing pupils the opportunity to reflect on and change their choice of behaviour to prevent any further disruption to learning. It is important at each point that pupils are clear why they have received a warning or a sanction. This will ensure that pupils understand and become accustomed to the high standards of behaviour we expect. When talking to pupils, staff will apply the EMR method and should be calm clear, consistent and supportive. It aims to develop accountability relating to behaviour issues as follows: low level issues are mostly dealt with by form tutors and class teachers. Higher level incidents are dealt with by curriculum and senior leaders through a series of hierarchical sanctions. All incidents are logged electronically via Bromcom and as such the academy can monitor behaviour systematically.

14. Uniform and appearance

Pupils are always expected to wear the correct footwear and the correct uniform. The following rules apply:

- Shoes should be plain black leather with a maximum heel height of 5cm and maximum sole thickness of 2cm (heel is measured from the ground to the welt up the back of the heel);
- Coloured logos are not allowed. Boots are also not allowed;
- Blazer should be worn around the academy and in classrooms;
- Shirt top button should be fastened, and the school tie worn correctly;
- Shirts should be tucked in;
- Charcoal grey trousers or skirt should be worn; Tights and socks should be dark grey or black;
- Skirts should be no shorter than knee length;
- Hoodie tops, black leggings other non-uniform items and must not be worn while in school;
- Grey slippers are optional but must worn as the only alternative;
- Coats and scarfs should not be worn in school at any time;
- Pupils are expected to bring a school bag every day.

Jewellery, Earrings, make-up and hairstyles

- Pupils can wear a watch apart from a Smart Watch. No other items of jewellery are permitted;
- Pupils are not allowed to wear ear, nose, tongue or other piercings. If they have any visible piercings or retainers these must be removed before the school day;
- The use of a plaster to cover any of these items is also prohibited;
- Pupils may wear a small amount of discreet make up in natural colours, but the academy may ask you to remove any make up staff consider inappropriate;
- Nail varnish and nail or eyelash extensions are not permitted;
- Hair should be kept neat and tidy and any hair accessories should be small;
- Extreme hairstyles e.g. unnatural colours or shaved lines or patterns are not allowed; Boys hair should not be below the collar;
- Pupils who fail to follow these expectations will not access their curriculum until these standards are met.

Pupils are expected to adhere to these expectations while in school and on the journey to and from school. Where pupils fail to do so, items of inappropriate clothing will be confiscated, school shoes will be issued in place of trainers, and any pupil breaking the uniform expectations will incur a same-day detention or isolation. In extreme cases pupils will be withdrawn from the school community until the problem is resolved.

Mobile phones

Mobile Phones are NOT allowed at the academy. Pupils who require a mobile phone must ensure it is in their school bag. Mobile phones that are seen in school, for whatever reason, will be confiscated and a sanction will be issued.

The academy cannot accept any responsibility for loss or damage to mobile phones.

The following rules apply:

- Pupils who infringe the rules will face having their phone confiscated;
- On the first infringement, the mobile phone would be confiscated by on-call and taken to the school office, where it would be securely stored. A record will be made of the incident and the pupil will receive a 'same-day' detention. The pupil will be able to collect the mobile phone at the end of the school day. On the second infringement, parents/carers will be informed of the situation and a request will be made that the phone is collected by a parent or carer;
- Any infringement which involves the disruption of learning or teaching may also be punished with an same-day detention or IER, at the discretion of the middle leader.

15 Physical Education and PE Kit

Physical Education expectations remain the same as pre-COVID. If a pupil fails to bring their PE kit, they will be expected to participate (kit will not be loaned due to COVID protocols). They will be issued with a penalty and parents will receive a text message to inform them of the sanction. If a child accumulates 3 penalties in a half term, they will be issued a College detention by the curriculum leader.

16 Report card procedures

- All report cards are electronic and coordinated through Bromcom. There are three levels of reports. A telephone call or in school meeting should take place to gain parental support.

Tutor Report:	If a pupil accumulates 10 penalty points, they will automatically be put on tutor report. Pupils will be placed on report for a minimum of 2 weeks and the targets will reflect the concerns raised through the penalties awarded. For example, if a pupil is persistently late to lessons, then this would be a target to be monitored.
Subject Report:	Subject and Curriculum Leaders may want to place a pupil on report. The behaviour of a pupil may be isolated to a specific subject only and the targets will reflect this. Pupils will be placed on report for a minimum of 2 weeks depending on the curriculum time offered.

College Leader Report:	College Leaders will place a pupil on report for a minimum of 2 weeks; pupils will be placed on report for a number of reasons: e.g. support PSP targets, failing to report to a Curriculum Leader or to monitor specific behaviours following a serious incident (post TATE, FTE)
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17 Personal Support Plans

Pupils will be placed on a Personal Support Plan by the College Leader when they have accumulated 50 behaviour points or through committing of a misdemeanour which is considered sufficiently serious to warrant such immediate support.

- College leaders will set targets which reflect the concerns raised through sanctions issued;
- College leaders will issue a same-day detention if a pupil fails to meet two or more targets;
- College leaders will remove the PSP if pupils complete 20 clear days without failing to meet a target;
- College Leaders will make a referral and attend a SPA (Single Point of Access) meeting to discuss PSP targets and provision. The SENCo and the Attendance Officer will be part of the review if appropriate;
- College leaders will arrange a meeting with the Principal meeting if pupils accumulate 80 behaviour points;
- College leaders will arrange a meeting with the Trustees if pupils accumulate 100 behaviour points.

18 Reasonable adjustments and Best Endeavours

Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. Where the misbehaviour of pupils is related to a particular need the academy will make reasonable adjustments to enable those pupils to be included within the school community.

When considering reasonable adjustments, the academy will:

- Apply the EMR model and seek to restore relationship through restorative and remedial responses; break cycle of consequences by seeking ways to reconnect pupils with learning;
- Always consider whether certain pupils are at a substantial disadvantage from types of exclusions i.e. pupils with SEND & difficult family backgrounds or pupils who lack access to parental support and guidance;
- Use an alternative to a fixed-term exclusion which offers one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a fixed term exclusion;
- Use an alternative to hotspot and IER which offers one-to-one support or specialist mentoring for an identified group of pupils who require support;
- Consider adjusting the timetable of particular pupils including reducing hours.

19 Phased timetable procedures/arrangements

DfE guidance states that in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a pupil's individual needs. Phased timetables will be considered where a medical condition prevents a pupil from attending full-time education and a reduced package is considered as part of a reintegration programme.

Keeping Children Safe in Education (DfE, 2020) identifies schools as part of the wider safeguarding system for children and recognises that all school staff have a role to play in identifying concerns, sharing information and taking prompt actions to provide help for children and to prevent concerns from escalating.

The College leader will:

- Ensure it complies with the statutory responsibility for safeguarding and promoting the welfare of pupils;
- only place a pupil on a phased timetable in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted; for example, as part of a planned reintegration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools or as a temporary plan to address and manage the impact of significantly challenging behaviour or emotional or social needs.
- ensure appropriate work for the pupil when not in school, ensuring the pupils has access to remote learning. Work will be available on Moodle or pre-recorded.

- the DSL and SENCo must be consulted and agree a phased timetable.
- review timetables fortnightly with pupil, parent and college mentor.

20. Alternative provision

Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the academy where they are enrolled, and not led by school staff. The academy will consider carefully what providers are available that can meet the needs of each pupil, including the quality and safety of the provision, costs and value for money.

- The AP lead will prepare PSP plans with the relevant college leader; setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress;
- The AP lead will ensure 'plans' are linked to other relevant information or activities or EHCPs for children with SEND;
- The AP lead will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, schedule for monitoring progress and pastoral support;
- The AP lead will maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This will include the pupil's own assessment of their placement.

21. Managed Move

Managed Move is a process which enables a pupil to change schools via a trial placement, in order to alleviate behavioural difficulties. This will be initiated by the academy, or the Local Authority, and not the parent. The academy has a detailed Managed Move protocol in place to support this process. This document sets out the principles and process of a Managed Move between Tudor Grange Samworth Academy and other education settings. The Leicester City Managed Move protocols fully operate within this process.

22. Off rolling

Schools are permitted to remove compulsory-school-aged children from roll on the limited grounds set out in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended by the Education (Pupil Registration) (England) (amendment) Regulations 2016.

The academy does not permit the 'practice of removing a pupil from 'roll' without a formal permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is (primarily) in the interests of the school rather than in the best interests of the pupil'. Pupils must not be removed from the school roll without authorisation from the Principal.

22. Elective Home Education

The DfE guidelines make it explicit that: *"Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, local authority should seek to address the issues behind the absenteeism and use the other remedies available to them."*

Parents have a legal right to educate their child/ren at home and are not required to have any qualifications or training to provide their children with a suitable education. The 1996 Education Act makes clear that it is a parent's duty to ensure his/her child/ren receives suitable education in accordance with Section 7. In addition, the Act provides that generally children are to be educated in accordance with the wishes of their parents.

If parents are considering home education because of a dispute with the school, the school will take all necessary steps to resolve the issue. The Principal will signpost the parent to the Local Authority EHE service for further advice and guidance to enable them to make an informed choice.

23. Illegal Substances

Any pupil involved in a drugs-related incident is liable to be permanently excluded. This applies whether it's in the academy, to and from the academy, or during an academy activity (this may be offsite). It covers not only the taking or possession of drugs, but also involvement in the purchase, sale or passing on of drugs, even if the drug itself is not brought into the academy.

24. Social Media

Social media is a broad term for any kind of online platform which enables pupils to directly interact with each other. It allows pupils to share information, ideas and views. Examples of social media include, Facebook, Twitter, Instagram, Myspace, Tik Tok and YouTube. The use of social networking sites introduces a range of potential safeguarding risks to pupils with potential risks of online bullying, exposure to inappropriate messages, hateful language and exposure to images of an offensive or personal nature.

The academy is not obliged to deal with issues which arise from social media platforms. We encourage parents/carers to follow the guidance that we have provided on the school's website. Behaviour incidents which occur as a consequence of social media issues will be fully investigated and dealt with accordingly.

The academy will take every opportunity to help parents understand these issues through conversations, newsletter and. The school website holds important advice and guidance which the academy will direct parents to. See <https://www.samworth.tgacademy.org.uk/safeguarding/online-safety/>

25. Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed. This can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances;
- Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil;
- Following any use of physical restraint, a physical handling form should be completed, added to the incident record and filed with the safeguarding team.

26. Photographic Images

At the academy we use images of pupils for educational and promotional purposes for the academy website, in printed publications, on CD-ROM and in some cases for digital video productions. The academy will always seek permission from parents. Pupils will always remain unidentifiable in digital images, reducing the risk of inappropriate contact if images are used in this way if parents are unwilling for images of your child to be used in this way.

27. Confiscation of Property and right to search

Headteachers 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 in paragraph 31 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf or any other item that the school rules to identify as an item which may be searched for. The list of prohibited items is: • • 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). • an article specified in regulations: 3 • tobacco and cigarette papers;4 • fireworks; and • pornographic images. 4. Under common law, school staff have the power to

search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

All items of value (e.g. laptops, mobile phones) whether permitted, dangerous or banned are brought into school at the pupil's own risk. They are not covered by the academy's insurance and we will not accept responsibility for any loss or damage. Dangerous and banned items should not be brought into school. The following items are not permitted and the school reserves the right to inform the police if items are brought into school:

- Illegal drugs and 'legal highs' and any equipment associated with drug taking;
- Guns, including toy/ mock ones;
- Knives and other offensive weapons;
- Alcohol;
- Stolen items;
- Cigarettes and smoking materials (tobacco and cigarette papers);
- Vapes;
- Fireworks or any other explosive or flammable items;
- Pornographic images;
- Any products containing solvents e.g. aerosols, matches, lighters and cigarettes;
- Any article that a 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

The following 'banned' items are not permitted in school:

- iPods
- Smart Watches
- Electronic/battery computer games, devices and gadgets ;
- Mobile phones;
- Lasers;
- Energy drinks, i.e. those with a high caffeine content such as Source, Red Bull, Monster Boost, or any other supermarket branded drinks.

The following 'right to search' procedures apply:

- If a member of staff finds a pupil in possession of a 'dangerous item', they should immediately confiscate the item and inform SLT on-call;
- If a member of staff finds a pupil in possession of a 'banned item', they should immediately confiscate the item and take it to student services. SLT on-call will be informed and will decide whether the item will be returned to the pupil or parent after school;
- Items not allowed in school or being misused in school, but not listed above, should be immediately confiscated by staff and brought to student services.

Only the Head of School, members of the senior team and mentoring staff (support) are authorised to carry out a search. The Head of School can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The designated safeguarding lead should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are

responding to misbehaviour consistently and fairly. See Behaviour in Schools for more information on lawful sanctions.

If the pupil refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

Strip search:

Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. 12 While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

After the search:

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education.

Recording searches

Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded. Staff members should follow the school policy in these cases.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search

Appendix 1: Progressive response to behaviour management:

Verbal warning:	- issued when a pupil is not behaving in a way in which the teacher deems appropriate i.e. not following routines. This warning should be made clear to pupils and not bypassed unless it is serious incident.
Penalty mark:	- issued if a pupil displays further disruptive behaviour. The penalty should be made explicitly clear (routines not met) and should not be bypassed. Logged on Bromcom.
Second penalty mark Final warning	- issued if a pupil fails to respond to the first penalty mark as the further disruptive behaviour. Logged on Bromcom.
On-Call procedures:	
<ul style="list-style-type: none"> • Where a pupil fails to follow routines, they may be removed from lessons by the SLT 'on-call'. • The teacher will inform 'on-call' by emailing oncall@samworth.tgacademy.org.uk stating which room or location support is required and name of child. • The teacher will briefly inform SLT 'on-call' what decision needs to be taken (see below). • The teacher will make one of the following decisions: 	
1. Refocus;	<ul style="list-style-type: none"> - this indicates that the teacher feels the pupil would benefit from a 1:1 conversation with a member of SLT or mentor and return to their lesson; - SLT or mentor will establish which routine was not met and set a target for the pupil to return; - this can occur at any time without a penalty; - Failure to respond to 'Refocus'. Hotspot sanction issued.
2. Hotspot:	<ul style="list-style-type: none"> - this indicates that the teacher has followed all previous sanctions, but the pupil has failed to respond and is continuing to disrupt learning. - this can occur at any time without a penalty or refocus. - Failure to respond to 'Hotspot' sanctions. IER sanction issued.
3. Hotspot and I need a form	<ul style="list-style-type: none"> - this indicates that a more serious breach of school routines has occurred, and the teacher will need to complete a 'Statement Form'. In this case, the pupil will not be returning to lessons until the incident has been investigated. - This indicates a higher sanction. SLT will fully investigate to inform a sanction. IER, TATE or FTE issued.
Detentions:	
The academy has the clear legal authority to detain pupils without the consent of parents, however as a courtesy to parents, we provide a text message notification in the instance of any detentions.	
Same-day detention: (Hotspot) Same-day 30min detention	<ul style="list-style-type: none"> - Pupils receive a same-day detention. The classroom teacher will attend the detention at the end of school and will lead on the restorative meeting between teacher/pupil. Referrals made after 3pm, would see detentions served the following school day. - Parents are informed via text message by the IER manager. - Failure to respond to 'restorative conversation'. Same-day detention reset. - Failure to complete or attend 'Same-day hotspot detention'. College detention issued
Homework detention:	<ul style="list-style-type: none"> - issued by a teacher when a pupil fails to meet a homework deadline. - Failure to respond to 'Homework' sanctions. College detention issued.
College detention: Friday 45min detention	<ul style="list-style-type: none"> - Issued by middle or college Leader as a high-level sanction for failing to follow or meet expectations, or where pupils have failed to attend a hotspot detention. - Issued by the AWO for 2nd episode of lateness to school in 1-week. - Issued by the teacher for lateness to lesson after break or lunch (10mins). Teacher to inform IER manager who will log this incident and sanction. - Pupils who are late after the 10min mark will be reported to On-Call to investigate a possible truancy event. - Parents are informed via text message by the IER manager. - At key points in the year, the senior team may use a college detention to address standards e.g. uniform non-compliance or lateness - Failure to complete or attend 'College detention'. IER sanction issued.

<p>Internal exclusion: 8:50am to 3:30pm</p>	<ul style="list-style-type: none"> - This sanction is reached by a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction. - Internal exclusion can also be issued for: <ul style="list-style-type: none"> - A pupil receiving 2 x hotspots in 1-day; - Failure to meet expectations in detention; - Failure to attend 2nd hotspot detention in 1-week; - Failure to attend College detention; - Failure to meet expectations in IER; - Persistent failure to meet standards on uniform and appearance. - IER can be issued by a Curriculum Leader in consultation with their line manager or by any College Leader. - Parents are informed of the IER by the member of staff on-call or middle leader. - Pupils will work in designated areas and in silence unless a signal is given by the IER manager. - At key points in the year, the senior team may use IER to address standards e.g. failure to attend a detention, walking away from senior staff, lateness or uniform non-compliance - Failure to respond to 'IER' sanctions. Further IER, TATE or Suspension issued.
<p>Exclusion: A decision to exclude a pupil, either FTE or TATE will be taken in response to a serious or persistent breach of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. <i>Prior to any decisions on an exclusion the senior team will consider the circumstances of the exclusions of any individual pupils. Reasonable adjustments may apply.</i> This must include consideration of the degree to which SEND is relevant to the behaviour(s) leading to the final decision.</p>	
<p>TATE: (Tudor's Alternative to Exclusion)</p>	<ul style="list-style-type: none"> - issued to address the inappropriate behaviours exhibited by the pupil and to help the child to understand their suspension from the wider school community in an attempt to restore, repair and reconnect (EMR). - Issued if a pupil receive 2 X IER sanctions in 1-week; - Whenever possible, the Associate Principal will attempt to issue a TATE as an alternative to a suspension; in the absence of the Associate Principal, TATE is issued by two College Leaders; - Pupils will work with a mentor reflecting on behaviour leading to the suspension. Intervention will address the needs of the child and to help equip the child with the tools to repair and reconnect with school expectations. - Parents are informed of the TATE by the member of SLT. - The duration of the day in TATE will be from 8:50am to 3:45pm. - A reintegration meeting must take place at the end of the day, usually 3.30pm. Pupils will remain in TATE until the reintegration meeting takes place. - College leaders will conduct the TATE reintegration meeting. - If a pupil fails a reintegration meeting for disciplinary reasons a further TATE or suspension could be issued. - Failure to respond to 'TATE' sanctions. Further TATE or Suspension issued.
<p>Suspension:</p>	<ul style="list-style-type: none"> - For some offences, or where there are continuing behavioural difficulties for which other sanctions have been unsuccessful, a suspension may be an appropriate sanction. - Statutory Guidance (2017) states that only the Principal of a school can suspend a pupil, and this must be on disciplinary grounds. This must include consideration of the degree to which SEND is relevant to the behaviours leading to the final decision. - Parents are informed of the Suspension by the member of SLT.
<p>Suspension reintegration:</p>	<ul style="list-style-type: none"> - The DfE states that 'Schools should have a strategy for reintegrating a pupil who returns to school following a suspension and for managing their future behaviour'. - 'Reintegration' will be productive and meaningful, not simply a return to school following exclusion. - The Associate or Head of School will conduct the Suspension reintegration meeting. - Suspension will be used constructively to resolve the situation and ensure positive and appropriate support is in place for everyone.

	<ul style="list-style-type: none"> - If a pupil fails a reintegration meeting for disciplinary reasons a further Suspension or TATE exclusion could be issued. - Failure to respond to 'reintegration'. Suspension issued.
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Appendix 2: Behaviour points

College leaders will monitor and track behaviour closely. To support and enable this behaviour points are attached to different sanctions. The point allocation is outlined below:

Behaviour points allocation:	
Hotspot	1 point per event
Homework detention	1 point per event
College detention	1 point per event
Internal Exclusion	5 points per day
TATE	8 points per day
Suspension	10 points per day
Behaviour points accumulation:	
50 points	Personal Support Plan (PSP)
80 points	Associate Principal / Head of sch meeting
100 points	Trustee (Governor) meeting

College Leaders will utilise the data to ensure that pupils follow the routines of the academy.

- Pupils on 50 points will be placed on a PSP, which will involve regular meetings with home and the academy to address the concerning behaviours that are occurring and support the child with appropriate interventions and strategies to rectify these behaviours.
- Pupils who accrue 80 points will meet with the Principal and their parent/guardian to further explore the reasons for the value of behaviour points and review their future at the academy.
- Pupils who are non-responsive to the previous layers of behaviour interventions will attend a panel of Governors at 100 points.

High level intervention strategies

Intervention	Authorised by:	Monitored by:	Communication:	Outcome:
PSP	College leader	College admin	College leader agrees PSP 50 behaviour points have been accumulated or as a result of a serious concern which warrants such immediate support.	PSP targets are reviewed fortnightly. Review meetings are recorded and uploaded to Bromcom.
Phased TT	College leader	College admin	College leader agrees phased TT. The DSL and SENCo must be consulted. awo College admin will update the provision map, schedule review dates and end dates, inform teachers and arrange work packs.	Phased TT are review fortnightly as part of a reintegration package. Pupils return to full curriculum with 4-6 weeks. Work packs sent home and returned to teachers. Review meetings notes are tracked on the provision map and uploaded to Bromcom
Manage Move	College leader/ Associate Principal	SEN admin	College leader agrees MM with the AP, DSL and SENCo. The SENCo brokers the MM and informs the CL. TERO will update the provision map, schedule review dates and end dates for the CL	Manage Move is a 12-week placement. College leaders will review the placement every 4-weeks. The final review meeting will determine whether the pupil goes on roll or returns to TGSA.
Alternative Provision	Associate Principal / SENCo	Alternative Provision lead	SENCo agrees alternative provision with college leader AP pursues appropriate placement.	AP lead will prepare PSP plans with the relevant college leader; setting clear objectives for improvement and attainment, timeframes,

			<p>SEN admin updates provision map, schedules review dates/end dates and adds to AP lead /college leader calendar.</p> <p>AP lead will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information.</p> <p>SEN admin schedule</p>	<p>arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.</p> <p>AP leads updates pupil file incl. rationale template, CLM application, SG letter, pupil profile index template.</p>
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Appendix 3: Summary of procedures: Escalation & communication

Sanction	Points: (Per event)	Issued by:	Logged by:	Communication:	Outcome:
Verbal warning	0	Class teacher	N/A	N/A	Conform or penalty mark
Penalty	0	Class teacher	Teacher	Form tutor standards check	Conform or penalty/ final warning
Final warning	0	Class teacher	Teacher	Form tutor standard checks	Conform or on-call*
Refocus	0	Class teacher	IER manager	IER manager sends daily staff update	Return to lesson or hotspot
Hotspot	1	Class teacher	IER manager	Text to parents; IER manager sends daily staff update	Same-day detention
Hotspot {SEND}	1	Class teacher	IER manager	LSA to work with pupil: reflect, reengage, reconnect. Lib/Hub. Pupils do not enter U19	Same-day detention with LSA
College detention	1	Form tutor Class teacher	IER manager	Text to parents; IER manager sends daily staff update	1 hour Friday detention
IER	5	Middle leader/SLT	IER manager	On-call informs IER manager & parents On-call hands completed documentation to College admin IER manager sends daily staff update. Agree staff to complete repair work	IER manager prepares work College admin upload paperwork to Bromcom College admin informs form tutor & college leader Staff complete repair work
IER {SEND}	5	Middle/SLT	IER manager	On-call informs IER manager & parents. LSA 1 works with pupils in the Hub. LSA 2 continues in-class support. Opportunities to reconnect with learning, as a reasonable adjustment, to be agreed with SENCo/On-Call SLT	IER manager prepares work College admin upload paperwork to Bromcom College admin informs form tutor & college leader Staff complete repair work
TATE	8	Associate Principal/ College leader	Principal's PA	On-call completes full investigation Incident discussed with AP or CL. SLT informs parents and agrees time for reintegration (usually 3.45pm) SLT informs TATE manager of the incident SLT informs MEFL who will issue letter to parents IER manager sends daily staff update	TATE manager prepares work/intervention TATE exclusion 8.50-3.45pm. (Reintegration with CL @ 3.30pm the same day as TATE) TATE manager attends the reintegration meeting Admin uploads documentation to Bromcom
Suspension	10	Head of School	Principal's PA	On-call completes full investigation Incident discussed with HoS or AP. SLT informs parents and agrees time for reintegration (usually 8.30am) SLT informs MEFL who will issue letter to parents	Work sent home - arranged by MEFL/College admin (if more than 1 day) (Reintegration meeting with AP or HoS and College leader if possible) Admin uploads documents to be Bromcom

*Staff can request on-call at any point during the lesson if they need support

Appendix 4: Investigations:

Serious behaviour incidents must be reported immediately and directly to the member of staff on-call. Issues relating to safeguarding concerns must always be reported to the Designated Safeguarding Lead.

The following principles should apply to all investigations:

- The welfare of pupils must always be paramount and this overrides all other considerations.
- All pupils have a right to be heard, to be listened to and to be taken seriously.
- The investigation should be concluded in as short a time scale possible, but without compromising the integrity of the process or the validity of the conclusions drawn.
- Accurate and timely record keeping is essential

Serious behaviour incident is one which affects the safety of pupils or an incident that may result in an IER, TATE or suspension for one or more pupils. Once an incident has been reported a description of the incident must be recorded on the 'Statement Form'.

- The information recorded should be sufficiently detailed to enable a decision to be made about the most appropriate way in which to deal with the incident.
- The information should enable a senior member of staff to read and articulate the incident so that they can have a discussions and obtain advice about how the investigation should proceed.
- At this stage of the process, it is likely that discussions will have been held with one or more pupils to obtain an outline understanding of the events that have taken place.
- Some pupils may be unable to provide exhaustive accounts of their experiences and their narratives may raise questions or include statements that may be confusing or incomplete. In such situations, additional questions are needed to clear up these issues as well as to obtain other relevant details.
- Pupil's spontaneous statements should be used as the basis for further questioning and phrasing inquiries in an open-ended format that require multiple-word answers.
- These questions may seek additional information about a specific allegation (i.e., "You said Sam hit you. Tell me everything about Sam hitting you."), or a more complete physical description of a detail, action or event (i.e., "You said Simon was wearing a coat. What did the coat look like?"). Most people have heard of the 5 W's and the H way of asking open questions (What; Why; When; Who; Where; How). However there is another way using TED: + Tell + Explain + Describe For example: - Tell me what happened - Tell us how you reacted - Explain what Tom said when he came into the classroom - Explain what you mean - Describe what you saw - Describe Tom's attitude when he came in this morning.
- Staff will annotate or record additional notes on the 'Statement Form' and when complete the form must have pupil names, college, year group, location of the incident and time & date stated.
- In the case of a TATE or Suspension, the 'Notification of Suspension Form' must be completed by the senior member of staff. This will be accompanied by all 'statement forms' which will support the pupil's reintegration meeting.
- The on-call tray will be placed on the IER manager's desk. Statement forms written by staff and pupils will be placed in the tray and investigated by the member of staff on-call in a timely manner i.e. trays are cleared daily.