

Relationships (Behaviour) Policy

Approved by:	Workington Academy LAB
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Proposed review date:	Annually
Owner:	Deputy Headteacher – Learning Provision

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	-	July 2016
2	-	May 2017
3	-	September 2017
4	Addition of appendix 3	April 2018
5	Mobile device policy updated	October 2018
6	Amendments to appendix 3	January 2018
7	Keeping Children Safe in Education	September 2019
8	Inclusion update	September 2020
9	External agency update	October 2020
10	Update to child on child abuse policy	May 2021
11	Mobile device policy updated	September 2021
12	CET Part 1 added	January 2022
13	Updates to anti-bullying	September 2022
14	Updates to mobile phone policy	September 2025
15	Updates to terminology and addition of school-based interventions	April 2026

Part 1

The Behaviour for Learning policy for every CET school is integral to delivering a high-quality educational experience for all students. Leading, supporting, encouraging and guiding our students to become respectful, responsible and resilient students is underpinned by a positive behaviour for learning principle. One that fosters a sense of belonging, instils self-discipline and ultimately develops a future generation to be proud of. The policy is written to uphold the right for all students to feel safe, to learn and fundamental respect and fair treatment. We believe positive behaviour for learning will develop when students are aware of their behaviour, own their behaviour and maintain a mutual respectful working relationship with their peers and staff.

Policy Aims

- To ensure that there is a shared understanding of the philosophy and principles that underpin behaviour expectations across all CET schools.
- To articulate and communicate the values, rights and responsibilities that underpin the development of relationships within all our schools.
- To support the building, maintaining and repairing of successful and positive learning relationships across all school communities.
- To support our holistic approach to School life that includes the development of character and well-rounded citizens who will contribute to society in a responsible, resilient and respectful manner.

Behaviour for learning across the Trust is based on our agreed core values of:

- Respect
- Responsibility
- Resilience

Respect

To promote relationships that enable a positive, supportive and nurturing climate for learning which inspires creativity and curiosity.

Relationships will be based on the core value of respect enabling every Individual to feel safe and secure in their learning environment. There will be a climate for learning where actively listen and respond positively to all situations. Positive relationships will be maintained through a restorative approach and restorative language will be used to make students aware of their behaviour, own their behaviour and correct their behaviour. All staff will actively seek to know their students' and learning experiences will strive to value and support the different student needs. Good manners are fostered and integral to the positive language expected across every school community.

Responsibility

Schools will adopt a policy of relaxed vigilance supporting students to self- regulate their behaviour. All students are expected to attend school and be punctual. Strong classroom routines are used to ensure all students can engage in their learning. Preferred or expected practices adopt the principle of making the routine the boss. Clear and consistent routines create a calm and organised environment. Noise graphs are used to model expected noise level in and outside of the classroom contributing to a calm and organised environment. Opportunities exist across all schools to enable students to contribute to their school community and strengthen a sense of belonging. We seek to develop co-operative and collaborative learners who will allow and enable other students to maximise their learning.

Resilience

We will develop confident learners who arrive to lessons prepared and resilient when learning becomes challenging, learning from their mistakes. They will have courage and encourage others both inside and outside the classroom. Schools within the trust will actively teach the skills needed to meet the challenges of every stage of learning to enable every young person to continue until they succeed. Students will openly seek help and accept support to ensure they are the 'Best they can Be'.

These values form the basis of all decisions and processes throughout every school. Anyone visiting our Trust schools will be able to identify the core values by the attitudes and behaviours they see as they spend time in our community. Under these values we have 9 positive learning behaviours and expect all staff and students to act, reinforce and shape each of the behaviours in all aspects of school life.

Core Positive Learning Behaviours

Respect

- *Use good manners.*
- *Actively listen and respond positively.*
- *Value difference.*

Responsibility

- *Self-regulate.*
- *Attend, be on time and engage.*
- *Create a calm and organised environment.*

Resilience

- *Seek help and accept support.*
- *Have courage, encourage others.*
- *Learn from mistakes.*

Part 2

1. Introduction

The Relationships Policy at Workington Academy is a statement of good practice that contributes to the positive ethos at our Academy. The policy promotes high quality learning relationships for all. Workington Academy is committed to the personal growth of its students and the development and welfare of all members of the Academy community. The Academy espouses a specific values-based approach to pastoral care and discipline and is based on a Restorative Approaches philosophy. Restorative approaches provide Workington Academy with the opportunity to develop self-discipline and positive behaviours in a caring, supportive environment and to develop a relational culture within the Academy community. The policy is non-discriminatory and expectations are clear.

2. Background

At Workington Academy we have clear systems and structures that support staff/student relationships. We encourage independent learning within a supportive structure that aims to develop our students as lifelong learners. Our systems and structures make a large Academy personal, providing the scaffolding for good learning, independence and character building.

This policy should be read alongside the following Academy and Cumbria Education Trust policies and procedures:

- Attendance Policy
- Special Educational Needs & Disability Policy
- Health and Safety Policy
- Admissions Policy
- Complaints Procedure
- Single Equality Scheme
- Child Protection Policy
- Online Safety Policy
- Home-School Agreement
- Child on Child Abuse Policy
- CET Whole School Behaviour and Relationships policy and procedures

Additional information and guidance can also be sought from the DfE (Department for Education) documents – ‘Behaviour and discipline in schools: advice for Headteachers and school staff,’ January 2016 and ‘Sexual Violence and Sexual Harassment between Children in Schools and Colleges,’ May 2018.

3. Rationale

Expectations in terms of both achievement and behaviour at Workington Academy are high for all students; they are challenged when these expectations are not met and rewarded when they are. They are challenged in a way that respects them as individuals and supports them to correct their behaviours and make amends to those affected. Through developing empathy for others, students learn to become more positive, supportive and contributing members of the Academy community.

The Academy believes that its approach to the management of student behaviour should primarily be an educative one. That is, we expect students to show respect for others and to take responsibility for themselves and their actions and to make genuine and positive contributions to the community.

Expectations through our values are made clear continuously throughout the year. This is done through our tutor program, assemblies, bespoke support sessions and our curriculum. Students are encouraged to show respect for all members of the Academy community and are supported to take responsibility for putting things ‘right’ when things ‘go wrong’.

Our classrooms are places of learning and we expect our students to take responsibility for their behaviour and their learning to ensure that the needs of all are met in order to get the best out of their learning opportunities.

4. Monitoring, Evaluation and Equality

This policy will be reviewed at least annually. Groups of staff and students will be given opportunity to monitor and evaluate the effectiveness of the Relationships and Behaviour Policy each academic year. These contributions will inform the Academy's development planning process and as such will engage the student and staff body in the review process.

At Workington Academy we endeavour to ensure that this policy is not directly or indirectly discriminatory. When reviewing, we assess and consult relevant stakeholders on the promotion of race, age, religion, gender, sexual orientation and disability equality and community cohesion, using an appropriate Equality Impact Assessment. The policy may be amended by agreement with the LAB as a result of such considerations.

With particular reference to students classified as having special educational needs, or a disability, the Academy will endeavour to ensure that all reasonable adjustments are made and due consideration is given when making decisions regarding the application of the Relationships and Behaviour Policy.

5. Relationship Management & Communication with Parents

At Workington Academy we believe that students need to be accountable for how they behave and perform in the Academy. Often students need support to do this and our structures and systems are set up allow this to happen.

5.1 Preferred Practices to Support Positive Behaviour within the Classroom

Our staff will use a range of techniques to support positive behaviour within the classroom. The following list is not exhaustive but serves to provide an overview of how the latter is supported:

5.2 Rewards

Our aim is to work with students to ensure that they are engaged members of our community. All staff will use systematic praise and rewards to ensure that students know that they are valued. Praise is most often given verbally both in the classroom and also around Academy. Reward points are used by all staff to recognise effort and excellence in both curricular and non-curricular activities; Year Group Awards are given termly. Departments and Year Group Teams are also encouraged to phone home to give praise directly to parents and also send postcards home to reward effort and achievement in many areas. There will be reward assemblies and Awards Evenings to mark notable achievements.

5.3 Sanctions and consequences

The Academy's consequences structure follows the principles that have been highlighted above. 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 middle and senior leaders through a series of hierarchical sanctions.

All incidents are logged electronically via SIMS and as such the Academy is able to monitor behaviour systematically. This is done by Teaching staff, Curriculum Leaders, Year Group Teams and Leadership Team. The data will form part of departmental meeting discussions and conversations between the Curriculum Leader and the SLT link.

5.3.1 Behaviour, Responsibility and Accountability

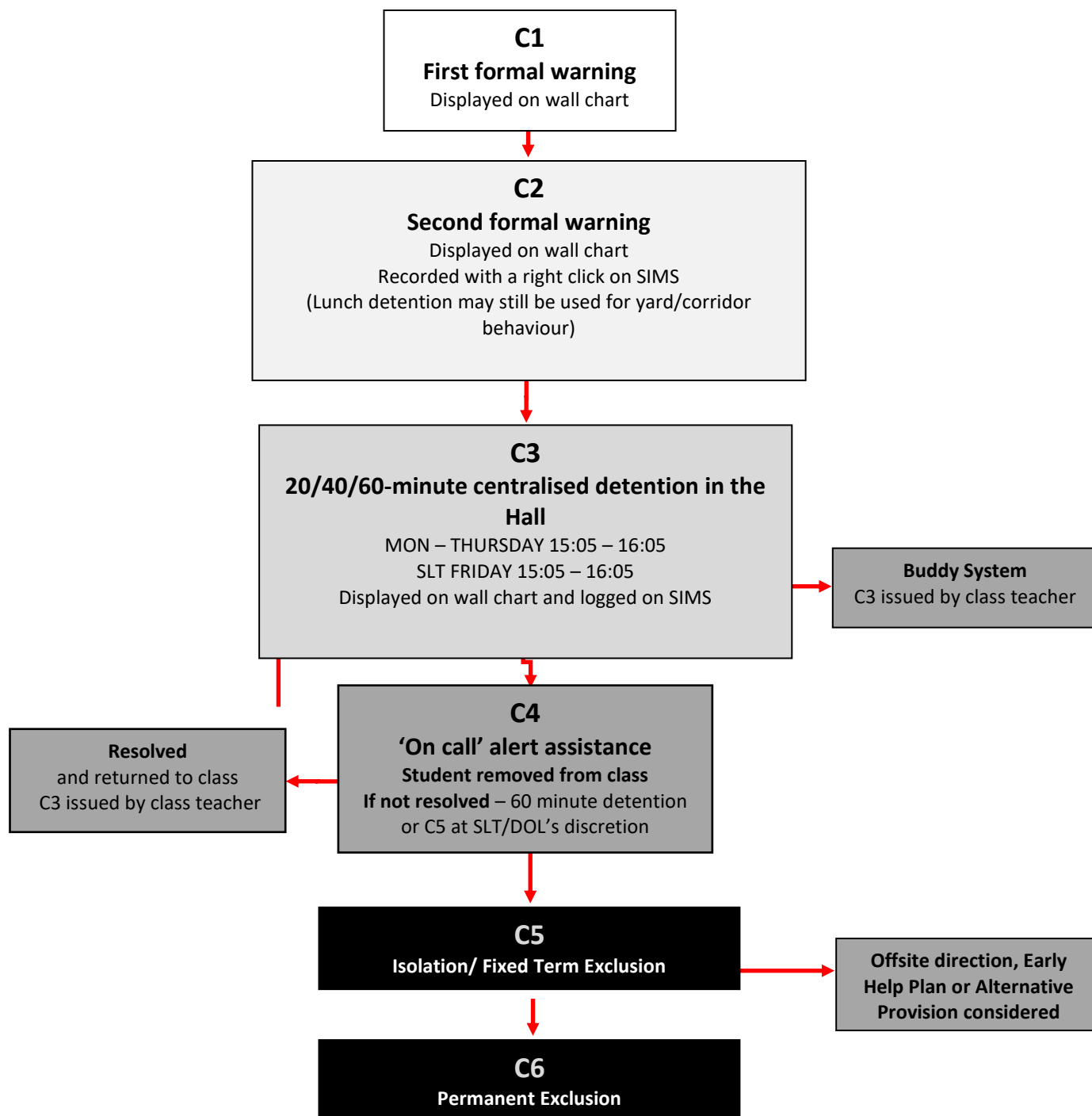
The consequence system outlines a process designed to provide scaffolding and promote high quality learning relationships for all through a restorative and supportive methodology.

There is a clear stepped approach, designed to encourage the student to take responsibility. The system is used to deter students from exhibiting poor behaviour and reduce high order sanctions. Isolation and exclusions are very much regarded as a last resort.

All staff are accountable for the behaviour of students in and around the Academy. We have systems in place that aim to support all staff to do this whilst expecting each of us to fulfil our own responsibility in this aspect of Academy life. The flow diagram below explains how this works.

Behaviour support system

CONSEQUENCE SYSTEM



5.3.2 Prohibited items

Workington Academy believes in setting high standards. We expect all our students to follow our codes of the code of conduct in relation to the use of illegal substances. Smoking and vaping are not permitted on the Academy site at any time for any members of the Academy community or site visitors.

Banned items also include any articles that are suspected of being used to 'bully' or intimidate another member of the Academy community and may be confiscated. If held on an electronic device, they may be deleted or passed onto another professional. We do not allow chewing gum or the consumption of high sugar and high caffeine drinks. Students caught with these on Academy site will have them confiscated.

Members of the Academy's Leadership and Learning Provision Teams have been authorised by the Headteacher when appropriate, to search students, their bags and their property including their lockers. Whilst Academy staff will attempt to work with and gain consent from the student, the Academy has the right to search without their permission. Any illegal or banned items found on students may be confiscated and destroyed or passed to parents or the police. Items prohibited include blades, knives or weapons, alcohol, illegal drugs, 'legal highs', stolen items, tobacco and cigarette papers, fireworks, pornographic images 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 the property of, any person (including the pupil). The Police may be informed (See Appendix 1).

Students responsible for bringing any illegal or banned items to Academy will also receive a consequence in line with Academy systems. Police may be informed.

Incidents at C5 or C6 may lead to exclusion from the Academy, either fixed term or permanent. Persistent low level disruption may also result in fixed term or permanent exclusion.

5.3.3 Mobile devices

If mobile devices are brought to school, they are the student's responsibility. Mobile phones are only allowed to be used under the discretion of a member of staff. At all other times they must be switched off and in a bag. Students who do not follow the established protocol will have their device confiscated and securely stored in the main office. Devices may be collected by a parent or guardian at any time, provided they present valid identification (e.g. passport, driving licence, ID card, or bank card). Any uncollected devices will be returned to students on Fridays. The Academy accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to such electronic devices. It is the responsibility of parents and students to ensure their electronic devices are properly insured.

5.3.4 The Power to Discipline for Behaviour outside the Academy Gates

The Academy will respond to non-criminal inappropriate behaviour and bullying which occurs anywhere off the Academy premises and which is witnessed by a member of staff or reported to the Academy. This includes any inappropriate behaviour when the child is taking part in any Academy-organised or Academy-related activity, or travelling to and from the Academy, or wearing Academy uniform, or in some other way identifiable as a student at the Academy.

Even if the conditions above do not apply, the Academy will respond to inappropriate behaviour at any time which:

- could have repercussions for the orderly running of the Academy, or
- poses a threat to another student or member of the public, or
- could adversely affect the reputation of the Academy

5.3.5 Exclusions – the Right of Appeal and Legal Duties

Exclusions are used as a last resort. The Academy and its staff will do all possible to prevent excluding a student from school and will use internally based equivalents. The latter gives students dedicated time to work with our inclusion team in a reflective and restorative process that enables them to continue to access their curriculum as it was planned. If fixed term exclusions or isolations take place, restorative approaches may be used to attempt to repair any harm done by the incident where appropriate.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the Local Advisory Board (LAB). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

6. Anti-Bullying

In addition to the sections below we have a separate Child on Child abuse Policy, copies of both are available on request from the school office.

Bullying (including prejudice-based and discriminatory bullying) in whatever form is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Young people who bully and those who are bullied can have long-term problems.

To be considered as bullying, the behaviour must be aggressive and include:

- an imbalance of power: young people who bully can use their gender, power (such as physical strength), access to embarrassing information or intimidation, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- repetition: bullying behaviours happen more than once or have the potential to happen more than once.

Bullying can happen to anyone at any age. Being bullied at the Academy is unacceptable. The Academy is keen to differentiate between argument, shared aggravation and real bullying (see definition above). In schools there are often disputes and arguments between young people who resort to verbal abuse and sometimes fight to resolve differences of opinion. Where mutual harassment is established, both parties must accept responsibility for their actions. Nobody has the right to hurt someone or make them feel bad.

Specific types of bullying include those relating to:

- Race, religion, culture or gender.
- SEN or disabilities.
- Appearance or health conditions.
- Sexual orientation and gender identity.
- Young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

Bullying can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- Name-calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Kicking.
- Hitting.
- Pushing.
- Taking belongings.
- Inappropriate text messaging and emailing.

- Sending offensive or degrading images by phone or via the internet e.g. via social networking sites.
- Producing graffiti.
- Gossiping.
- Excluding people from groups.
- Spreading hurtful and/or untruthful rumours.

6.1 Cyber bullying

The rapid development of, and widespread access to, technology has provided a medium for cyberbullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. Cyberbullying involves the use of mobile devices, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Instagram, Twitter etc. to harass, taunt, threaten or intimidate someone for the same reasons as outlined in above.

Cyberbullying can fall into criminal behaviour under the Malicious Communications Act 1988 (Section 1) which states that a person who sends electronic communications which are “indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim” would be deemed to have committed an offence. The Communications Act 2003 (Section 127) further supports this and states that a person is guilty of an offence if he/she sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character or if for the purpose of causing annoyance, inconvenience or needless anxiety to another he/she sends a message by means of a public electronic communications network knowing that the message is false.

In cases where cyber bullying occurs while students are outside our direct supervision, parents will be encouraged to report these incidents to the police as criminal laws may apply.

6.2 Managing a report of bullying

If a Workington Academy student is being bullied by another student from the Academy, either in the Academy, out of the Academy or online, the Academy will use its procedures to deal with it. The Academy will work with students often in a restorative way, to ensure that all parties are engaged with the process and that the bullying stops. Further detail can be found below.

Our initial response to a report of an incident is that it will be taken seriously. All our staff know how to report an incident of bullying to the relevant staff, which is often a member of the Pastoral team. An overview of the approach that will be taken can be found below:

- All reports of bullying or suspected bullying will be logged on our recording systems to enable thorough tracking and robust actions to take place.
- If an incident is reported the member of staff to whom the incident has been reported will reassure the child and any other victims that they will be supported throughout and kept safe.
- A victim will never be given the impression that they are creating a problem by reporting the incident.
- Staff will never assume that someone else is dealing with the alleged incident. If in doubt, they will speak to the Year Group Team (YGT).
- Details of the incident will be passed to the YGT immediately or as soon as practically possible in the form of a written record.
- The YGT will manage the concern/allegation from the member of staff, child or parent.
- Consideration will be given to how best to keep the victims and alleged perpetrators a reasonable distance apart while on school premises and, where relevant, on transport to and from school.

- All those involved in the alleged incident should be spoken to individually and separately.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place, in line with our procedures for dealing with bullying.
- The Academy will always take a restorative and educational approach towards remedying incidents of bullying taking into consideration the needs to the victim and the perpetrator.
- It may be appropriate to exclude the pupil(s) being complained about for a period of time.
- Other agencies such as Police will be notified and become involved if appropriate.

7. Use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Reasonable force is used to prevent students from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in behaviours that are prejudicial to the good discipline of the Academy. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. On these occasions, the force used will be reasonable and proportionate to the circumstances of the incident and the seriousness of the behaviour, potential or otherwise.

On the rare occasions that students' behaviour is such that force may need to be used, all possible de-escalation techniques will be used first before reasonable force is put in place. Specific staff in the Academy have been trained to use "Team Teach" techniques. Staff without this training are not encouraged to use reasonable force unless absolutely necessary in order to prevent harm.

Designated staff from the Learning Provision Team will be trained in "Team Teach" techniques. Students identified, through review, as exhibiting "at risk" behaviours will have appropriate risk assessments and "Positive Handling Plans" in place which clearly identify "Team Teach" techniques and preferred handling strategies. An unforeseen event may require an emergency response and a positive handling plan will be produced following such an incident. The use of reasonable force, where possible, should be performed within the "Team Teach" framework and by trained staff. This ensures the emphasis is on de-escalation of conflict by proven techniques. All incidents involving the use of physical intervention will be recorded in the log held in the Headteacher's office, as well as communicated to the designated safeguarding lead. We will also inform the parent/carer. Support for students and staff following an incident will be available from staff within the Learning Provision Team.

See link below to the DfE's guidance on the Use of Reasonable Force (July 2013).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

8. Allegations of Abuse against Staff

Allegations of abuse are taken seriously. Workington Academy will ensure that allegations are dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. LSCB guidelines will be followed. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Disciplinary action will be taken against students who are found to have made unfounded or malicious accusations against Academy staff. This is likely to incur a C5 or C6 consequence.

9. Internal Support for Behaviour and Attitudes

The Academy provides a range of internal support structures to assist pupils with social, emotional and behavioural needs. We have dedicated staff and spaces within the Academy that allow us to provide timely, personalised support for our students. Internal support includes:

- The **Learning Provision Team** works directly with students who require additional support beyond what can be provided within the classroom. They coordinate and implement Behaviour Management Plans (BMPs) and Positive Handling Plans (PHPs) for students identified as having complex or at-risk behaviours, ensuring that strategies are consistently applied across the Academy. The team also manages our in-school provision spaces (Student Support Centre and Reflection room), providing a structured and supportive environment for students who need time away from mainstream lessons to reflect, regulate and re-engage with their learning.
- Our **Pastoral and Year Group Teams** are often the first point of contact for students experiencing difficulties. They monitor individual student welfare on a day-to-day basis, maintain regular communication with parents and carers, and coordinate the Academy's consequence and restorative processes. Year Group Teams hold a detailed knowledge of the students in their care, enabling them to identify early warning signs of emerging behavioural or emotional difficulties and put timely support in place before concerns escalate.
- The **Senior Leadership Team** provides strategic oversight of behaviour and attitudes across the Academy, ensuring that systems and structures are consistently applied and regularly reviewed. Where behaviour concerns are serious or persistent, the SLT will become directly involved, working with staff, students and families to identify the most appropriate course of action. The SLT also holds responsibility for decisions around higher-level sanctions, including suspensions and permanent exclusions, ensuring these are always used as a last resort.
- The **Designated Safeguarding Lead (DSL)** plays a central role where behavioural concerns may have an underlying safeguarding dimension. The DSL ensures that any student whose behaviour may be linked to harm, neglect, trauma or adverse life experiences is referred to the appropriate support pathway, whether internal or external. All significant incidents involving the use of reasonable force or restrictive intervention are reported to the DSL, who maintains oversight of these records and ensures appropriate follow-up takes place.
- The **Special Educational Needs Coordinator (SENCo)** supports students whose behaviour may be related to an unmet or emerging special educational need or disability. The SENCo works with teaching staff, the Learning Provision Team and external professionals to ensure that reasonable adjustments are in place and that every student with SEND is supported to engage positively with Academy life. Where a student's SEND is a factor in their behaviour, the SENCo will contribute to the development and review of their BMP and any associated support plans.
- Our **Teaching Assistants and Learning Support Staff** provide vital in-class and small group support, helping students to access their learning and manage their behaviour within the classroom environment. They work closely with class teachers and the Learning Provision Team to implement agreed strategies consistently, monitor the impact of support plans, and provide immediate pastoral reassurance to students who are becoming dysregulated. Their close working relationships with individual students mean they are often well placed to identify triggers and de-escalate situations at an early stage.
- Mentoring and coaching programmes
- Safe spaces and designated calm areas
- Restorative practice facilitators
- In-school isolation and reflection provision
- Behaviour Support Plans (BSP)
- Transition support for students moving between year groups or settings

10. External support for behaviour and attitudes

The Academy may normally work with external agencies to support pupils with social, emotional and behaviour or other issues. We have positive relationships with many external agencies that allow us to access a range of support for our students. External agency support includes:

- Children's services
- CAMHS
- Targeted Youth Support
- Cumbria Youth Alliance
- West Cumbria Learning Centre
- Alternative provision organisations
- Barnardo's
- Early Help Officers
- The Police
- Access and Inclusion officers
- Child and Family Support
- The Public Health Team
- Focus Families

APPENDIX 1

Procedures for Searching Students

Academy staff are legally entitled to search students and their possessions for 'prohibited' items with or without the consent of the student and for items 'banned' by the Academy with the consent of the student when authorised by the Headteacher.

Workington Academy is a Restorative Academy and as such we aim to work with students and parents whenever possible. However, there are occasions when staff at Academy may suspect that a student is carrying or has in their possession (in a bag or their locker) items which are either 'prohibited' or banned by the Academy. Items which are prohibited include:

- knives or weapons
- alcohol
- illegal drugs or drugs paraphernalia
- stolen items
- tobacco and cigarettes or smoking paraphernalia, eg. e-cigarettes
- papers fireworks
- pornographic images
- 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 the property of, any person (including the pupil).

Members of the Academy's Leadership Team and Learning Provision Team are authorised by the Headteacher to search students using the following guidelines. In the first instance, students will be encouraged by authorised staff to give consent to the search and to empty their bag, pockets, locker etc. when asked to do so. Only when staff have reason to believe that a student may be carrying an item that is likely to put either the student or another member of the Academy community in danger will staff physically search a student. Whilst Academy staff will attempt to work with and gain consent from the student, the Academy has the right to search without their permission.

The first option should always be to seek the student's consent.

Students should always be searched by a minimum of 2 adults (one of which should be 'authorised').

Ideally both should be of the same sex as the student but there must always be one member of staff who is the same sex as the student. Exceptionally, if the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, they may carry out a search of a student of the opposite sex and may do this alone.

Authorised staff may only search without the student's consent for 'prohibited' items.

Any search should, whenever possible, be done in private.

A student's possessions will only be searched in their presence unless it is believed that there is a serious risk of harm and the search has to be carried out immediately.

The member of staff should ensure that the student is aware of exactly why they are being searched. If a student refuses to comply with a request to empty their pockets etc. then the Academy will follow the Sanction Structure procedure as the student will have 'refused to comply with a reasonable request.'

A member of staff can use such force as is reasonable and proportionate to search for a prohibited and/or illegal item. Force should not be used to search for 'school-banned items'

A member of staff involved in the search must complete a record which details where and when the search took place, why it was being conducted, what was found and what, if anything, was confiscated.

All parties involved in the search, including the student, must sign the record, which will be kept with the confiscated items and held securely in the main Academy office.

Parents/carers will be informed that a search has been conducted. Parents/carers will be given the option to collect confiscated items (unless they are illegal generally (see confiscation advice) or to students under the age of 18) within 10 Academy days. All items will be kept for 10 Academy days and if not collected by parents they will be disposed of. This information will be added to the student's behaviour event log. Staff

in the main office when items are either collected or disposed of will inform year group teams when items are collected or disposed of. Additionally, any items that it is suspected are being used to 'bully' another member of the Academy community may be confiscated as can any item banned by the Academy rules such as high sugar and high caffeine drinks including all 'fizzy' drinks. Students caught with these on the Academy site will have them confiscated by the Academy. The Academy can seize any item, however found, which they consider harmful or detrimental to Academy discipline.

Ref: "Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies" February 2014.

APPENDIX 2

C2/C3 Detention	C4 Friday Detention /C5 Isolation	C5 Isolation/C5 Fixed Term Exclusion	C6 Permanent Exclusion
Refusal to follow instruction Arriving late to school/form/lesson Chewing gum/Fizzy drinks Unruly corridor/yard/ social time behaviour Disrupting the lesson and preventing learning (interrupting/calling out) Arriving to class unprepared (e.g. no homework, lack of equipment) Uniform not worn correctly including PE kit Disrespecting students or staff (including inappropriate language) Disrespect to property and environment e.g. littering Visible mobile phones in the Academy outside designated areas Cheating or disruptive behaviour in a test/exam Passing notes in class	Failure to attend C3 Repeated C2/C3 behaviours Using strongly inappropriate language (e.g. swearing, discriminatory comments) Following being 'On Called' Following being moved to another classroom Aggression Dangerous behaviour/damage to property Shouting/rudeness/disrespect/ defiance to staff Failure to attend mandatory after school commitment Verbal aggression towards a student or staff Discriminatory behaviour or sexual harassment Possession of dangerous or inappropriate materials Vandalism Truancy Selling of food or drinks	Repeated C3/C4/C5 behaviours Serious challenge to the authority of the school Physical violence towards a student Serious verbal abuse towards staff Bullying, including cyber- bullying Theft Graffiti or property damage Possession of prohibited items Walking away from staff or refusal to move Bringing the Academy into disrepute Lying in the course of an investigation False allegations against a member of staff Discriminatory behaviour or sexual harassment Failure to accept sanctions Dropping items over the balcony or stairs Possession and distribution of inappropriate messages or images paper, electronic or verbal Smoking on site, including e-cigarettes/vaping	Serious actual or threatened violence against another member of the Academy's community Sexual abuse or assault Possession or supply of an illegal drug Carrying a weapon Arson Persistent refusal to follow Academy rules