

NUNEATON ACADEMY

# BEHAVIOUR POLICY



**United Learning**  
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

**UNITED LEARNING BEHAVIOUR POLICY**  
Nuneaton Academy

Date of last central office review:	Sept 2022	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2024	Owner:	Simon Trout
Date of next school level review:	July 24		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

**REVIEW TIMETABLE**

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	June 2024
School policy ratified by Local Governing Bodies	Awaiting
Implementation of Group Policy	June 2024



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## Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions.

The policy also outlines the rewards that helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour.

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

Our Policy is built around our **Nuneaton Norms** of being **Respectful, Responsive** and **Resolute** and is aimed at supporting our students exhibit the virtues we look to develop in them, and reflect where they have breached these virtues.

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

We understand that the 'new normal' will be difficult for some students. It may be even more challenging for some students with special educational needs. We will therefore, like always, look to reasonably adjust where necessary. Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carer and student. Any reasonable adjustments will be shared with staff.

## Policy implementation

Our behaviour policy begins from the principle that learning in the classroom is where we want every student to be, but we must have disruption-free classrooms where teachers are able to teach to the best of their ability and students are able to learn. It places a great deal of responsibility on the student to meet expectations and follow instructions: we believe that every student has the ability to learn effectively and behave well. We do not accept any excuses for poor behaviour: we are ambitious for our students and set the highest standards for them and support them in meeting our expectations. We firmly believe that everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and harassment and bullying in any form are tolerated, including online, or outside of school. Furthermore, that the school is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with SEND. The responsibility for implementing, adhering to and supporting the policy is as follows:

**All staff** are to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour. **All staff** will be trained in the new policy and given scenarios to talk through and raise any questions.

**The senior leadership** team of the academy are to ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. Senior leaders are highly visible and engage with all stake holders in setting and maintaining a behaviour culture.



**All students** are responsible for: adhering to our Nuneaton Norms of being Respectful, Responsive and Resolute and for meeting the behaviour expectations outlined in this policy.

This includes but is not limited to

**Expectations in classrooms** and during educational visits and the time spent journeying to and from Nuneaton Academy.

**Around the academy:** Pupils are expected to move in a calm and sensible way around the academy. Safe, polite behaviour is always essential from all.

**Dining areas:** Students are expected to wait in the lunch line calmly. The environment should be respected, and all litter put into bins

**Toilets:** Are open to all students all day. Students can only use the toilet once during lesson time in a day, although we request that they do this in an emergency or unless they have a note confirming a medical condition. Once a student has been to the toilet during a lesson, they will not be able to leave their lesson again for the toilet unless they have been given a toilet pass from their pastoral manager. If a student needs to use the toilet again, they will need to use the facilities at break or lunch time or in the transition time between lessons. Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance to the school policy. They have not shown **RESPECT** to our environment.

**Lifts:** Lifts are for the staff use only. Students with injuries or illnesses may be given a lift pass for their sole use. Lifts usage will be limited to one person at a time.

**Parents:** The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.

At Nuneaton Academy we value our close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

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

The academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

- **Staff Training:** All staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains consistent and that high standards are maintained.
- **Standardised display:** All areas of the school display consistent behaviour information to ensure that students are constantly reminded of what is expected of them.
- **Assemblies:** These are used as an opportunity to reinforce high expectations of behaviour to students and to react to any particular issues that may arise.



- Home-school agreement: This is signed by all students before they join the academy and reinforces to students and parents key messages about standards of behaviour and items that are banned from the academy.
- Student Planner: This outlines behaviour expectations and lists items that are banned from the academy. It can also be used as a form of communication between parents and the academy about any aspects of student behaviour.
- Student induction and reinduction: This helps students to understand what is expected of them at all times as well as the 'why' behind what we do to ensure that students see the link between behaviour in school and our outcomes.
- Academy website: This has a copy of the behaviour Policy.

## Behaviour expectations

Our behaviour policy begins from the principle that learning in the classroom is where we want every student to be, but we must have disruption-free classrooms where teachers are able to teach to the best of their ability and students are able to learn. It places a great deal of responsibility on the student to meet expectations and follow instructions: we believe that every student has the ability to learn effectively and behave well. We do not accept any excuses for poor behaviour: we are ambitious for our students and set the highest standards for them and support them in meeting our expectations. The school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

These expectations are displayed around the school as well as in student planners and are referred to and reinforced with students during assemblies, in student induction and re-induction

## During Lessons

Students must turn up to lessons on time and sit in silence completing the 'do now' task. This helps to make sure that the start of lessons is calm and that students are working from the beginning of the lesson.

If a student fails to adhere to the rules set out by the school in the classroom during a period of teaching, then the process set out below will be followed.

We operate a three-warning system - **S1, S2, S3 (Remove)** within all lessons if these expectations are not being met (please note the same system applies in a 'Reflection Room' apart from it is not logged as a remove but as a 'failure of the Reflection Room'): Teachers will use non-invasive behaviour management strategies to try and correct any inappropriate low-level behaviour which is not causing unreasonably high levels of disruption.

A verbal rule warning, **S1** will be issued by the member of staff in the first instance and an **S2** in the second instance of any behaviour that disrupts the learning in the classroom,

In the third instance of disruption (**S3**) the student is **Removed** and sent to the Reflection Room. This is logged onto Arbor (the school management information system)

We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons.

## Examples of behaviours that pupils would be sanctioned for:

### Behaviours warranting minor sanctions

- Disruptive Talking: Chatting or whispering to classmates during when pupils should be silent



- Not Following Instructions: Failing to follow adult instruction promptly or correctly
- Off-Task Behaviour: Not paying attention or engaging in activities unrelated to the lesson, such as doodling, rocking on chair
- Minor Disobedience: Showing minor disrespect or defiance towards the teacher or school staff
- Low-Level Disruption: Any behaviour that disrupts the flow of a lesson but is not severe, such as tapping a pen or making minor noise
- Uniform Violations: Not adhering to the school's uniform policy
- Inappropriate Language: Using mild inappropriate language not directed at anyone
- Dropping litter

### **Behaviours warranting Immediate removal to Reflection Room**

- Aggressive or violent behaviour: Physical aggression or threatening violence towards others including playfighting or putting hands on other pupils
- Uniform violations: Failure to correct uniform
- Lateness to class: Arriving late to the lesson without a valid reason
- Bullying: Verbal, physical, or cyberbullying of other pupils or staff
- Severe disrespect: Using offensive language or gestures towards staff or other pupils
- Possession of Banned Items: Bringing banned items into the academy and refusing to hand into member of staff. Being in possession of certain banned items will result in removal to reflection and possibly further sanctions
- Vandalism: Deliberate damage to school property or the property of others
- Severe disruption: Behaviour that severely disrupts the lesson and prevents teaching from continuing, such as shouting or throwing objects
- Repeated disobedience: Repeated failure to comply with instructions after repeated requests or instructions that threaten the safety and learning environment. Pupil has been given necessary pre-warning
- Endangering safety: Any action that poses a serious threat to the safety of oneself or others.
- Cheating or plagiarism: Engaging in dishonest practices during exams or coursework that are discovered and deemed severe
- Inappropriate use of technology: Using electronic devices to access inappropriate content or for cyberbullying
- Racist/homophobic/biphobic or transphobic language (depending on seriousness may result in suspension)
- If a student walks out of lesson, without the permission of a member of staff, then this is logged as an S3 (Removal)

**These lists help define the types of behaviours that necessitate different levels of response from staff, ensuring that sanctions are applied consistently and appropriately, in line with the school's behaviour policy. The above list does not represent an exhaustive list and there may be other reasons that a pupil is given a sanction or instantly removed from a lesson.**

If a student does not go immediately to the 'Reflection Room' or fails to follow the rules of the 'Reflection Room' then they will be placed in Reflection Room for the remainder of the day and may now be at risk of a **Fixed Term Suspension**.



Students will be given 5 minutes to arrive to the Reflection Room from their lesson. Refusal to go to internal reflection can result in a **Fixed Term Suspension** with 1 day in the Reflection Room upon re-integration with parent/carer.

## Reflection Room (RR)

This is an alternative to avoid a Fixed Term Suspension (FTS) and is used as an area in which students are isolated from the rest of the academy for serious or persistent breaches of the code of conduct. We always try to minimise the time that students spend in RR in terms of number of days.

Students are expected to work in silence throughout the day. Students will be provided with their lunch and have access to water throughout the day. A toilet is always available for students to use. It is a well-lit, open room with windows that is well ventilated. Upon entering RR pupils will; sign in on, place phone in a locker, then sit in a designated seat in room.

The room operates a similar policy to the classroom. S1, S2 and S3. If a pupil receives an S3, they are now placed in an internal suspension and remain in the Reflection Room for an extended period of time which can be up to 24 hours from the time of receiving the S3. Any further issues could then result in further extension of time in the Reflection Room or a Fixed Term Suspension.

If a student walks out of the Internal Reflection room without permission, then they are at risk of a Fixed Term Suspension.

## Mobile phones

Mobile phones, earphones/headphones and smart watches with the capability to be used a communication device with others are not permitted to be used by students at any time whilst on site and must be turned off and in bags. If these items are seen or heard at any time on the academy site, they will be confiscated and passed to school reception. The phone will be retained until a parent comes to school to collect it.

## Lates

**Morning:** All students enter through the main school gate but if late before 9:25 are then directed to the Reflection Room where they will remain until the end of break time unless there is parental contact with a reasonable explanation. Any pupil who arrives after 9:25 will remain in the reflection room all day unless there is parental contact with a reasonable explanation.

Students who are late without reason on more than one occasion in a week will remain in the reflection room for the entire day on all subsequent occasions during that week.

**Lesson Lates:** If a student is late to a lesson, then the teacher will direct the student to the Reflection Room where they will remain for the day unless there is a reasonable explanation.

## Uniform

Pupils are expected to attend the academy in full school uniform every day. The expectations regarding uniform can be found on the school website. If pupils are not in the full correct uniform including their Nuneaton Academy bag and black polishable shoes, they will be placed in the reflection room until the uniform issues are resolved.

On days pupils have PE, all pupils will require their full PE kit as outlined in the uniform policy. If there are medical reasons that pupils are exempt from fully taking part in PE lessons, pupils are still expected to bring





full PE kit to change into during the lesson. They will be expected to remain with the group and take part in the lesson in some capacity.

Any minor corrections required to uniform will be logged in the pupil planner. If a pupil receives 3 uniform corrections, they will be placed in the reflection room. This will typically be for 2 lessons and a detention, either at breaktime, lunchtime or after school depending on the time that pupils enter the room.

## **Bikes**

Please note that we take road safety extremely seriously. Any student seen doing 'wheelies' or riding inappropriately/unsafely outside of school will also be sanctioned. The school reserves the right to ban individual pupils from riding their bikes to and from the academy if we deem it necessary due to their conduct.

## **Bullying**

At Nuneaton Academy we believe that every child has the right to feel safe and secure, to learn in an environment where bullying is not tolerated. We aim to create and maintain an ethos in which students feel safe to report bullying and confident in our ability to deal with bullying quickly and effectively. We take all claims of bullying extremely seriously, resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. Students who feel they are being bullied either in or outside the academy can report this to any member of staff. There are also a designated team of staff who students are encouraged to report any concerns to. This also applies to parents/carers who are encouraged to report any incidents of bullying to the academy, usually this will be done via the child's year team, where a thorough investigation will take place. Any student seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour policy at the academy.

In order to reduce the risk of bullying, including cyberbullying, prejudice-based and discriminatory bullying, and to ensure that where students experience bullying behaviour they are supported, at Nuneaton Academy we ensure the following:

- Students are informed of which members of staff to speak to if they are experiencing bullying behaviour. This is regularly reinforced and visible around the academy
- We ensure that every student is listened to, that every student is taken seriously and that every student is cared for and supported
- We have an online reporting system on our website which allows for students to report, anonymously, any concerns that they have
- Where bullying behaviour has been identified, restorative meetings between the perpetrator and the victim are conducted by the pastoral team
- As part of the educative intervention, the perpetrators of bullying complete bullying reflection sheets which encourage them to reflect on the impact of their behaviour on others
- Bullying incidents are tracked and reviewed for patterns so that we can intervene proactively to support students

Please see our Anti-Bullying Policy for full details which is available on the school website.



## Contextual safeguarding

The context and motive of a pupil's misbehaviour will always be considered and where the behaviour raises concerns for the welfare of the pupil or they feel the student may be at risk of significant harm, staff will report to the DSL or Deputy DSL and follow procedures set out in the Safeguarding Policy without delay.

## Rewards

The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation in and around the academy. This policy is designed to promote good behaviour and encourages students to support the school's values.

The reward system aims to create a clear, simple and recognisable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values. Our reward system revolves around showing 'good character' around the academy. At any time throughout the day a member of staff can award a praise point on our management information system for those students who have shown our Nuneaton Norms.

At the end of the lesson the teacher may also award a reward a praise point on our management information system for those students who have had an outstanding lesson and gone above and beyond. Students will also be awarded praise points for having a full week of attendance, attending enrichment activities and taking part in leadership opportunities. Staff also praise and reward children for good behaviour in a variety of ways:

- Attendance rewards
- Best in everyone award – a national United Learning award
- Certificates
- End of year reward trip
- Fish & chip Friday vouchers
- Letters of praise from Vice Principal after tracking
- Nominated for an award for the rewards evening
- Nominated for an award in termly awards assemblies
- Non uniform days
- Pizza vouchers
- Post cards sent home
- Queue jump passes for canteen
- Reward trips/events
- Teachers call home to inform the parents
- Teachers congratulate children

We also have a reward shop which allows pupils to spend their reward points.

## Graduated approach

The Nuneaton Academy has a graduated response to behaviour issues, including the use of behaviour plans for children with chronic issues. Please see Appendix A. An example could look like this:

Tier 1: School and classroom-wide systems for all children and adults.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.



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

## Sanctions

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

When responding to the behaviour of pupils with SEND additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:

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

It is important to note that this does not mean that students with an identified SEND do not receive sanctions at Nuneaton Academy, but rather that these sanctions are carefully considered in order to ensure that they are appropriate and that they have taken into account the needs of the student.

## Detentions

24 hours' notice of a detention is no longer required. ***'Schools don't have to give parents notice of afterschool detentions or tell them why a detention has been given'*** (<https://www.gov.uk/school-disciplineexclusions>).

Parental permission is also not required provided that:

Staff have considered:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter if the child has a means to get home safely

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent weekends but not those at the beginning and end of half term holidays
- Teacher training days

Any staff member may give detentions. A break or lunch-time detention will allow a reasonable time for the child to eat, drink and use the toilet.

## Allegations against staff

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



## Malicious accusations against staff

The school has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals.

Sanctions for malicious allegations against staff could be as follows:

- Internal Exclusion
- Fixed Term Suspension
- Permanent Exclusion

## Supporting pupils following a sanction

Some of our students require additional support and the implementation of sanctions alone is not appropriate. Where there is an opportunity for extra help for these students, both academic and in terms of their 'well-being', to ensure that we are meeting their individual needs, the school will endeavour to facilitate this. This may involve a timetable in normal lessons as well as time spent completing interventions. Following successful intervention, the students are reintegrated into a 'normal' timetable again with support. Support is put in place on a case-by-case basis, considering any specific needs. These may include:

- Counselling
- Early Help
- Intensive Support Plan
- Peer mentoring
- Protective behaviours
- Referral to child protection officer and/or social services
- Referral to external agencies: CAMHs, TPT, YOT, Educational Entitlement, Educational Psychologist (EP)
- Referral to school nurse or mental health in schools team
- Referral to the wellbeing team (who provide a vast array of different packages)
- Staff mentoring
- Student Report Cards: Students on report will have 3 measurable targets. Classroom teachers will be made aware they are on report. The student will have a review meeting with the member of staff to look at the targets set

**Please note this is not an exhaustive list.**

Intensive Support Plan meetings determine whether it is appropriate for a student to access any of our additional support measures.

This meeting is a multi-agency style meeting which could involve the following staff:

- Assistant Principal - Pastoral
- Designated Safeguarding Lead (DSL)
- Member of wellbeing team (Counsellor, Early Help co-ordinator or Pastoral Leader)
- SENDCO
- Senior Pastoral Manager
- Vice Principal – Pastoral

These meetings are held to determine additional interventions for students based on;

- Attendance issues/truancy
- Identified as vulnerable e.g. LAC/SEN



- Persistent poor behaviour
- Poor academic progression, underachieving in all core subjects
- Reintegration from alternative provision, excluded from another school, managed move or returning from extended absence
- Risk of Permanent Exclusion (PX) e.g., known involvement with gangs outside of school
- Serious underachievement identified through monitoring
- Specific SEN that prevents engagement in mainstream lessons

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons.

## Use of reasonable force

The school follow the Department of Education advice: Teachers and members of staff authorised by the principal have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

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

Where the use of force, i.e., restrictive physical intervention has been used once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child.

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

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

## Prohibited items and searches

### The law relating to searches

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

The principal or a member of school staff authorised by the principal, can undertake the search of a pupil. When undertaking a search there will be a witness who is a staff member. The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the principal or authorised member of staff reasonably believes that these is a risk that



serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

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

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations, where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

#### **Searches without consent & banned items**

All our students must be safe and have high standards of dress at all times. For these reasons, the following items are banned items and should not be in the academy. Students may be searched for them without their consent and without the consent of their parents.

**\*Items with an asterisk will be destroyed if pupils are in possession of these items. Other items may also be destroyed depending on the individual item.**

- Aerosols\*
- All forms of weapons, including replica and toy weapons such as BB guns and other objects with sharp blades or sharp points\*
- Chewing gum\*
- Coats with inappropriate logos
- Compasses – school will provide these if needed\*
- Correction fluid\*
- Drugs(see Home Office controlled drugs list [here](#)), alcohol or tobacco including legal highs or associated paraphernalia\*
- Earphones/Airpods being used in the academy. Earphones/Airpods can be brought to the academy but must be switched off and in your bag
- Energy drinks, fizzy drinks and any drink that contains caffeine\*
- Fireworks including snapping throw bangers\*
- Images or objects that could be used to incite hate or harm\*
- Items that contravene the academy uniform policy
- Laser pens\*
- Lighters/matches and items that could cause damage to property or buildings\*





- Mobile Phones being used in the academy. Mobile phones can be brought to the academy but must be switched off and in your bag
- Nut based products\*
- Permanent marker pens\*
- Pornography\*
- Scissors - We will provide these if needed\*
- Smart watches with the capability to be used a communication device with others
- Toys unless pre-approved by academy\*
- Vapes\*
- Water pistols\*

N.B. This is not an exhaustive list of banned items and the list may change at any time. The most up to date list is available on the academy website. Bringing in a banned item could lead to a Fixed Term Suspension or Permanent Exclusion depending on the item.

Refusal to consent to a search by a student is likely to result in a disciplinary sanction being applied.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

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

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

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



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

### Searches with consent

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

### Extent of search

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

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

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

### Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in section 91 of the Education and Inspections Act 2006.

The academy will follow the Department for Education guidance ['Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'](#) in deciding what to do with confiscated items.

## Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with separately and students and parents should inform the school if a pupil needs to take over the counter and/or prescription medication so that these can be appropriately handled and students can be appropriately safeguarded.

The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities where applicable. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to be, except in exceptional circumstances, lead to permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. This distinction between dealing and using is particularly important operationally. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e., "dealing") this does not in any way confer a criminal judgment or conviction. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. Any incidents will be reported to the governors for their consideration.





## Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy.

## Parental involvement

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

## Suspensions and Permanent Exclusions

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the academy is made only by the principal (or 'Acting' Principal if Principal is not available. The Vice Principal is designated as 'Acting' in this instance). Parent/carer will be informed by telephone and by letter if their child is suspended. Parents/carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period. Parents/carers are expected to attend a reintegration meeting with a member of the behaviour or senior team and sometimes a governor on return from any exclusion. See Exclusion Policy for more detail. On return to school after a suspension pupils will complete a minimum of 1 day in the reflection room.

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

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

Particular care is be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a pupil. The principal and governing body will comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: This includes travelling to and from school; on school trips; work experience placement; over the telephone or online (such as on social media) and in the community out of school hours

A list of reasons for **Fixed Term Suspension** are listed below:

- Aggressive or violent behaviour: Physical aggression or threatening violence towards others.
- Breach of the academy behaviour policy
- Breaching academy ICT security
- Bringing the academy's reputation into disrepute including actions outside of the academy, which includes verbal/physical abuse to members of the community
- Bringing pornography onto academy site
- Bullying
- Cheating in a test, assessment or formal exam



- Damage to academy property including graffiti
- Deliberate involvement in or instigation of conflict
- Deliberately spitting towards somebody else
- Destruction of a person's property or vandalism on academy grounds or in the community
- Entering out of bound areas of the academy without permission
- Fighting
- Harassment or intimidation of a member of staff or student at academy or off site
- Intimidation or aggressive behaviour towards other students
- Malicious allegations against staff
- Possessing stolen property
- Refusal to hand over any item on the banned item list
- Refusal to hand phone over after using in academy (See it, hear it, take it)
- Refusing to enter or failure of Reflection
- Repeated non-cooperation with a member of staff
- Sexist, racist, homophobic or religiously intolerant language or behaviour
- Sexually inappropriate behaviour – including gestures, inference and social media use
- Swearing or inappropriate gestures towards a member of staff
- Tampering with fire safety equipment such as fire alarms, extinguishers
- Theft - stealing on academy premises or in the community
- Truancing from a lesson/academy or leaving the academy site without permission
- Using lighters, matches, cigarettes and vapes/e-cigarettes
- Verbal or physical aggressiveness towards a peer or adult
- Wearing, displaying or graffiti which acknowledges 'gang' affiliated items and phrases, including online references to postcodes, gang names or gang members
- Wilful disobedience or serious disrespect to an adult

***N.B. Please note this is not an exhaustive list of the reasons for a fixed term suspension and depending on the severity of any behaviour a pupil may be suspended for other reasons not listed. A pupil could also be permanently excluded for any behaviour that appears on the reasons for fixed term suspension depending on the severity of the behaviour. A lunchtime exclusion/suspension is equivalent to a half day suspension.***

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

**A list of reasons for Permanent Exclusion are listed below:**

- Any violence towards a teacher or member of the support staff
- Aggressive or violent behaviour: Physical aggression or threatening violence towards others
- Bringing 'outsiders' onto academy property or the immediate area in order to threaten or create conflict
- Bringing alcohol into the academy or being under the influence of alcohol or other substances
- Bringing fireworks into the academy
- Bringing onto academy premises or being found in possession of anything that could constitute an offensive weapon including products which imitate such items
- Bringing onto academy premises or being found in possession of illegal substances, including products which imitate such items or associated paraphernalia



- Bringing onto academy premises so-called “legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug or associated paraphernalia
- Deliberately risking the health and safety of others in the academy
- Malicious allegations against staff
- Persistent breaches of the behaviour policy
- Persistent bullying
- Persistent harassment or intimidation of a member of staff or student at academy or off site
- Persistent refusal/failure of reflection room or internal exclusion
- Persistent sexist, racist, homophobic or religiously intolerant behaviour
- Persistent threatening behaviour towards staff
- Serious actual or threatened violence against another pupil or individual on site
- Serious breach of the behaviour policy
- Serious breaches of academy ICT security
- Serious damage to academy property
- Serious intimidating behaviour towards a member of staff
- Serious sexually inappropriate behaviour – including gestures, inference and social media use
- Setting off fire alarm
- Sexual harassment, abuse or assault
- Using lighters, matches or cigarettes to cause criminal damage or in a way that risks the health and safety of others in the academy
- Where a student is aware that one of their peers has a weapon onsite and does not alert staff
- Where an offence is repeated after fixed-term exclusion
- Where the health and safety of others is at risk including setting off fireworks

**N.B. Please note this is not an exhaustive list of the reasons for a permanent exclusion. Depending on the severity of any behaviour a pupil may be permanently excluded for behaviour that also appears on the reasons for fixed term suspension or not listed at all.**

Any investigation will be conducted in accordance with DfE guidance to be lawful, reasonable, fair and proportionate. The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e., is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school’s behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

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

The letter will address the following points:

- Decision and reasoning including brief description of the incident(s) leading to the exclusion
- Reference to specific school policies and DfE guidelines violated
- Explanation of why the behaviour warrants permanent exclusion
- Alternative education provision
- Review process
- Contact information for further guidance and support



If a pupil has a social worker, or if a pupil is looked-after, the principal must now, also without delay after their decision, notify the social worker and/or virtual school, as applicable. When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

Further information can be found in the schools Exclusions and Suspensions Policy which is available on the school website.

### **Preventing recurrence of misbehaviour**

The academy recognises that exclusion from school is a serious matter. We avoid excluding students where possible and try to achieve the correct balance between the needs of the student and the needs of the academy community. In order to ensure that suspensions are used appropriately, we use several alternatives to exclusion and ensure that there is early intervention with student behaviour. As stated previously, at Nuneaton Academy, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. The academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour. We aim to provide interventions as an entitlement to students when they are needed, rather than a compensation at a later time. We also recognise that poor behaviour may be a symptom of other needs that a student may have and we aim to address these as soon as they are identified

**Pastoral reinduction:** We invest a great deal of time ensuring that students who are not meeting our expectations are given the support and reinduction that they need to reengage them with their learning. This can include supportive interventions such as book looks – where students present their book to a member of staff at the end of each lesson, or targeted support from a member of the pastoral team which includes re-inducting students on the behaviour policy as well as targeted interventions regarding specific behaviour issues.

**Off-site direction:** Students who are at serious risk of exclusion and for whom the full range of academy interventions may not have been effective will spend a period of time, typically ten weeks, at another school within North Warwickshire. This is an off-site direction. Students return from this provision to a supported approach to returning to mainstream lessons.

**Managed move:** Nuneaton Academy participates fully in the managed move process in North Warwickshire which involves students transferring to another North Warwickshire on a permanent basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the academy. The academy also receives students under this scheme and has successfully integrated many students on this basis. The decision to seek a managed move is made by the principal and only where it is in the best interests of the student.

### **Monitoring and evaluating school behaviour**

At Nuneaton Academy we monitor behavioural issues and to evaluate the effectiveness of the behaviour policy. This helps to ensure that we consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide on an appropriate course of action, which may include more staff training, re-inducting students through PSHE lessons, assemblies or amending the policy



## Child-on-child sexual violence and sexual harassment

In every aspect of the academy, sexual violence and sexual harassment are never acceptable and will not be tolerated. Students whose behaviour falls below our expectations both in language as well as action will be sanctioned. This can include suspension and up to permanent exclusion. This is because we strongly believe that all students and staff deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

## Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited online behaviour may include:

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

Even where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Misuse of social media can be reported to a child's pastoral leader who are best placed to then support with resolving any concerns raised. Student involvement in behaviour incidents online is likely to lead to students being sanctioned for this behaviour. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.



## Appendix A - Individual reasonable adjustment to the Behaviour Policy

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

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

### Example of the graduated approach to adjustments

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

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

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

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

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Access to keyworker support in the reflection room, when required
Attendance to homework club	Time out card in the reflection room
Seating plan adjustment	Shorter time spent in the reflection room
Short and repeated instructions	Access to a laptop in the reflection room
Use of a visual checklist on student expectations	Restorative discussion with the teacher to take place immediately, rather than the end of the day



Private notification of warnings, including post it notes on desks	
Chunked tasks	

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

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.**

