



Behaviour Policy

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Belong Believe Achieve

Aims

The aims are to create a caring and disciplined environment that reflect the academy's values of Belong, Believe, Achieve. In addition, this policy seeks to show how we will prevent bullying and ensure pupils complete work and adhere to Morecambe Bay Academy's standards.

Principles

- Every member of Morecambe Bay Academy has the right to be treated with respect and dignity
- Every member of Morecambe Bay Academy has the right to equality of opportunity to develop their particular talents irrespective of gender, gender reassignment, sexual orientation, disability, race, religion or belief, social class or any special educational needs
- All rules of conduct will be positive and restorative in nature
- All rules and punishments will be fairly and consistently applied
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Relevant Legislation

This policy is underpinned by the following legislation and guidance:

- Behaviour and Discipline in Schools (Jan 2016)
- Education Act 2011
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (Jan 2018)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)



A consistent approach to behaviour management

All Morecambe Bay Academy staff have statutory and delegated authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) and are expected to do so in all circumstances.

This authority applies at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on school visits.

This authority applies to outside of the academy premises when a pupil is in uniform or is travelling to or from the academy.

Teachers have a power to impose sanctions outside of the academy hours and to confiscate property prohibited by the academy's behaviour policy.

Teachers are expected to exercise this authority consistently, with regard to equalities and with respect for each individual pupil.

We expect pupils to be:

- Kind and compassionate
- Respectful
- Honest and trustworthy
- Resilient and determined

We also expect pupils to:

- Seek out new challenges
- Have high aspirations
- Work hard
- Pursue excellence
- Persevere

In addition, we expect pupils to:

- Comply with the academy's uniform policy
- Take responsibility for their own behaviour



- Arrive at the academy and to lessons punctually
- Be well prepared for lessons by bringing appropriate equipment such as planner, pen, pencil, ruler calculator, PE kit
- To follow all adult instructions

The Senior Leadership Team

School Leaders are expected to uphold high standards of behaviour and discipline at all times and support staff in their management of pupil behaviour in line with the academy's values.

The Senior Leadership Team set the tone of the academy on a daily basis by meeting the pupil body and welcoming them into the academy. In conjunction with the pastoral staff, they should address uniform* and other issues on entry to prevent these interrupting the learning of pupils.

*Please refer to the school website for our expectations regarding uniform.

The Senior Leadership Team will patrol the academy on a rota system to ensure high standards are maintained and to support staff in addressing any minor issues. At all times their conduct will be welcoming and positive and initially, any serious misconduct should be managed through requesting the pupil to comply with the academy's policy. Any pupil refusing to comply with a reasonable request from the Senior Leadership team will be subject to an exclusion.

The Senior Leadership Team will support other staff by supporting isolation, patrolling at break, lunch time and lesson change over and staffing afterschool detentions on a rota basis.

The team will model high standards of personal presentation and demonstrate Morecambe Bay Academy's vision and values in the ways in which they relate to pupils and their families.

Subject Leaders / Faculty Directors

Subject Leaders / Faculty Directors are responsible for the behaviour of pupils in their subject areas and supporting teaching staff in upholding the policies of the academy.

This includes establishing clear routines for pupil behaviour in individual subject areas, for example safety and behaviour guidelines in subjects like PE, Science and Technology.

It is also important that Subject Leaders / Faculty Directors are clear about standards of presentation expected in pupil work in their subject and reinforce these with staff and pupils.

Subject Leaders / Faculty Directors are expected to support classroom teachers in the following ways:



- Offering a Good Neighbour Room timetable to receive S3 pupils when they are exited from the classroom. It is recognised that some Subject Leaders / Faculty Directors may wish to join with other subject areas to achieve this.
- Offering a Faculty detention timetable within their subject area. Again, smaller Faculties may wish to work together to achieve this.
- Facilitating S3 lunchtime detentions for pupils who fail to bring the correct equipment, are late to lesson or are wearing inappropriate uniform.
- Dropping in to support class teachers.
- Offering coaching and guidance to staff.
- Modelling best practice in behaviour management.

Year Leaders

Year Leaders are responsible for promoting good standards of behaviour and attendance with their year groups and addressing the needs of pupils who find it difficult to meet the expectations of the school. Year leaders must find the balance between challenge and support.

Year leaders should practically address uniform and appearance issues by issuing appropriate uniform and contacting parents to secure their support. Should appropriate uniform be unavailable, the pupil should be isolated.

Year Leaders should support the Senior Leadership Team by researching more serious issues, staffing a lunch time detention on a rota basis with other staff and being the point of contact for more serious issues.

The main role of Year Leaders is planned intervention for pupils who are underachieving and addressing the underlying causes of any poor behaviour.

Routines and expectations

It is vital that we have a clear and consistent routine in all of our classrooms that incorporate our values. Due to the nature of our academy and the different lessons that will be taught, there may be additional routines in certain subject areas but there must be consistency of expectations regarding the following:

- Staff must meet and greet pupils at the door welcoming them into the room.
- Pupils must enter the classroom in silence, remove their coats, go straight to their own seat and place all relevant equipment on their desk for the teacher to check.
- There must be a seating plan; no pupil should be sat with their back to the front of the room.



- There must be a silent starter for pupils on entry. This could be on the board or on a sheet handed out at the door. Pupils must complete the starter activity and the teacher must complete and save the register.
- Noise levels must be displayed clearly to pupils. This noise level must be enforced.
- The end of lessons and dismissal must be ordered and controlled by the teacher.
- An equipment check is conducted period 1 each day – pupils without a pen, pencil, ruler and planner to be issued with an S3 lunchtime detention.

Further and individual support will be available on request or as required for staff who wish to have support in establishing an appropriate routine for their classroom.

Praise points in and outside of the classroom

Positive reinforcement and praise are highly effective methods of creating positive behaviour and positive relationships. The following describes the system for awarding praise points inside and outside of the classroom.

Pupils can receive praise points for demonstrating any of the academy's values which are identified using common language descriptors. A maximum of one praise point per pupil per value can be recorded **in a lesson** although there is no restriction on the number of times a pupil can be praised for demonstrating any of the academy's values.

The teacher should share explicitly what value, using common language, the pupil has displayed and write their name on the praise board displayed at the front of the classroom. The praise point should be recorded on Synergy.

Pupils who display any of the values, using common language, **outside** of the classroom should be told why they are receiving a praise point and staff should enter this on Synergy.

Praise points are rewarded in Synergy under the following categories:

Belong

We are kind and compassionate

We are respectful

We are honest and trustworthy

Believe

We seek out new challenges

We are resilient and determined

We have high aspirations



Achieve

We work hard

We pursue excellence

We persevere

Praise points will be accumulated and celebrated in a number of ways including:

- Stater slides each week in year group assemblies which list the top 5 pupils who have received the most praise points in each area (common language)
- Small tangible rewards for all these pupils
- Praise postcards sent home to parents/carers when pupils attain a certain thresholds of praise points
- Half termly celebration assembly of pupils who have the most praise points. Pupils receive a certificate and their names go into a lottery which included cash/voucher prizes
- Pupils names and pictures displayed on Praise noticeboards in the academy

Weekly and termly analysis will allow the academy to identify values/qualities that are not frequently being achieved from which assembly themes and promotion of these values will be undertaken.

It is important that staff who demonstrate our core values are also acknowledged and celebrated. In weekly staff briefings, staff will be praised where they have demonstrated any strand of the academy's values to colleagues, parents or pupils.

Positive postcards and letters from the Principal will also be used in recognition of staff who display our values.

Sanctions

The 'Sanction System' is designed to give pupils choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour i.e. behaviour that undermines the pupils own learning or that of others. If unchecked this sort of behaviour disrupts lessons and undermines the authority of the teacher. Sanctions are not a replacement for good classroom management techniques and will not compensate for poor teaching and unstructured lessons.

The 'Sanction System' works in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour wherever possible.



The following information refers to whole school procedures which are authorised by the Principal.

Due to the coronavirus (COVID-19) outbreak some behaviours will now be considered more serious. Below is a list of examples of behaviour which may result in any of the following sanctions being issued including permanent exclusion:

- Intentionally coughing/sneezing on someone
- Intentional physical contact
- Intentionally spitting on someone

Punctuality

Any pupil arriving after 8.55am will be met at the front gates by a member of staff and issued with a S4 'late' 1 hour after school detention on the following day – pupils will be given a late detention slip/card. Pupils must keep this card and show it to their class teacher, period 1. If the pupil fails to present a late card they will also receive a 'late' S3 lunchtime detention.

Pupils who are late to their lesson (beyond 5 minutes) will receive an S3 faculty lunch time detention.

Equipment

An equipment check will be conducted period 1 every day. Pupils must have, as a minimum, the following equipment: pen (blue or black ink), pencil, ruler and school planner. Failure to have this equipment will result in a S3 lunchtime faculty detention.

Homework

Homework will be set in line with the Teaching and Learning policy. Failure to complete and submit the homework on the given deadline or if homework is not complete, a S3 lunchtime faculty detention will be issued. Failure to bring the piece of homework to the revised deadline will result in an S4 afterschool detention.

Uniform

Pupils who do not wear the school uniform in line with our uniform expectations will receive an S3 lunchtime faculty detention. Persistent breaches of our uniform expectations will result in an S7 isolation until resolved.



Additional breaches of our behaviour policy will result in the following sanctions being implemented:

Consequences/Behaviour	Behaviour Management Strategies
<p>Warning - Rule Reminder</p> <p>A warning may be given to settle and refocus a class.</p> <p>Where the behaviour is particularly disruptive a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> • Talking to another pupil across the classroom • Deliberate distraction of others 	<p>State what is happening and give rule reminders.</p> <p>Try and identify behaviour that is proactive/positive.</p>
<p>S1- First Formal warning</p> <p>The pupil's name must be written on the board at this point.</p>	<p>"Tom you have talked across the classroom - you are now on a S1"</p> <p>Mark the moment of poor behaviour, raise expectations and defuse the situation by praising those who are working well.</p>
<p>S2 - Second Formal Warning</p> <p>S2 must be ticked against the pupils name on the board at this point.</p>	<p>"Tom you have again continued to talk, you have now moved to a S2"</p> <p>This might be an opportunity to talk with the pupil away from their peers. Do not however, send the pupil to stand in the corridor for an extended period.</p> <p>Remind the pupil that it is their choice to break the rules. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, "You are here now and when I come back you should be here". • Moving seats - if this is possible • Offer different activities
<p>S3 – Pupils sent to good neighbour</p> <p>If a pupil is removed for poor behaviour i.e. persistent low level disruption or failure to follow teacher instructions, they will be issued with a one hour afterschool detention the following school day.</p>	<p>Teacher should fill in the S3 good neighbour sheet and provide the pupil with work. Make sure the time of removal and GN classroom is written on the sheet – the pupil has 5 minutes to attend good neighbour. <i>Later than 5 mins will result in an S6 failure of GN.</i></p> <p>The pupil should return to the classroom at</p>



<p>(The Sanctions system is for low level disruption- if a situation is more challenging, SLT should be called)</p>	<p>the end of the lesson to be told when the S3 afterschool detention is. If they fail to return at the end of the lesson, please notify 'on call' through student reception.</p>
<p>S4 – Failure to attend S3 detention/ failure of S3 detention</p> <p>This detention will be centralised and run by YLs and SLT every night. It will last 1 hr. Failure to attend will result in an S5 SLT detention.</p>	<p>The detentions will be set out in the hall and pupils will be requested to complete lines from the behaviour policy. These will be run by SLT and YLs.</p> <p>Pupils who complete lines as requested will leave at 3.50pm pupils who don't will leave at 4.10pm.</p> <p>Teachers need to record the S4 in Synergy and pupils will be notified at the point of being issued an S4 and by form teachers. S3 sanctions and above will be communicated home to parents/carers.</p>
<p>S5 – SLT detention</p> <p>These detentions will run for 90 minutes every Friday night and will begin with the S4 detentions.</p>	<p>These will be an extension of the Friday S4 detentions in the hall.</p> <p>Pupils who complete lines as requested will leave at 4.20pm pupils who don't will leave at 4.40pm.</p> <p>If the S5 detention 'fails' or is missed, pupils will be placed in isolation for a full day. Only SLT and HoY can issue an S7.</p>
<p>S6 – Isolation – Failure/ refusal of GN/ defiance (refusing a reasonable request) or a serious incident inside or outside the classroom</p> <p>A member of SLT should be called and the pupil will be removed and taken to isolation. An S6 will result in the pupil spending the rest of the day in isolation until 4.10pm.</p> <p>A pupil may be asked to spend time in isolation if there is an investigation into an incident being conducted.</p>	<p>Only a member of SLT or a YL can issue an S6 or decide a pupil can be isolated.</p> <p>When a pupil is brought to isolation the member of SLT should let the isolation staff member know the reason for the S6. If the reason is failure/refusal of GN the member of staff in isolation should then record the incident in synergy under S6 failure of GN. If it is for a serious incident, the pupil's YL should be notified and should investigate accordingly.</p> <p>Student reception will be notified by the member of staff in isolation of the pupil receiving an S6 and parents will be called to tell them that the pupil will be isolated until 4.10pm.</p>



	<p>If a pupil misbehaves or doesn't follow the code of conduct they may receive a FTE or additional days in isolation.</p> <p>The member of staff in isolation should follow isolation instructions to ensure a disciplined environment.</p>
<p>S7 – Internal exclusion. This is for a serious offence which doesn't require a FTE for example.</p> <ul style="list-style-type: none"> • Truancy • Aggressive behaviour • Defiance • Failed S6 	<p>This will run from 8.55am – 4.10 pm. Pupils will complete academic and restorative work.</p> <p>Only SLT and YL can issue a S7</p>
<p>S8 Fixed Term Exclusion</p>	<p>See below and serious incidents section</p>

<p>S4 Other - Outside the classroom</p> <p>An S4 detention is to be given to a pupil whose behaviour is below expectations outside the classroom and for pupils who are late in the morning.</p> <ul style="list-style-type: none"> • Inappropriate behaviour outside the classroom • Whistling in the corridors • Persistent uniform/make-up issues • Dangerous behaviour in corridors • Shouting/chanting in corridors 	<p>S4 others can be issued by class teachers and members of the pastoral team. Support staff must notify the relevant YL should they witness any inappropriate behaviour outside of the lesson. The detention is served the following day.</p> <p>Pupils who arrive at the school gates after 8.55 am will be issued with a late detention card for an S4 on the following day.</p>
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Structure of detentions

S3 Detentions -These will be completed in faculties on a staffing rota. Completion/none completion will be recorded on Synergy. Failure to attend failure in an S3 faculty detention will result in a S4 detention.

S4 Detentions – These will run every night in the school hall. Pupils will be asked to complete lines. If they complete 3 full sides they will be permitted to leave at 3.50pm if not they will stay until 4.10pm. S4 detentions will be run on a rota by SLT and HoYs.

S5 Detentions – These will be the same format as S4 detentions but will run every Friday for 90 minutes. Pupils will be asked to complete lines. If they complete 4 sides then they will be permitted to leave at 4.20pm if not they will leave at 4.40pm.



S6 Isolation – Pupils will spend the rest of the day until 4.10pm isolated. If a pupil fails isolation they may receive a FTE or spend additional days in isolation until 4.10pm.

S7 Internal exclusion - The school operates a system of internal exclusion managed by a member of staff. Pupils can be placed in this room by senior staff or Year Leaders. This will be in the case of (but not exhaustive):

- A pupil fails to attend an S5 detention
- Missing two S4 detentions in a week
- Pupils who present repeated low level negative behaviour
- The actions of the pupil were serious enough to escalate the sanctions immediately to an S7
- A pupil acts in clear defiance of the school rules
- Inappropriate behaviour towards a member of staff
- Inappropriate behaviour towards other pupils

Pupils will work as directed by the member of staff in the internal exclusion room. This will generally be silent work. Pupils in isolation will not mix with the normal school population for the time they are in internal exclusion but will have the opportunity to order lunch and go to the toilet at the appropriate time. Internal exclusion starts at 8.55 am and finishes at 4.10 pm.

While in the room there will be opportunities to focus on repairing relationships and preparing pupils to return to lessons. Restorative and developmental work will enable pupils to identify and exhibit the skills needed to function effectively on their return to the school population.

On occasions it may be necessary to impose multiple days of internal exclusion in an attempt to avoid formal fixed term exclusions.

S8 Fixed term exclusion

All decisions to exclude are serious and only taken as a last resort or where allowing the pupil to remain in school would either harm the safety or well-being of other pupils or undermine the good order of the school. The following are examples but not a definitive list. All decisions to exclude will be made by the Principal after due consideration of available evidence.

- Refusal to comply with a reasonable request from a senior member of staff
- Refusal to comply with internal exclusion
- Swearing at staff



- Unprovoked or premeditated violence towards another pupil

All fixed-term exclusions will involve a readmission meeting with parents/carers and the pupil, along with a member of the SLT. Parents will be informed of the recommended actions following each fixed-term exclusion. Pupils will be placed on a two week monitoring card following an exclusion. If appropriate, pupils will also undertake a restorative meeting with either the pupil or member of staff involved in the incident leading to the fixed term exclusion. If involving a class teacher, this will take place before the pupil returns to the lesson.

These actions are as follows:

First exclusion: Reintegration held by the Year Leaders, monitoring card issued, reporting to Year Leader, for a minimum of two weeks.

Second exclusion: Reintegration held by the Year Leader Individual Behaviour Management Plan initiated and appropriate 1:1 or small group intervention will be undertaken.

Third exclusion: Reintegration held by the Assistant/Vice Principal. CAF initiated by HoY and external agencies engaged. Internal interventions reviewed and amended where appropriate. A managed move will be explored.

Fourth exclusion: Reintegration held by the Principal – investigate possible short term Alternative Provision placement at the Chadwick Centre or 6th day provision. ARC referral to be made and baseline assessments undertaken to assess suitability of the ARC.

Fifth exclusion: Parents/Carers and pupil will be invited to an Academy Improvement Board disciplinary panel with final warning issued.

Sixth exclusion: Permanent Exclusion

Permanent exclusion

Where no other sanction is deemed appropriate, the Principal may exclude a pupil for a fixed period or permanently. For example, a permanent exclusion may be appropriate to manage persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

The procedures laid down by the Local Education Authority are strictly adhered to and parents are advised of them. School work is set for excluded pupils if parents request it. Parents have a



right of appeal against all exclusions to the Governing Body and the Local Education Authority. The permanent exclusion of a pupil with Special Educational Needs requires a review of the pupils' needs to be held within a short period of time.

There will, however, be exceptional circumstances where, in the Principals judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- a. serious actual or threatened violence against another pupil or a member of staff
- b. sexual abuse or assault
- c. supplying an illegal drug
- d. possession of a type A substance
- e. carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy's community.

Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether a CAF referral is appropriate and consider the role of any other agency working with the pupil.

Discipline outside of the Academy gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable".

In line with DFE Guidance, Morecambe Bay Academy may discipline a pupil for any misbehaviour when the child is:

- Taking part in any academy organised activity or academy related activity or travelling to or from the academy.
- Wearing the academy's uniform or in some other way identifiable as a pupil at the academy or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the academy or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the academy

Mobile phones and other electrical devices



Pupils are allowed to bring mobile phones into the academy provided that they are switched off and are not seen by staff for the duration of the academy's day (8.55am - 3.05pm). Identical restrictions apply to all other electrical devices including the use of earphones.

Should pupils not adhere to these rules the item will be confiscated and stored in a safe and secure place. In the case where headphones are being used or visible, the attached device will be also confiscated.

Pupils can collect any confiscated items the following day after 3.05pm from a member of SLT with a letter from their parent/carer. Alternatively, confiscated items can be collected by a parent or carer in person that same day before 4.30pm.

In line with DfE guidance, if, during a search, a member of staff finds an electronic device that is prohibited by the academy rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so.

Staff may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the academy's rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

- In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect 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 academy's rules.
- If an electronic device that is prohibited by the academy's rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate or not to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.



All Morecambe Bay Academy's staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the academy's approach to it is reflected in the child protection policy.

Reducing Racism

Any racist act in work or deed is totally unacceptable. The parents of the offender will be advised of the incident and an appropriate sanction will be applied. Records will be kept in the academy.

Reducing Bullying

We are committed to providing a caring, friendly and safe environment for all our pupils so they can focus on their learning and enjoyment of school. The Anti-Bullying policy states that bullying of any form is unacceptable and instances of proven bullying will be recorded and that normal disciplinary sanctions, including exclusion where appropriate, will be implemented. The long term aims of the policy are to develop an ethos in which the pupils themselves regard bullying as unacceptable. Records of unpleasant and bullying incidents will be kept and reviewed.

Definition of bullying

Bullying is unwanted persistent behaviour that is intended to cause harm and create a power imbalance. The nature of the bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based upon several areas including:

- Race
- Religion or belief
- Culture or social class
- Gender



- Sexual orientation
- Gender identity
- Special Educational Needs or Disability
- Appearance
- Related to home or other personal situation

Although we want to stop unpleasant behaviour that may lead to bullying, it is NOT bullying when:

- There is no intention to hurt or harm (e.g. behaviour that is thoughtless or accidental)
- There is a one-off disagreement/altercation between pupils
- There is a good reason why others cannot be included in a group activity
- Friends have a temporary fall out

We encourage pupils to report any instances of bullying to any adult in school which will be shared with the respective Year Leader. Any report will be recorded and taken seriously and there will be a clear and swift response to any report of unpleasant or bullying behaviour. Pupils will be listened to and parents/carers communicated with. Pupils and parents/carers will be updated at timely milestones in relation to how their concerns are being dealt with.

We will support the victims of bullying as well as intervene with the perpetrators of bullying in order to correct their behaviours. We will always look to hold a 'restorative justice' meeting between the victim and perpetrator to address any underlying cause of the unpleasant/bullying behaviour.

The policy applies to all members of our community and includes child to child bullying, adult to child, child to adult and adult to adult bullying.

Threats to the safety and welfare of others

Pupils: A pupil who is involved in persistent acts of aggression towards other pupils, including verbally violent or aggressive behaviour, will be excluded on a fixed term or permanent basis, depending on the severity of the incident or incidents and with reference to the pupil's behaviour record.

Staff: Physical assault on a member of staff by a pupil will lead to permanent exclusion. Threatening behaviour towards a member of staff by a pupil, including violent and threatening language, will lead to a fixed term or permanent exclusion, depending on the severity of the incident and with reference to the pupil's previous behaviour record.



Drugs and other illegal substances

A school policy document on drug prevention and drug education has been approved by the Academy Improvement Board.

It details the measures to be taken to ensure effective drug education and to raise pupil's awareness of the dangers of drugs.

A pupil found in possession of or under the influence of an illegal substance will normally be given a fixed-term exclusion. In rare cases, isolation may be used instead. Parents and the relevant outside agencies will be informed. A pupil supplying an illegal substance for use by others will be given either a fixed term or permanent exclusion depending on the circumstances. If personal gain is involved ("trafficking") the exclusion will be permanent.

The Fire alarm

Setting off the Fire Alarm with no good reason will lead to a fixed-term or a possible permanent exclusion.

Searching pupils

Morecambe Bay Academy staff can search a pupil for any item if the pupil agrees.

The Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable ground for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs



- 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).

Please reference '*mobile phones and electronic devices*' in relation to searching of these devices.

Allegations against staff

Any malicious, unfounded allegation against a member of staff by a pupil could result in a permanent exclusion.

Use of reasonable force

In line with the Education and Inspections Act of 2006 (item 93), reasonable force may be used by staff to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The DfE document "Use of Reasonable force" July 2013(Revised 2015) states that schools can use reasonable force to:

- Remove disruptive children from a class room where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the class room where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil
- Stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

The Principal, Senior Leaders and Year Leaders may also use such force as is reasonable given the circumstances when conducting a search without consent 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.

The use of restraint is seen as a last resort and will only be undertaken in circumstances deemed to be dangerous by the responsible adult at hand. If there is occasion to use reasonable force, it will be deemed to be both necessary and proportionate. To this end, a number of staff have been trained in the use of positive handling by nationally accredited company, React UK and, unless there is an emergency, it is only these staff who are expected to physically intervene with pupils.

On any occasion that a member of staff has used force with a pupil they must inform the Principal as soon as practically possible. The Principal will keep a record of every occurrence of the use of force. Where parents consider that the use of force was unjustified, or that excessive force was used, they will be able to use the normal complaints procedure – see the academy's Complaints Policy for further information.

Behaviour training and support

Behaviour training will take place for staff annually. All staff new to the school will receive behaviour training and induction. Individual staff may receive additional behaviour training to support their own needs.

Year Leaders will conduct a behaviour review per half term to identify any staff in need of support. Following consultation with the SLT faculty link, appropriate interventions will be established. This will include support from the SLT and the behaviour team and could consist of observations, in lesson support, accessing link strategies or observing an effective practitioner.