

Behaviour Policy

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THE BAY
LEARNING TRUST

Aims

We have the highest standards for behaviour as this is central to achieving the best education for our students. We aim to achieve this by creating a caring and disciplined environment that reflects the school's values and we build positive culture norms by proactively teaching students how to behave well, alongside the use of clear systems of rewards and sanctions.

Principles

- Every member of Morecambe Bay Academy has the right to be treated with respect and dignity
- All students have the right to learn and the responsibility to let others do the same
- 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 and sanctions will be fairly and consistently applied
- Rewards are always preferable to sanctions and are powerful motivators
- A small number of students may need intensive, specific support to help them manage their behaviour at times during their school career
- Students with Special Educational Needs and Disabilities (SEND) are supported and, when necessary, reasonable adjustments made to the application of this policy and recorded in the student passport.

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 sanction students whose behaviour is unacceptable, who break the school 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 student is in the school or elsewhere under the charge of a teacher, including on educational visits, attending Alternative Provision or attending Step Out placement. This authority applies to outside of the school premises when a student is in

uniform or is travelling to or from the academy. Teachers have a power to impose sanctions outside of the school hours and to confiscate property prohibited by the school's behaviour policy. Teachers are expected to exercise this authority consistently, with regard to equalities and with respect for each individual student.

Student Expectations

Students are taught how to behave through consistent routines inside and outside the classroom which are rooted in our school values. Our values and required learning habits are taught in assemblies, during lessons, during form time and in Life lessons.

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

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 student behaviour in line with the school's values.

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

*Please refer to our Uniform and Appearance for our expectations relating to uniform.

The Senior Leadership Team will circulate the school 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 student to comply with the school's policy. Any student refusing to comply with a reasonable request from the Senior Leadership team may be subject to a suspension.

The Senior Leadership Team will support other staff by supporting isolation, removal room and Oncall, circulating 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 students and their families.

Curriculum Leaders

Curriculum Leaders are responsible for the behaviour of students in their subject areas and supporting teaching staff in upholding the policies of the school.

This includes establishing clear routines for student behaviour in individual subject areas, for example safety and behaviour guidelines in subjects like PE, science and technology.

It is also important that Curriculum Leaders are clear about standards of presentation expected in student work in their subject and reinforce these with staff and students.

Curriculum Leaders are expected to support classroom teachers in the following ways:

- Dropping in to support class teachers
- Offering coaching and guidance to staff
- Modelling best practice in behaviour management.

Heads of Year

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

Heads of Year should practically address uniform and appearance issues by issuing appropriate uniform sanctions and contacting parents to secure their support with the support of the pastoral team. Should appropriate uniform be unavailable, the student should be isolated.

Heads of Year should support the Senior Leadership Team by investigating more serious issues, staffing a lunch time detention and being the point of contact for more serious issues.

The main role of Heads of Year is planned intervention for students who are underachieving and addressing the underlying causes of any poor behaviour alongside the support staff within the pastoral team.

Form Tutor

Form Tutors are responsible for promoting good standards of behaviour and attendance with their form groups, ensuring their readiness for the day with uniform and equipment checks, monitoring form behaviour and attendance with regular Synergy checks and liaising concerns with students and the relevant Head of Year of those who find it difficult to meet the

expectations of the school.

Form Tutors must check students uniform daily, sending students to address uniform issues in the Head of Year Office where this has not been picked up by morning gate checks.

Classroom teachers

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 school and the different subjects 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 students at the door welcoming them into the room
- Students 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 student should be sat with their back to the front of the room
- There must be a silent 'Do Now' activity for students on entry. This could be on the board or on a sheet handed out at the door. Students must complete the Do Now activity and the teacher must complete and save the register. Teachers must notify on call if students are missing from their lesson and this is not explained on the register.
- Noise levels should be identified by the teacher and adhered to by students
- Teachers must remind and expect students to STAR during teacher talk
- The end of lessons should follow a plenary to exit routine where students leave in a calm and orderly manner.

Class teachers must implement the requirements of the Implementation of the Curriculum policy to further support positive conduct behaviour and behaviours for learning.

Culture of Praise

Positive reinforcement and praise and recognition 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.

Students can receive praise points for demonstrating any of the school's values. There is no restriction on the number of times a student can be praised for demonstrating any of the school's values and all praise points are worth one point.

The teacher should share explicitly what the praise point is awarded for and write their name on the praise board displayed at the front of the classroom. The praise point should be recorded on Synergy. Staff should look to achieve a 5:1 ratio between praise points and sanction points.

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

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

- Starter slides each week in year group assemblies
- Small tangible rewards for students, where applicable
- Praise postcards sent home to parents/carers for students who achieve the highest amount of praise points in their year group each week
- Half termly celebration assembly of students who have the most praise points. Students receive a certificate and free breaktime canteen snack
- Students names and pictures displayed on Praise PowerPoints in the school
- Students celebrated in the weekly newsletter to all parents/carers.

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

Positive postcards and letters from the Head of School/ Executive Headteacher will also be used in recognition of staff who display our values.

Sanctions

The 'Sanction System' is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour i.e. behaviour that undermines the students 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 tiered system of structured intervention designed to address underlying causes of poor behaviour wherever possible.

Punctuality

Any student arriving after 8.45 am will be issued with a S3 'late' 20 minute afterschool detention – students will be given a late detention slip/card. Students must keep this card and show it to their form tutor or class teacher during form time.

Students who are late to their lesson (beyond 5 minutes or after the second bell for form time, break or lunch) will receive an S3, 20 minute after school detention for arriving late to lesson.

Equipment

An equipment check will be conducted during form time every day. Students must have, as a minimum, the following equipment: pen (blue or black ink), pencil and ruler and the MBA student planner. Students will be provided with equipment if there are any identified barriers to them buying their own.

Homework

Homework will be set in line with curriculum plans for each subject. Failure to complete and submit the homework on the given deadline or if homework is not complete, a detention will be issued by the class teacher.

Uniform

Students will have their uniform checked and corrected during line up or form time. Following this period, students who do not wear the school uniform in line with our uniform expectations will correct their uniform and receive an S3 detention which will be recorded by the member of staff who corrects the uniform infringement. Persistent breaches of our uniform expectations will result in an S5 until resolved.

Prohibited Items

The items listed below are prohibited items in school and will be confiscated from students if they are seen to be using or carrying them in school. Students found with items in category 2 will be subject to a suspension and permanent exclusion will be considered.

- 1.1 Energy or carbonated drinks
- 1.2 Snappers/poppers
- 1.3 Aerosols
- 2.1 Illegal drug
- 2.2 Any type A substance
- 2.3 Offensive weapons
- 2.4 Smoking or vaping paraphernalia

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

Action/Consequences	Behaviour Management/Organisation
Teaching routines and expectations	At all key junctures staff will teach students how they wish them to behave: what do they want them to do, and how they will do it.
S1- First Formal warning. Record student's name on the board. Warnings will be issued for behaviours including: <ul style="list-style-type: none">• Poor levels of work• Talking to or deliberate distraction of others• Failure to settle to work• Answering the teacher back or shouting out.	"Tom you have talked across the classroom - you are now on a S1." Mark the moment of poor behaviour, raise expectations and defuse the situation by praising those who are working well. This might also be an opportunity to talk with the student away from their peers. Do not however, send the student to stand in the corridor for unsupervised.

	<p>Remind the student 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
<p>S2 – Students sent to removal room</p> <p>If a student is removed for poor behaviour i.e. persistent low-level disruption or failure to follow teacher instructions, they will be removed to the removal room and will be issued with an S3 20-minute afterschool detention the following school day.</p> <p>If a student is removed for the second time in a day, they will then be moved to isolation for the remainder of the day until 4.15pm. Students will also complete the two 'S3 removal detentions'.</p>	<p>The class teacher must issue student a removal form. Write their full name and time of removal from the classroom.</p> <p>Students have five minutes to walk to the removal room and show their removal form</p> <p>Staff on duty in the removal room must complete the shared spreadsheet once the student arrives in removal</p> <p>A student without a removal form or are late to removal will be sanctioned with a truancy and complete an S5 in isolation. Isolation should be called and the student will be collected/sent to isolation.</p>
<p>S3 – Results from an S2 removal, late to school, late to lesson or uniform infringement.</p> <p>If a student is late to school (8.45 at the school gate) more than 5 minutes late to the lesson (after the second bell during form, following break and lunch) OR is breaching the uniform expectations, they will receive an S3 after school detention.</p>	<p>These will be completed daily and run by SLT/HoYs on a rota in the hall. There are three 20 minute detentions per evening: 15.20-15.40, 15.40-16.00 and 16.00-16.20.</p> <p>Students will complete 4 sides of lines in order to complete the detention.</p> <p>Failure to attend any detention or failure of a S3 detention will result in an S4</p> <p>S3 sanctions and above will be communicated home to parents/carers.</p>
<p>S4 – SLT detention</p> <p>If a student misses an S3 detention they will be issued with an S4 detention on a Tuesday or Friday after school.</p>	<p>SLT detentions will run until 4.30pm every Tuesday and Friday night, they will be an extension of the S3 detentions in the hall. Students will complete 4 sides of lines in order to complete the detention.</p> <p>If the S4 detention 'fails' or is missed, students will be placed in isolation for a full day. Only SLT and HoY can issue an S5.</p>
<p>S5– Serious incident</p> <p>Following a serious incident Oncall should be contacted and the student will be 'picked up'</p>	<p>A member of SLT should be called and the student will be removed and taken to isolation. An S5 will result in the student spending the rest of the day in isolation until 4:15pm.</p>

<p>swiftly and taken to isolation if the incident is clearly a serious incident. If the validity of an S5 is questionable the member of SLT/HoY may defer the judgement for the HoY to investigate. The incident will be logged and the Oncall member of staff will verbally pass this on to the HoY for further investigation. An S5 will result in the student spending the rest of the day in isolation until 4.15pm and may, depending on the severity of the incident result in further days in isolation.</p> <p>A student may be asked to spend time in isolation if there is an investigation into an incident being conducted. Serious incidents are listed below – this list is not exhaustive:</p> <ul style="list-style-type: none"> • Child on child abuse • Failure of removal room • Truancy • Aggressive behaviour • Refusal of a reasonable request/Defiance • Walking out of lesson without permission • Failed S4 • Bullying • Possession of banned items 	<p>The isolation manager will complete the checklist actions and electronic spreadsheet upon the arrival of a student. Parents/ carers will be contacted by the isolation manager or head of year for more serious incidents. The following incidents will be logged in synergy by the isolation manager:</p> <ul style="list-style-type: none"> • Truancy • Failure of removal <p>All other incidents will be logged as a serious incident by the witnessing member of staff.</p> <p>If a student misbehaves or doesn't follow the code of conduct they may receive a suspension or additional days in isolation. A student may be asked to spend time in isolation if there is an investigation into an incident being conducted, if they are not involved they may be allowed to leave.</p>
<p>S6 Suspension</p>	<p>See S6 Suspensions below for further information</p>

<p>S3 Other - Outside the classroom</p> <p>An S3 detention is to be given to a student whose behaviour is below expectations outside the classroom, for example:</p> <ul style="list-style-type: none"> • Inappropriate behaviour outside the classroom • Dangerous behaviour in corridors • Shouting/chanting in corridors • Swearing in general conversation • Eating on the corridors 	<p>S3 others' can be issued by class teachers and members of the pastoral team. They must be recorded in Synergy. Support staff must notify the relevant Head of Year should they witness any inappropriate behaviour outside of the lesson. The detention is served the following day.</p>
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Requesting On Call support

A member of staff is timetabled to be 'on call' with a radio and access to the Lesson Support feature in Synergy. If a teachers requires support or assistance in a lesson they must use this system and select 'On Call'. If needed, a class teacher can send a responsible student to the main office to request Oncall.

Structure of detentions

S3 detentions - These will be completed daily and run by SLT/HoYs on a rota. There are three 20-minute detentions per evening: 15.20-15.40, 15.40-16.00 and 16.00-16.20. Failure to attend or failure of any S3 detention will result in an S4.

S4 detentions – These will run every Tuesday and Friday for failure to attend/failure of S3 detentions and will last 75 minutes. Students will need to write 4 sides of lines in order to successfully complete the detention.

S5 Isolation - Students will spend the rest of the day or additional days in isolation until 16.15. If a student refuses or fails isolation they may be issued with a suspension (S6) or spend additional days in isolation. Students can be placed in this room by SLT or Heads of Year. This will be in the case of (but not exhaustive):

- A student fails to attend a S4 detention
- Students who present repeated low level negative behaviour
- The actions of the student were serious enough to escalate the sanctions immediately to a S5
- A student acts in clear defiance of the school rules
- Inappropriate behaviour towards a member of staff
- Inappropriate behaviour towards other students
- Inappropriate behaviour outside of the school community
- Misuse of social media

Students will work as directed by the member of staff in isolation. This will generally be silent work. Students in isolation will not mix with the normal school population for the time they are in isolation.

S6 Suspensions

All decisions to suspend are serious and only taken as a last resort or where allowing the student to remain in school would either harm the safety or well-being of other students or undermine the good order of the school. The following are examples but not a definitive list. All decisions to suspend will be made by the Executive Headteacher 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
- Verbal abuse to staff or students
- Unprovoked or premeditated violence towards another student or staff member
- Smoking, including vaping/e-cigs, on site
- Damage to school site
- Misuse of social media that harms others or brings the school into disrepute
- Multiple trancies in a half term

All suspensions will involve a reintegration meeting with parents/carers and the student before the student returns to their timetabled lessons. The reintegration meeting will be

conducted by the child's Head of Year and/or a member of SLT and where appropriate the Head of School/Executive Headteacher.

If a parent/carer is unable to attend the scheduled meeting, the student will be placed in isolation until the meeting is held.

Students will be placed on a behaviour monitoring card following a suspension. If appropriate, students will also undertake a restorative meeting with either the student or member of staff involved in the incident leading to the suspension. If involving a class teacher, this will take place before the student returns to that lesson.

Following a suspension, the school will undertake supportive interventions to avoid repeat suspensions. These interventions may include, although not exhaustive to:

- Allocation of a key worker – Form Tutor, Head of Year or member of SLT
- SEND screening where applicable
- SEND interventions based on identified need
- SEND one page profile
- WRAT5 assessment where applicable and subsequent intervention – literacy and numeracy focus
- Individual Behaviour Management Plan
- Short term curriculum adaptation
- Managed move or short term AP placement
- Family support including EHA referral
- External agency referrals including ACE, NEST, CAMHs

Reasonable Adjustments

Where appropriate, a reasonable adjustment may be made for a sanction to support SEND needs or safeguarding of a student. The reasonable adjustment will be communicated to the student and parent and recorded internally.

6 Day Provision and 'Step Out' provision

Where a suspension of 6 days or more is issued, the student must attend another education provision from day 6. It is the school's statutory obligation to provide this provision. Where this applies, the student will attend one of The Bay Learning Trust's partner schools working in their inclusion facility from 09.30 to 14.30 from day 6 until the end of their suspension period. Students must attend their provision in MBA uniform and will be given work to complete via Synergy.

Students may also be directed to attend another of The Bay Learning Trust schools as part of their behaviour support plan on a 'Step Out' placement. The student will attend another a Bay Learning Trust partner school working in their inclusion facility from 09.30 to 14.30. On return from the placement the student will be reintegrated into MBA school through a reduced timetable or alongside intervention to support their success at MBA.

Direction to Attend

On occasion a student may be sent to an alternative education provision for a fixed period under a 'Direction to Attend' for the purposes of improving behaviour or in relation to individual situations and circumstances. If a direction to attend is refused, a suspension may be issued.

Managed Move

When other support has failed to improve student behaviour and the student is at risk of permanent exclusion, a Managed Move to another school may be tried following a discussion with parents/guardians. In these circumstances, the student will be put forward at the local Student Panel Meeting and discussed with other local schools and the Student Access Team.

Where an accepting school comes forward, the student will be given the opportunity for a fresh start at that school. This move will be reviewed after a 6-week period, and if successful, again at 12 weeks. If after a 12-week period the student's behaviour and attendance has been to a continually high standard, they will be taken on roll at the accepting school. If the move fails, the student could either return to MBA or be permanently excluded.

MBA can apply our behaviour policy when a MBA student is on 6 day provision, step out or direction to alternative provision.

MBA holds the right to end a managed move of a student from another school, at anytime, should the behaviour of the student be a significant breach of our behaviour policy or for persistent breaches of the policy. This applies to external students on 6 day provision, step out or direction to attend.

Permanent exclusion

Only the Executive Headteacher can permanently exclude a student. A decision to exclude a student permanently should only be taken:

- In response to serious 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 students or others in the school.

<https://www.gov.uk/government/publications/school-exclusion>

The procedures laid down by the Local Education Authority are strictly adhered to and parents/carers are advised of them. Parents/carers have a right of appeal against all exclusions to the Governing Body and the Local Education Authority.

There will, however, be exceptional circumstances where, in the Executive Headteacher's 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 student 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
- f. deliberately setting off the school's fire alarm
- g. smoking/vaping on school site.

These instances are not an exhaustive list but indicate the severity of such offences and the fact that such behaviour can affect the calm, safe school environment and well-being of the school'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 an EHA referral is appropriate and consider the role of any other agency working with the student.

Discipline outside of the School gates

Teachers have a statutory power to discipline students 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 students' behaviour in these circumstances "to such an extent as is reasonable".

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

- Taking part in any school organised activity or school related activity or travelling to or from the school.

- Wearing the school's uniform or in some other way identifiable as a student at the school or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another student or member of the public or
 - Could adversely affect the reputation of the school.

Mobile phones and other electrical devices

Students are allowed to bring mobile phones into the school provided that they are switched off and are not seen by staff whilst on the school site. Identical restrictions apply to all other electrical devices including the use of earphones and smart watches.

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

Students can collect any confiscated items at the end of the following day or the item can be collected by a parent or carer at the end of the 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 school rules or that they reasonably suspects has been, or is likely to be, used to commit or record 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 school'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 school's rules
- If an electronic device that is prohibited by the school'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 the sharing of nudes and semi-nudes put a child in danger. Governing bodies should ensure sharing of nudes and semi-nudes and the school'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 school.

Threats to the safety and welfare of others

Students: A student who is involved in persistent acts of aggression towards other students, including verbally violent or aggressive behaviour, may be suspended or permanently excluded depending on the severity of the incident or incidents and with reference to the student's behaviour record.

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

Drugs and other illegal substances

A student found in possession of or under the influence of an illegal substance will normally be given a suspension or may be subject to a permanent exclusion. In rare cases, internal exclusion may be used instead. Parents/carers and the relevant outside agencies will be informed. A student supplying an illegal substance for use by others will be given either a suspension 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 may lead to a suspension or a possible permanent exclusion.

Searching students

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

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

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes
- 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 student).

A search can only be authorised by the Executive Headteacher, the Head of School or other senior staff who have delegated responsibility in their absence. There must be 2 members of staff present including a female member of staff if a female student is being searched and a male member of staff for a male student. If a student refuses to agree to a search, they may be isolated or suspended.

Confiscation

- Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to the school community (including cigarettes or items for used for smoking)
- Mobile phones and items of non-uniform should be confiscated if seen. These items must be put into a 'confiscation envelope' handed into the office where they will be kept securely
- Staff should hand other confiscated items to the office via On-Call. On-Call must complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecured area at any time
- Any item which staff consider to be dangerous or criminal e.g. drugs, must be brought to the attention of a SLT member immediately
- The school reserves the right to dispose of items which are not collected.

CCTV

The school uses CCTV for the purpose of monitoring and managing behaviour and safety.

Allegations against staff

Any malicious, unfounded allegation against a member of staff by a student 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 students 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 student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the class room where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student
- Stop a fight
- Restrain a student at risk of harming themselves through physical outbursts.

The Executive Headteacher, Senior Leaders and Heads of Year 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, Team Teach and, unless there is an emergency, it is only these staff who are expected to physically intervene with students.

On any occasion that a member of staff has used force with a student they must inform the Executive Headteacher or Head of School as soon as practically possible. The Executive Headteacher/Head of School will keep a record of every occurrence of the use of force.

Where parents/carers 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.