



THE ACADEMY OF  
**ST FRANCIS  
OF ASSISI**

# Behaviour For Learning and Relationship Policy

<b>Review Period:</b>	Annually
<b>Date Policy Last Reviewed:</b>	Aug 2022
<b>Person Responsible for Policy:</b>	Headteacher
<b>Governing Committee:</b>	Full Governing Body
<b>Date for Review:</b>	July 2023

**There are several sections to the Behaviour Policy:**

**Introduction**

- 1. Our expectations and support**
- 2. Key staff**
- 3. Expectations**
- 4. Basic staff protocols and classroom core routines for learning**
- 5. The Assisi Way – our Code of Conduct**
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## **Introduction**

Our distinct Christian ethos underpins every aspect of life at The Academy of St Francis of Assisi. It is an ethos which is felt, lived, and experienced by all. The everyday life of our Academy is firmly rooted in unique key values, based on the Gospel message which provides hope for all.

Good behaviour underpins every aspect of school life. Our students tell us that they do not like behaviour that gets in the way of their learning and disrupts their lessons.

Our school has high expectations of its students, teachers, and other members of the school community to ensure everyone can be as successful as possible.

## **Our values:**

Our unique values are:

- Respect
- Ambition
- Pride
- Happiness
- Peace and Reconciliation

## **Objectives of this policy:**

- To ensure that all members of the academy community are aware of the aims and expectations of the school in terms of behaviour and consistency;
- To encourage good, orderly behaviour and self-respect as well as respect for others, uniform, equipment and the environment;
- To provide consistent and effective support for staff and students;
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions;
- To promote a positive attitude to learning and provide a learning environment that enables students to realise their potential and make progress;
- To support students in achieving success and encourage patterns of good behaviour through a range of rewards;
- To deal with incidents of unacceptable behaviour with appropriate reflection;
- To ensure that all students are treated equally and fairly with regard to rewards and reflection
- To ensure that students, parents, and carers are aware of the rewards and disciplinary referral routes.
- To use restorative practice at appropriate points in the behaviour structure to deal with incidents between pupils, between staff and pupils and in decision making processes regarding exclusions or returns from exclusion.

## 1. Our vision of 'Success for All'

Our students are at the heart of everything we do. Our Academy is dedicated to 'Success for All' and we firmly believe that every student has the right to learn and every teacher has the right to teach. We expect the highest standards of behaviour.

As a caring school we treat everybody with respect, are proud members of the school community and show peace and reconciliation to all. Any behaviour that disrupts learning or prevents progress is not acceptable and staff will work quickly and effectively to help get students back on track.

Research (EEF 2021) has shown that there are 4 main areas of successful relationships in school:

### 1. Knowing and understanding our pupils and their influences

Information is regularly shared with staff about students via briefings and profiles.

### 2. Teaching learning behaviours alongside managing misbehaviours

We use our classroom code of conduct and core routines to support learning.

### 3. Use classroom management strategies to support good classroom behaviour

Staff will use effective classroom strategies and are encouraged to be reflective practitioners, using simple approaches as part of their regular routines.

### 4. Consistency of approach

We will use the same, consistent approach always.

This policy takes into account the revised Department for Education guidance (2022) for schools about behaviour and school exclusions (<https://www.gov.uk/government/publications/school-exclusion> and <https://www.gov.uk/government/publications/behaviour-in-schools--2>).

## 2. Key members of staff:

<b>Headteacher</b>	Ms Leech
<b>Chief Exexutive Officer (All Saints MAT)</b>	Ms Duggan
<b>Senior Deputy Headteacher/ Designated Safeguarding Lead</b>	Mrs Singleton
<b>Deputy Headteacher</b>	Mr O'Doherty Ms Bleasdale
<b>Assistant Headteacher – KS3</b>	Mrs Thompson
<b>Assistant Headteacher – KS4</b>	Mr Hepke
<b>SENCO</b>	Miss Riley Ms Warrior

<b>Pastoral Team</b>	
<b>Year 7</b>	Mrs Mitchell (HOY)
<b>Year 8</b>	Ms Williams (HOY)
<b>Year 9</b>	Mr Docherty (HOY)
<b>Year 10</b>	TBC
<b>Year 11</b>	Mrs McKechnie (HOY)

### **3. Expectations**

#### **Uniform and Appearance**

We know that our students take pride in their presentation and appreciate that one of the reasons parents / carers choose to send their child to our academy is our high expectations. Parents / carers also agreed to fully support the academy's rules when they registered their child at the academy

At the academy, we believe our uniform achieves two important goals:

1. It encourages a sense of community identity and pride. By wearing the same badge and the same clothing, our students are encouraged to think of the needs of the community as well as their own individual needs;
2. It encourages our students to develop habits for life. By polishing their shoes, folding trousers or kilts and hanging up their blazers, students learn the habits of discipline and personal responsibility that will stay with them for life.

Full details can be found in the academy's '**Uniform, Equipment and Personal Appearance Policy.**'

#### **Behaviour and Attitudes**

Our students are expected to behave in a manner which does not bring the name of our school into disrepute, or threaten the health and safety of other students, staff or members of the public. This includes the journey to and from the academy and any school visits.

#### **Attendance and Punctuality**

**Attendance:** All students are expected to be in every day and strive for 100% attendance

**Punctuality:** School is open from 8.05 for a free breakfast. Students must be onsite for 8.35. Any student who arrives at form after 8.40 will receive a late mark.

### **4. Basic staff protocols and classroom core routines for learning**

Students need clear and consistent routines for learning. They must be ready to learn with the correct equipment. For us to achieve the levels of behaviour that we expect, staff will plan for behaviour and will regularly teach the routines and expectations for the lesson.

At the Academy we 'sweat the small stuff so the big stuff doesn't happen' (Phil Beadle).

**All staff will implement the following routines:**

**Entry to class**

- 10 second rule to do what the teacher asks
- Staff on time and ready to greet students
- Staff at doors/on corridor outside room
- Positive messages to students on corridor (basic message about behaviours and uniform)
- Students enter classroom quietly – welcomed at door by the teacher
- Students sit in designated seating plan
- Teacher greets class with good morning/good afternoon
- Students put equipment (planner/pens/pencil case) on desk
- Lateness dealt with during lesson not at the start
- Register completed on Arbor in first 15 minutes
- Engage students in a do now/retrieval exercise

**Exit from class**

- Pack away quietly
- Students and teacher ensure the room is tidy and no rubbish on the floor
- Students straighten tables and put chairs under
- Stand behind chairs
- Teacher checks uniform (no coats to be worn)
- Teacher ends the lesson with 'peace be with you', students say 'and also with you'
- Teacher thanks class and says goodbye, checks where they are going next to remind them
- Leave quietly row by row
- Teacher 'staff the corridor' between lessons

## **5. The Assisi Way – our Code of Conduct**

**Consistency is key – all student and all staff, all day, every day.**

### **In class – the basics:**

- On time, fully equipped
- Follow instructions from staff, first time, every time
- Listen carefully when the teacher or others are speaking
- Put your hand up and wait for permission to speak
- Always try your hardest – be the best version of yourself
- Stand behind chairs at the end of the lesson and wait to be dismissed in an orderly way

### **A further explanation of the rationale behind the code may be useful:**

#### **1. On time, fully equipped**

We want all students to recognise the importance of being punctual. Additionally, we want students to understand the importance of being settled and ready to work with appropriate equipment. Each teacher should greet the class at the door and clearly identify what equipment they should have ready at the beginning of the lesson

#### **2. Follow instructions from staff, first time, every time**

In short, we want all students to do as they are told. The teacher will make this clear – ‘you have ten seconds to do as you are told and if you do not ....’

#### **3. Listen carefully when the teacher or others are speaking**

Obvious really. This is to aid teaching and learning in the classroom and reduce any unnecessary interruptions.

#### **4. Put your hand up and wait for permission to speak**

It is expected that the ‘hands up’ to speak routine will be a central feature of each classroom, except when staff are engaging students in a ‘cold call’ or targeted question and answer session.

#### **5. Always try your hardest – be the best version of yourself**

We want everyone to achieve well and be successful by putting the effort in.

#### **6. Stand behind chairs at the end of the lesson and wait to be dismissed in an orderly way**

Make sure student are ready to go. The changeover of lessons needs to be calm, orderly, and quiet so the students are ready to start their next lesson in a positive frame of mind.

\*In terms of classroom-based consequences, it is hoped that most students will simply choose to spend their time with us operating with the rewards framework.

**\*\*It is essential that all students, parents, and teachers understand this framework and its consequences. The intention of the policy is to ensure every child is able to take an active part in school life and be as successful as possible.**

### **Out of class – the basics**

- On time - corridors should be empty within 3 mins after being dismissed
- Student should not be out of class without a note from their teacher
- Students must use the toilet and fill water bottles at break/lunchtime \*
- Students should not be sent to stand outside a classroom for sustained periods of time for any reason \*\*
- Students must follow instructions from all staff without discussion – 10 second rule applies
- Students must always wear school uniform correctly – coat off, top button done up, tie, blazer, and black school shoes
- Students should put litter in bins

**\*Confirmed medical conditions requiring more regular toilet breaks should be allowed with a toilet pass (issued by HOY)**

**\*\*Some students may have a time out card sanctioned by HOY however it must be used appropriately**

### **6. Rewards**

Students are rewarded throughout the school day for positive effort, contribution in lessons, living out the Academy's values, and for going 'above and beyond'. Parents will be kept up to date via the Arbor app.

#### **Attitude to Learning (ATL)**

##### **In Lessons:**

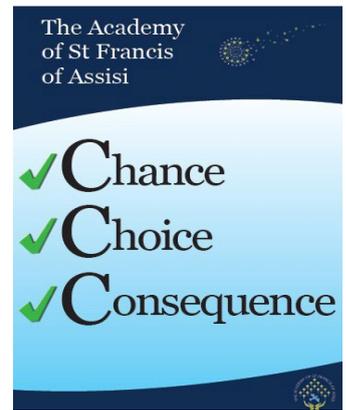
During lessons students will be awarded points for a range of positive behaviours and contributions.

##### **Whole School Assemblies:**

Students are awarded for a range of achievements including living out our values, attendance, punctuality, academic, and reading during the academy's half termly assemblies.

## 7. Natural consequences - the 3 Cs

The maintenance of a positive climate in and around school is the responsibility for the whole school community. The 3 Cs policy allows students a chance to stop, reflect on their behaviour and make the right choice.



### 1. CHANCE to make the right choice:

**The teacher will verbally remind the student of the correct behaviour and give them a chance to make the right choice.**

### 2. Make the right CHOICE – Reflection Time

The teacher will remind the student about their expectations and allow the student 2 minutes reflection time to make the right choice.

### 3. If the student fails to meet the teacher's expectations, a CONSEQUENCE may be issued.

**The behaviour should be logged on Arbor.**

#### Consequences may include:

- 5-minute time out (ONLY for students who have this as part of their support plan)
- Moving a student to another seat
- Moving a student to a buddy classroom
- Asking the student to remain behind at break, lunchtime, or the end of the day for Restorative Practice (RP)
- Phone call home to parents/carers
- Discussing the matter with the students form teacher/HOY

#### \*\*NOTE FOR STAFF

- Deal with issues yourself and don't just pass them on.
- Log information on Arbor with clear, appropriate, and timely follow up.
- Be tenacious. Chase issues up. Students will soon realise that they are not going to get away with it!
- Deal with the behaviour
- Use consequences in a calm, consistent and controlled way
- Take account of unique circumstances which, very occasionally, may need a modified approach.
- Use the Restorative thinking approach where appropriate.
- Focus on the desired behaviour rather than getting caught up in 'poor behaviour'.
- Remember - it is not the severity of the sanction but the certainty that it will happen.
- Students learn very quickly which members of staff are determined enough to impose consequences themselves and those who don't.

## 8. Potential strategies for staff

If students are becoming de-regulated (off task) use strategies to re-engage them. These could include (but it is not an exhaustive list):

- Using non-verbal signs (e.g. eye contact, encouraging smile, thumbs up/down).
- Tactically ignore certain behaviours (not if they are disturbing others or it continues) and address at a later point or end of lesson. Have a quiet chat by sitting down beside the student, talk to them quietly and give clear instructions of what you expect them to do – check for understanding
- If necessary, give written bullet points of expectations so they can refer to it as a 'check'
- Use language of choice 'If you choose to not do the work then...' followed by 'I know you will make the right choice' (be aware that they must be able to make a rational choice)
- Use a range of teaching, questioning, explaining, refocus attention and positive behaviour strategies.
- Say what you see / what you need to see happen e.g. "I have noticed ... I need you to...Thank you for..." (therefore showing you expect them to comply).
- Repeat instructions and give time for the student to respond.
- Stop and redirect – check the student understands – get clarity that they do and are not just simply saying this to appease the teacher/avoid embarrassment.
- Move student to a different seat / or a different room using the buddy system

**STUDENTS SHOULD NOT BE SENT OUT OF CLASS UNACCOMPANIED TO A BUDDY ROOM OR OTHER MEMBER OF STAFF – TEACHER MUST USE ON CALL**

A member of the ON CALL TEAM will come to your classroom. It may be possible to resolve the situation with the student having a few minutes reflection outside before re-entering the room.

**Where this is not possible the following will take place:**

- The student will go to a designated classroom in the department. This allows the student time to gather thoughts, calm down and focus.
- The student will then continue with their work
- The teacher MUST provide suitable work for the student.
- If a student does not settle, then s/he will be removed by ON CALL and there will be further consequences such as Reflection or suspension.

**When a student is removed from the lesson the teacher is expected to:**

- Ensure the student has completed the work from the lesson, either with the buddy class or teacher later
- Contact the student's parent/carer and discuss the situation
- Reflect on what could have been done to prevent the student becoming dysregulated (was the work too hard, too easy, was there something going on in their home life you were unaware of?)

- Be proactive in seeking out the student to have a restorative meeting (before the next lesson).
- Heads of Year can support a restorative meeting if required

**Staff should record all incidents on Arbor and include full detail of the incident that has occurred and any actions that follow.**

## **9. Restorative Practice:**

By adopting restorative practices, we aim to create a healthy and supportive environment that helps young people grow and make positive changes in their lives. Restorative practices approach challenging behaviour and conflict in a different way by focusing on building and repairing relationships rather than managing and controlling behaviour. Becoming a restorative school gives students and staff the opportunity to 'put things right.' We try to deal with conflict in a different way, see conflict as a part of life and see its potential for learning new skills.

**When speaking to a student staff will ask the following:**

- What happened?
- What were you thinking?
- What have you thought since? (their last word isn't their last thought)
- Who suffered as a result?
- What do we need to do put things right?

**It is important that as the adult you accept the student's apology and their willingness to restore the relationship. They need to know that the next lesson will be a fresh start.**

## **Restorative Practice sessions:**

### **Stage 1 Restorative Session**

CHANCE, CHOICE, CONSEQUENCE –

Final Consequence removal from class to buddy classroom.

Student is informed to attend at the end of the day for RP.

Failure to attend will result in a phone call home by class teacher (logged on arbor) and a classroom teacher restorative session the following day (up to 30mins).

### **Stage 2 Class Teacher Restorative Session**

Classroom teacher restorative session issued (up to 30mins) and logged on arbor. HOD are expected to check this and track progress.

### **Stage 3 Departmental Restorative Session**

Departmental RS issued which is logged on the departmental log. Parents/carers are called by HOD.

If possible, teacher to collect student from lesson 5.

Classroom teacher and HOD attend and lead session. SLT link to be made aware.

### **Stage 4 Leadership 1hr Fri Restorative Session**

1hr leadership session issued – student collected from Lesson 5 Friday by HOY.

Failure to turn up will result in a suspension or referral to Reflection. SLT/HOY to make parents aware.

### **Stage 5 Reflection Room.**

HOY to contact parents/carers to give a progress update at end of day. If student is absent they will be booked in the following day.

## 10. Use of the Reflection Room

**The use of the Reflection Room is a serious consequence which may act an alternative to a suspension.**

### **Aims:**

- To improve student behaviour through Restorative Practices
- To allow time for pupils to reflect upon the consequences of their behaviour
- To ensure that student learning can continue
- To allow students to reintegrate back into school

### **Some of the reasons for being placed in the Reflection Room could include:**

- persistent disruptive classroom behaviour
- accumulation of negative points
- abusive language directly at a member of staff
- bullying towards any member of the school community
- threatening or violent behaviour
- fighting
- damage to school property
- complete refusal to follow all instructions
- deliberate and sustained disruption of lessons serious breach of school procedures/policies e.g. substance misuse etc
- blatant infringement of school rules relating to uniform or appearance

### **Procedures:**

- Students may only be referred to Reflection as agreed by SLT
- Parents/carers will be informed beforehand and informed of progress at the end of the day
- Disruption or non-co-operation may result in immediate suspension
- Students will have all PEDs, drinks/food, coat, bag removed and stored in a locker until the end of the day
- Students must remain in Reflection as directed including during break and lunch times
- Students must follow all expectations otherwise they will remain in Reflection for additional time at the end of the day.

Students will spend the whole school day in the Reflection Room including break and lunch time. Students will not communicate with other students at all. Students may bring food or drink to be consumed at break times only and a lunch will be provided for those students on free school meals/ any student who wishes to purchase one. Alternatively, students may bring their own lunch. Students will be allowed to use the school toilets throughout the day. Parents will be contacted.

The Reflection Room will operate a very structured environment where pupils are expected to comply fully with all the rules. All activities will be at the direction of the teacher in charge. Work appropriate to the age and ability of the student will be set. Pupils will be expected to complete the work to the very best of their ability and will be encouraged to do so.

#### **Misbehaviour in the Reflection Room:**

Senior staff will remove pupils who fail to follow the rules in Reflection and further consequences will follow such as repeating the day or formal suspension.

### **11. Suspension and exclusion**

Whilst we do not wish to exclude any child from our school, sometimes this may be necessary both in terms of suspension, and in exceptional circumstances, permanent exclusion. In some exceptional circumstances it may, in the Headteacher's judgment, be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- 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, safety and well-being of the school community.

In addition to the above 'exceptional circumstances', the Headteacher may permanently exclude a student for:

- persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises.
- Persistent breaches of the school behaviour policy that harm the education and/or welfare of staff/pupils.

The school endorses and works within the guidance contained within the Liverpool Social Inclusion system for Permanent Moves and Managed Moves. These protocols may be used as an alternative to suspension and permanent exclusion from school and for those students who repeatedly breach our behaviour policy.

Further guidance can be found [here](#).

**The Headteacher retains the right to administer discipline to all students in the school based upon facts and knowledge of an incident at that time including information about the student. The Headteacher further retains the right to; use suspension or permanent exclusion based upon facts and evidence available at the time, or that come to light later; and refer any incident to the police at any point.**

**Procedures for supporting a student with persistent behavioural concerns:**

Form Teacher

RP meeting with Student

Barriers to Learning Log in arbor

Contact Parents

Report

HOY

RP meeting with student

Log on arbor

Contact Parents – Parental Meeting

Student Support Centre/trial placement

Report

Assistant Headteacher

RP meeting with student

Log on arbor

Meet with parents

Liaise with behaviour support and/or SENCO

Pastoral Support Plan/Student Support Centre/managed  
move etc

Report

Deputy Head

RP meeting with student

Review all interventions put into place to date.

Further interventions or alternatives discussed with Team  
around School.

Log on Arbor

Meet with parents

Support Plan/Student Support Centre/managed move/LA notified 'at risk' of exclusion

Possible Behaviour Panel meeting arranged

Possible Team Around the School

Report

Headteacher

Log on ARBOR

Meet with parents

Behaviour Panel – possible contract

Support Plan

No improvement:

Managed Move/Permanent Exclusion depending on individual circumstances

## 12. Additional Information

### a. Positive Handling Strategies:

Under Government guidelines **all members of staff** have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. It is no longer acceptable for schools to have a 'no contact policy'. At St. Francis of Assisi we have worked hard to put support structures in place to help create a calm, orderly and supportive climate. As a result, instances of physical restraint are very rare.

#### Guidance for staff

- Avoid blocking doors/ pathways of students. Let them go, get them later.
- Physical intervention should always be a last resort and clear directions to stop the dangerous/ unacceptable behaviour should be given first.
- In the very rare instance of physical restraint being necessary please contact a member of the Senior Leadership Team. Any incident involving restraint of any kind should be reported to the Headteacher or Deputy Heads as soon as is possible, and details recorded on Arbor / sent via email.

Members of staff should not put themselves at risk and so would not be seen as failing in their duty of care by not using force to prevent injury, if by doing so threatened their own safety.

It is unlawful to use any form of physical force as a punishment.

Schools can use **reasonable force** to:

- remove disruptive children from the classroom 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 classroom 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, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

[DFE 'Use of Reasonable Force' July 2013](#)

The school will always attempt to use de-escalation techniques to support the pupil.

### b. Powers to Search:

**Schools are not required to inform parents/carers before a search takes place or to seek**

### **their consent to search their child.**

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a 'prohibited item'
  - 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).

[DFE Searching, screening and confiscation, July 2022](#)

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. This would include:

- sweets, crisps, chocolate, and drinks brought into school with the intention of selling them
- energy drinks / Lucozade
- lighters
- matches
- water bombs
- stink bombs
- e cigarettes / vapes
- laser pens
- BB guns
- paint

### **c. Confiscation:**

- School staff can seize any prohibited or banned item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Weapons and knives and extreme or child pornography will always be handed over to the Police
- School staff may confiscate, retain or dispose of a pupil's property as part of a disciplinary penalty, where reasonable to do so.

#### **d. Energy drinks/drinks with a high caffeine content**

Water may be consumed in lessons with the permission of the class teacher. Any other drinks other than those sold in the dining hall at break or lunch time will be confiscated. Any other prohibited item found shall be confiscated and not returned.

#### **e. Mobile Phones/electrical devices:**

- Mobile phones should not be visible anywhere on school property.
- If seen, they will be confiscated by a member of staff and locked in Student Services. Staff should inform the student that they can collect the phone at the end of the day. If it is a repeated occasion of phone misuse, their parent may be asked to collect it.
- Students who persistently breach the guidance in relation to phones will be subject to increasingly serious consequences.
- Staff will confiscate any phone seen by asking the student to hand the phone over to you. If they refuse, contact 'ON CALL'. They will come and support you to confiscate the phone. Staff should not attempt to physically take or 'snatch' a phone off a student who refuse.
- No student should be allowed to use a phone or listen to music on their headphones in any lesson or around school.
- If a student persistently breaks the rules regarding phones their phone will be confiscated until their parent/carer will have to attend school to collect it. They can collect the mobile from school at the end of the day from the main office. The main office closes at 4pm.

#### **Please note:**

Where the person conducting a search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

In determining a 'good reason' to examine or erase the data or files the staff member must 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 rules.

If inappropriate material is found on the device, it should be passed to a Senior Leader or a member of the Safeguarding Team who may need to retain it as evidence (of a criminal offence or a breach of school discipline) or discuss whether the material is of such seriousness that it requires the involvement of the police. Please follow the Child Protection policy and seek advice in relation to the material found on the device.

**e. Child to child harassment or bullying:**

Bullying because of race, sex, religion, accents, disability, or any other feature, is not acceptable in the Academy and will always be challenged immediately. Incidents will be reported so that patterns of behaviour can be detected, dealt with in accordance with the Anti-Bullying Policy and parents/carers will be informed. Further consequences such as suspension, permanent exclusion and referral to the police may also be implemented.

**f. Malicious Allegations**

We will not tolerate malicious allegations against staff or students. Should a student make a malicious allegation against a member of the school, that once investigated are found to be unfounded, then the full range of consequences available to school could be employed, including involvement of the school-based Police officer, isolation from mainstream classes, suspension and permanent exclusion.

Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance parents/ members of the public would be in breach of the reporting restrictions and as a result there would be a range of legal consequences.

### **13. Associated Resources and Legislative Links**

#### **Associated Resources:**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

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

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

#### **Legislative Links:**

Education Act 1996

School Standards and Framework Act 1998 Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008 Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

### **14. Monitoring and evaluating the policy**