



Stanchester
Academy

Behaviour and Rewards Policy 2024 - 25

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Our Vision

Stanchester Academy is a community built on the values of mutual respect and ambition for everyone.

This vision underpins our behaviour policy and is reflected in the decisions we have made about our how we support positive behaviour in the school.

Overview and introduction.

At Stanchester Academy we work to be an inclusive school where children in our community can feel safe, confident, and happy as well as learn. Our children should all respect the rights of other to learn and have the right to disruption free learning in a classroom where learning time is maximised so that they can really flourish and achieve.

Our children are responsible and accountable for their own behaviour and all show ambition to be the best that they can be. We use a range of strategies to support them, develop positive relationships and promote personal self-discipline. Regardless of the starting point of individual children, high standards of behaviour will be expected and promoted consistently by all adults at all times. At Stanchester Academy we set out clear and high expectations for all our children with appropriate consequences, if required.

Shared vision and objectives

A clear, realistic, and consistent behaviour and reward policy is essential in establishing a culture that underpins the achievements and successes of all the children.

Our policy is also fundamental to promoting our vision of:

Everyone at Stanchester Academy will be treated with unconditional positive regard ensuring everyone can learn free from bullying and harassment. That may include cyber-bullying and prejudice-based bullying related to special educational need/s, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

All members of staff will have the highest expectations. They routinely share these expectations, model the behaviour expected from the children, and manage and influence their choices. Positive and productive relationships with children are central to excellent behaviour management and our adults will help children who struggle to maintain positive relationships.

At Stanchester Academy **good behaviour is the expectation and not the exception**. We promote a sense of self-discipline in our children and expect that our children behave consistently well whilst in school. Respecting the rights of students to learn and teachers to teach is paramount in supporting everybody in our community achieving their future ambitions.

So therefore, at Stanchester Academy we will:

- create an ethos where excellent behaviour is an expectation for all children.
- create a culture of self-discipline where our children know that good behaviour is expected.
- help children take control over their behaviour and be responsible for the consequences of it.
- ensure that good relationships are promoted, and everyone is treated fairly and shown unconditional respect

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- Create an ethos where children are rewarded for ambition, respect and positive contributions to their community inside and outside school.

We all follow the same principles.

At Stanchester Academy we subscribe to a set of consistent principles that guide our practice and interactions with children:

- we know our children and meet their needs.
- we share and model our high expectations.
- we praise and reward effort.
- we recognise when children do well.
- we promote self-discipline.
- we correct in private unemotionally and praise with emotion in public.
- we step our consequences.
- we follow up without exception.
- we de-escalate conflict.

We all use the same visible consistencies.

- We meet and greet at the classroom door, preparing equipment promptly.
- Complete a silent starter at the start of every lesson.
- Learning climate, warm but assertive following the behaviour and rewards policy, reading, and writing tasks should be silent where appropriate
- Challenge, teach to the top, supporting high expectations, deliberate practice and academic language.
- Student exit, pack away 2 minutes before lesson end, check uniform, stood behind chairs silently and controlled dismissal.
- All staff where possible and when not teaching are visible and support students during change over.

Positive reinforcement, responsibility, and reward

At Stanchester Academy we have a clear system that ensures our children's excellent conduct is acknowledged, valued, appreciated, and recognised. All children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

A student will be awarded reward points each time a staff member recognises a student's commitment to Stanchester Academy's values of **Ambition**, **Respect** and **Community**. The staff member will add the reward points to the SIMS record.

Staff members can add 1-4 reward points per lesson, in tutor time or even outside the classroom and all rewards will be focussed on ambition, respect and community.

We recognise and acknowledge good behaviour through.

- Regular and sincere verbal praise
- Reward points for demonstrating ambition, respect and contributions towards their community inside and outside school.
- Celebration Assemblies
- The opportunity for students to opt in to reward trips each term for those students with zero behaviour points and 96% attendance and above e.g. Cribbs Causeway Shopping trip at Christmas
- Subject nominations every half term with signed postcards from the Head teacher

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- Positive phone calls or emails home by staff for at least one student a week
- Non-school uniform for the year groups with the most reward points half-termly, or most improved year group, based on rewards points, attendance, and revision completion.
- Tea and cake with the HT each term for one student nominated by their HOY. These students also get a skip the queue card for the refectory from each year group for a whole half term.
- Celebration evening in July to celebrate with parents their child's achievements.
- Bronze badge to be presented in rewards assembly when they reach 300 points.
- Silver badge to be presented in rewards assembly when they reach 500 points.
- Gold badge to be presented in rewards assembly when they reach 750 points.
- Platinum badge and Certificate to be presented in rewards assembly when they reach 1000 points and a congratulatory letter to parents from Headteacher.
- Tutor community reward: the tutor nominates one tutee per tutor group who has shown evidence of supporting their community in school or outside school or even celebrating those students who are excelling in extra-curricular inside or outside school. The student will receive a Stanchester Thank you card from their tutor and at the end of each term the HOY will arrange a film for all those nominated during the previous term,
- Attendance to after school sessions are also rewarded with reward points for attending raising achievement sessions or extra-curricular sessions.

We really would welcome parents or people in our community letting us know what our students are doing outside of school so we can celebrate it in school and as a whole school.

Rewards on SIMs:

- **R1:** Revision, Respect, Ambition
- **R2:** Respect, Ambition
- **R3:** Respect, Ambition, DofE, Y11 Afterschool RA, EC Clubs (English, Drama, Music, Maths, Science, PE, History, Geography, RE, BDS, MFL, Art/DT)
- **R4:** Respect, Ambition, Consistent Completion of Revision
- **R5:** Respect, Ambition, Community, Positive Phone Call
- **R5:** Positive Phone Call: 5 points

Applying sanctions

Behaviour management at classroom level begins with a positive and proactive approach.

This could include:

- seating plans
- redirection
- non-verbal strategies – eye contact, gesture, self-interrupt.
- rule reminders such as positive group correction (“We’re following along in our books”), anonymous individual correction (“We need two more people”) or private individual correction.
- gentle encouragement
- sitting in another part of the room but still within the lesson
- time outside
- call on call for support with de-escalation.

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- peer led approaches – changing groupings, encouraging positive pairings.

For the vast majority of our children a rule reminder is all that is needed. Children who continue to behave inappropriately must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved as expected and link sanctions to it calmly and without emotion. It is in nobody's interest to confront poor behaviour with anger or inappropriate emotion. At Stanchester Academy the adults de-escalate skilfully.

We use a stepped approach to managing behaviour:

Expectation - Reminder - Consequence

- **We set out expectations.**
- **We remind students of those expectations.**
- **Where necessary, we apply an appropriate consequence.**

Classroom expectations

Every second is precious. Children and young people need to be on time to school and lessons. If they are 2 minutes late to each lesson every day that equates to 50 minutes per week and 32 hours per academic year. Following our classroom expectations is vital so that more time can be spent learning. In order to support children and young people to reach the expectations teachers will guide them to follow the strategies below: Students will:

- Arrive to school and lessons on time in the correct uniform.
- Complete a self-starter at the start of every lesson in silence.
- Follow instructions the first time when asked
- Work in silence when instructed to do so.
- Stay on task and work hard even when they find the work challenging.
- Complete Revision as specified, to a good standard and on time.
- Produce their best work; otherwise, they may be asked to do it again.
- Ensure books/folders are neat and tidy
- Not graffiti/doodle on their books/folders
- Sit in allocated seat on the teachers seating plan.
- Follow text with a ruler when reading (this helps them concentrate and remember more)
- Make corrections to their work where highlighted and improve their work after feedback.
- Raise their hand to ask or respond to a question. Calling out is never permitted.

Detentions

Under current legislation (Education Act, 2006), teachers have a legal power to put students (aged under 18) in detention.

What the law allows:

- Teachers have a power to issue detention to students/pupils (aged under 18).
- School must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. Education and Inspections Act 2006
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - a. Any school day where the pupil does not have permission to be absent.
 - b. Weekends - except the weekend preceding or following the half term break; and

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- c. Non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Stanchester Academy reserves the right to place students in detention at break time, at lunch time or after school. Our after-school detentions are mostly on a Tuesday and Friday from 14.50 to 15.50 or if it is a Headteachers detention it is from 14.50 to 16.20.

Any member of staff can set a detention for B2 and B3 or B4. Please note, that under current legislation, parental consent is NOT required for detentions – including after school detention.

In addition, please note that under the 2011 Education Act, we do NOT need to inform parents/carers that a student has been placed in after-school detention. However, we shall endeavour to always inform parents/carers when an after-school detention has been set and always, when we wish to detain a student on the same day. Notification will be in the form of a phone call or text. Under legislation, we do not have to consider travel implications; this remains the parent/carer responsibility.

In addition, we will not issue a detention when:

- The detention is likely to put the student at risk.
- The student has known caring responsibilities which mean that the detention is unreasonable.

Mobile Phones

Please see our policy on [Mobile Phones, Music Players, Headphones and Games Consoles 2024 - 2026](#)

Mobile Phone Acceptable Use Policy (Years 7 – 11)

When on the school site because of the potential safeguarding implications. This policy has been drawn up with the best interests of student safety. It is our policy to allow students to have a mobile phone with them in school should they choose to do so under the conditions outlined in the policy below:

Conditions:

- At Stanchester Academy we have an ‘invisibility policy’ in relation to mobile phones and headphones. We understand that parents/carers may want their son/daughter to carry a mobile phone, so they are easily contactable. Therefore, we allow mobile phones on site if they are switched off and kept in bags.
- Phones and headphones must not be used for any purpose (e.g. phoning, texting, surfing the internet, taking photos, checking the time, taking videos, listening to music) when on the school site between 08:20 (first bell) and 14:50 (Last bell). If a mobile phone is taken out of a student’s bag whilst on site, it will be confiscated.

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- Mobile phones should be 'switched off and in school bags' during these times; any phone or headphones seen or heard will be confiscated, this includes phones on display.
- Should students wish to use their phone during the day to contact parents with any concerns, or for collection following school-based activities, they are asked to go to the main reception and ask for support from reception staff to call parents.
- If parents/carers need to contact a student during the day, please contact reception and reception will get a message to their sons/daughters.
- Parents/carers should not contact students on their mobile phones.

What if mobile phones are seen

1. Mobile phones will be confiscated and taken to the front of school.
2. Refusal to hand over mobile phones could end in a suspension.
3. The confiscation will be logged on SIMs with no behaviour points attached to it.
4. Tutors and HOY will monitor confiscations and when a student has two or more confiscations in a period of time the tutor or head of year will contact home and plan a phone ban.
5. Students who have had a suspension for refusing to hand over their phone will automatically have at least one week where they will have to hand their phone in at the office every morning.

Punctuality

All students must arrive to school and all lessons on time.

- School begins with a tutorial session (including registration) at 8.20am. If a student arrives late without an appropriate reason (for example a medical appointment, supported by a letter or appointment card) the tutor will give a B2 late.
- When a student arrives late for lessons after the second bell without an appropriate reason the teacher will log a B2 late
- When a student has 20 or more minutes late to a tutor time or lesson without a valid reason the tutor or teacher will log a B3 20 or more minutes late on SIMs. Parents are informed by the teacher.
- **When a student arrives at lesson 40 or more minutes late to lesson without a valid reason the teacher will log a B4 40 or more minutes late on SIMs. Parents are informed by the teacher.**
- **All minutes late are recorded on SIMs and persistent lateness will be dealt with by the tutor or head of year in various ways but could include the following:**
 - **After school detentions to make up the time**
 - **Full lunchtime detentions to make up the time.**
 - **Lateness report cards**
 - **Isolation**

Leaving lesson to go to the toilet.

All students are expected to use the toilets before school, at break and lunchtimes.

Students who as to go to the toilet will be allowed to go one at a time and at a time when the teacher feels it will least impact on learning.

Students who go to the toilet during tutorial or lesson time will be logged on sims with zero behaviour points.

Behaviour Sanctions:

- **B2 (1 point each):**
 - Disruption to learning
 - Inappropriate language
 - Incorrect uniform after warnings
 - Late to lesson
 - Left the lesson before the bell/before being dismissed
 - Not following instructions
 - Off task
- **B3 (2 points each):**
 - Failure to attend B2 detention
 - Inappropriate language (including swear words)
 - 20 or more minutes late for lesson (Parents informed)
 - Left the lesson without giving a reason to the teacher
 - Persistently not following instructions or off task after 2 warnings
 - Persistently off task after 2 warnings
 - Persistently wearing incorrect uniform after warnings (Parents informed)
 - Disruption to learning
- **B4 (3 points each):**
 - Failed to attend a lunchtime detention
 - Inappropriate behaviour towards staff (Teacher contacted home)
 - In possession of smoking materials or other banned materials
 - Unauthorised absence from lesson/truancy
 - Racist incident or comments (HOY or SLT only)
 - Harmful or abusive behaviour towards another student (Safeguarding only)
 - Vandalism, damage or theft (SLT use only)
- **Monitoring purposes (0 points):**
 - Attendance or Revision concerns
 - Phone confiscated
 - Toilet pass

Examples of behaviours consequences can be found in the table below.

B1	B2	B3	B4	Isolations /Fixed Term Suspensions
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<i>Warning</i>	<i>Centralised 10 minute breaktime detention and logged</i>	<i>Removal by on-call Centralised lunchtime 20- minute detention. Phone call from teacher within 24 hours and logged on SIMS with B1, B2, B3 reasons.</i>	<i>After school detention one hour SLT/HOY only, phone call to be made</i>	<i>isolation /Suspension Face to face meeting with parents</i>
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The B1 is a polite mechanism to remind a student that if their behaviour continues, they do not receive a sanction. This is recorded on the board by the member of staff to remind the student what behaviour level they are on.

The B2 is the first formally recorded sanction and will be recorded on SIMS and will result in a break time detention the next day. This is recorded on the board by the member of staff to remind the student what behaviour level they are on. When a student gets 2 B2s in one day this can be converted to a B3 for detention purposes.

The B3-Student Classroom Removal: If a student persistently disrupts the learning of others, they will be sent to another classroom to work. A removed student will complete B3 detention at lunch the next day. Refusal to be placed in another classroom could result in an immediate isolation or a fixed term suspension.

B4: For more serious issues occurring inside/outside of the classroom or failure to attend detentions and truancy of lessons. If a student does not meet expectations in their B3 lunchtime detention, they will be given a B4 after school detention. Parents will be informed via a phone call or text.

The Senior Leadership Team can also place students in a Friday headteachers after school detention for 1.5 hrs.

Failure to complete an after-school detention could result in a heads detention or even an extended after school detention or an isolation.

Persistent failure to attend detentions could result in an isolation or fixed term suspension

Stanchester Academy Uniform

Uniform is an important part of a school's identity. It reinforces who we are as a community and helps allow students to feel pride in their school. It also ensures students are not put under any pressure because of the type of clothes they wear, and all are treated equally. It also helps prepare students for life after school where many will have to dress smartly for work.

We expect all students to be in correct uniform at all times. We will do our best to support parents and students in ensuring all students are supported in wearing the correct uniform at school. However, if a student is persistently wearing the incorrect uniform after support from the school and parents then sanctions will be applied as follows:

- B2 incorrect uniform after warnings
- B3 persistently wearing the incorrect uniform after warnings, parents informed.
- Isolation until the uniform issue has been resolved.

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- Contact with parents to bring in the correct uniform or attend school to support with addressing the uniform issue.

Isolation

The Senior Leadership Team can also place students in isolation for day or a number of days depending on the seriousness of the behaviour. During an isolation a student will be expected to attend school but will be isolated from other students throughout the day and will be provided with work to complete.

Some of the reasons a student may be placed in isolation are as follows:

- Students removed from 2 or more lessons in one day will result in isolation the next day.
- Repeated truancy
- Students with more than 4 behaviour points in a day can be considered for Isolation.
- Students who are refusing to complete detentions can be considered for isolation.
- Students with 2 or more B3s in a day may result in isolation the next day.
- Students who have received 2 or more B3s for leaving lessons without permission may result in isolation the next day.
- Students who are repeatedly truanting lessons can be placed in isolation as well as B4 after school detentions or suspensions.
- Students refusing to follow behaviour policy for example not attending detentions or persistently truanting lessons may be placed in isolation.
- Students may be placed in isolation when there is a concern for the safety of others or while the school is doing an investigation.
- Students not in the correct uniform or persistently wearing the incorrect uniform.
- Sometimes students will be placed in isolation following a suspension, the parent and student will be informed of this at the reintegration meeting or before the reintegration meeting.
- Students who are suspended for refusing to attend isolation will in most cases be expected to complete the isolation on return, the parent and student will be informed of this at the reintegration meeting or before the reintegration meeting.

When a student is placed in isolation, parents will be notified where possible. The school wants to prevent students missing time off school and may use an isolation as an alternative to fixed term suspension. This will be at the discretion of the school.

Refusal to attend isolation will result in a fixed term suspension and parents/carers and the student will have to attend a reintegration meeting or student support plan meeting where a cycle of student support plans will be started to monitor the student's progress. The student will also be expected to complete the after they have been reintegrated.

Working with parents/guardians

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. The school aim to ensure communication with parents on behaviour **will almost always be positive**.

Children who struggle with their personal discipline benefit from a consistent approach at school *and* home. Simple agreements that give the child the same message have maximum impact so class teachers and parents will need to work in partnership.

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The most effective form of behaviour management occurs when parents/carers and school staff work in partnership.

- Parents/carers are encouraged and supported to take responsibility for the behaviour of their child.
- Parents/carers are encouraged to use our SIMs App to support their child and take pride in the rewards their child/children have been awarded.
- Partnership between parents/carers and the school is promoted in order to assist in maintaining high standards of desired behaviour and promoting rewards.
- Parent/carer contact with the school is actively encouraged in order to raise any issues arising from the operation of this policy.
- We encourage parents/carers to contact us if they have concerns about behaviour in the school or if they feel that their son/daughter is a victim of bullying or even if they have some positives to share. Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate.
- Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

Working in partnership

As a school we work with parents, students and in close partnership with a range of agencies to improve outcomes for our children. The following are some of the interventions that we use to support the students.

- 6 weekly intervention support such as Anxiety gremlins, anger management etc.
- ELSA
- Student support plans (SSPs)
- Assess, plan, do review (APDR)
- Safety plans
- Managed moves between schools
- Off Site Directives between schools
- Educational psychologists
- Pupil referral units
- APEX or other alternative packages
- CAMHS Any counselling services within or external to the Trust.
- Local partner schools such as other trust schools

Further sanctions

It is recognised that for some children further sanctions may need to be used.

Direction off-site for the improvement of behaviour

[Section 29A Education Act 2002](#) is the relevant legislation in this area, and it states the following:

“The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.”

The objective of this off-site directive is to direct a student off-site is to improve the student's behaviour, and therefore it will often be used when a pupil is at risk of permanent exclusion.

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The direction off-site can be full-time or a combination of part-time provision in alternative provision and continued mainstream education, depending on the individual needs and circumstances of the pupil. As part of the planning phase for off-site direction, a proposed maximum period of time is discussed and agreed upon. Alternative options, such as a managed move, will be considered as part of the planning process once the time limit has been reached.

Parental consent is **not** required in order for a school to direct a pupil off-site under this provision. However, it should be a collaborative process, so far as is reasonably practicable.

Suspension and permanent exclusion

Duties under the Education and Inspections Act 2006

Under the Education and Inspections Act 2006, headteachers of maintained schools and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils. Suspensions and exclusions can be used to help achieve these aims when they are absolutely necessary.

The decision to suspend a child will be taken in the following circumstances:

- In response to persistent or serious breach of the school's behaviour policy
- If allowing the child to remain in school would seriously harm the education or welfare of the children or others in the Academy.

The reasons below may warrant a suspension and can act as a guide to understanding possible examples that Stanchester can use to determine how to issue a suspension as a sanction:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation and gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Suspension and permanent exclusion is an extreme sanction and is only administered by the Headteacher (in the absence of the Head teacher, the Deputy Headteacher, who has been nominated to act in that role)

Suspension

Most suspensions are of short duration.

The Governors have established arrangements to review promptly all suspensions that would lead to a student being excluded for over 15 days in one term or missing a national test.

Prior to suspension, parents/carers are contacted immediately where possible by phone. Parents will be asked to come to school to collect their child. A letter will also be sent by post giving details of the suspension exclusion and the date the suspension ends. We will always make contact with parents on the same day as any suspension is given. Firstly, by phone and then by email if we are unable to make phone contact.

A re-integration meeting will be held following the expiry of the suspension, and this will involve the appropriate staff. The student and parents/carers will agree to targets which will be recorded on a re-integration or behaviour contract that will be signed at the end of the meeting. During the course of a suspension the child needs to remain at home, parents/carers are advised that the child is not allowed on school premises, and that daytime supervision is their responsibility. They should access work suitable to their age range from the following platform: <https://www.mygetahead.org/>

Repeated Suspensions

Stanchester will work with parents and students to prevent repeated suspensions. However, if there has been no change or improvement to the students behaviour the student and parent will be invited to meet with the Chair Of Governors, the head teacher and/or the Deputy Headteacher to discuss any further support needed but also to let parents and the student know that the student is at risk of permanent exclusion.

Multiple Suspensions

There is no limit on the number of times your child can be suspended, but schools must not suspend your child for more than a total of 45 school days in one school year.

In circumstances where your child has reached the 45-school day limit in the current school year, the school cannot issue any further suspensions. They can only issue a permanent exclusion. School days when your child was permanently excluded also count towards the limit if they were later allowed to come back to the school.

Permanent Exclusion

The Governors have established arrangements to review promptly all permanent exclusions from the school and all suspensions that would lead to a child being suspended for over 15 days in one term.

The decision to exclude a child permanently is a serious one. There are two main types of circumstances in which permanent exclusion may be considered:

The first is a final, formal step after dealing with disciplinary offences following the use of a wide range of strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

1. Serious actual or threatened violence against another student or a member of staff.

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2. Sexual violence, abuse, assault and harassment
3. Supplying an illegal drug
4. Carrying an offensive weapon*
5. Arson
6. Persistent and sustained bullying or harassment
7. Permanent exclusion can also be used for repeated poor behaviour and persistent disruption.

The school will consider police involvement for any of the above offences. These instances are not exhaustive but are illustrative of the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the Academy considers before making a decision to exclude;

Before deciding whether to exclude a child either permanently or for a fixed period the appropriate member of staff will:

1. Ensure appropriate investigations have been carried out where necessary.
2. Consider all the evidence available to support the allegations taking into account the Behaviour Policy and Single Equality Scheme
3. Allow the child to give her/his version of events in statement form.

Use of Reasonable Force

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever want to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

Any use of force by staff will be reasonable, proportionate, and lawful. Reasonable force will be used in accordance with the DfE guidance 'Use of reasonable force: advice for Headteacher, teachers and governing bodies' and only when necessary. Any use of reasonable force is for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

1. Committing a criminal offence.
2. Injuring themselves or others.
3. Causing damage to property (including their own).
4. Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and stored in the safeguarding office. . The child's parents will be informed at the earliest possible opportunity. Force is never used as a form of punishment.

Malicious allegations against staff

Where a child makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate.

Screening, searching and confiscation.

Screening

Stanchester academy does not currently use any walk through or other screening devices.

Searching

The Senior Leadership Team authorises Heads of Year, Pastoral CoOrdinators, and Safeguarding officers to search a student for any item that is on the prohibited list. It is best practice if the search is done in the presence of a member of staff who has level 3 safeguarding training.

Staff are authorised to instruct a child to turn out their pockets and empty their bag. They are not permitted to ask a child to remove any item of clothing other than outer clothing. Parents will be informed of any search that has been required.

Establishing grounds for a search

Staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item.

Staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student's behaving in a way that causes them to be suspicious.

The powers allow staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Prohibited Items

There are a number of items which are not permitted in the Academy and possession of these items could result in a search and will result in a consequence being applied.

- Matches/lighters
- Cigarettes/e-cigarettes/vapes/tobacco/smoking *paraphernalia*.
- Illegal substances *or associated drug paraphernalia*
- Weapons or knives
- Alcohol
- Chewing gum
- Fireworks
- Pornographic images
- Stolen items
- Energy drinks See Energy and fizzy drinks policy.

If a student provides consent:

- there is no requirement to have written consent from the student as students and parents/carers have been clearly notified of banned items in this policy.
- search must be conducted on school premises (or on a school trip)
- the student can be asked to remove items from pockets (and turning them out), outer garments, and bags

If a student does not provide consent:

- or refuses consent, then appropriate sanctions can be given as per the behaviour policy.

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- if there is reasonable suspicion that the student has any of the following, staff can search students without consent:
 - any item banned by the academy rules (which has been identified in this policy)
 - any item/s that the staff member reasonable suspects has been, or is likely to be, used: to commit an offence, or cause personal injury/damage to property of, any person (including the student)
- l) unless there is a serious risk if the search is not conducted immediately).
- Staff can only search without consent for the prohibited items.
- Staff can use reasonable force when conducting a search for all items in italics but not for the items banned under the school rules. Refer to Reasonable Force Policy for further guidance.

During the search

- The extent of the search should be limited to clothes, and possessions.
- The person conducting the search must not require the pupil to remove any clothing other than outer clothing.
 - 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
 - 'Possessions' means any goods over which the student has or appears to have control.
- The power to search with or without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- Prior to conducting the search, the member of staff must inform a member of the Senior Leadership Team.

Stanchester Academy Smoking or Vaping rules

Principles

Stanchester is committed to:

- Providing the highest quality of education and social development for students to ensure their emotional and physical wellbeing.
- Educating all employees, student, parents/carers, contractors, and other visitors of the dangers of smoking to health and that smoking is known to be the principal avoidable cause of premature deaths in the UK.
- The compliance with anti-smoking legislation, namely smoke -free (Premises and Enforcement) Regulations 2006 which requires that from the 1st July 2007 all workplaces in England must be smoke free, rendering it a criminal offence to smoke on the college premises.
- Providing a healthy, clean and safe working environment for all employees, students, parents/carers, contractors and other visitors.

The Health Act 2006 (updated 2009)

The Health Act 2006 (updated 2009) was established 'to make provision for the prohibition of smoking in premises, places and vehicles; for amending the minimum age of persons to whom tobacco may be sold and to make provision in relation to the prevention and control of health care associated infections.

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“Smoking” refers to smoking tobacco or anything which contains tobacco or smoking any other substance. Smoking includes being in possession of vapes, lit tobacco or of anything lit which contains tobacco, or being in possession of any other lit substance in a form in which it could be smoked. For the purposes of this policy smoking also refers to the smoking or vaping of electronic or e-cigarettes or cig-a-likes. It is our intention to project a clean and healthy image for our premises and our students. The less smoking or vaping appears as a normal behaviour to students, the less likely they are to start to smoke.

Premises will be smoke-free if they are open to the public and/or are used as a place of work. The school premises will include all buildings, sports fields and areas under the owned by Stanchester Academy Smoking is also prohibited on vehicles hired by the college or in any vehicle on the college premises. In addition, smoking in college uniform outside of college is also prohibited.

Aims

1. To enable all students and staff to make healthy, informed choices by increasing knowledge and challenging attitudes towards smoking.
2. To provide a programme of education and accurate information about the health risks associated with smoking.
3. To seek to minimise the risks and possible legal consequences for students and staff from smoking in prohibited places.
4. To enable young people and staff to identify sources of appropriate personal support to help with the cessation of smoking and these support mechanisms are open to them when they are needed.
5. To monitor, as far as possible, student and staff involvement in smoking in order to inform college programmes for prevention.
6. To have clear procedures for dealing with anyone found smoking on the premises or in the case of students found to be in possession of smoking materials, to ensure that such procedures are consistent and clearly understood.
7. To ensure an adequate programme for Personal, Social Education & Health, with appropriate resourcing and staff training is in place to help young people make informed decisions about smoking.
8. To ensure that students, staff, parents/carers, contractors and any other visitors are informed about the college's policy and procedures relating to smoking.
9. To ensure that both penalties for smoking on the college site and support procedures are consistently and fairly applied.

The Academy seeks to create the conditions in which students and staff take responsibility for their own health and behaviour. For this to take place, staff, students and parents/carers should work to an agreed set of standards which clearly identifies the consequences of a failure to work towards them. This Smoking Policy will, therefore, clearly define the penalties for noncompliance and so create the correct, healthy and clean conditions within school in which everyone can work.

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Stanchester will seek to build an effective partnership between the school, parents/carers and students and will inform parents/carers about the non-compliance of their children with this policy. We will acknowledge and support the efforts of its students and staff to improve their health through the cessation of smoking and will promote non-smoking through curriculum materials and assemblies.

Sanctions

Protocol for non-compliance on school premises by staff.

Disciplinary procedures may be followed if a member of staff does not comply with this policy. Staff may also be liable to a fixed penalty fine and possible criminal prosecution.

Protocol for non-compliance on school premises by visitors.

Visitors who do not comply with this policy will be asked to leave the premises. Refusal to comply with this request may result in the Police or Local Enforcement Officer being informed.

Protocol for non-compliance on school premises by students.

1. Smoking or vaping on site is not tolerated. A Student who is caught smoking or vaping on site is likely to be subject to a **fixed term suspension** followed by a formal meeting with parents/carers before readmission.
2. Smoking materials are not permitted on site. A Student who is caught with smoking materials on site will have them confiscated and a decision will be made about if a **fixed term suspension** is put in place.
3. Smoking materials or vaping materials will be confiscated and only returned to parents or carers in person.

If students are found to be smoking or vaping on site the following sanctions will be put in place:

Behaviour	Sanctions	Recording
Student caught smoking or vaping on site.	Fixed term suspension	A report of the incident will be completed by the relevant member of staff and the incident will be logged
Student caught with smoking materials on Site or smoking/vaping in uniform off site	After school Detention or fixed term suspension.	A report of the incident will be completed by the relevant member of staff and the incident will be logged