



Oldbury Academy

Behaviour Policy

(Our Behaviour Curriculum)

STATUS:	March 2024
REVIEW DATE:	September 2024

“The School believes that inclusive practice is central to developing quality teaching and learning. As such, we endeavour to provide a supportive framework that responds to students’ needs and overcomes potential barriers for individuals and groups of students and to ensure that students of all abilities and needs are fully included.”

This policy should be read in conjunction with other school policies as/where necessary.

Principles

- Ensure that we have a caring, secure, and orderly community in which the boundaries of acceptable behaviour are clear, shared, and consistent.
- We promote with our students a positive attitude towards their education through our school values of 'CARE' [Celebrate Together, Achievement for All, Respect each other, Expectations to succeed]
- Promote our core behaviour for learning expectations of Safe, Respect and Responsibility and recognise outstanding behaviour through praise, encouragement, and rewards.
- Ensure that all students and parents/carers are clear about the school's expectations (including what we consider to be unacceptable behaviour)
- Encourage a consistent, persistent, and insistent approach to both outstanding and unacceptable behaviour by students
- Ensure that all staff are aware of the powers available to them, to sanction and manage unacceptable behaviour in an assertive and non-confrontational manner

Our Commitment

- We have high expectations for students' behaviour and attitudes at Oldbury Academy
- We communicate these expectations to all regularly and apply our expectations consistently and fairly.
- We promote warm: strict relationships (high expectations delivered with warmth and care)
- We do not tolerate low-level disruption: we believe students are entitled to disruption free learning every lesson of every day.
- We do not tolerate bullying. Where it does occur, we deal with it quickly and effectively.
- We are committed to improving the behaviour of students who have particular needs.
- We use sanctions (including Suspensions) appropriately.

Key Roles and Responsibilities

- The Deputy Headteacher (Pastoral) will be responsible for the day-to-day implementation of this Behaviour Policy (Our Behaviour Curriculum) and the procedures of Oldbury Academy
- Staff (including teachers, support staff and volunteers) will be responsible for following the behaviour curriculum and for ensuring the students do so as well. They will also be responsible for ensuring the behaviour curriculum is implemented fairly and consistently.
- Staff will create a supportive and high-quality learning environment, teaching positive behaviour for learning.
- Parents and carers will be expected to take responsibility for the behaviour of their child/children inside and outside the school and promote positive behaviour for learning, modelling acceptable behaviour.
- Students are responsible for their own behaviour inside and outside of the school.

BEHAVIOUR CURRICULUM INTENT

This behaviour curriculum is based on Department for Education Guidance, which sets out the legal powers and duties of schools and provides additional good practice that the School follows within its rewards, interventions, and sanctions. It is also linked to other School policies including Equal Opportunities, Anti-bullying, Environment, Physical Restraint and Safeguarding [this list is not exhaustive].

Oldbury Academy is determined to ensure that learning takes place within a safe, respectful, and responsible context. This behaviour curriculum sets a framework within which outstanding behaviour is promoted and where necessary intervention and sanctions can be applied.

Outstanding behaviour assumes a heightened level of citizenship, community spirit and independence of thought and action regarding effective learning.

We are a school with unconditional positive regard – we are determined that learning takes place within a safe, enjoyable context and we commit to trying to improve the behaviour of children who find schools difficult places to be successful.

Our Core Values

Our core values of 'CARE' underpins everything we do at Oldbury Academy. We strongly believe students' behaviour and attitudes should reflect these values:

1. Celebrate Together
2. Achievement for All
3. Respect for Each Other
4. Expectations to Succeed

Our Behaviour for Learning Expectations

It is important that all students know what is expected of them, at Oldbury Academy we expect that all students will succeed and therefore by giving clear guidelines on expectations and standards we are supporting students to achieve.

Oldbury Academy Expects that students will:

- ...behave **Safely**. Students who show that they are caring and are kind to all.
- ...show **Respect**. Students who conduct themselves as 'good citizens' and can articulate and regulate their feelings.
- ...be **Responsible** in completing in all and even the most difficult tasks. Students who are relentless, determined and persistent in succeeding. Students who set goals and have high aspirations for themselves, so they make excellent achievements in all they do.

Meeting the national minimum expectations for behaviour and attitudes

This behaviour curriculum also aims to meet the national minimum expectations for behaviour and attitudes and is aligned with the OFSTED 'good' grade descriptor for assessing behaviour and attitudes:

- The school has high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Low-level disruption is not tolerated, and students' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing student' behaviour. Staff make sure that students follow appropriate routines.
- Leaders, staff, and students create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination, and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of students who have particular needs.

- Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Students have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended students on their return and manages their behaviour effectively.
- Permanent exclusions are used appropriately as a last resort.
- Relationships among students and staff reflect a positive and respectful culture; students are safe, and they feel safe.

BEHAVIOUR POLICY (OUR BEHAVIOUR CURRICULUM) IMPLEMENTATION

IT IS THE RESPONSIBILITY OF EVERY MEMBER OF STAFF TO MAINTAIN A POSITIVE CULTURE WITHIN THE SCHOOL

Key Definitions

What is a Behaviour Curriculum?

At Oldbury Academy we believe that students must be taught how to behave – the knowledge, understanding and skills required must be taught and our high standards and expectations must be made explicitly clear. Where students feel treated as valued individuals, they respect adults and accept their authority. Relationships built on the shared behaviour for learning expectations of Safe, Respect and Responsibility are at the centre of our approach.

What is good behaviour?

We define 'good behaviour' as students *developing positive habits that help a student excel in school*. e.g., the difference between being 'on time' and 'not late'.

At Oldbury Academy we expect students to:

- ...behave **Safely**. Students who show that they are caring and are kind to all.
- ...show **Respect**. Students who conduct themselves as 'good citizens' and can articulate and regulate their feelings.
- ...be **Responsible** by completing all and even the most difficult tasks. Students who are relentless, determined and persistent in succeeding. Students who set goals and have high aspirations for themselves, so they make excellent achievements in all they do.

Oldbury Academy Expects Students to....		
BEHAVE SAFELY...	SHOW RESPECT...	BE RESPONSIBLE...
<ul style="list-style-type: none">✓ When we move around the school in a CALM and orderly manner✓ When we enter the room sensibly and quietly, moving to our allocated seat in the seating plan✓ When we leave the room sensibly and quietly, moving promptly to our next lesson or activity✓ When not having physical contact with other students✓ When not engaging in inappropriate behaviour when using internet/social media etc.	<ul style="list-style-type: none">✓ When we respect the physical environment at school (e.g., placing litter in the nearest bin)✓ When we interact with staff and other learners with respect (e.g., being polite and using good manners at all times)✓ When we follow instructions, first time, without question✓ When we take pride in the presentation of your work✓ When we respect our learning by working hard, staying committed and focusing on the task	<ul style="list-style-type: none">✓ When we attend school every day✓ When we are punctual to school and to lessons✓ When we wear the correct uniform✓ When we have all our equipment✓ When we ensure that any phones/electronic devices are away and not seen, heard or used during the school day✓ When we aim high and participate in all activities to the best of our ability✓ When we take responsibility to ask for help with our work when needed

(Please note: This is not an exhaustive list)

What is unacceptable behaviour?

Unacceptable behaviour is that which insults, abuses, intimidates or injures any member of the school or local community; or which disrupts the learning of individuals; or which damages the reputation of the school within the wider community; or which results in damage to the school or community environment

RESPONSIBILITY	RESPECT		
<i>Readiness for Learning</i>	<i>Towards Learning</i>	<i>Towards Others</i>	<i>Towards Environment</i>
<ul style="list-style-type: none"> • Incorrect/Missing Uniform • Lack of Equipment • Chewing/Eating in Lesson • Use of Mobile Phone or Electronic Device (including air pods/headphones etc.) • Late to school/lesson • Truancy from school/lesson 	<ul style="list-style-type: none"> • Disruption to learning. • Lack of effort with classwork • Homework not completed. • Refusal to follow instructions. • Removal from lesson to Reflection Room 	<ul style="list-style-type: none"> • Verbal abuse towards another learner 	<ul style="list-style-type: none"> • Littering • Abuse/damage to property and/or equipment • Inappropriate use of ICT
RED BEHAVIOURS			
<i>Incidents likely to result in a period of internal or external isolation/suspension/exclusion</i>			
<ul style="list-style-type: none"> • Damage to property • Bullying, including cyberbullying (persistent or serious incident) • Discriminatory behaviour, including homophobic, racist or sexist remark • Verbal/physical aggression towards staff or any form of intimidating behaviour • Fighting or inciting violence • Physical Abuse to another learner (serious and/or support required) • Dangerous or unsafe behaviour • Extortion • Possession of a weapon • Possession/suspected use or supply of drugs/alcohol • Smoking/Vaping • Theft • Sexually inappropriate behaviour • Inappropriate use of computers (for material that is age inappropriate or illegal) • Persistent violation of school rules • Anti-social behaviour 			

(Please note: This is not an exhaustive list)

Incidents of bullying and discriminatory behaviour, including racial, homophobic, or any other protected characteristic, abuse will be dealt with according to the Anti-Bullying Policy and/or Equality Policy. Racism is a criminal offence and has to be reported to the Local Authority.

Behaviour Management

All staff have high expectations of outstanding behaviour and attitudes towards learning throughout the school day. We understand that staff are responsible for creating a positive learning environment – by ensuring the Behaviour Curriculum and associated policies and procedures are followed consistently.

We promote the use of 'the 3 R's':

Routines: classroom routines as a fundamental source of high expectations and standards

Responses: strategies and interventions for de-escalating confrontation

Relationships: warm: strict interactions; calm, consistent adult behaviour where recognition outweighs sanction

Staff will:

<u>Be a positive role model.</u>
Practice and encourage mutual respect and responsibility, building positive relationships.
<u>Follow the school's Behaviour Curriculum.</u>
Have knowledge of the school's policies and processes
<u>Consistently and clearly reinforce high expectations of behaviour and attitudes.</u>
Warm: Strict interactions (high expectations with warmth/care)
<u>Use the school reward system.</u>
Recognise and celebrate successes
<u>Meet and greet students positively at all times.</u>
Teacher as a role model of our values – establishing clear routines and promoting outstanding behaviour
<u>Regularly contact parents/carers</u>
Including regular recognition of positive behaviour & attitudes

Recognition, Rewards and Sanctions

Recognition and Rewards

Oldbury Academy is absolutely committed to the principle of encouraging and developing a positive achievement culture. It is important that achievement and good behaviour are recognised and rewarded regularly. We aim to recognise and reward outstanding behaviour and those students who perform in a consistently positive way or have shown significant signs of improvement, in line with our CARE ethos.

Recognition and Reward will occur frequently across a range of situations:

Daily	Weekly	Half-Termly
Positive conversations with staff, the issuing of achievement points in lessons, form time or for conduct around the school	Recognition in assemblies, within faculty areas and for extra-curricular contributions or sporting achievements.	Designated "Powerplay week" take place where achievement points are doubled to focus everyone's attention on the issuing of positive achievement points.
Recognition Week		
Assemblies will take place to celebrate successes. All staff are expected to reach out to parents and carers during Recognition Week and provide positive feedback via a range of methods, including but not limited to telephone calls, text messages, praise postcards or letters.		
Additional Rewards		
A range of opportunities will also be offered to students over the course of the year. These may include trips or external activities however, the opportunity to participate will be offered on the back of consistent or improved attitudes to learning and school life.		

Sanctions

All Oldbury Academy staff with the responsibility for students, have the statutory authority to discipline students (including on visits/trips) when behaviour is deemed unacceptable, school rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a student's unacceptable occurs outside of the school (section 90 and 91 of the Education and Inspections Act 2006) The purpose of sanctions is to demonstrate that unacceptable behaviour is not accepted and to deter other students from similar behaviour.

A key element of sanctions are **detentions** and **our internal Curriculum Support Centre**. These sanctions may be used when there is a breach of school discipline. Sanctions will be imposed when other behaviour management strategies have been unsuccessful.

DETENTIONS		
30 Minute Detention	SLT Detention	Curriculum Support Centre
A 30-minute detention may be issued in response to an incident, or accumulation of incidents, of unacceptable behaviour. Parents will be informed of this detention via text message. A text message will be sent to parents/carers the day before the detention.	One-hour Senior Leadership detention will take place every Tuesday and Thursday, for students who have failed to complete detentions with their year team or for incidents that are more serious. We will always attempt to give more notice for this, due to the length of the detention.	We may also use the Curriculum Support Centre in response to serious, or persistent, breaches of our Behaviour Policy (Curriculum).

Where necessary staff will use sanctions that are reasonable and proportionate to the circumstances of the case. Account will be taken of the student's age, any special educational needs, any disability, and any religious requirements affecting the student. Staff will make exceptions in exceptional circumstances (e.g., reasonable adjustments for a student with identified SEND)

In all cases, a review of imposed sanctions will be timely and appropriate. Such sanctions will also apply to unacceptable behaviour outside of the school gates; current legislation gives Head Teachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable".

The appropriateness of sanctions will be judged within the context of a student's behaviour record. Special circumstances, and whether the offence is a first or repeated offence, may make a difference to the sanction.

Students/parents will be financially liable for any damage caused to the school site/equipment.

Where Permanent exclusion is not considered for arson related incidents; the student(s) will be required to attend a West Midlands Fire Awareness course or similar designated course. Similarly, where a student brings onto the school site a weapon or alcohol, and permanent exclusion is not considered necessary, they may be required to attend a course provided by appropriate, external agencies.

Off-Site Direction

In some cases, a decision may be made for a student to attend a partner school or education establishment for a fixed period of time. This provides the student with an opportunity to reflect on their current behaviour and to understand that we will not tolerate unacceptable behaviour. Parents/carers will be informed of this off-site direction with confirmation of specific details and instructions. Failure to comply with the provision will result in an escalation to a more serious sanction or will be recorded as an unauthorised absence.

Student Support

The school recognises its legal duty under Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be reasonably adjusted to support the needs of the student.

The school will make all reasonable efforts to ensure that appropriate intervention strategies are used to support students and resolve and avoid negative behaviour. External agencies will be used where it is deemed appropriate or once school-based resources have been exhausted, should a student be deemed to be at risk of permanent exclusion.

Support and intervention strategies may include:

- A period of support in the Curriculum Support Centre.
- Support from a range of external agencies.
- Modified timetable (Where appropriate)
- Pro-active placement at a Student Referral Unit.
- When appropriate, police intervention may be called upon.
- Governors' Meetings.
- Behaviour Contracts.
- Managed Transfer to another school.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or safeguarding. We will consider whether a student's unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

All staff should also be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse. In addition, all staff should be aware that students can be at risk of child exploitation, if there is evidence to suggest a child's behaviour is as a result of exploitation, this will be taken into account when any decision needs to be made.

Roles and Responsibilities of Key Stakeholders

Parent/Guardian Expectations

- ✓ Work in partnership with staff to ensure good behaviour and regular attendance.
- ✓ Inform form tutor of any concerns.
- ✓ Respond to concerns raised by members of staff.
- ✓ Ensure students come to school punctually, correctly equipped in appropriate uniform and prepared to learn.
- ✓ Request any additional support, where it is deemed appropriate, at the earliest opportunity

All Staff

- ✓ Implement the behaviour policy (curriculum) consistently.
- ✓ To develop a relationship with students, which is professional, firm, fair, caring, and friendly. (Warm:Strict)
- ✓ Model positive behaviour
- ✓ Be a visible presence around the site (wherever possible) and especially during transitions.
- ✓ Provide a personalised approach to the specific behavioural needs of particular students
- ✓ Record behaviour incidents
- ✓ Inform DSL via MyConcern of any safeguarding concerns and gather supportive information.

Form Tutors

The role of Form Tutor is vital to the efficient running of our school, successful pastoral care and behaviour guidance for tutees.

- ✓ The Form Tutor should be proactive in supporting a student within their form.
- ✓ The Form Tutor is the first person to whom a student will turn to for help or advice and the first person that contacts home if there is a concern although it may sometimes be necessary to refer the matter to the Year Team for a pastoral concern, if it is of a serious nature or for Safeguarding, the designated members of staff.
- ✓ The form tutor should be the first point of contact for parents/guardians.

Year Team

- ✓ Meet and greet students at the beginning of the day.
- ✓ Be a visible presence around the site and especially during transitions.
- ✓ To be friendly, helpful, and welcoming to parents and others visiting or contacting the school.
- ✓ Initiate and respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- ✓ Lead on year group assemblies to set the climate and culture for the year group.
- ✓ To provide guidance and support to form tutors in managing behaviour.
- ✓ Respond to requests for support from form tutors who need guidance or additional help to deal with a concern.
- ✓ Support form tutor if uniform issues are unresolved.
- ✓ To liaise with key staff to ensure high quality and effective intervention with students as required.
- ✓ Work with identified students through individualised interventions which help them to manage and improve their behaviour.
- ✓ Monitor students on report or contract and build positive relationships with parents through regular contact.

Head of Faculty

- ✓ Meet and greet students at the beginning of lessons in their Faculty Area (a visible presence).
- ✓ Encourage use of achievement points and contact with home to recognise outstanding behaviour.
- ✓ Regularly share good practice within the department.
- ✓ Ensure staff training needs are identified and targeted.
- ✓ Use behaviour data to target and assess interventions.
- ✓ Be expected to resolve the majority of incidents within their area of responsibility.

Senior Leadership Team

- ✓ Meet and greet students at the beginning of the day.
- ✓ Be a visible presence around the site and especially at changeover time.
- ✓ Celebrate staff, leaders, and students whose effort goes above and beyond expectations.
- ✓ Regularly share good practice.
- ✓ Support middle leaders in managing students with more complex or entrenched negative behaviours.
- ✓ Use behaviour data to target and assess school wide behaviour policy and practice.
- ✓ Regularly review provision for students who fall beyond the range of written policies.

Deputy Headteacher (Pastoral) – In addition to SLT Responsibilities

- ✓ Be responsible for the day-to-day management of the policy and routines
- ✓ Arrange relevant staff training

Headteacher

- ✓ Will promote outstanding behaviour across the school by ensuring:
 - Every student understands they have the right to feel safe, valued, and respected, and learn free from disruption of others.
 - All students, staff and visitors are free from discrimination.
 - The behaviour policy (curriculum) is understood by students and staff.

Governing Body

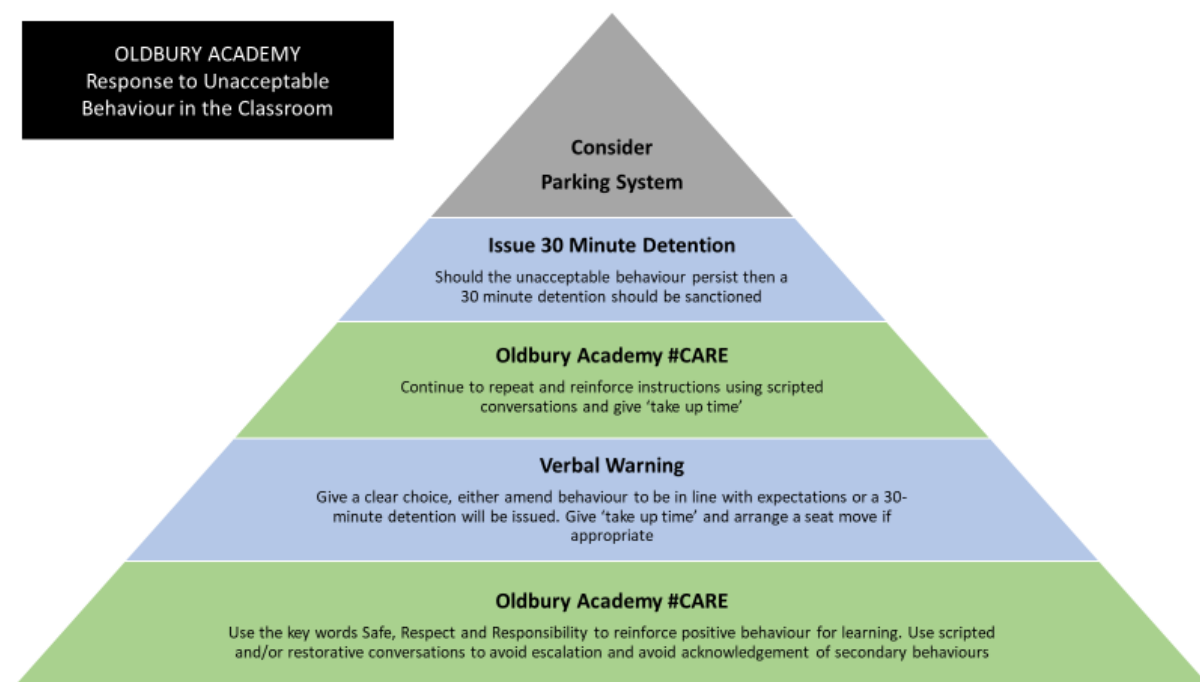
- ✓ Will establish, in consultation with headteacher, staff and parents, a behaviour policy (curriculum) for the promotion of outstanding behaviour and keep it under review.
- ✓ Will ensure that the behaviour policy (curriculum) is communicated to all and that the expectations of the school are clear
- ✓ Will support the school in maintaining high standards of behaviour and attitudes.
- ✓ Will review data, trends and other relevant information regarding behaviour and attitudes throughout the year

Appendix One: Legislation and Statutory Guidance

This Behaviour Curriculum is based on advice from the DfE on:

- Behaviour and Discipline in Schools
- Searching, Screening and Confiscation in Schools
- The Equality Act (2010)
- Keeping Children Safe in Education (2023)
- School Suspensions and Permanent Exclusions
- Supporting Students with Medical Conditions in School
- Special Educational Needs and Disability (SEND) Code of Practice
- Mobile Phones in Schools (February 2024)

Appendix Two: Response to Unacceptable Behaviour in the Classroom



Appendix Three: Allegations

In the event of a serious incident or allegation, full investigations will be carried out. Students may be asked to write witness statements in confidence. Every attempt is made to ensure fair; accurate information is the basis for deciding a sanction. It should be noted that where exclusion is considered an appropriate sanction, the standard of proof used to reach such a judgement will be the "Balance of Probabilities" (The Civil Standard). The criminal standard of proof i.e. "beyond reasonable doubt" need not be applied.

A Safeguarding policy and procedures are in place to support the well-being of our students. All allegations made by students should be pursued and child protection guidelines followed. Where it is believed, on the balance of probability that a malicious allegation has been made then it will be treated most seriously and disciplinary action considered.

Malicious Allegation

Where a student has set out to deliberately deceive, either wholly or partially, and the evidence, on the balance of probability, points to this intention to cause harm or injury to the subject of the allegation, Permanent Exclusion will be considered.

Unfounded Allegation

Where a student has misinterpreted the incident, was not aware of all of the circumstances or was mistaken in his/her view of the incident and there is evidence, on the balance of probability, to disprove the allegation. Within an unfounded allegation, there may still be present some intention to deliberately deceive and thus it may be considered a Malicious Allegation. In such cases, disciplinary action will be considered.

Unsubstantiated Allegation

Where there is, on the balance of probability, insufficient evidence to prove or disprove the allegation. No disciplinary action will be taken.

Appendix Four: Suspensions and Exclusions

"...the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of students, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments."

Suspension and Permanent Exclusion Guidance (September 2023)

Only the headteacher of a school can suspend or permanently exclude a student on disciplinary grounds. A student's behaviour outside of school can be considered grounds for a Suspension or Permanent Exclusion

Oldbury Academy will follow the guidance provided by the Department for Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Suspensions

- A suspension is where a student is temporarily removed from the school
- A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year)

Procedures following a Suspension

During the first five school days of a Suspension work will be provided for the student to complete. This can include utilising any online pathways such as Student Portal, Sparxx or Oak National School.

Reintegration after a Suspension

A reintegration meeting will be held with the student and their parent(s)/carer(s) on their return to school. This provides the opportunity to:

- Discuss any concerns that the child may have
- Helps the student understand the effect of their behaviour on themselves and others
- Teaches them to how meet the high expectations of behaviour in line with our school culture and values
- Agree on a reintegration strategy to prevent any further incidents of unacceptable behaviour

Permanent Exclusion

- A permanent exclusion is when a student is no longer allowed to attend school. The decision to permanently exclude a student will be taken when:
 - In response to a serious breach or persistent breaches of the school behaviour policy; and
 - Where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff and students in the school

Alternatives to Suspensions and Exclusions

We will consider the following strategies as preventative measures to Suspensions and Exclusions:

- Off-site direction: where a student is required to attend another education setting to improve their behaviour
- Managed moves: a managed move is used to initiate a process which leads to the transfer of a student to another mainstream school permanently.

Appendix Five: Screening and Searching Students

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

Oldbury Academy staff may use common law to search students, with their consent, for ANY item.

Under Part 2, Section 2 of the Education Act (2011) & DfE Document – Searching, screening and confiscation (January 2018) teachers are authorised by the Headteacher to search for any PROHIBITED item without the consent of the students, provided they have reasonable grounds for suspecting that the student is in possession of the prohibited item. There is no requirement to inform parents/carers or seek consent before a search is undertaken.

Searches will be conducted by a same-sex member of staff where possible, with another member of staff present as witness. If there is a risk that serious harm will be caused to any person(s) then the search will be carried out immediately.

During a search, staff members may instruct a student to remove outer clothing, including but not limited to, hats, scarves, boots, and coats.

The school can require students to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the students. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence will be treated as unauthorised. The student should comply with the rules and attend.

Searches may be carried out both on and off site, including school trips or any other activity away from school where staff are responsible for students.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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 property of; any person (including the student).
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images.

Appendix Six: Confiscation

Under section 91 of the Education and Inspections Act (2006) Oldbury Academy has the general power to discipline a student as appropriate. This general power includes a staff member to confiscate, retain or dispose anything they have reasonable grounds to suspect is a prohibited item. Items confiscated, because they are banned by the school rules should be collected by arrangement by parents/carers from the school office.

Appendix Seven: Physical Restraint and Reasonable Force

All staff are encouraged to use de-escalation techniques and alternative strategies to support each student. There may be rare occasions when school staff will need to use 'reasonable force' in order to control or restrain students to prevent students committing a crime, causing injury or damage to themselves, others or property

Restraint will only ever be used as a last resort and all incidents of this are reviewed, recorded and monitored.

Reasonable force will be used in accordance with Government guidance. Parents/carers will always be contacted in the event restraint or reasonable force has had to be used

Appendix Eight: Use of Technology/Mobile Phones/Electronic Devices

Oldbury Academy recognises that mobile phones and other electronic devices are an important part of everyday life for students.

The use of mobile phones and other personal electronic devices is strictly forbidden, as is the use of recording equipment to take photos/videos without prior permission. Photos, videos or recordings should not be uploaded to any external internet site or exchanged via ICT/Phone equipment and will be subject to the action noted above.

Our approach to the restrictions on the use of mobile phones and other electronic devices whilst on school site is to reduce the risk of the following:

- Child protection risks associated with the use of mobile phones and other electronic devices
- Potential for lesson disruption
- Risk of theft, loss or damage

MOBILE PHONES AND OTHER ELECTRONIC DEVICES “MUST NOT BE SEEN, MUST NOT BE HEARD OR USED” WHILST ON SCHOOL SITE

ELECTRONIC DEVICES INCLUDES ITEMS SUCH AS HEADPHONES AND TABLETS

Role of School Staff

All school staff are responsible for enforcing our approach to restricting the use of mobile phones and electronic devices whilst on school site

Role of Students

All students are expected to adhere to the school’s approach to restricting the use of mobile phones and electronic devices whilst on school site

Students bring their mobile phone and any other electronic device to school at their own risk. We do not accept any responsibility for damage or theft of a mobile phone or other electronic device

Role of Parents/Carers

Parents/carers are reminded that students should not routinely contact home during the school day. If necessary the school will contact home. Where parents/carers need to contact students, *contact must be made via the school office*.

Sanctions

Should a student not adhere to the “not seen, not heard, not used” strategy then a sanction will apply

If seen, heard or used, the item(s) will be confiscated by an adult and can only be collected from reception at the end of the school day.

Repeat offences will require collection by parent at the end of the school day and possible escalation in line with sanctions.

Smart Watch Technology

We strongly advise that students do not bring smart watches to school. If smart watches are worn the following must be adhered to:

- Any smart watch must be kept in Do Not Disturb/Silent mode throughout the school day to prevent distraction
- Any smart watch is strictly prohibited during any form of internal assessment or Public Exam. Exam regulations do not allow this type of device and will result in disqualification if worn

If the smart watch causes disruption to learning an adult will confiscate the item and can only be collected from reception at the end of the school day

Confiscation, search and consent

Appendix six of the Behaviour Policy outlines the school's powers to confiscate items

In addition, staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation. The guidance outlines that staff have the right to search a student's phone if they have reason to believe the phone contains pornographic images, or it is being/has been used to commit an offence or cause personal injury.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate. This may require retaining the mobile phone and/or electronic device for the appropriate agency to investigate further.

Such conduct includes, but is not limited to:

- Sexting (consensual and non-consensual sharing of nude or semi-nude images or videos)
- Up skirting
- Threats of violence or assault
- Abusive communication (calls, emails, texts, social media posts) directed at someone on the basis of someone's protected characteristics

There is no obligation on schools to inform or seek the consent of parents before examining a personal device. Wherever possible a search of a student's phone will be conducted by a member of SLT and a member of the Safeguarding Team.

Any complaints about searching or examination should be dealt with there the schools Complaints Policy

Appendix Ten: Child-on-Child Abuse (including bullying)

All staff will be aware that child-on-child abuse (including bullying) can occur between students of any age and gender, both inside and outside of school, as well as online/offline. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

All staff will follow our school *Child Protection and Safeguarding Policy* and *Anti-Bullying Policy* if they have any concerns about child-on-child abuse.

The DSL will take the lead role in any sanctioning of the child who may have caused harm. We will also provide support for all students involved; for both the child who may have been harmed and for the child who may have caused harm.

Disciplinary action may be taken while other investigations are ongoing e.g., police. The fact that another organisation/body is investigating or has investigated the incident does not prevent the school from taking action. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution.
- There are circumstances that make it unreasonable for us to reach a conclusion about what had happened while an independent investigation is ongoing.