

## United Learning Behaviour Policy



# Huish Episcopi Academy

The best in everyone™

Part of United Learning

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## United Learning Behaviour Policy – Academies

### Expectations

The purpose of our Behaviour for Learning Policy is to ensure that all members of our community have knowledge of the Behaviour for Learning system and follow it to bring about consistency of practice throughout the school. It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that help make the system effective as we recognise that rewards play a vital role in the process of ensuring outstanding behaviour.

Our key purpose is to ensure the safety, well-being and success of all our students. To ensure success for all, we have in place a range of interventions to support students, develop positive relationships and refocus on learning. At Huish Episcopi Academy, we resist endless discussions around behaviour and spend our energy on returning students to learning. Poor conduct has consequences for learning, achievement, safety and the wellbeing of our community. High expectations of staff and students make a positive contribution in our aim of achieving the 'Best in Everyone'.

Our Policy is built around our values: Respect, Ambition and Resilience and is aimed at supporting our students exhibit the virtues we look to develop in them and reflect where they have breached these virtues.

In applying this policy, the school considers its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also considers the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

We understand that school will be difficult for some students. It may be even more challenging for some students with special educational needs (SEN). We will therefore look to reasonably adjust where necessary. Students with identified SEN will have reasonable adjustments put in place to be agreed with the parent/carer and student. This will contain any 'reasonable adjustments' made which may include the following (not an exhaustive list):

- Time out – there will be a designated area for each 'group' where the student can have 10 minutes as 'time-out' if required (this includes opportunity to move)
- Extra 'warning' in classroom.
- 'Take up time' for the student following warning.
- Brief verbal prompt from teacher to identify underlying need e.g. "I can see you are finding something hard, I wonder if..."
- Extra 'warning' in unstructured times.
- Concentration aids, for example Blu Tac.
- Specific seating position within classroom.

Any reasonable adjustments will be shared with staff. See also Appendix A.

### Policy Implementation

**All staff** are to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

**All staff** will be trained in the policy and given scenarios to talk through and raise any questions.

**The senior leadership** team of the academy ensures all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

To create an atmosphere of mutual respect and tolerance in which all members of our Academy community can flourish and achieve their potential; **all students** are responsible for certain expectations in classrooms and in corridors. This includes the time spent journeying to and from Huish Episcopi Academy.

Our expectations of students follow 'The Huish Way', which outlines how all Huish Episcopi Academy students are expected to conduct themselves and supports students to live our Huish Values of: Respect, Ambition and Resilience.

**THE HUISH WAY**

- I ALWAYS TRY MY HARDEST TO LEARN TO THE BEST OF MY ABILITY
- I TAKE RESPONSIBILITY FOR MY BEHAVIOUR. I ALWAYS DO AS I AM ASKED, THE FIRST TIME I AM ASKED
- I AM IN THE RIGHT PLACE, AT THE RIGHT TIME, DOING THE RIGHT THING
- I TAKE PRIDE IN THE TIMELY COMPLETION OF HIGH-QUALITY, WELL-PRESENTED CLASS AND HOMEWORK
- I TAKE RESPONSIBILITY FOR MY LEARNING AND THE LEARNING OF OTHERS - THIS MEANS I WORK WELL INDEPENDENTLY AND WITHIN A TEAM
- I RESPECT OTHERS, THEIR OPINIONS AND THEIR PERSONAL SPACE
- I ALWAYS HAVE THE CORRECT EQUIPMENT, MY UNIFORM IS SMART AND I AM READY TO LEARN EVERY DAY OF EVERY WEEK

 Huish Episcopi Academy  
The Best in Everyone

RESPECT | AMBITION | RESILIENCE

## **Rewards**

The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation in and around the Academy. This policy is designed to promote good behaviour and encourages students to support the school's values.

The reward system aims to create a clear, simple and recognisable structure that students and staff can use consistently, enabling students to feel more committed to school life and our values. Our reward system revolves around showing 'good character' around the Academy. At any time throughout the day a member of staff can award a praise point for those students who have shown our values; respect, ambition, resilience.

At the end of each lesson the classroom teacher awards achievement points for those students who have demonstrated core values. Any member of staff can award points to students outside of lesson time for demonstrating the core values.

Staff also praise and reward students for good behaviour in a variety of ways:

- Teachers congratulate students.
- Golden tickets for independent work within lessons.
- Teachers call home to inform the parents.
- Postcards sent home.
- Nominated for an award in termly awards assemblies.
- Nominated for an award for the Rewards Evening.
- Nominated for the Best in Everyone awards each month – showing our values in school.
- Letters of praise from Vice Principal after tracking.
- Reward trips/events.
- Queue jump passes for canteen.
- Communication home after 'Proud Table' recognition.

Communication will be sent to parents as students hit different milestones to recognise their hard work and effort.

## **Best in Everyone Award scheme**

Each term departments will nominate a student in each year group for the Best in Everyone award. The students will earn nominations by showing our three pillars of values: respect, ambition, resilience in everything they do, going over and above what is expected of them and exemplifying our ethos of 'The Best in Everyone'.

Our student council then decides on a winner from each year group based on these nominations without knowing the names of the nominees. The winners will be given certificates in our achievement assemblies, have their name added to the noticeboard and the winning student each term will receive an invitation to our end of year awards evening. There will also be an opportunity to be nominated for the United Learning awards nationally.

## **Around the Academy**

Calm and sensible movement around the academy and safe, polite behaviour is always essential from all.

## **Dining Rooms**

- Students are expected to wait in the lunch line calmly and in an orderly queue.
- The environment should be respected and all litter put into bins.

## **Toilets**

- Toilets are open to all students all day and students are encouraged to use them at break and lunch times.

- Students can only use the toilet once during lesson time in a day, although we request that they do this in an emergency or unless they have a note confirming a medical condition. Students use their journals to gain permission to leave the classroom.
- Once a student has been to the toilet during a lesson, they will not be able to leave their lesson again for the toilet.
- If a student needs to use the toilet again, they will need to use the facilities at break or lunchtime or in any of the 5-minute transitions between lessons.
- Students who have been found to have damaged the toilets may be charged and will be sanctioned in accordance with the school policy.

### **Lifts**

- Lifts are for staff use only. Students with injuries or illnesses may be given a lift pass for their sole use. Lifts usage will be limited to one person at a time.

### **Behaviour expectations**

If a student fails to adhere to the rules set out by the school **in the classroom during a period of teaching**, then the process set out below should be followed.

**We do not allow students to disrupt the learning of others. We fundamentally believe that every student is entitled to disruption free lessons.**

**We must also ensure that students and staff are kept safe.**

Our key classroom expectations remain the same:

1. Follow all instructions at first time of asking.
2. Be silent when the teacher is speaking or during silent independent task and demonstrate focus and attention.

We operate a one warning system ('warn, remove') within all lessons if these expectations are not being met.

### **Warn**

A verbal warning ('warn') should be issued by the member of staff in the first instance and is recorded on the board at the front of the classroom.

### **Remove**

Students who receive another warning (remove) in class will be sent immediately to the Recovery Room and will remain there for two lessons plus a break or lunchtime e.g. period 4, lunchtime and period 5. If this happens during period 5, they will be in the Recovery room during periods 1, 2 and break the following day. This is logged onto our MIS.

Students will have five minutes to arrive in the Recovery Room when they are sent. Failure to arrive within five minutes could result in a higher sanction, including increased time in the Recovery Room or a fixed-term suspension.

Students who receive a second 'remove' within a half term, will have their time extended in the Recovery Room to a full 24-hour school period. For example, if a student is referred during period 2 one day, they are in the Recovery Room until the end of period 1 the following day.

### **Reasonable adjustment:**

#### **Warn**

Teacher gives take up time and behaviour prompt 'this is your warning, and I am now expecting (x) response from you'

#### **Warn**

The teacher repeats the warning and behaviour prompt 'this is your warning, and I am now expecting (x)

response from you’.

### **Remove**

If a student does not respond to the ‘countdown to compliance’ process they will be removed. Students will move to the Recovery Room unless their one-page profile states that they complete their consequence in a specific location.

Please note: where a student’s behaviour is extreme and puts the health/safety or wellbeing of themselves and others at risk, members of staff may move straight to removal.

If a student walks out of a lesson, without the permission of a member of staff, then this is logged as truancy and the student will complete a full 24-hour school period in the Recovery Room. For example, if a student truants during period 2 one day, they are in the Recovery Room until the end of period 1 the following day.

If a student does not go immediately to the Recovery Room or fails the Recovery Room or refuses to attend the Recovery Room this will usually result in a Fixed Term Suspension with 1 day in the Recovery Room upon re-integration with parent/carer (this is to include the day in RR that was refused initially).

If a student persistently defies staff instructions this will usually result in a Fixed Term Suspension.

**If a student internally truants (is out of a lesson without permission) they will be placed in the Recovery Room for a full school day.**

### **Late Detentions:**

#### **Morning**

The school gate closes at 08.48 each morning.

All students entering after the main student gate has closed are then directed to reception to sign in and are marked as late. Late students will be given a same-day lunchtime detention. Note: this does not apply if the lateness is due to late buses.

#### **Lesson Lates**

If a student is late to a lesson, then the teacher will place the student in detention which is logged on our MIS and will be sat during lunchtime the following day.

### **Expectations in detentions:**

Students

- Arrive on time.
- Put bags and coats under their chairs.
- Face towards the front.
- Do not communicate with other students or make any noise.

**Failure to attend or failure to meet expectations in a lunchtime detention will result in the student being placed in the Recovery Room the next day.**

### **Staff**

- Arrive on time.
- Supervise in a high profile/low key manner.
- Only the lead member of staff should speak to the whole detention – any student talking will fail the detention.
- Lead member of staff decides on further consequence after conversation with the Assistant Principal, Vice Principal or Principal depending on seriousness.

### **Consequences of Poor Behaviour**

We have high expectations of our students both in lessons and outside of lessons. Consequently, we will sanction the students accordingly if they break our rules. These are all based around our core values of RESPECT, AMBITION and RESILIENCE.

**Please note that this is not an exhaustive list and we may sanction students for other reasons not listed.**

***DfE guidelines state: 'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction'***

**Examples of reasons for a detention include:**

- Failing to follow instructions
- Defiance
- Three consecutive uniform infringements
- Lack of equipment
- Late to school (after 08:48).
- Late to lesson
- Talking during fire drill
- Vandalism (minor)
- Inappropriate body language/gestures
- Putting hands on another student without permission (with exception of playing contact sports)

## Recovery Room (RR)

This is an alternative to avoid a Fixed Term Suspension (FTS) and is used as an area in which students are isolated from the rest of the Academy for serious or persistent breaches of the code of conduct. We always try to minimise the time that students spend in RR in terms of the number of days.

It is used:

- For pupils who have been internally excluded and referred via the appropriate channels.
- When a situation can be resolved by placing pupils in the RR.
- In line with sanctions specified in this policy document.
- Where uniform is not correct as per uniform policy.

This room operates from 8:55am until 3:30pm every day. Students have the same break and lunch times as the wider school, but any student in the Recovery Room remains in the room. They are expected to work in silence throughout the day. As far as possible the work provided will match the subjects the student had timetabled for the day.

Students will be provided with their lunch and have access to water throughout the day. A toilet is always available for students to use. It is a well-lit, open room with windows and a door that remains open for ventilation.

Upon entering RR pupils will place belongings including mobile phone in a locker and then sit in a designated seat in room.

**The room operates with clear expectations; students will receive warnings for disrupting the learning of others as they would in lessons. If a student walks out of the Recovery Room without permission, then they fail their time. Students will repeat the failed time and complete an additional day.** Students who persistently walk out of the recovery room or disrupt the learning of others in the Recovery Room are at risk of a Fixed Term Suspension. Failure to complete the required amount of work in the Recovery Room will result in extended time.

### Reasonable adjustments in the Recovery room

Students with identified additional needs will be permitted a short walk with the on-call staff at varying intervals as identified on the SEN register.

Students at the highest level of need, e.g. EHCP students, may have a reasonable adjustment to the space or length for their recovery room session. This will be agreed by the SEN department on an individual basis.

## Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. We have a 'TELLING SCHOOL' ethos, where every allegation of bullying will be fully investigated. We do not accept name calling or inappropriate language as 'banter'.

Please see our Anti-Bullying Policy for full details.

## Contextual Safeguarding

The context and motive of a student's misbehaviour will always be considered and where the behaviour raises concerns for the welfare of the pupil or they feel the student may be at risk of significant harm, staff will report to the DSL or Deputy DSL and follow procedures set out in the Safeguarding policy without delay.

## Graduated Approach

	Duration	Trigger	Examples of Support	Success criteria
<b>Wave 1 support</b>	2 weeks	-3 removals from lessons - 1-day FTS or RR	At least 2 support strategies used in this wave, for example: -Tutor report -Seating plan moves in class	3 targets agreed with student (with measurable outcome)
<b>Wave 2 support</b>	4 weeks	-Failure of Wave 1 targets -5 days FTS or RR	At least 2 support strategies used in this wave, for example: -HOY report -Review meeting with parent/carer -ELSA	3 targets agreed with student (with measurable outcome)
<b>Wave 3 support</b>	4 weeks	-Failure of Wave 2 targets -8 days FTS or RR	At least 2 support strategies used in this wave, for example: -Assistant Principal Report -Review meeting with parent/carer -Mental Health Schools Team referral	3 targets agreed with student/parent (with measurable outcome)
<b>Wave 4 support</b>	6 weeks	-Failure of Wave 3 targets -12 days FTS or RR	At least 2 support strategies used in this wave, for example: -Assistant Principal report -Review meeting with parent/carer -School counselling	3 targets agreed with student/parent (with measurable outcome)
<b>Wave 5 support</b>	6 weeks	-Failure of Wave 4 targets -15 days FTS or RR	At least 2 support strategies used in this wave, for example: -Vice Principal report -Review meeting with parent/carer -Off site direction	3 targets agreed with student/parent (with measurable outcome)
<b>Alternative provision/Off-Site Direction may be considered at any stage to help support behaviour</b>				
<b>Possible Permanent exclusion**</b>				

**\*Please note that Alternative Provision/Off-Site Direction may be considered immediately for a serious incident and may also form part of a previous wave strategy if this is the best support for the student. Off-Site Direction is the sole discretion of the Principal and we follow DfE guidance in relation to this provision.**

**\*\*Permanent Exclusion can be the result of a severe breach of our school's rules or Behaviour for Learning Policy. Each incident is investigated on an individual basis. The Principal will make the final decision regarding permanent exclusion.**

Support is put in place on a case-by-case basis, considering any specific needs. These may include:

- Adjustment to behaviour policy in lessons.
- Counselling.
- Peer mentoring.
- Staff mentoring.
- PSW intervention.
- EHA.
- Referral to the wellbeing team (who provide a vast array of different packages).
- Referral to school nurse.
- Referral to child protection officer and/or social services.
- Referral to external agencies: CAMHs, TPT, YOT, Educational Entitlement, Educational Psychologist (EP).
- Internal 'Assessment for unmet need' to inform next steps.

**Please note this is not an exhaustive list.**

### **Additional Support**

Regular meetings are held throughout each term and will determine additional interventions for students based on;

- Risk of Permanent Exclusion (PEX).
- Persistent poor behaviour.
- Poor academic progression – underachieving in all core subjects.
- Serious underachievement identified through monitoring.
- Identified as vulnerable e.g. LAC/PP/SEN.
- Specific SEN that prevents engagement in mainstream lessons.
- Attendance issues/Truancing.
- Reintegration from alternative provision, excluded from another school, managed move or returning from extended absence.

Poor conduct is only one criterion for referral as students may require additional intervention for a wide variety of reasons. Minutes are taken at every meeting and actions are reviewed.

### **Report Cards**

Students on report will have 3 measurable targets. Classroom teachers will be made aware via the MIS they are on report. The student will have a weekly review meeting with the member of staff to look at the targets for that week.

### **Alternative provision**

To re-focus students and meet their educational needs they may be assigned an off-site provision. In this case they will be educated off-site for a period that will be reviewed at regular intervals – this is done every 6 weeks. This will only be put in place if it is agreed by all parties that this is in the best interest of the child. The provider that the school uses will always be Ofsted registered and all appropriate safeguarding checks and risk assessments obtained prior to students starting.

### **Sanctions**

#### **Suspensions**

Suspension is a very serious sanction and not taken lightly. The decision to suspend a student from the academy is made only by the Principal (or 'Acting' Principal if Principal is not available. The Vice Principal is designated as 'Acting' in this instance). Parent/carer will be informed by telephone and by letter if their child is suspended. Parents/carers are legally responsible for their child for the first 5 days of any suspension and they must be at home during this period. Parents/carers are expected to attend a reintegration meeting with a member of the behaviour or senior team and sometimes a governor on return from any exclusion.

Fixed term suspensions can be used if students are deliberately and repeatedly failing to follow instructions, verbally abusive towards staff, physically violent or present a significant danger to themselves or others (walking/running around the school and refusing to follow any instruction set by staff being one potential example). **Reasonable adjustments will always be used where applicable.**

A list of reasons for Fixed-Term Suspension are listed below:

- Persistent breach of the behaviour policy.
- Deliberately risking the health and safety of others in the school.
- Deliberately spitting towards somebody else.
- Walking around the building without permission.
- Persistent failure to comply with code of conduct.
- Fighting (Primary fighter – FTS, Secondary fighter – RR).
- Refusing/failure of Recovery Room
- Swearing at or in the presence of a member of staff.
- Setting off fire alarm/extinguishers.
- Damage to school property including graffiti.
- Continued bullying.
- Intimidation or aggressive behaviour towards other students.
- Repeated non-cooperation with a member of staff.
- Non-compliance with Academy rules.
- Using lighters, matches or cigarettes.
- Possession of or use of a vape.
- Any form of discriminatory behaviour against a protected characteristic.
- Sexual misconduct.
- Breaching Academy ICT security.
- Bringing fireworks into school.
- Bringing alcohol into school or being under the influence of alcohol or other substances.
- Malicious allegations against staff.
- Theft.
- Harassment or intimidation of a member of staff or student at school or off site.
- Bringing the Academy into disrepute (including travelling to and from the Academy).

- Refusal to hand phone over after using in school (See it, hear it, take it).
- Assistant Principal/Vice Principal concerns.

### **Permanent Exclusions**

- Carrying or supplying illegal drugs.
- Carrying or using an offensive weapon.
- Persistent serious bullying.
- Serious actual or threatened violence against another pupil or individual on site.
- Serious damage to school property.
- Any violence towards a teacher or member of the support staff.
- Sexual abuse or assault.
- Where an offence is repeated after fixed-term suspension.
- Where the health and safety of others is at risk including setting off fireworks.
- Serious intimidating behaviour towards a member of staff.
- Serious breach of the behaviour policy.
- Persistent breach of the behaviour policy.

### **N.B. Please note this is not an exhaustive list for reasons for Fixed-Term Suspensions and Exclusions**

When students return from a fixed-term suspension, the Head of Year and Senior Leadership Team will assess the most appropriate means of supporting the student back into school. Support will be provided to ensure a 'soft landing' in returning to lessons, following a reflection opportunity with their pastoral team.

### **The power to discipline beyond the school gate**

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This will include any instances of cyberbullying or misuse of social media.

### ***Allegations against staff***

The school takes its responsibilities for safeguarding extremely seriously, and all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy, our HR Policy and Complaints Policy.

### ***Malicious accusations against staff***

Schools have the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, and sanctions up to and including suspension/exclusion may be used.

### **Communication**

Communication to parents/carers for lesson removals and detentions will be triggered automatically when incidents are recorded on Arbor.

For other behavioural incidents, consequences will often be confirmed in the school's daily afternoon pastoral briefing. Following a confirmed consequence, parents/carers will be notified the same day by telephone wherever possible. If a telephone call cannot be made, it will instead be relayed via email with the offer of a suitable opportunity to further discuss over the phone or in person.

### **Supporting pupils following a sanction**

All students who receive a Fixed Term Suspension are supported to return to school in a reintegration meeting with either their Head of Year or another member of the senior leadership team. Students who receive repeat suspensions are supported with a Waves of Support document which lists interventions and support strategies and is regularly updated. [see paras 61-62 of the DfE Behaviour Guidance].

### **Use of reasonable force**

The school follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force, and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Use of force may also relate to searches as outlined in Section 5.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again.

Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any time a member of staff uses any form of restraint a 'Positive handling' form is completed and kept with the Bound and Numbered Book. Parents are always notified alongside the Vice Principal and DSL.

## **Prohibited items and searches Mobile**

### **Phones and Electronic Equipment**

Any student who uses a mobile phone or electronic device (including smart devices and earphones) without permission or whose mobile phone goes off in school will have it confiscated by the member of staff. The phone will be held in a secure environment until it is collected. The school follows 'See it, Hear it, Take it'.

#### **Procedure:**

- We will operate a 'See it, Hear it, Take it' policy. This will simply mean that the phone will be confiscated if it is seen or heard in school grounds\*.
- Phones that are confiscated for the first time in a term will be returned to the student at the end of the day. If there is a second occasion within any half term, they will only be returned to parents/carers. A text will be sent to the parent/carer to notify them. The phone will be stored in a secure place until it is collected. The parent/carer must arrange an arranged time to collect the phone if this is the second or subsequent occasion.
- The restriction is in place at all times while students are in the grounds of the school, this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be put away before students enter the school gates and not accessed until they have left the site.
- Students will be able to contact home by approaching Year Base /Student reception/staff on duty/staff running clubs if they require to speak with their parent/carer.
- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception.
- Students who refuse to hand the phone over to a member of staff will be placed in the Recovery Room (RR) for the rest of the day and the phone will still be confiscated until parent/carer collects. Refusal to go into RR will result in a higher sanction.

**\*Please note that if a member of staff does not physically see the phone, then this can still be confiscated if they are sure the student has been using it i.e. text has been sent to parents.**

### **Banned Items**

All our students must be safe and have high standards of dress at all times. For these reasons, the following items are not permitted and should not be worn or bought to the academy. All staff will confiscate such items consistently.

To be read alongside uniform guidelines as outlined on the school website

- Hairstyles should be sensible. This means no 'pattern cuts', shaved, or excessively coloured hair (Natural colour only). No inappropriate styles allowed. No dip dyes (ombre styles) are allowed.
- No different coloured extensions are allowed (either braided or dyed) and must be close in colour to the natural hair colour of the students. The colours cannot be contrasting colours.
- Any hair clips or beads should be simple and plainly coloured
- Hoodies
- Denim jackets
- Coats with inappropriate logos
- Any type of hat or cap
- Bandanas, headbands and combs
- Only minimal (not noticeable) make up
- False nails
- Fake eyes lashes
- Tattoos including henna tattoos
- Chewing gum

- Energy drinks
- Drinks in glass bottles
- Laser pens
- Weapons
- Drugs or drug paraphernalia
- Cigarettes or smoking paraphernalia
- Vapes or other electronic cigarettes

### **Other Confiscated Items**

Items taken from students during the school day are usually returned at the end of the day (with exception of second-occasion phones, earphones or Smart Watches). **However, where a student persistently brings/uses banned items during school hours, parents may be requested to come to collect.** Illegal items are not returned to students or parents/carers.

### **The law relating to searches**

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for schools – July 2022](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

It may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. Any banned item in this section listed above can be searched for.

Only the Principal or a member of school staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). **At the Academy the Principal gives authorisation to any members of the Pastoral team to carry out searches.** The person carrying out the search should be the same sex as the pupil being searched, as, ideally, should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### **Searches without Consent**

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent. Any member of the Pastoral team is authorised by the Principal at Huish Episcopi Academy to conduct a search.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects 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 or the law. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Please note - The school will notify parents when a search has taken place regardless of if items are found or not.

### **Searches with consent**

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm**

will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### **Extent of search**

The person conducting the search may 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; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### **The use of screening wands**

If a screening wand is used, we follow the advice for searching in that:

- The member of staff conducting the screening must be of the same sex as the pupil being screened
- There must be another member of staff present as a witness to the screening
- The use of the wand for screening should take place away from their peers

There is a limited exception to this rule; this is that a member of staff can screen a pupil of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the screening reasonably believes there is risk that serious harm will be caused to a person if the screening is not carried out as a matter of urgency; and, in the time available, it is not reasonably practicable for the screening to be carried out by a member of staff who is the same sex as the pupil or it is not reasonably practicable for the screening to be carried out in the presence of another member of staff.

If a member of staff conducts a screen without a witness, they should immediately report this to a member of the senior leadership team and ensure a record of the search is kept as well as recording it on CPOMS.

Where our school uses a screening wand, this will be kept in the principal's office. We also require the use of the wand to be recorded including the date, time and location of the screening, the pupil's name, the staff members' names and the reason and outcome of the screening. Any search by a member of staff for a prohibited item should be recorded on CPOMS, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

### **Confiscation of articles**

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### **Disposal or retention of articles confiscated from students**

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

## **Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, vapes, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the Supporting Students with Medical Needs Policy.

The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities where applicable.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction will likely, except in exceptional circumstances, lead to permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. Any incidents will be reported to the governors for their consideration.

### **Confiscation of drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Drugs offences will always be reported to Police and any drugs handed over to the Police if requested.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

### **Parental involvement**

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **Serious Incidents that require investigation**

If there is an incident that requires an investigation, then this should be overseen by the Vice Principal or Assistant Principal. If neither are available, then the HOY should carry out the investigation.

- Student(s) involved will be isolated immediately in RR (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individuals were there and full details of what occurred. They are not to discuss the situation with anybody before completing their statement.
- Phones should be taken from the student(s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The student may need support in the writing of the statement).
- The student(s) will remain in RR or isolation until the investigation is complete.
- Any member of staff who witness an incident should email the member of staff overseeing the investigation with a full statement as soon as possible.
- Any student(s) who witness an incident should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing a statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the student(s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will then discuss with the Vice Principal what sanction to apply. Please note if a decision is made to either Fixed Term or Permanently exclude the child then this must be decided by the Principal or 'Acting Principal' if the Principal is not available.
- Parent(s) will then be contacted to inform them of incident/outcome where appropriate. This should include any victim involved in an incident.

### **Linked documents**

- Anti-bullying policy
- Attendance Policy
- Safeguarding Policy
- Uniform Policy
- E-safety Policy
- SEN Code of Practice

## Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** Huish Episcopi Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Assess, Plan, Do, Review' cycle.

### Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Behaviour and Attitudes may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the students' electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, depending on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention
Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the Recovery Room
Short and repeated instructions	Shorter time spent in the Recovery Room
Use of a visual checklist on student expectations	Higher frequency of failed homework to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Recovery Room time does not roll over to the following day

Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day
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**Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.**

**If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the plan at the next Annual Review meeting.**