



# Behaviour and Reward Policy

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# **Behaviour & Reward Policy**

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## **1 Introduction and Principles**

**1.1** Esteem Valley Academy recognises that the best way of achieving positive behaviour from pupils is by keeping them busy, engaged and interested.

**1.2** Esteem Valley Academy believes that a good behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents/carers should all be clear of the standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the Headteacher.

**1.3** Our Behaviour Policy is a positive, rewards-based system, with regular opportunities to recognise and celebrate success.

**1.4** Working in partnership with home is our most effective way of monitoring behaviour. We aim to keep all parents/carers and referrers fully involved in their pupil's education and engagement, particularly where additional support is necessary. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times.

**1.5** The Esteem Valley Academy Behaviour Policy is central to our aim of creating a purposeful working atmosphere for staff and pupils. It rests on the following principles:

- Positive behaviour is fundamental to successful learning, but it extends further than the classroom. We see 'behavioural literacy' as a key skill that is as important as reading or writing.
- If we want pupils to behave well, we need to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is therefore the responsibility of all delivery and non-delivery staff.
- Positive reinforcement – recognising and rewarding pupils' good behaviours – is more effective than sanctions.
- All staff who work at the Academy will need to try and understand the causes of poor behaviour as well as respond to the behaviours themselves.
- All pupils learn that actions carry consequences, and they therefore have a choice how to behave.

**1.6** We will know this policy is successful if we can demonstrate:

- An ethos of respect and tolerance for all.
- Positive encouragement, praise and recognition for good behaviour and effort.
- Support for Academy staff through CPD (e.g. Class/workroom management).
- Appropriate support systems for pupils with emotional, social and behavioural needs (reward charts, 'time out' spaces, tutorials).
- Rules which are clear and define the limits of acceptable and non-acceptable behaviours.
- A range of consequences and rewards which aim to respond to and diminish, behavioural problems.
- Pupils who understand appropriate behaviours for different situations.

- Our Trust, commissioners, partner schools, parents/carers and families are confident that the Academy offers consistency, safety and structure.
- A positive image of our Academy in the local community.

**1.7** Regular, ongoing training is part of Esteem Valley Academy's responsibility to support staff. When planning staff training and CPD our pupils' needs are at the forefront of our thinking, ensuring the support we offer is appropriate to the needs of an ever-changing cohort.

**1.8** Esteem Valley Academy recognises its legal duties under the Equality Act 2010, particularly in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## **2 Key legal points**

**2.1** Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may:

- Discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Impose detention outside school hours (although this measure is not adopted by Esteem Valley Academy).
- Confiscate Pupils' property.

**2.2** The power to discipline also applies to all paid staff (unless the Head of School says otherwise) with responsibility for pupils, such as teaching assistants.

**2.3** Heads of School, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

**2.4** Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to

safeguard and promote the welfare of pupils.

**2.5** While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.

**2.6** After the Deregulation Act 2015, schools no longer have a statutory obligation to have in place home school agreements. Home-school relations are important, but schools can determine how best to foster these relationships. If schools choose, they can have voluntary home school

agreements.

See 'Behaviour and Discipline in Schools: Advice for Head of Schools and school staff' DfE guidance document (January 2016) for further information.

### **3 Reinforcing Positive Behaviour**

**3.1** Esteem Valley Academy aims to uphold a positive, rewards-based system, with regular opportunities to recognise and celebrate success.

**3.2** We aim to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is the responsibility of all delivery and non-delivery staff.

**3.3** Every member of staff should aim to praise in every session using the Class Dojo system to reward positive behaviours.

**3.4** Other methods used on a day to day basis to reinforce and reward positive behaviour may include the following:

- The ClassDojo reward system (see below)
- Reward charts to highlight pupils who have shown positive behaviour or achieved certificates
- Weekly meetings and tutorials
- Positive phone call home.
- ClassDojo Lockers are used for the pupils to see their behaviour score as a percentage from the previous week and staff praise pupils at the start of the day.
- Daily and weekly rewards.
- Postcards are sent home to pupils who show consistent positive behaviour across the school. This could come from a member of the teaching staff, the engagement team or senior leadership team.

**3.5** We aim to reward all positive behaviours, issuing positive Dojo's (+1, +3, +5) using the Class Dojo app. Positive behaviours include but are not limited to the following:

Attendance AM +5  
Attendance PM +5  
Handing In Personal Belongings +5  
Independent Reading +5  
Positive Lesson +5  
Excellent Work +3  
Actively Engaging +1  
Being Inclusive +1  
Being Polite +1

Being Resilient +1  
Being Understanding +1  
Encouraging Others +1  
Following Instructions +1  
Good Listening +1  
Great Sense of Humour +1  
Helping Others +1  
Independent Work +1  
On Task +1  
Persistence +1  
Positive Contribution +1  
Positive Vibes Only +1  
Recycling +1  
Resolving Conflict +1  
Teamwork +1  
Tidying Up +1  
Upholding Esteem Valley Academy Ethos +1  
Working Hard +1

### **3.6 Applying Positive Dojo Points**

Praise should be given as soon as pupils arrive at school, to encourage a positive start to the day. When they arrive 'Attendance Am' or 'Attendance PM', pupils will receive +5 points immediately with a further +5 points for 'Handing In Personal Belongings', so we are instantly rewarding pupils for meeting our expectations.

Throughout the school day we recognise positive behaviour as frequently as possible so there is essentially no limit to the number of positive points a pupil can achieve in any one day. However to give staff and pupils clarity and ensure there is consistency in how we award positive points, the following rules apply:

1. Pupils can achieve a maximum of +10 points per individual lesson. Pupils achieve +5 for having a positive lesson and the remainder of the points can be made up by any combination of positive behaviours, as long as the total for that lesson does not exceed 10.
2. Staff should not give multiple positives for the same behaviour at the same time.

## **4 Challenging Poor Behaviour**

**4.1** Esteem Valley Academy recognises that just as there are some pupils who will find some subjects harder than others, so there are some pupils who will find learning and displaying positive behaviour more difficult.

Some pupils may exhibit persistent, challenging behaviours and do not respond to some mainstream education systems approach to managing behaviour (e.g. exclusion & detention). Serious behavioural issues like these will take time to resolve. We will provide support and guidance for staff through Continual Professional Development (CPD) and alternative provision/support as appropriate for our pupils.

**4.2** This policy makes a distinction between low level disruption and challenging, offensive behaviour that we label as 'non-negotiable'.

**4.3** We positively challenge inappropriate behaviours using refrains to give pupils the opportunity to rectify their behaviour where possible. However, where inappropriate behaviour persists, we issue negative behaviour points (-1, -3, -5) using the Class Dojo app. Negative behaviours include but are not limited to the following:

- Biphobic Discrimination -5
- Damage To Property -5
- Dangerous Behaviour -5
- Disability Discrimination -5
- Homophobic Discrimination -5
- Homophobic Language -5
- Hurting Staff -5
- Hurting Students -5
- Inappropriate Sexual Behaviour -5
- Inappropriate Sexual Language -5
- Racism -5
- Setting Off Fire Alarm -5
- Sexual Discrimination -5
- Sexual Harassment -5
- Transphobic Discrimination -5
- Vaping/Smoking Onsite -5
- Accessing off limit areas -3
- Graffiti -3
- Dangerous Behaviour -3
- Leaving Site -3
- Spitting -3
- Taking Staff Keys -3
- Verbal Abuse – Staff -3
- Verbal Abuse – Students -3
- Using Phone -3
- Chewing Gum -1
- Climbing -1
- Defiance -1
- Disrespect -1
- Disruption -1

Fire Escape Use -1  
Hood Up -1  
Inappropriate Behaviour -1  
Inappropriate Language -1  
Kicking Doors – 1  
Leaving Lesson -1  
Not attending lesson -1  
Play Fighting -1  
Refusal To Hand In Belongings -1  
Refusal To Work -1  
Rude To Others -1  
Threatening Behaviour -1  
Throwing -1  
Wrong Lesson -1

#### **4.4 Applying Negative Dojo Points**

Where pupils do not respond positively to our refrains and are unable to turn their behaviour around, we issue negative behaviour points. When we are applying negatives, this should be clearly explained to the pupil, so they are aware their behaviour has not met our expectations. We do not issue multiple negatives for the same behaviour during any specific incident. However, pupils may well be given a number of negatives for the same behaviour across the course of a school day. We understand that at times pupils can respond emotionally to being awarded a negative and will encourage pupils to respond to the award of negative points by displaying positive behaviours.

On occasions where the award of a negative may potentially lead to a conflict, the member of staff may look to switch with another member of staff or seek support from a colleague to address the situation and if appropriate this may mean speaking with the pupil outside of the classroom.

Where negative behaviours persist and the use of Class Dojo is having no impact the behaviour should be recorded on Arbor (our school management information system) where we record persistent and serious behaviour incidents. Class Dojo is a 'positive rewards based behaviour management system' with an emphasis on encouraging and motivating students to behave in a positive manner. As much as Class Dojo is an indication of how students have behaved on a day-to-day basis, once a student reaches a score <0 (a negative or minus score) staff should refrain from issuing additional negative dojo's, switch with a colleague if the challenge is verging on becoming a direct conflict and allow the student space and time to reflect.

We have a zero-tolerance approach to bullying. Where any of the above behaviour consistently targets an individual pupil and is recognised as bullying our staff will act immediately to support the victim. The perpetrators behaviour will be challenged and appropriate interventions will be put in place to address such behaviour - See Section 7.



**4.5** Where a pupil's behaviour is having a negative impact on the learning environment Teachers will use the Class Dojo system which will alert the Head of Centre of negative behaviour occurring in the classroom or around the school building. If this negative behaviour continues the Head of Centre will endeavour to support the teacher in managing pupil behaviour and will remove pupils where necessary.

**4.6** The decision to return the pupil to the same session should be carefully considered between the staff member and the Head of Centre. It is the pupil's responsibility to be in class, learning, and it is the delivery staff's responsibility to assist them to achieve this. If staff are aware that a pupil is causing serious disruption which is interfering with the work of other pupils, preventing the session from taking place or is behaving in a way which is likely to lead to a major confrontation, then the standard practice is to remove them from the teaching/activity area. Staff should not send a pupil out of the room to wander around the building.

**4.7** Staff should not raise their voices to pupils, but instead use refrains in their usual tone. We recognise that this is more successful than shouting as many pupils react badly to this and it can escalate small situations.

**4.8** If staff witness some negative or challenging behaviour that needs comment, it should be recorded on class dojo as a negative mark. For more serious incidents, an incident report should be completed at the earliest possible time, using notes and discussion with staff involved. All information and recordings should be passed to the Head of Centre and recorded appropriately using 'Arbor'. Where the behaviour indicates there is a safeguarding concern this should also be logged on 'My Concern'. For any behaviours that have led to suspensions these will also be recorded on 'Arbor'. The outcome of the incident will be fed back to key staff and if appropriate during team meetings and briefings.

**4.9** All incidents involving situations where a pupil, tutor or member of the public has been at risk of harm should be noted on an Incident Form or a cause for concern and recorded on My Concern. This matter should also be brought to the attention of the Headteacher who will decide if the matter requires reporting to the Governing Body.

**4.10** Where tutors are concerned about behaviour, the Headteacher, Head of Centre or Tutor may schedule a meeting with the parent/carer and where appropriate the pupils referring school.

Working in partnership with home is our most effective way of monitoring behaviour. Most parents/carers are supportive and understand we are acting in the pupil's best interest. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times. Therefore, we discourage individual members of staff from calling home directly, and contact with home should not be made without first speaking with the Head of Centre. No phone calls should be made using personal phones.

**4.11** To reinforce our expectations of behaviour and to support us in positively addressing negative behaviours all pupils are required to sign a behaviour contract (see Appendix A) and

parents/carers sign a Parent/Carer contract part of their induction. This outlines expected behaviours, as well as what is considered unacceptable.

## **5 Rewards**

Class Dojo is directly linked to our rewards system in which we want to ensure we award exceptional behaviour (Pupil of the Day/Pupil of the Week), whilst also recognising that achievement looks different for each individual so it is also important to recognise success at different levels (Most Improved Pupil).

Each day we recognise our 'Pupil of the Day', the Pupil with the most positives on that day. These pupils will be awarded with a daily prize e.g. Haribo. There will be 3 'Pupils of the Day' one for each Key Stage, who will all receive their award at the end of the school day.

As well as daily prizes we also recognise our outstanding 'Pupils of the Week' and 'Most Improved Pupil of the Week'. When identifying pupils achieving weekly rewards, we use weekly Class Dojo points as one key factor but also take into account overall attendance, engagement and effort. We recognise that not all our pupils are onsite the entire week, with dual registered pupils often spending some time in their mainstream setting and some of our pupils accessing other alternative provision settings as part of their individual timetables. This ensures these pupils still have the opportunity to achieve our weekly awards and are not disadvantaged by having reduced time onsite. These pupils will be awarded with a weekly prize e.g., £5 Amazon Voucher. There will be 3 'Pupils of the Week' and 3 'Most Improved Pupils of the Week' one of each award for each Key Stage, who will all receive their award at the end of the day on a Friday. If pupils wish, they may bank these awards.

\*Pupils who receive negative points for our 'Non Negotiables' (see below) are unable to achieve 'Pupil of the Day' that same day or 'Pupil of the Week' during the school week in which that behaviour occurred.

Alongside our daily and weekly rewards at Primary & KS3 on our Bennerley Site students can use the Dojo points they have accumulated across the week to access activities as part of their 'Enrichment Time' on a Friday afternoon. Students can use their Dojo points to access activities such as 'Arts & Craft', 'Gaming' & 'Cooking' which are ranked based on popularity.

Across the course of the school year we run a variety of reward trips for our students based on their behaviour and directly linked to Class Dojo. The nature of the trips are discussed and agreed by our school council for each key stage and represent the interests of our students.

## **6 Non-Negotiables & Sanctions**

### **6.1 Non-Negotiables**

We have highlighted the below behaviours as our 'Non Negotiables':

Biphobic Discrimination -5

Damage To Property -5  
Dangerous Behaviour -5  
Disability Discrimination -5  
Homophobic Language -5  
Homophobic Discrimination -5  
Hurting Staff -5  
Hurting Students -5  
Inappropriate Sexual Behaviour -5  
Inappropriate Sexual Language -5  
Racism -5  
Setting Off Fire Alarm -5  
Sexual Discrimination -5  
Sexual Harassment -5  
Transphobic Discrimination -5  
Vaping/Smoking Onsite -5  
Spitting -3  
Taking Staff Keys -3  
Using Phone -3

Our 'Non-Negotiables' are behaviours that we will not tolerate and pupils exhibiting these behaviours put themselves at the risk of fixed term suspension. Any situation involving these behaviours will be assessed based on its specific context, the level and frequency of the behaviour and will always take into account the individual needs of the pupil as well as their personal circumstances. Staff and pupils are clear that these behaviours are unacceptable and do not align with the Ethos of Esteem Valley Academy. Where students exhibit non-negotiable behaviours they should be recorded on Arbor as well as Class Dojo.

## **6.2 Parent / Carer / Referrer Meetings**

Where negative behaviour's persist and have an impact on learning, be it on the individual or others then a parent / carer meeting will be arranged. These meetings will include the referring organisation for dual registered pupils.

Where these meetings take place targets will be agreed and monitored by the pupils personal coach, Head of Centre or Headteacher where appropriate.

## **6.3 Fixed Term Suspension**

Only the Headteacher or in the case the Headteacher is absent, the Head of Centre has the authority to make a decision on issuing a suspension. Suspension is always a very last resort and where appropriate we will look at alternative interventions to support pupils in addressing their behaviour.

**6.4** The school will consider whether the behaviour under review gives cause to suspect that a

child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Where a pupil's behaviour is of particular concern and the Class Dojo system is not having any impact the teacher should make the Head of Centre aware so that the concern can be addressed and interventions can be put in place to further support the pupil.

**6.5** To be lawful, any sanction must satisfy the following three conditions:

- The decision to impose a sanction on a pupil must be made by a paid member of school staff or a member of staff authorised by the Head of School.
- The decision to impose a sanction and the penalty itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

**6.6** A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

**6.7** Where pupils are suspended, they will still access their education through a blended learning package that may include physical work packs, online learning or a mixture of both. We will maintain contact through our Business Support Assistants who will attempt contact with both the pupil and their parent/carer in the morning between 9am-9:30am and in the afternoon between 12:45pm-1:30pm to replicate registration. Please refer to Safeguarding Policy.

## **7 Bullying**

**7.1** Esteem Valley Academy follows DFE guidance on bullying, which defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that "Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**7.2** Bullying of any form is not tolerated at Esteem Valley Academy.

**7.3** We take all claims of bullying extremely seriously, and resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

**7.4** Bullying can be motivated by actual differences or perceived differences.

**7.5** Bullying can be:

- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email
- Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

**7.6** We expect all members of staff and pupils at Esteem Valley Academy to be united in our drive to eradicate all forms of bullying. We recognise that prevention and education are the most

positive and effective means of eliminating bullying.

**7.7 Reporting** When an incident of bullying is reported we:

- make it easy for pupils to report bullying including bullying which may have occurred outside of school, by being clear that pupils can report bullying to any member of staff without fear of further bullying or discrimination.
- Take any report of bullying seriously and investigate it thoroughly.
- Implement sanctions for any pupil found to have bullied another pupil.

This might include loss of privileges, time in inclusion or external exclusion, depending on the nature, severity and context of the bullying

- Work with perpetrators using a restorative justice approach to help them to take responsibility for their actions, understand the impact of their behaviour on others and to repair the harm done and to ensure there is no repetition.
- Work closely with the parents/carers of the perpetrator, and inform them of the outcome of the investigation.
- Support the victims of bullying, by for example, making sure there is an adult who is their first point of contact to express ongoing concerns, and use external agencies such as a counsellor, where appropriate.
- Record all instances of bullying in line with the Behaviour policy, and identify and respond to patterns.

**7.8** Where bullying outside the school is reported to staff, it is investigated and appropriate action taken.

## **8 Sexual Abuse in Schools – A Zero Tolerance Approach**

Many young people have sadly become accustomed to sexual abuse being common place in society, it is vital that at Esteem Valley Academy we do not allow such behaviours to become normalised.

Sexual abuse **can not** be accepted in any form; (The DfE identifies Sexual abuse in these ways):

*Bullying* (including cyberbullying),

*Physical abuse* such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

*Sexual violence*, such as rape, assault by penetration and sexual assault;

*Sexual harassment*, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse, upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, sexting (also known as youth produced sex).

It is vital that **any cases** of sexually inappropriate behaviour, including sexual touch, sexualised language or referring to another gender as being inferior or insignificant., are not ignored and that the incident and any teacher reponse are recorded.

## **9 Confiscation, Searches & Screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **9.1 Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **9.2 Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search 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 search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head of School or Head or Head of Centre, to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **9.3 Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags



A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

#### **9.4 Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

#### **9.5 Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

#### **9.6 Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### **9.7 Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **9.8 Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## **9.9 Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **9.10 Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **9.11 Screening**

At Esteem Valley Academy, all students are screened on arrival at school. Students are screened using a handheld wand, where possible by a member of staff of the same sex and in the presence of another adult.

For those students with SEND needs careful consideration and support will be put in place to ensure students are comfortable with the screening process. This starts at the point of induction where the screening process is carefully explained to pupils, parents/carers and referring schools where appropriate.

Where a student refuses to be screened they will not be allowed entry into the academy.

**9.12** Esteem Valley Academy rules require all pupils to hand in their mobile phones before they

enter the school site. Mobile phones are kept in pupil lockers or in a designated safe place and handed back to pupils at the end of the school day.

**9.13** Other electronic equipment e.g. MP3 players, tablets or hand-held computer games are not to be brought to the Academy and should be handed in alongside mobile phones. Like mobile phones these items are kept in pupil lockers and handed back to pupils at the end of the school day.

Other items that should be handed in on entry to the academy are as follows:

- Crisps, fizzy drinks, chocolate, sweets, chewing gum or any form of junk food
- Cigarettes and cigarette papers, lighters and any other smoking paraphernalia

As above these items are kept in pupil lockers and handed back to pupils at the end of the school day.

School staff can search a pupil for any item if the pupil agrees. All pupils attending the school have signed a behaviour contract indicating they consent to being searched as they arrive at the academy.

**9.14** The following items are not permitted at the Academy or any of its premises under any circumstances.

- Knives and any object deemed as a weapons
- Alcohol and any illegal drugs or drug related paraphernalia such as 'grinders'.
- Stolen items
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by school rules which has been identified in the rules as an item which may be searched for.

Staff are legally allowed to search without consent for prohibited items. Pupils found in possession of any of these items may be excluded and the items will be confiscated. Where appropriate, the item will be destroyed or handed to the police.

**9.15** Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Please see the DfE Guidance Document Searching, Screening and Confiscation for legislation on what must be done with prohibited items.

## **10 Power to use reasonable force**

Please see the Physical Intervention and Positive Handling policy for further information.

**10.1** Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

**10.2** Head of Schools and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items as outlined in the previous section that have been or could be used to commit an offence or cause harm.

Please see the DfE Guidance Document Use of Reasonable Force for further information.

## **11 Key Points for Staff**

- When faced with misbehaviour, try not to take it personally.
- Understanding that pupils need to learn appropriate behaviours means accepting they will not all behave well all of the time.
- A key skill is separating the behaviour from the person.
- Avoid confrontation. Young people will often try to draw you into confrontation, particularly if this is the kind of behaviour they are used to.
- Avoid sarcasm.
- Once a sanction has been imposed, it's important not to keep referring back to it. Our basic message is that if you don't get it right today, there is always another chance tomorrow.
- Pupils will expect you to use the system and respond well to consistency, so please make sure you do use it for both positive and challenging behaviours.
- Ask for help and support whenever you feel you need it.

## **12 Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head of School will consider what form of disciplinary action to take in accordance with this policy, which could include exclusion.

The Head of School will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

## **13 Monitoring, evaluation and review**

The governing body will review this policy at least every year and whenever there is a change in legislation or guidance, and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the academy.

# Appendix 1: Pupil Behaviour Contract

This contract is to help the pupil conduct themselves in a manner that reflects the Esteem Valley Academy Behaviour Policy. By signing the Behaviour Contract and following the simple expectations the time spent at Esteem Valley Academy will be a happy and safe experience.

## As a pupil of Esteem Valley Academy I will:

Treat staff, pupils and learning environment with respect

Try my hardest in the subjects I have chosen

- Be respectful in my language and manner in and around the building
- Try and always be above 90% in my class dojo positive points
- Try and always be above 90% in my attendance and punctuality
- Address any problems I might have with my tutor or Head of Centre
- Agree to be searched on entry to the academy
- Hand in my phone and any other prohibited items at the door when searched
- Accept the diversity of our school community, understanding that everyone's needs are different
- Follow individual timetable
- Follow staff instructions and communicate in a positive manner
- Participate in learning and complete set tasks

## As a pupil of Esteem Valley Academy I will not:

- Use threatening behaviour (physical or verbal)
- Be violent to any other pupil or staff member
- Discriminate against others
- Behave in a sexually inappropriate manner, including sexual touch, sexualised language or referring to another gender as being inferior or insignificant.
- Distract or hinder other pupil's learning
- Smoke during school hours

Pupil Name:

Pupil Signature .....

Date: .....

## Appendix 2: Parent Contract

This contract is to ensure a common understanding between home and the academy. This will help the pupil conduct themselves in a manner that reflects the Esteem Valley Academy Behaviour Policy. By agreeing to the parental contract we will ensure a consistent approach and will increase the likelihood that the time spent at Esteem Valley Academy will be a happy and safe one.

**As a Parent/guardian of a Esteem Valley Academy pupil I will encourage .....**  
**to:**

- Treat staff, pupils and learning environment with respect
- Try their hardest in the subjects they have chosen
- Be respectful with their language and manner in and around the building
- Try and always be above 90% in their dojo positive points
- Try and always be above 90% in their attendance
- Address any problems they might have to the engagement team
- Agree to be searched on entry to the academy
- Hand in their phone at the door when searched
- Accept the diversity of our school community, understanding that everyone's needs are different.
- Follow the academy dress code

**I will encourage him/ her NOT to:**

- Use threatening behaviour (physical or verbal)
- Be violent to any other pupil or staff member
- Discriminate against others
- Behave in a sexually inappropriate manner, including sexual touch, sexualised language or referring to another gender as being inferior or insignificant.\*
- Distract or hinder other pupil's learning
- Be in the learning hub unless they have to be
- Bring their phone into school (*If I do I will place it in my locker during the school hours*)
- Smoke during school hours

**Pupil Name:**

**Adult Signature .....**

**Date: .....**

\*The academy will record any concerning behaviour on the Safeguarding software (CPOMS)



