



**Walthamstow Academy**

The best in everyone™

Part of United Learning

# Behaviour Policy

<b>Adopted by:</b>	Walthamstow Academy	
<b>Date:</b>	October 2023	
<b>Signed off by:</b>	Emma Skae	Geoff Skewes
<b>Role:</b>	Principal	Chair of Governors
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# Introduction

At Walthamstow Academy, we aim to ensure that every student is well-educated, is able to attend university and lead a happy and fulfilled life. We believe that in order to achieve this, students have to work hard and act with integrity at all times. Our behaviour policy aims to help students to change any behaviours that do not lead to success so that they become good habits which, in time, become part of their character.

This policy should be read alongside:

- WA [Anti Bullying Policy](#)
- WA [Exclusion Policy](#)
- WA [Safeguarding Policy](#)
- DfE guidance [Exclusion from maintained schools, academies and pupil referral units in England \(2022\)](#)
- DfE guidance [Behaviour in schools: advice for headteachers and school staff 2022](#)

## Overview

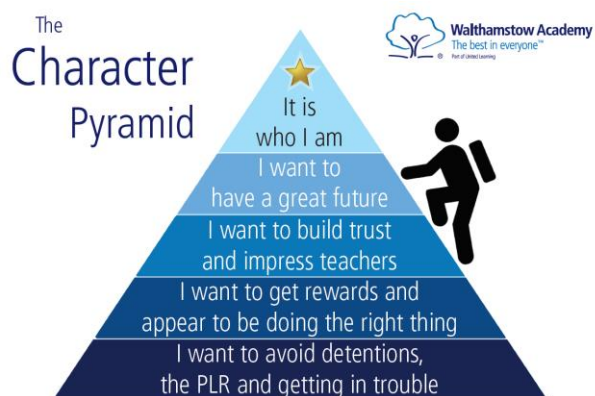
This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

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

The policy is based on the following principles:

- We aim to teach good character and train good habits rather than managing students' poor choices as an isolated part of a student's character.
- We teach good character through our three core values: respect, determination and ambition.
- We have high expectations of students that we communicate clearly to them.
- Where students exemplify our values this will be recognised and celebrated through rewards that are proportionate and consistently applied. Where students fail to meet our expectations there will be a sanction. Sanctions have two purposes: they act as a means through which we teach good character and they act as a deterrent. Our aim with each student is to remove the need for a deterrent by instilling our core values in each students' character.
- Sanctions are proportionate to the misdemeanour and are consistently applied across our student body except where consistent application is actually unfair (for example in the case of students with certain Special Education Needs and Disability (SEND)). Reasonable adjustments will be made for those students where the main behaviour policy does not meet their needs.

We expect the policy to be used in conjunction with the character pyramid – the essential part of our ‘Education with Character’ programme



## Policy Implementation

**All staff** are expected to teach good character by implementing the academy policy consistently and fairly throughout the academy. They will achieve this by:

- Exemplifying the academy values of respect, determination and ambition.
- Applying sanctions and rewards in the manner described in this policy.
- Applying reasonable adjustments where they have information that directs them to do this.

**Tutors** are expected to teach good character to the students in their form group. They will achieve this by:

- Teaching the Personal, Social and Health Education (PSHE) programme including the three core Walthamstow Academy values.
- Assisting their students to meet the expectations in this policy by reminding them of its importance.
- Undertaking work with students in their group as directed by their Head of Year that might include: checking reports, checking equipment daily, making regular contact with parents/carers.

**Heads of Year** are expected to teach good character to the students in their year group. They will achieve this by:

- Building a positive ethos of engagement, rather than compliance, in their year group.
- Monitoring all pastoral data relating to their year group, spotting patterns and putting in place strategies to deal with negative trends in behaviour.
- Investigating and resolving instances of poor behaviour in their year group where the seriousness of the incident means it cannot be quickly through this behaviour policy.

**The Special Educational Needs Coordinator (SENCO)** is expected to ensure that reasonable adjustments are in place for any students on the SEND register who require them.

The SENCO will achieve this by:

- Assessing the capacity of students on the SEND register to meet the expectations set out in this policy
- Assessing the capacity of students on the SEND register to benefit from the rewards & sanctions set out in this policy
- Applying reasonable adjustments where the assessments above leads the SENCO to the conclusion that the main body of the behaviour policy is inappropriate.

**The senior leadership team (SLT)** of the academy are expected to ensure the behaviour policy is effective in meeting the principles set out above. They will achieve this by:

- Ensuring all staff adhere to the behaviour policy.
- Implementing effective systems for keeping records of all reported incidents.
- Reporting to governors and parents/carers when required.
- Implementing those sections of the behaviour policy that relate to fixed term or permanent exclusion (these sections are dealt with in more detail in the academy's Exclusion Policy).

**Students** are responsible for:

- Doing their utmost to exemplify our three core values of respect, determination and ambition.
- Behaving safely and doing nothing that might endanger the safety of others.
- Accepting sanctions and rewards where they have been applied in accordance with this policy.

**Parents/Carers** are crucial in helping the academy develop and maintain good character and behaviour. They are responsible for upholding the academy's three core values and reinforcing the messages relating to respect, determination and ambition that are given by the academy. They will achieve this by:

- Responding to requests for meetings or phone calls made by the academy.
- Positively engaging with the academy to resolve any behaviour issues that have arisen in relation to their child.
- Where possible, taking part in the life and culture of the academy

## Behaviour expectations

The list below sets out some examples of the behaviours that demonstrate our core values (respect, determination and ambition and that we therefore expect to see in our students:

- Being courteous and considerate to their peers and to the adults they encounter.
- Upholding the academy's reputation in the community by being good citizens outside of the academy
- Being ambitious for the future – choosing a goal and then setting out to achieve it.
- Working hard to achieve goals, even when there are barriers in the way of success

- Arriving on time at the start of the school day and for lessons
- Wearing the Walthamstow Academy uniform with pride
- Being properly organised by having all the correct equipment and by meeting deadlines for work

The table below shows how rewards and sanctions are recorded using the ‘respect point’ system. Respect points are collated and published every two weeks. Each students’ total is reset to zero at the beginning of each half term.

**REWARDS:**

Respect point	Given when...	You will receive	The change to your overall Respect Score
P3 – <b>“exceptional respect, determination and ambition is who I am”</b>	<p>A student shows exceptional respect, determination or ambition.</p> <p>This is not an award that can be given for just ‘doing the right thing’. A student must go above and beyond to be eligible.</p>	<p>A letter personally presented by Ms Skae congratulating you on achieving this respect point.</p> <p><b>Three respect points gained.</b></p>	+3
P2 – <b>“I show respect, determination and ambition repeatedly as I want to have a great future and impress my teachers</b>	<p>A student shows sustained evidence of the respect, determination or ambition that we expect.</p> <p>This award will be given where student’s progress or attainment puts them at, or near, the top of the class.</p>	<p>An email to your parents/carers congratulating them on achieving this respect point.</p> <p><b>Two respect points gained</b></p>	+2
P1 – <b>“I have completed work to a good standard and I have shown respect, as I enjoy receiving recognition.</b>	<p>A student shows evidence of respect, determination or ambition.</p> <p>Students may show some evidence of progress in their work or be working particularly well during a section of a lesson.</p>	<p><b>One respect point gained.</b></p>	+1

**SANCTIONS:**

<p>Warning – <b>“For a short space of time my conduct was below the high standard I expect of myself”</b></p>	<p>A student shows a momentary lack of respect, determination or ambition.</p> <p>The student receives a warning during a lesson for minor disruption</p>	<p><b>A single loss of respect point.</b></p>	<p>-1</p>
<p>Detention – <b>“I have broken a school rule that was put in place to help me learn. For example, I may have been late to school or failed to complete my homework”</b></p>	<p>A student shows a lack of respect, determination or ambition.</p> <p>The student breaks a school rule and thus places themselves or others at a disadvantage for learning.</p>	<p>A one-hour centralised detention after school.</p> <p><b>Two respect points lost</b></p>	<p>-2</p>
<p>Protected Learning Room (PLR) referral – <b>“I have shown a serious lack of respect for myself and/or others, I need time to reflect and I need help to ensure I do not repeat this poor behaviour”</b></p>	<p>A student shows a serious and/or sustained lack of respect, determination or ambition</p> <p>A student does not respond to two warnings to cease low-level disruption or when a transgression of the school rules is too serious for an S1 to be given</p>	<p>An entire school day in the PLR</p> <p><b>Three respect points lost</b></p>	<p>-3</p>

The table below sets out examples of the types of behaviour that do not demonstrate our values (respect, determination & ambition). The list is not intended to be exhaustive and further examples of behaviour that does not meet our standards will be dealt with using the sanction that most closely matches (a best fit policy will be applied).

Examples of behaviour that fall short of the standard expected	Sanction that will be applied (see sanctions section for details)
<p>During lessons:</p> <ul style="list-style-type: none"> <li>low-level disruption</li> <li>calling out</li> <li>off-task chatter</li> <li>whistling, humming or making silly noises</li> <li>pen clicking or tapping</li> <li>talking over a teacher (or after a countdown)</li> <li>distracting others</li> <li>bickering or unkindness</li> <li>rudeness</li> <li>inappropriate language</li> <li>inappropriate response to a warning</li> <li>refusal to follow instructions immediately</li> <li>shouting</li> <li>refusal to work</li> <li>throwing an object</li> <li>leaving seat without permission</li> <li>damaging equipment or property</li> <li>swinging on chair</li> <li>turning around on seat</li> <li>failing to sit up straight and pay attention</li> </ul>	<p><b>A warning</b></p>
<ul style="list-style-type: none"> <li>Lateness to school</li> <li>lateness to lesson</li> <li>lack of homework</li> <li>use or sound of mobile phone/ headphones (&amp; confiscation)</li> <li>poor conduct in corridor (which is not dangerous/ violent)</li> <li>poor conduct in playground (which is not dangerous/ violent)</li> <li>talking during line up or on the way to a lesson from line up</li> <li>lack of necessary equipment for learning</li> <li>chewing gum or eating anywhere except the dining hall</li> </ul>	<p><b>A centralised detention</b></p>

Fighting abusive or offensive language dangerous or violent behaviour highly disruptive behaviour receiving three warnings malicious accusations against staff	<b>Referral to the PLR &amp; consideration of further sanction (such as exclusion) depending on severity of the incident.</b>
bringing banned substances onto the school grounds bringing weapons onto the school grounds	<b>A suspension or permanent exclusion from school (see our exclusion policy for more information)</b>

Where a student repeatedly fails to meet our standards and is sanctioned with unusually high frequency then further strategies will be pursued. These will be decided on an individual basis but examples include:

- The provision of a mentor who will provide frequent opportunities for discussion and guidance.
- Attendance on a daily programme where good behaviour is taught.
- A programme of intervention by the form tutor that includes daily equipment and homework checks.
- A behaviour support plan or pastoral support plan that sets out meetings with parents/carers and a daily report.
- A longer period in the protected learning room (PLR) accompanied by intensive work on improving behaviour (an internal exclusion)
- Respite in the PLR of another local school (off-site direction).

## Sanctions

This section provides further information about the sanctions used at the Academy. In applying sanctions, especially those with serious consequences, we undertake reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

### WARNINGS

Warnings are given in lessons for any behaviour that either stops a student learning or stops others from learning.

It is given in the following way:



[*Student name*], you are disturbing the learning by [*give specific reason for the warning*]. This behaviour is not correct so I am giving you a warning. Do you understand?

The student's name with a number '1' beside it will be written on the board to indicate clearly to the student that they have received a warning. If the student repeats the behaviour or a different example of disruptive behaviour, the process will be repeated exactly as above, but with the phrase 'I am giving you a second warning'. If there is further disruption, the student will be sent to the PLR. This should be done by saying the following to a student:

[*Student name*], you have further disturbed learning by [*give specific reason for the warning*]. Unfortunately, you have ignored your two previous warnings you now need to go to the PLR. You have three minutes to arrive there and I will now send the referral to the PLR so that the staff there know you are coming.

Warnings are recorded on the School Information Management System (Arbor) so that they can be counted towards respect points totals.

## CENTRALISED DETENTIONS

Detentions are given for issues relating to a lack of readiness to learn or breaking academy rules that relate to more minor instances of anti-social behaviour.

Detentions are issued using Arbor names are collated and the detention runs from 3.15pm to 4.00pm. The detention also counts towards respect points totals.

24 hours' notice of a detention is not required. Parental permission is also not required. The detention will take place on the same day as the misdemeanour occurred unless there are extenuating circumstances that mean it must be delayed.

Extenuating circumstances that might lead to a detention being delayed or served at another time would be considered against the following criteria:

- the welfare of the student
- whether the student has caring responsibilities
- whether parents/carers should be informed of the detention because that might affect any travel arrangements.

No other criteria are applicable when considering if a detention should be given on the same day.

The permitted times for detentions are:

- any school day when the student does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days.

All staff at the academy have the power to issue detentions.

Lunch time detentions are not normal practice but may be issued in exceptional circumstances

A lunch time detention must allow a reasonable time for the student to eat, drink and use the toilet.

## ONE SCHOOL DAY IN THE PROTECTED LEARNING ROOM

Students will spend one school day in the PLR if they receive three warnings during a lesson, if they fail to attend a centralised detention or if their behaviour is deemed to have 'crossed the line' because it is violent, abusive or shows persistent defiance.

Students at Walthamstow Academy deserve disruption free learning every minute of every lesson. Everyone makes an occasional mistake in their conduct – hence why we have the Warnings system. However, if a student persistently disrupts the learning of the class and receives three warnings, they are sent to the PLR in order to a) protect the learning quality and time of the rest of the class and b) protect their own learning – working in silence for a day will help to re-focus them on why they attend school.

Students sent to the PLR will spend five school periods there. They will remain in the academy until 5.00pm on the afternoon that includes this time. This means students will spend longer in school as a result of a PLR referral than they would as a result of a detention. Parents will still receive notice on the same day of this late stay in the Academy. Students will complete a set programme of work based on resources provided by teachers at the academy.

## FURTHER BEHAVIOUR INTERVENTIONS

Where students receive the above sanctions with unusual frequency (for example, where PLR referrals are at a rate of more than one per week, or where there are 3-4 detentions per week), the pastoral support team will consider whether other sanctions should be applied. These further interventions will be considered on a case-by-case basis. The criteria for applying a further sanction will always be with the aim of modifying behaviour in the long term and thus assisting the student to avoid repeated centralised detentions or PLR referrals.

## CONTEXTUAL SAFEGUARDING

Staff always consider the context and motive of a student's misbehaviour and whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Staff always consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and discuss concerns with the student's parents/ carers accordingly and include any local agencies where appropriate.

## STUDENTS WITH SEND

At Walthamstow Academy, additional support is provided to SEND students to ensure they can achieve and learn as well as possible. This includes:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;

- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have (see Appendix A).

## ALLEGATIONS AGAINST STAFF

The academy takes its responsibilities for safeguarding extremely seriously, and all members of the academy community are 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 Safeguarding Policy.

## MALICIOUS ALLEGATIONS AGAINST STAFF

Walthamstow Academy has the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals, and issue relevant sanctions (up to and including suspension/ permanent exclusion).

## Rewards

At Walthamstow Academy, we consider giving recognition to good character as the most effective way to improve behaviour. We give respect points as detailed above. There are also further rewards and recognition as detailed below.

### SUBJECT RECOGNITION

Every half-term, one student per subject per year group will receive a certificate in assembly for demonstrating ambition, determination and/ or respect in that subject.

### YEAR GROUP RECOGNITION

Every half-term, three students per year group will receive a badge and a certificate in assembly for finishing in the top 3 respect point totals for that half-term.

### ATTENDANCE RECOGNITION

Each year group's rank order of attendance will be displayed in the Agora every week.

### JACK PETCHEY AWARD

The Jack Petchey Achievement Award Scheme enables schools to recognise the ambition, determination and respect of young people. Each month (except July, August and December) a Jack Petchey award will be given to one student in the Academy. The winner receives a framed certificate, a Jack Petchey Young Achiever badge and £200 to be spent on an academy or community project of their choice.

# Prohibited items and searches

## The members of staff authorised to search students

The following members of staff are authorised to undertake searches of students:

- members of the SLT
- heads of year
- members of the pastoral support team

## The way a search must be conducted

Searches in the academy must be justified and proportionate. They must be conducted:

- by an authorised member of staff of the same gender as the student and in the presence of a witness (who may be of any sex):
- in a place which protects the privacy and dignity of the student
- in a calm, professional and respectful manner
- In the exceptional circumstances when it is necessary to personally conduct a search of a student of the opposite sex or in the absence of a witness (such as a situation where a member of staff suspects a student to be in possession of an illegal item such as a weapon), the authorised member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older. Any searches of a student's own person or of their possessions must be carried out with due consideration for the student's personal dignity, health and safety, the academy's Safeguarding policy, United Learning staff-student relations guidance, and the academy's Equal Opportunities policy.
- The authorised member of staff conducting the search must not require the student 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 blazers; hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes lockers and bags.
- A student's possessions can only be searched in the presence of the student 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.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- There may be rare instances where a student with a specific SEND diagnosis requires a different approach. For example, the academy may refrain from searching, unless in an emergency, if a student is tactile defensive or has a 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 student.
- Authorised 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 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 banned under the academy rules.

- Although other items cannot be searched for using force, physical resistance to a search for any other banned item may result in a further sanction.

### **The circumstances under which a student can be searched without their consent**

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student 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 student 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 2016 with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies 2016. 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 powers allow authorised members of staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Authorised members of staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious. Authorised members of staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

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 student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search without consent to be carried out.

#### **Lockers**

Under common law powers, authorised members of staff at the academy are able to search lockers for any item provided the student agrees.

If a student does not consent to a search then it is possible to conduct a search without consent but only for the “banned items” listed below.

## **BANNED ITEMS THAT CAN BE SEARCHED FOR**

The following items may be searched for without consent: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, alcohol, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The following is a banned item in school that can be searched for without consent: a mobile phone that has been used in the academy without a member of staff's' express permission.

The following items are that can be searched for, but consent is required: mobile phones, earphones, hoodies, laser pens, aerosols.

## PROTOCOL FOR CONFISCATED ITEMS

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

If any banned item is found on a student it will be immediately confiscated and the parents/carers will be contacted to discuss retrieval of the item(s) and discussion regarding the sanctions the student faces for possessing these items in the academy.

Academy staff can also confiscate any item, however found, which they consider harmful or detrimental to academy discipline.

Banned items will be handed into reception by the authorised member of staff who has conducted the search and can be collected at the end of the academy day by the student.

In cases where students repeatedly carry the same item which must be repeatedly confiscated, staff may choose to keep the banned item in reception until the student's parent/carer comes to collect it. In cases such as these, the staff member must call home to inform the parent/carer of this.

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-2016>) in deciding what to do with confiscated items.

## ELECTRONIC DEVICES

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 academy rules. The academy also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The academy 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 academy rules.

If an electronic device that is prohibited by the academy rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

## SCREENING

The academy can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. This is in accordance with the statutory guidance found at [https://www.gov.uk/government/publications/searching-screening-and-confiscation\\_2016](https://www.gov.uk/government/publications/searching-screening-and-confiscation_2016). Any member of academy staff can screen students.

If a student refuses to be screened, the academy may refuse to have the student on the premises. Health and safety legislation requires the academy to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a student fails to comply, and the academy does not let the student in, the academy has not excluded the student and the student's absence should be treated as unauthorised. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## DRUGS

For the health and safety of all staff, students and visitors, Walthamstow Academy operates a zero-tolerance policy on drugs. The academy policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, e-cigarettes, volatile substances and legal highs. Over the counter and prescription medicines are not dealt with in this policy.

The academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHRE programme and the academy will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include permanent or fixed term exclusion from school, particularly in the case of illegal drugs. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Usually, it will also be necessary to involve the police. The academy will discuss this and take advice as necessary.

## 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. <https://www.gov.uk/government/publications/searching-screening-and-confiscation-2016> .

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

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

## PARENTAL/CARER INVOLVEMENT

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

## 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 and will be dealt with using the sanctions set out in this policy. A PLR referral will be the minimum sanction applied; more serious sanctions will be used depending on the severity of bullying. We will not hesitate to report homophobic or racist abuse to the police.

The academy will ensure students, parents/carers and staff are informed of the correct procedures if they know of bullying taking place. These procedures and the further actions we take in relation to bullying are set out in our anti-bullying policy and our safeguarding policy.

Our Anti-Bullying Strategy is outlined in our separate Anti-Bullying Policy and is referenced in our Safeguarding Policy.

## The power to discipline beyond the school gate

Members of staff have the power to discipline students for misbehaving outside of the academy premises “to such an extent as is reasonable”

Disciplining beyond the academy gate covers the academy’s response to all non-criminal bad behaviour and bullying which occurs anywhere off the academy premises and which is witnessed by a member of staff or reported to the academy.

The academy will sanction any bad behaviour when the student is:

- taking part in any academy-organised or academy-related activity or
- travelling to or from the academy or
- wearing academy uniform or
- in some other way identifiable as a student at the academy.



or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or poses a threat to another student or member of the public or could adversely affect the reputation of the academy.

Academy sanctions will be enforced for bad behaviour beyond academy's gate.

In all of these circumstances the Principal will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

In addition, academy staff will consider whether the misbehaviour may be linked to the student suffering, or being likely to suffer, significant harm. In this case the academy staff will follow its safeguarding policy.

## Use of social media

The provisions below and in our Acceptable Use Policy apply to all forms of social media and apply to the use of social media for both academy purposes and personal use that may affect the academy, students or staff in any way.

Instances of prohibited use of social media are:

- damage to the academy or its reputation, even indirectly
- use that may defame academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

If a member of staff or student suspects that social media is being misused they should report this to the SLT lead for behaviour

Prohibited use of social media or other acts that breach our Acceptable Use Policy will be dealt with using the sanctions described in this policy.

In line with [government guidance](#) relating to the Prevent Duty, the academy will fulfil its duty to ensure students are kept safe from terrorist and extremist material. Suitable filtering of the internet within the academy is in place.

## Use of reasonable force-

The Academy 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> ).

All members of staff have the power to use reasonable force and they may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

## DEFINITION

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, members of staff will generally use force to control students or to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- Academy staff should always try to avoid acting in a way that might cause injury to themselves or to a student, but in extreme cases it may not always be possible to avoid injuring themselves or the student.

The circumstances under which reasonable force can be used

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The Academy can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so

- prevent a student behaving in a way that disrupts an academy event or an academy trip or visit.
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight on the academy premises; and restrain a student at risk of harming themselves through physical outbursts.

The academy cannot use force as a punishment – to do so is always unlawful.

The academy acknowledges its legal duty to make reasonable adjustments for students with SEND.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular student 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 student, the academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers.

#### **Telling parents/carers when reasonable force has been used on their child**

It is good practice for schools to speak to parents/carers about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to the academy to decide whether it is appropriate to report the use of force to parents/carers. In deciding what a serious incident is, members of staff should use their professional judgement and consider the:

- student's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the student or member of staff
- the student's age.

## 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** Walthamstow 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 'Asses, 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 Culture and Behaviour 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 student's 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, dependent 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 (45 minutes rather than 60 minutes)

Attendance to homework club	Access to keyworker support in the Reflection room, when required
Seating Plan adjustment	Time out card in the reflection room
Short and repeated instructions	Shorter time spent in the reflection room
Use of a visual checklist on student expectations	Higher frequency of failed homework's to be set a detention (2x rather than 1x)
Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day
Use of a fidget toy	Access to a laptop in the reflection room
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than the end of the day

**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.**