



DJANOGLY CITY ACADEMY

Behaviour Policy

Author	Louise McDonagh
Date of Issue	April 2015
Reviewed	September 2016
Approved	04/10/2016
Next review date	September 2018

Djanogly City Academy Behaviour Policy

Effective teaching and learning are dependent on good behaviour and a disciplined environment. The Behaviour Policy underpins this. At Djanogly City Academy we endeavour to facilitate an environment conducive to learning and one that safeguards the rights of all students to be educated free from disruption, bullying, discrimination and any form of harassment.

This policy adheres to the expected standards of behaviour in the Djanogly Learning Trust Behaviour policy and the incorporated Code of Conduct (March 2013).

Our Aims

- ✓ To enable all students to become the best they can be
- ✓ To ensure that the systems we use to create a positive learning environment are clear, understood by all and followed by everyone
- ✓ To promote good behaviour choices which, in turn, lead to safe and secure relationships that enable everyone to work effectively together

This policy will apply at all times when students are the responsibility of Academy staff and when they are out of Academy, under the charge of a teacher, and are acting in such a way as to promote the Academy in a positive light or, to bring the academy into disrepute e.g. making their way to and from Academy, on educational visits, work experience etc.

Access

This document can be accessed by students, teaching & support staff, parents and governors. It is monitored throughout the year and is reviewed annually. It is a working document that aims to be clear & concise. It can be found on the school website.

Review Date

Review Date: May 2016

Monitoring the Impact of the Behaviour Policy

We will know that this policy is having an impact when:

- Classrooms are ordered and students are fully engaged with the learning process
- Behaviour around the Academy at break times, lunch-times and between lessons is mature and responsible
- There is a reduction in low level disruption as reported through SIMs
- There is an increase in the number of student achievement points and rewards being issued
- There is a trend of decreasing use of on-call, seclusion, internal exclusion and fixed term exclusions

- There is an increased perception from staff, students and parents that behaviour is improving

We will monitor and evaluate the success of this policy through:

- Feedback from staff, student and parental questionnaires
- Student and staff focus group feedback
- Analysis of SIMS and other behaviour data to highlight trends and patterns
- Analysis of internal and external exclusion data
- Analysis of lesson observation and 'Drop In' data

Accounting for the Needs of Individual Students

The Governing Body, Principal and Staff will ensure that there is a consistent application of the policy and procedures which will take into account, and not discriminate against gender, race, disability, religion or belief, sexual orientation, pregnancy and gender reassignment. Parents will be informed of the statutory nature of this policy.

We will ensure that:

- staff members are well informed about cultural differences in behaviour and their implications
- staff do not discriminate against students with regard to gender, race, religion or belief
- new students are supported in understanding and following the behaviour policy
- staff make reasonable adjustments in the application of our behaviour policy for disabled students
- staff do not discriminate against students with regard to disability
- staff make special educational provision for students whose behaviour related learning difficulties require this
- staff plan proactively how our disciplinary framework should be applied for all of the above identified students
- every vulnerable student has a key person in the Academy who knows them well, has good links with the home and can act as a reference point for staff when they are unsure how to apply the behaviour policy
- staff will seek to identify the underlying cause of any unacceptable behaviour and put in place measures to address the cause and prevent the behaviour re-occurring

Roles and Responsibilities

The Governing Body - will establish, in consultation with the head teacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that the expectations are clear. Governors will support the Academy in maintaining high standards of behaviour and will be kept informed about patterns of behaviour across the Academy and challenge senior staff if they have concerns.

The Principal - is accountable for the implementation of the policy, and will delegate the responsibility for its day to day management to the SLT and others.

Teaching staff, support staff and volunteers - will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied throughout the Academy. Mutual support amongst all staff in the implementation of the policy is essential. They also have responsibility, with the support of the head teacher, for creating a high quality learning environment in which all lessons are planned and delivered to a high quality, enabling students to make rapid progress. All staff will be responsible for modelling and teaching good behaviour. Staff have a statutory authority to impose sanctions on behalf of the Academy.

Parents and carers - will take responsibility for the behaviour of their child both inside and outside of the Academy. They will be encouraged to work in partnership with the Academy to assist the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.

Students - will be expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

BEHAVIOUR EXPECTATIONS – A CHECKLIST FOR STUDENTS

Central to maintaining good behaviour in the Academy are our Behaviour Expectations. Student expectations are displayed throughout the Academy and are also printed in student planners.

Out and About in the Academy students must:

- Attend the Academy every day and be punctual for the start of the day
- Wear full Academy uniform
- Behave in a quiet, polite and orderly manner
- Arrive on time to all lessons
- Respect everyone at the Academy regardless of race, culture, gender, sexuality and religion
- Follow the instructions of all staff.
- Take care of their own property and respect the property of the Academy , staff and other students
- Keep to the left when going up and down the stairs and on corridors
- Put all litter in the bins

In Classrooms in the Academy students must:

- Enter the classroom in an orderly manner and only when directed by a member of staff
- Greet staff and classmates politely
- Have a bag, pen, pencil, ruler, eraser and Academy passport
- Listen carefully to staff and classmates
- Speak politely in an appropriate tone of voice
- Work to the best of their ability during lessons
- Leave the classroom in an orderly manner only when directed by a member of staff

At all times students must not:

- Prevent any other student from learning
- Prevent any teacher from teaching
- Run anywhere inside the Academy building

- Loiter in corridors in between lesson changeovers
- Use a mobile phone inside the Academy building
- Use bad language or swear anywhere in and around the Academy site
- Smoke in or around the Academy site
- Write on desks, walls or other Academy property
- Use intimidating behaviour – physically, verbally or otherwise
- Leave a classroom without an appropriate pass and permission from the teacher
- Make racist, sexist, homophobic or inappropriate religious comments
- Leave the Academy premises without permission
- Eat or drink anything other than water during lessons – energy drinks are forbidden in the Academy
- Use the internet inappropriately

BEHAVIOUR EXPECTATIONS - A CHECKLIST FOR TEACHERS

The Academy expects that all teachers adhere to these basic expectations to ensure high standards of behaviour are maintained throughout the Academy:

The Classroom:

- Consistently implement the Academy behaviour policy and procedures
- Greet students when they enter the classroom - entry should be in an orderly manner and students must not enter a classroom unless a teacher is present
- Use a seating plan to enable learning and always give notice to students before changing a seating plan
- Register the students promptly - do not allow students to take the register and follow with a head count
- Display the Academy Behaviour Ladder in the classroom and ensure everyone knows what they are
- Display the Academy tariff of rewards in the classroom and follow through with all rewards
- Follow through with all sanctions and ensure parents are kept informed
- Know the names and roles of any adults in the class
- Students may leave the classroom only with permission and a corridor pass
- Maintain a clean and tidy classroom

The Students:

- Know the names of the students
- Have a plan for students' special / additional needs

Teaching:

- Have clear routines for key parts of the lesson e.g. entering and settling, getting equipment out, taking the register, ready to learn, presenting work, gaining student attention, setting / collecting homework, dismissing the class
- Teach students the class routines
- Share the purpose of the lesson with the students and ensure they know how they will demonstrate their learning and progress
- Plan all lessons and differentiate to enable all students to access the learning

- Prepare sufficient and appropriate resources in advance
- Plan for learning reviews during the lesson so that the students know the progress that they are making and know how to improve
- Mark and assess student work in accordance with the Academy marking policy
- Set and mark homework in accordance with the Academy homework policy
- Praise the behaviour you would like to see more of
- Stay calm

Parents:

- Give regular feedback to parents about their child's behaviour – tell them about the good behaviour as well as the bad

BEHAVIOUR EXPECTATIONS - A CHECKLIST FOR PARENTS

Parents / guardians should actively encourage their child to:

- Attend and be punctual every day
- Work hard to achieve their very best at the Academy
- Wear full Academy uniform
- Have high standards of behaviour inside and outside of the Academy
- Respect themselves, staff and students at the Academy
- Take responsibility for preparing themselves for each day at the Academy e.g. check planner regularly for information, have the correct daily equipment, complete all homework, name and take care of all personal possessions

Parents / guardians should also actively:

- Join the Academy in celebrating the success of their child's learning
- Attend Academic Review Days to discuss their child's progress
- Work with Academy staff to help their child accept responsibility for their behaviour
- Work with Academy staff to support their child and take advantage of additional support
- Support any sanctions which are issued by the Academy
- Ensure that the Academy is informed of reasons for all absence
- Ensure the Academy always has accurate and current contact details

Procedures for Promoting Positive Behaviour

The procedures make clear to staff, students and parents 'how' the Academy behaviour expectations can be achieved and maintained. The key to their success is in their consistent application by everyone.

In most instances students respond positively when they are treated respectfully and fairly, all be it firmly if required, and when;

- ✓ They are taught effectively by teachers who have carefully planned their teaching such that it provides appropriate pace, challenge and is differentiated to meet the needs of all groups of students in the class
- ✓ They feel that their work and efforts are valued
- ✓ They know what to expect from their teachers
- ✓ They feel they are a valued member of the Academy community

The Academy has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the Academy Behaviour Policy.

Rewarding and Reinforcing Good Behaviour

The Academy ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued.

A 'house' system operates at the Academy. The purpose of the house system is to encourage a positive attitude towards all facets of student life. All students and all staff are affiliated to a house. The 4 houses are; Honour (Gold); Courage (Red); Liberty (Blue); Integrity (Silver). A student's house affiliation is identifiable by the colour of their tie. 'House points' are the currency for rewarding good student behaviour at the Academy and provide staff with a powerful tool for positively motivating students.

All staff are expected to regularly reward good student behaviours with house points. Points can be awarded to students in the 'behaviour management' section in SIMs & students & their parents can view their house point balance on their section of the Learning Gateway. Students can be rewarded for a wide range of achievements, examples of which are listed below:

- Attendance 100% in a week – 10 points
- Outstanding behaviour in lesson – 6 points
- Good progress in lesson – 4 points
- Peer support – 2 points
- Being helpful – 2 points
- Event participation – 4 points
- Representing the Academy – 8 points
- Positive community contribution – 8 points
- Leadership – 8 points
- Attending additional study classes – 10 points
- Extra-curricular participation – 4 points
- Random act of kindness – 10 points

Once a student has collected house points in SIMs these may be taken to the Swap Shop and exchanged for a reward of their choice. Alternatively a student may choose to save up their house points and swap them for a more substantial reward at a later date. Rewards vary according to the number of House points traded and may include: stationary, gift vouchers, a trip or event, participation in an activity, donation to charity etc.

Managing Inappropriate Behaviour

Sanctions and interventions are sometimes needed to respond to inappropriate behaviour. A range of sanctions used at the Academy are clearly outlined below, and their use will be characterised by clarity as to why the sanction is being applied, and what changes in behaviour are required to avoid future sanctions.

Initial Classroom and Corridor Behaviour Management Strategies

If a teacher is confronted by low level inappropriate, disruptive behaviour the priority is to preserve a positive learning environment and to stay calm. To manage inappropriate behaviour (except in the case of serious misconduct) staff will be expected to use a range of de-escalation strategies as an initial response, before resorting to more formal Academy sanctions. Such strategies might include:

- A non-verbal prompt
- A verbal reminder
- A verbal warning
- A loss of privileges
- A change of seat
- A follow up conversation at a more appropriate time
- A break time, lunchtime or after normal hours detention
- Contact home

It is not considered good practice to stand a student outside a classroom unsupervised unless the health and safety of the rest of the class is at risk if the student remains in the classroom.

Student Behaviour Logs

Where a student does not respond to 2 warnings, they will be given a 3rd warning. At this point their behaviour will be recorded in SIMs by the subject teacher and a department sanction will follow; this could include removal to another classroom at the time of the incident. If the student receives a 4th warning they will automatically be removed to the Seclusion room and issued with an hour after-school detention. The sims logs will enable the pastoral team to track behaviour and intervene to support both students and staff in a timely and appropriate manner.

Report Cards

Students whose behaviour is causing concern may be placed on a Tutor, Head of Year or SLT report card to monitor their progress against set targets. Targets may focus on specific behaviours or aspects of learning. Students will be monitored by teaching staff during their lessons and/or during unstructured time and will be required to show their report card to their tutor or a senior member of staff daily. Parents are expected to read and sign the report every evening.

Punctuality

Students are expected to attend the academy and their lessons punctually. Any student who enters the academy after 8.25 will be withdrawn from lesson 1. For additional late marks in the morning in a half-term there will be further sanctions:

Second Late- as first late + 1 hr after-school detention
Third Late- as first late + 1 hr after-school detention
Fourth Late- as first late + 1 hr after-school detention
Fifth and Sixth Late- as first late + 2 hrs after-school detention
Seventh and Eighth Late- as first late + 3 hr Saturday morning detention
Ninth Late- Fixed Term Exclusion

Detentions

A break-time, lunchtime or after normal hours detention of up to 2 hours may be used by a member of staff who has had to give repeat reminders and warnings to a student to modify inappropriate behaviour during a lesson or out and about in the Academy. Where a detention is used in this way it is usually a preventative measure to stop the behaviour escalating to an On Call removal. A full 1 or 2 hour detention can take place only after communication with parents /carers has been undertaken.

An after normal hours 1 hour detention will be used by a Curriculum Leader, Head of Year or Senior Leader when a student requires an On Call removal from a lesson or out and about in the Academy. This will be escalated to 2 hours if the student fails to attend or if the behaviour has been of a particularly serious nature. Parents/ carers will be informed and the detention will be completed on the following evening. Failure to attend further detentions may result in a 3 hour Saturday morning detention, or potentially a Fixed Term Exclusion.

During detention a student may be set extra work; asked to repeat unsatisfactory work until it meets the required standard; set an essay or lines.

Saturday Morning Detentions

Saturday morning detentions will be issued where a student has had 7/8 lates to the academy in a half term. Saturday morning detentions will also be issued where there has been a serious breach of the academy rules. This sanction is an alternative to issuing a student with a Fixed Term Exclusion. Students will be given work to complete by their class teachers and will be expected to attend on time and in full school uniform.

On-Call

Where a student fails to respond to 3 or 4 verbal warnings to improve an aspect of their behaviour which disrupts the learning of others, they can be 'On Called' by the subject teacher and removed from the lesson. If they have been given 4 verbal warnings they will be held in the Seclusion room where they will be expected to reflect on their inappropriate behaviour and/or continue to complete their classwork for what remains of that lesson. There is an automatic direct consequence of a 1 hour after normal hour's curriculum area detention for being placed 'On-Call'. This will be escalated to 2 hours in extreme circumstances, or where the original detention has been missed.

Serious Misconduct

A student may also be removed from a classroom or the corridor for a more serious case of misconduct without the use of warnings e.g. swearing at a member of staff or physical assault. This may result in the student:

- Being placed into seclusion to await investigation
- Undertaking restorative justice
- Undertaking a Fixed Term Exclusion from the Academy
- Permanent Exclusion from the Academy

It is for individual teachers to judge whether they are being confronted by serious misconduct. The teacher should use the On-Call system to have the student removed from the classroom immediately.

Fixed Term Exclusion

A decision to externally exclude a student from the Academy for a fixed term is taken only in response to very serious breaches or continued breaches of the Academy's Behaviour Policy. The Academy will take all reasonable steps to ensure that the student is provided with work to complete during the period of the exclusion. A reintegration meeting is held between the student, key staff and parents/carers. A behaviour contract will be drawn up and signed by all parties to address future behaviour expectations of the student if readmission to the Academy is deemed to be the best way forward. If a student has 15+ days of Fixed Term Exclusion in a term, they will meet with a panel of governors for a Disciplinary Meeting. Any further exclusions in that term will require a Disciplinary Panel with the governors.

Permanent Exclusion

A decision to exclude a student permanently from the Academy is a serious one and is only taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with the student and is normally used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgment, it is appropriate to permanently exclude a student for a first or 'one off' offence.

Confiscation (See appendix A)

The Academy follows Government advice when confiscating items from students which is outlined in the document 'Screening, Searching and Confiscation. Advice for Head teachers, Staff and Governing Bodies' July 2011.

The Academy will confiscate any mobile phones seen within the grounds of the Academy; this includes at breaktime and lunchtime. Students are allowed to bring these to Academy on the understanding that they remain switched off and in bags. If a student refuses to give their phone to a member of staff this will result in a Fixed Term exclusion. Confiscated mobile phones can be collected from the student's SWO (School Welfare Officer)

Students wearing any accessories or jewellery which do not follow the Academy uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the Academy day. Where students repeatedly flout rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature parents will be asked to collect confiscated items.

Students with cigarettes will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing cigarettes on to the Academy premises. Students will also receive sanctions for smoking near the Academy and on their way to and from Academy.

In certain instances items will not be returned to students and will be disposed of by the Academy according to the guidance. Students must not bring any of the items listed below. The Academy will automatically confiscate any of these items and has the

power to search students with or without consent. There may also be severe penalties for students including permanent exclusion:

Cigarette lighters

Alcohol

Illegal drugs

Weapons

Stolen property

Fireworks

Pornographic images

Any article likely to be used to commit an offence

Out of Academy Behaviour (See appendix A)

What the law allows – Latest DFE Guidance July 2011

Teachers have a statutory power to discipline students for misbehaving outside of the Academy premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The Academy is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from Academy, educational visits or other placements such as work experience or college courses
- good behaviour on the way to and from Academy
- positive behaviour which does not threaten the health and safety of our pupils, staff or members of the public

The same behaviour expectations for students on the Academy premises apply to off-site behaviour.

Sanctions and disciplinary action as a result of poor behaviour off the Academy premises (See appendix A)

Sanctions may be given for poor behaviour off the Academy premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by Academy staff. In issuing punishments the following will be taken into account:

- the severity of the misbehaviour
- the extent to which the reputation of the Academy has been affected
- whether pupils were directly identifiable as being members of the Academy
- the extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff)
- whether the misbehaviour was on the way to or from Academy, outside the Academy gates or in close proximity to the Academy
- whether the misbehaviour was whilst the student was on work experience, taking part in a course as part of a Academy programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the

Academy) which might affect the chances of opportunities being offered to other students in the future

Student Support

We aim to support all our students to ensure that every child succeeds. Where it becomes clear that a student is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. Some examples are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and Academy
- Individual Education Plans and Pastoral Support Plans
- Referral to the Academy Well Being officer
- Referral to an Academy behaviour mentor
- Support from the Inclusion Support Team
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a student's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as the Academy's Educational Psychologist, PCSO etc.

Staff Support

Whilst it is the responsibility of all staff to deal initially with misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively, the Academy will:

- Communicate clearly the way in which behaviour issues are referred and to whom
- Identify the way in which more senior staff will support behaviour issues
- Provide regular training, particularly for staff either new to the Academy or the profession, on positive teaching strategies
- Provide staff with training on issues of racial harassment and other forms of bullying so that they are best able to respond appropriately
- Use other professionals and consultants from outside the Academy to give advice and training
- Employ a range of staff within the Academy, as identified below, to support the work of teachers in creating a positive learning environment

The Academy recognises that all staff will need help with behaviour management at some point and that to ask for help is not a weakness.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEN, etc. and provide, through the Inclusion team, the process for further referral when required
- Lesson observation by senior staff, curriculum leaders or lead teachers to provide feedback on how classroom management can be improved on an individual basis
- Opportunities for staff to observe good practise in other lessons or academies
- Opportunities in subject/pastoral meetings to discuss issues and share ideas
- Liaison, through Children's Services, and identified staff with other agencies

For further guidance see:

Associated Resources

1. [Home school agreements](#)
2. [Use of Reasonable Force – advice for head teachers and governing bodies](#)
3. [Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies](#)
4. [Exclusions Guidance](#)
5. [Safeguarding](#)
6. [SEN Code of Practice](#)

Legislative Links

1. [Education Act 1996](#)
2. [School Standards and Framework Act 1998](#)
3. [Education Act 2002](#)
4. [Education and Inspections Act 2006](#)
5. [School Information \(England\) Regulations 2008](#)
6. [Equality Act 2010](#)
7. [Education Act 2011](#)
8. [Behaviour and Discipline in Schools 2014](#)

Appendix A

TEACHERS' POWERS: An Overview

Teachers have the statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules and who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for students.

Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits. Teachers can also discipline students for misbehaviour outside of the Academy. Teachers have a statutory power to discipline students for misbehaving outside of the Academy premises.

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks an Academy rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 1. The decision to punish a student must be made by a paid member of Academy staff or a member of staff authorised by the head teacher;
 2. The decision to punish the student and the punishment itself must be made on the Academy premises or while the student is under the charge of the member of staff; and
 3. 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.
- A punishment must be proportionate. In determining whether a punishment 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 student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an Academy trip.
- Corporal punishment is illegal in all circumstances.
- Academies should 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, Academy staff should follow the Academy safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Academy should consider whether a multi-agency assessment is necessary.

Students that are found to have made malicious allegations against staff have breached the behaviour policy. The Academy will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Detention

Teachers have a power to issue detention to students (under the age of 18). It must be made clear to students and parents that they use detention (including outside Academy hours) as a sanction. The times outside normal Academy hours when detention can be given include:

- Any school day where the student does not have permission to be absent
- Weekends
- INSET days

Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably when imposing a detention.

Confiscation

Teachers can confiscate students' property. There are two sets of legal provisions which enable Academy staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items; and
2. Power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the academy and identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography will always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to use Reasonable Force

The legal provisions on Academy discipline also provide members of staff with 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.