



Lipson

Co-operative Academy



Behaviour
Policy
2023-24

Contents

1.0 LIPSON CO-OPERATIVE ACADEMY SCHOOL BEHAVIOUR POLICY	4
2.0 REWARDS	4
3.0 RESPECT FOR LIPSON	5
4.0 APPEAL AND RESTORATION	6
5.0 COMMUNITY DETENTIONS	7
6.0 PUNCTUALITY AND LATENESS	7
7.0 SANCTIONS	7
8.0 BULLYING AND DISCRIMINATION	8
9.0 HOMEWORK	11
10.0 SUPPORT	11
11.0 LESSON REMOVAL	12
12.0 LESSON REMOVAL AT A HOST SCHOOL – BRIDGING EXCLUSION	12
13.0 SUSPENSION	12
14.0 PERMANENT EXCLUSION (PEX)	12
15.0 CONSISTENT EXPECTATIONS	13
16.0 MAINTAINING A POSITIVE LEARNING ENVIRONMENT	13
17.0 RESTORATIVE JUSTICE	13
18.0 DRUGS	14
19.0 ALCOHOL	14
20.0 MEDICATION	14
21.0 SMOKING- INCLUDING ALL FORMS OF E-CIGARETTE/VAPING DEVICES	14
22.0 CONFISCATION	15
23.0 USE OF REASONABLE FORCE	16
24.0 REGULATING STUDENT CONDUCT AND MISBEHAVIOUR OUTSIDE THE SCHOOL PREMISES	17
25.0 WILFUL AND ACCIDENTAL DAMAGE	18
26.0 BEHAVIOUR OF PARENTS/CARERS	19
27.0 ALLEGATIONS AGAINST STAFF	19
28.0 COMPLAINTS	19

Respect for Lipson - Behaviour policy

Date adopted: 1st September 2023

Ratified by: Governing body

Date Ratified: 18/10/2023

Review date: 1st September 2024

Note: *This behaviour policy has been written as a policy for the whole school. While it should be followed, it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability, then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability, the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.*

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

1.0 Lipson Co-operative Academy School Behaviour Policy

Lipson Co-operative Academy encourages good behaviour through high expectations, clear policies and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices.

Lipson Co-operative Academy has in place a comprehensive package of rewards to reinforce and praise good behaviour, with clear sanctions for those who do not make positive choices and therefore fail to comply with the school's behaviour policy.

This policy outlines the measures by which the school aims to: promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work and ensure Lipson Co-operative Academy is a safe place for all.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. Lipson Co-operative Academy reserves the right to apply this policy to **all** students and **any time** a student is recognisable as a Lipson Co-operative Academy student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

2.0 Rewards

Lipson Co-operative Academy regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. **Lipson Co-operative Academy** wishes to recognise that the vast majority of students make positive behaviour choices every day; listed below are the ways we celebrate success with students, parents and staff during the academic year.

2.1 Reward Points are used by all staff to reward positive behaviour and are given through Class Charts in the following categories:

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- Prepared
- Engaged
- Respectful
- Kind

For Example;

- Homework submitted on time
- Excellent effort
- Excellent progress
- Perseverance
- Kind & helpful
- Extra-curricular contributions
- Equipment prepared to learn

2.2- Reward Badges

Bronze, Silver, Gold and Platinum badges are awarded for students achieving rewards.

2.4- Attendance

Rewards and trips are offered to students who achieve high levels of school attendance.

2.5- Recognition

The School Newsletter, Twitter & Facebook accounts are used to highlight students' achievements

2.6- Termly Celebration Assemblies

Individual students are recognised in Year Group termly assemblies for exceptional achievement and certificates and prizes are handed out by the Head of Year

2.7- Awards Evenings

Annual awards evenings and trips are held for each Year group, with Year 11s having a Prom Evening after leaving School.

2.8- Tutor/House System

Competitions are held between tutor groups/Houses for particular activities and sports day

3.0 Lesson Expectations

All Lesson expectations are based on the following principles:

- PREPARED - Be on time with all of your equipment and uniform.
- ENGAGEMENT- As an active learner always trying your best.
- RESPECTFUL - treat students and staff with respect and fairness.
- KIND - Be kind, in everything you do, to everyone in the school and wider community.

Lipson Lesson Expectations

1- Arrive on time, within 4 minutes of the bell, or before the second bell after break/lunch.

2- Sit down calmly where you are asked showing you are ready to learn – equipment out and sit up straight in your chair.

3- Listen respectfully (in silence) when others are talking and work in silence when an adult asks you to.

4- Show pride in your learning by always working to the best of your ability and promptly attempting all work set.

5- Show pride in your behaviour by following all reasonable requests and not distracting others.

6- Phones and headphones should be placed in your bag and silent throughout lessons unless given permission by staff to use them.

All lesson expectations have been co-produced in consultation with staff and students. Lesson expectations are reviewed regularly with students and staff.

Student, parent and staff voice is really important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including through our student council/parliament, annual surveys and staff networks.

3.2 Practice

If a student does not adhere to our 'Classroom Expectations - PERK', a teacher will tell them that they have a 'reminder' and their name will be written on the board. If a student does this for a second time, they will be sent to the Behaviour Recovery Centre (BRC) room for one learning cycle of up to 5 lessons, including a 15 minute after school (same day) detention from 3.05pm until 3.20pm.

3.3 High Expectations

All Ted Wragg Trust schools have personalised versions of lesson expectations based on their individual character and circumstances - all are based on the following 5 principles:

- PUNCTUAL AND ORGANISED- Be on time with all of your equipment and uniform.
- KIND and INCLUSIVE- Be kind, in everything you do, to everyone in the school and wider community.
- PRIDE- In learning, effort and appearance/community.
- POSITIVE CHOICES- Following all reasonable requests.
- ENGAGEMENT- As an active learner always trying your best.

Lipson Cooperative Academy Expectations



3.4 Repeated or more Serious Incidents

We are committed to inclusion for all and to preventing removal from lessons. However, where a student is involved in repeated or more serious incidents, the student will be sent to the Internal Exclusion Room for a learning cycle of 5 lessons including a 1 hour after school detention, all of which is to be successfully completed.


More serious incidents resulting in an Internal Exclusion include, but are not limited to, the following breaches of the behaviour policy:

- truanting;
- refusal to follow instructions;
- refusal to go to the BRC;
- refusal to attend detention;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour.

4.0 Review and Restoration

If students feel they have been unfairly or incorrectly treated, they can ask a staff member to review it. This will be in discussion with the teacher in the BRC/IE or on Visible Leadership at the time. Any staff member who removes a student will visit the student and complete a restorative conversation where possible.

Restorative Reflection



- What has happened?
- What were you thinking at the time? (Class teacher and Child)
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done now to make things right?
- How can you do things differently in the future?

5.0 Community Detentions

Community detentions are for anti-social behaviour in and around school. We expect all students to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. There are no warnings for these behaviours.

Community detentions enable us to address any behaviours that do not meet our high expectations.

The following are possible (but not limiting) reasons for a community detention:

● Running indoors	● Eating and drinking in banned areas
● Shouting indoors	● Not clearing away your tray in the canteen or

	dining hall
<ul style="list-style-type: none"> ● Being out of bounds 	<ul style="list-style-type: none"> ● Hitting or kicking school property
<ul style="list-style-type: none"> ● Dropping litter/throwing food 	<ul style="list-style-type: none"> ● Inappropriate language or attitude
<ul style="list-style-type: none"> ● Incorrect wearing of uniform 	

6.0 Punctuality and lateness

Students who arrive in school after their allotted start time without sufficient cause will be issued with a breaktime, same day late detention and parents/carers will be notified by text message. Failure to attend this detention will result in a 1 hour after school Community Detention. Failure to attend this will result in an Internal Exclusion. Students who arrive late to lesson without good reason and a note from the member of staff by 4 minutes or more are given a BRC warning. Students who arrive more than 7 minutes to lesson (again without good reason) can be issued an instant BRC.

7.0 Sanctions

As stated previously, sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions, these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are our PERK rules resulting in a BRC. See appendices to this policy for a staged sanctions diagram.

The aim should be to keep all students accessing their learning within the classroom for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal reminder by correcting their behaviour can be removed from the lesson in order to allow the learning of the rest of the group to continue. We also employ the visible leadership system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

When issuing a verbal reminder to a student, it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is an opportunity for restoration explicitly written into the system, whereby any student removed where possible will be met by the member of staff responsible.

Uniform expectations are detailed on the school website and in the Families Handbook. Any exceptions made to uniform should be agreed in advance with the school, supported by medical evidence and (where relevant) involve non-branded items e.g. Students who wear trainers for medical reasons should wear non-branded and logo free items.

Uniform is checked regularly by tutors and senior staff. Students who are not in correct uniform (unless carrying a signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice through Internal Exclusion.

7.1 Multiple referrals

Students who experience multiple referrals to lesson removal will have a graduated or wave response to support. We aim to ensure students can make positive choices and recognise that this is more challenging for some students. Students who experience multiple lesson referrals will receive additional support through a variety of graduated approaches to help them be successful in their lessons and the school.

8.0 Bullying and Discrimination

At Lipson Co-operative Academy, our aim is to prevent bullying through education, prompt and sustained response to reports of bullying and by developing the confidence of students. We aim to have a culture of kindness and respect where difference is valued. The school aims to foster an

atmosphere of friendship, mutual trust, respect and consideration for each person within the community; to establish an ethos where students set a good example to others and to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it.

We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidents of bullying, ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include, but is not limited to:

- Emotional harm;
- Physical harm;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Name calling;
- Sexting;
- Cyber bullying;
- Sexual exploitation

Bullying can impact on a students' attendance and attainment at school, marginalise those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives.

We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful, the school may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but may not be limited to: Community Detentions, BRC, Internal Exclusion, Bridging Exclusions and Suspensions. For repeated breaches, Permanent Exclusion may be considered.

8.1 Sexual harassment and online sexual abuse

Lipson Co-operative Academy takes all reports of sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

The school aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;

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- Gender roles, stereotyping, equality and diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong;
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking into account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a student's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include, but is not limited to:

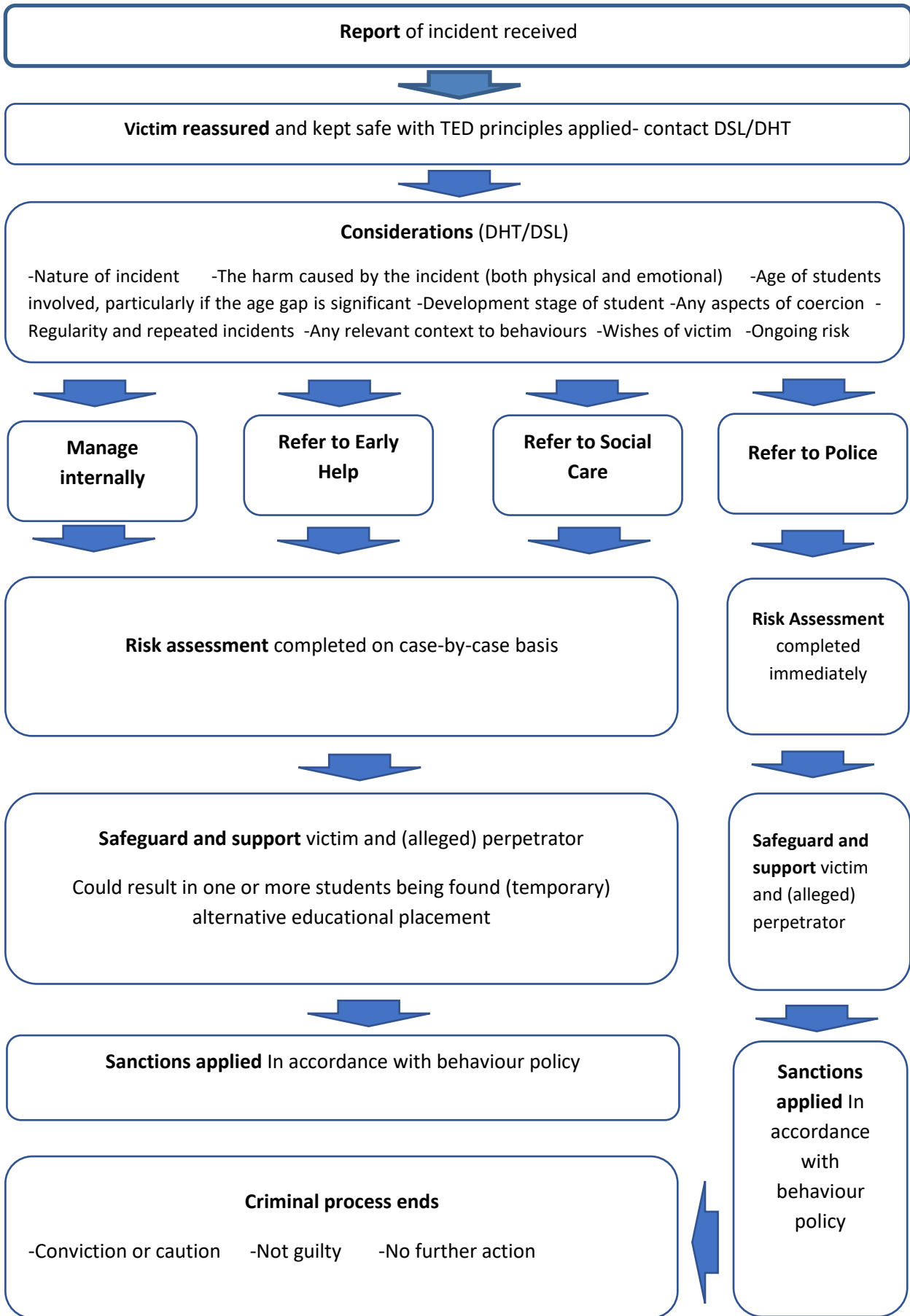
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as deliberate contact, interfering with clothing or displaying sexual images
- Online sexual harassment, which might include non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Sexual violence¹ could include, but is not limited to:

- Rape;
- Assault by penetration;
- Sexual assault; and
- Causing someone to engage in sexual activity without consent.

Lipson Co-operative Academy will follow the following process when incidents are reported.

¹ When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003



Lipson Co-operative Academy recognises that all reported cases will have a range of factors that will be

considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim;
- Ongoing risk.

Lipson Co-operative Academy will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Lipson Co-operative Academy will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Actions or sanctions applied may include, but are not limited to:

- Restorative meeting;
- Behaviour contract;
- BRC;
- Internal Exclusion;
- Host school;
- Suspension;
- Fresh Start move;
- Permanent exclusion;
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases, Lipson Co-operative Academy will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Lipson Co-operative Academy will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

9.0 Homework

In Year 10 and 11, students receive a minimum of 1 hour of homework each day which will be set on ClassCharts and follows the set homework timetable.

In Year 7, 8 and 9 students are set a minimum of two hours of homework each week comprising of SPARX Maths and SPARX Reader.

Students have the opportunity to get homework support during break 1 or 2. If not they will be required to attend homework support afterschool on their designated night. This will be until 4pm or once they have completed their tasks they may leave.

Parents will be notified by text message. Failure to attend this detention will result in an Internal Exclusion the following day.

10.0 Support

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We aim to support all our students to ensure that every child succeeds during their time at school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Every child is different and all support is tailored to meet the needs of each individual. In recognition of that, what works for one child may not for another. Any student designated at risk of exclusion will have an Inclusion Form which is a tiered response to supporting all students to make positive behaviour choices.

11.0 Lesson removal

We are committed to inclusion and to preventing exclusion. However, where a student fails to follow the PERK (prepared, engaged, respectful, kind) rules, the student will be sent to the Behaviour Recovery Centre (BRC) for a learning cycle of up to 5 lessons and 15 minutes after school, to be successfully completed. This means they are supervised in a room, given work from their Google Classroom to do and given the chance to reflect on their behaviour. When this happens, students also receive shorter breaks and lunches than the rest of the school and at slightly different times. With regards to any lesson removal, reasonable adjustments are considered and applied for SEND students and students with an unmet need. This is triaged by our Assistant SENDCo and regularly reviewed.

12.0 Lesson removal at a host school

In certain incidents of very poor behaviour but where the school wishes to avoid suspension, or this sanction is deemed inappropriate, the school may place the student in lesson removal at another school, followed by an internal exclusion when they return to Lipson. This allows the student to continue to learn. If a student refuses to attend, then a suspension could be issued.

Circumstances that could result in a student spending time at a Host School include, but are not limited to, the following breaches of the behaviour policy:

- failure of BRC;
- refusal to follow a "Reasonable request";
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour;
- inappropriate use of computers, the internet, images or social media;
- fighting.

13.0 Suspension

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, Internal Exclusion or Host school placement. All suspensions are authorised by the Headteacher or designated representative or in their absence, the next most senior member of staff.

Under exceptional circumstances for a student who has received a suspension but where further investigation reveals more serious circumstances, a permanent exclusion may be issued.

All suspended students will be given some work to complete which will be set on Google Classroom. All suspended students will spend at least one day in the Internal Exclusion room as part of their reintegration.

A reintegration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional

support is required. Failure to attend can result in the student remaining in lesson removal (BRC/Internal Exclusion) until the reintegration meeting can be held.

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent statutory guidance.

14.0 Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; and
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to Permanent Exclusion, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a Permanent Exclusion. The list below indicates the circumstances where a Permanent Exclusion may occur (at the discretion of the Headteacher) including, but not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour;
- setting off the school fire alarm.

The school follows the latest DfE guidance regarding exclusions from schools for suspension and permanent exclusions to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent DfE guidance.

Statutory Guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

15.0 Consistent Expectations

Consistency is hard to achieve in any organisation. We recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day, from one classroom to the next, one teacher to the next, one subject to the next and one year to the next.

This consistency will be applied to all issues relating to uniform. Students will be expected to follow the uniform policies at all times. If a student is unable to meet uniform expectations an alternative will be offered (if possible), refusal to accept the alternative will be viewed as defiance and the student may be placed in BRC/IE until the issue is rectified.

16.0 Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

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Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions, they are committed to doing so in a calm, non-confrontational and professional manner at all times.

17.0 Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue, the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this from happening again?

These questions have been designed so that both sides have an opportunity to hear the situation from each other's perspective. It enables them to think about how this may have affected the other person, but also the other students and their learning. By doing this and coming up with solutions, it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are ideally held in a neutral place and occasionally with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

18.0 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

19.0 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

20.0 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it, together with the medication, to student reception. This form authorises our first-aid trained staff to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

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21.0 Smoking- including all forms of e-cigarette/vaping devices

Smoking (including vaping) in all its forms is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

This is becoming a big issue, regionally and nationally so we need to review this aspect of the policy regularly and adapt where necessary. We are particularly concerned at the increased use of vaping materials, regionally and nationally to conceal illegal drugs. We will continue to consult with the police and local health professionals as we review our response.

22.0 Confiscation

The school follows government advice when confiscating items from students, which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The school can confiscate any electronic items being used inappropriately on the premises, such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue, such as hair dye or false nails, they will spend time in the BRC/Internal Exclusion until they are able to follow uniform expectations. In all cases, parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary loss of time for staff in addressing these issues. Students may also be asked not to bring items to school at all, such as mobile phones, and/or to engage in bag searches to support this. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected, the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid, will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school and/or if they are recognisable as a school student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below onto the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but these powers are not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;

- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/fluid;
- energy drinks;
- hot water bottles;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by agreed staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform the Senior Leadership Team.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, can be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

23.0 Use of reasonable force

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

Some points to note in this guidance:

23.01 What is reasonable force?

- a. 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.
- b. 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.
- c. 'Reasonable in the circumstances' means using no more force than is needed.
- d. As mentioned above, schools generally use force to control students and 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.

- e. 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.
- f. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

23.2 Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers or parents accompanying students on a school organised visit.

23.3 When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

23.4 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school 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;
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

24.0 Regulating student conduct and misbehaviour outside the school premises

We aim to prepare students for a life beyond education. The school therefore reserves the right to apply all aspects of this policy to students recognisable as a Lipson Co-operative Academy student (not just by their uniform) even if they are outside of the school grounds, outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance 'Behaviour and discipline in schools. Advice for Headteachers and school staff'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

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

The school may apply sanctions to a student for any misbehaviour when the child is:

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

At any time, whether the conditions above apply, that:

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

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

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school;
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

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

24.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises, including online behaviour and use of social media which undermines any of the above expectations, regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or, in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school 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 school, outside the school gates or in close proximity to the school;
- whether the misbehaviour was whilst the student was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

25.0 Wilful and Accidental Damage

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour (e.g. running inside the building, throwing an object at a peer, etc.) the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or reset. Details of the incident will be placed on internal files.

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- If the damage is the result of a willful act, the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage are likely to be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances, damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate resolution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

26.0 Behaviour of parents/carers

We are passionately committed to building strong and positive relationships between the school and parents and carers. We are grateful for regular feedback from parents via questionnaires, at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our school community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The school has a duty to ensure staff work in a positive environment, free from any form of harassment or intimidation. To this end, the school will take firm action against any parents who behave inappropriately towards the school or any members of staff. This includes the use of banning orders or specifying specific mechanisms of communication.

The school deems any form of aggression or threat of either physical or verbal, rudeness and malicious accusations as inappropriate and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer, the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision and parents will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

27.0 Allegations against staff

The School has a clear Complaints Policy, which is published on its website and encourages parents/carers to use this as necessary.

The School should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the School's Complaints Policy and all complaints have the potential for consequences for the staff concerned. For this reason, where it is

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concluded that a student has made a malicious allegation against a member of staff, the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned as well as other factors, such as the length of time for which the allegation was sustained. The sanctions are likely to include restorative justice but may include suspension or permanent exclusion from the school.

28.0 Complaints

It is in everyone’s interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaint's procedure.

The Trust values its relationship with parents, carers, and our local community. If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the complaints coordinator will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the complaints coordinator will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important. Mediation may also be considered at any stage if trust in a relationship has broken down.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, The Trust of Schools will attempt to resolve the issue internally, through the stages outlined within the complaints procedure. The stages are:



For details of the full complaints procedure see our **School Complaints Policy** as seen on the school website.

Appendix List

1. *Expectations poster*
2. *Flow Map of Sanctions*



