

Behaviour for Learning Policy and Principles. Exclusion Policy

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1. Policy Statement

The aim of this policy is to develop a learning environment, which engenders maximum pupil progress and respect for all.

The purpose of this policy is to recognise and reward positive behaviour whilst poor behaviour is tackled with a combination of intervention and sanctions. It will ensure that all members of the academy community are able to safely engage with all activities required by the Academy without disruption from poor behaviour.

All sections of the policy will be implemented with particular consideration for any disabilities, SEN, vulnerabilities, racial and/or cultural backgrounds pupils have, with reasonable adaptations to account for their particular needs. This will be recognised in terms of the support a student receives in order to prevent breaches of the policy.

The School Exclusion Policy is Annex A to this document

2. Policy Aims and Objectives

The following principles will be followed in the implementation of this policy:

- a positive approach should be used wherever possible
- self-esteem, trust and rapport will be built between staff and pupils
- there are clear rules and expectations
- there is consistent use and support of the behaviour policy by all
- all who work in the academy model appropriate behaviour
- the behaviour is separated from the student
- there is a clear and transparent system of rewards and consequences
- there are roles and responsibilities for all, including parents

3. Behaviour for learning expectations:





Student expectations:

It is expected that members of the academy community will be in the right place, at the right time, doing the right thing. Students are Ready to LEARN:

L	<ul style="list-style-type: none">• Look Forward• Listen to Staff
E	<ul style="list-style-type: none">• Equipment• Effort• Empty Hands• Electronic devices are "off and away"
A	<ul style="list-style-type: none">• Attend Promptly• Ask and Answer Questions• Appropriate Uniform
R	<ul style="list-style-type: none">• Respect ourselves, each other and the academy• Responsibility for our learning and choices• Respond promptly and politely
N	<ul style="list-style-type: none">• Need to Sit Up• Now we are ready...

Our S.T.E.P.S to communicate are...	
S	Sir/Miss
T	Thank You
E	Excuse Me
P	Please
S	Smile

It is also expected that students are Ready 4 Learning:

1	Pen	
2	Pencil	
3	Ruler	
4	Planner	

In implementing this policy, staff will remain calm, focus on the behaviour not the student and emphasise the importance of student progress.

Pupils will engage with staff in a positive manner and follow the academy rules.

Parents will support the academy in their endeavours to ensure a positive learning environment and the enforcement of relevant rules.

EXPECTATIONS WITH REGARD TO STUDENTS

Students will be expected to:

- conduct themselves around the building in a safe, sensible, manner and show regard to others
- arrive on time to lessons
- bring equipment appropriate for the lesson
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner to all staff and students
- show respect for the opinions and beliefs of others
- complete all class work in the manner required
- hand in homework at the time requested
- show respect for the school environment
- Follow the student expectations
- Not use mobile phones unless they are included as part of a planned lesson

EXPECTATIONS WITH REGARD TO STAFF

Staff will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

EXPECTATIONS WITH REGARD TO PARENTS/GUARDIANS

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school in school uniform, correctly equipped and prepared to work

4. Rewards

Rewards will be used to recognise all positive contributions to the academy. They include giving House points, sending home postcards, Headteacher's certificates, Celebration assemblies and every term there is a rewards based activity. The criteria for the rewards based activity always includes a positive attitude to attendance, behaviour and contribution to the wider life of the academy. The purpose is to encourage further positive behaviours.

5. Sanctions available to staff:

All behaviour for learning sanctions will be delivered in a staged approach.

The Academy will use a variety of sanctions in order to support staff to maintain discipline.

As can be seen in the behaviour for learning protocol document, teaching staff are responsible for discipline within their own classrooms. Sanctions available to them include:

- verbal warning
- change seating plan
- additional work or repeating work until it is of an acceptable standard
- Setting written tasks
- community service' such as litter picking or tidying the classroom.
- detentions

Pastoral Team

- Place student on report
- Individual support plan
- Pastoral support plan

Staff are expected to use these sanctions in conjunction with positive behaviour management strategies, and in a proportionate and considered manner. It will always be the behaviour which is sanctioned rather than the student.

The Consequence Process

Classroom

C1 – Low level poor behaviour = Formal warning – See above regarding teacher expectations for positive behaviour management strategies.

C2 – Poor learning behaviour persists = recorded warning on go4schools describing the behaviour – 1st official classroom warning. Conversation and/or detention at class teacher discretion to address the concern.

C3 – A repeated failure to follow instructions = removal from class to remove and 20 minute school detention will be issued on the day. Contact made with home by teacher and recorded on go4schools.

C4 – Serious Incident – where learning or safety is compromised to the extent that removal from mainstream lessons and social time is necessary.

If a student is issued with 2 or more C3's or a C4 in one day they this will typically trigger internal suspension (inclusion) for an academy day, working on a 24 hour referral system. We do operate

adjustments in terms of length or location dependent on need, as determined by the Academy. Parents invited to a meeting with PL – Report to be issued for behaviour. Failure to meet the target of not being removed will result in an Individual support plan.

Uniform

C3 – Incorrect uniform. Recorded on go4schools. Where uniform cannot be corrected either through loan, purchase or provision from home, the student will typically receive education separately from their peers until the matter is resolved.

Failure of wearing correct uniform will be treated as a breach of the school rules and appropriate sanctions will be applied.

Tuancy

C1 – Late arrival to lesson after the second bell. Record on teacher register. 30 minute school detention will be held on the same day.

C2 – Repeated lateness to lesson. Teacher to contact home. Record on go4schools. Inform PL and attendance report issued. C3 30 minute detention or C4 consequence applied dependent on context, as determined by the academy.

C3 – Tuancy from lessons. Record on go4schools. As above, with additional contact home and attendance report issued. Student to hand in at the end of the day to any PL or member of SLT. Failure to meet report targets of attending all lessons leads to an individual support plan (ISP).

Progression of Sanctions

Failure to adhere to the rules of the detention or attend will result in a further detention the following day. Failure to attend will be treated as a breach of the school rules and appropriate sanctions applied.

C4 – is issued for repeated C3's or a failure to complete a C3 sanction. This includes, but is not limited to:

- Failure in the remove room will result in an internal suspension equivalent to the sessions that were unsuccessful and can be completed the following day rolled over where necessary. Student to be issued a ISP by PL. Review progress of ISP if already initiated.
- Foul and or abusive language directed towards a member of our community/ failure of C3 or 4 / items pending investigation / Rudeness to staff or another pupil = Internal/external suspension for whole day. Student on a ISP. Review progress. Pastoral Support Plan can be initiated.
- Physical violence / illegal substances / failure of C6 (inclusion)/ banned items in school = fixed term Suspension or PEX. PSP reviewed. Permanent Suspension can also be initiated.

Students are responsible for attending their detention. **Failure to attend a detention will typically require escalation to inclusion room the following day** unless there are valid reasons for non-attendance. This is at the discretion of the academy. **If a student does not attend it will be treated as a breach of the school rules and sanctioned appropriately.**

Parents/carers will receive a notification through go4schools systems when a C3/C4 has been issued to their child in a lesson, and if they will be late home due to detention. We ask parents to discuss this with their child and guide them to make the right choices in future.

6.The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

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

- misbehaviour at any time, including on-line activities, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

In all of these circumstances the Headteacher 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 pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

7. Bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a academy’s first priority but emotional bullying can be more damaging than physical; teachers and academy’s have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating.”

Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies, (DfE: July 2017)

The Academy will always act quickly to address situations where bullying occurs. Tutors and teachers will be mindful of their responsibility to monitor and act upon situations where bullying may develop and act to prevent this happening. Potential issues will be addressed through tutor time, PSHE days, events, projects and assemblies. This is underlined by the expectation that all members of the academy community will treat each other with respect.

In the event that bullying occurs, this will be treated as a breach of the academy behaviour policy and will be treated as such.

The academy will regularly talk to parents to gather their views on bullying; in particular when an incident arises, and is resolved but there will also be opportunity during review days.

Bullying which takes place off site but has an impact on the smooth operation of the academy, or the well-being of members of the academy community, will also be considered a breach of this policy and treated as such. This applies to all forms of bullying, including cyber-bullying.

8. Items Banned in Academy:

- In order to promote the safety of all members of the academy community of following items are 'Prohibited' (Section 550ZB(5) of the Education Act 1996) and are banned within our Academy.
*This is not an exhaustive list and the Head teacher's judgment is final.
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes papers
- fireworks
- pornographic images
- any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence
- any article that a member of staff reasonably suspects has been used to cause personal injury to or damage to property of any person (including the pupil).

The Academy has also banned:

- Catapults
- Laser pointers
- Electronic Cigarettes
- Fizzy drinks – including 'energy drinks'
- Chewing/bubble gum
- Sweets/confectionary (except as an addition to a full, healthy meal – e.g. a chocolate biscuit as a desert).

According to Department for Education advice the following procedures are permitted:

Confiscation

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to academy discipline. They will be either disposed of or passed to the police as appropriate. We cannot return them to the pupil.

Searching with Consent

Any member of SLT or the Safeguarding Team may search a pupil if they have their consent. A pupil has given their consent if any member of staff asks them to turn out their pockets, or look in their bag or locker, and the pupil agrees. If a pupil refuses the request, this is considered the same as refusing to attend detention or cease other unacceptable behaviour and will be treated as such.

Searching without Consent

In the event that a member of staff has reasonable cause to believe a search is necessary, this may be carried out, without consent, by any member of the Academy Senior Leadership Team or the Safeguarding Team. A search should have two members of staff present, except in exceptional circumstances. Any member of staff carrying out a search without

consent must have read and understood the latest government guidance on searching, screening and confiscation. They are not obliged to carry out the search.

A search without consent can be carried out of possessions, outer clothing, (hats, coats, shoes, gloves and scarves), and pockets. Any intimate search **must** be carried out by a person with more extensive powers in this area – eg a police officer – **not** a member of academy staff.

9. Physical Handling (see Appendix 2)

The Department for education advice to academies (July 2013) states that academies may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow instruction to do so;
- prevent a pupil behaving in a way that disrupts a academy event or a academy trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Academies cannot:

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

Should it be necessary to implement any physical handling as a result of behaviour, staff are all aware that they should contact Principalship Learning Presence (PLP) to ask for support. They are also aware that they should not put themselves in the path of a student exiting a classroom or physically remove a student from a classroom. Any incident where physical handling has occurred must be investigated by the Senior Leader on duty and reported to the Headteacher. All senior leaders will have Norfolk Steps de-escalation training.

The use of Restrictive Physical Intervention

The use of restrictive physical intervention is permitted within our school, when it has been determined to be necessary, reasonable, proportionate and as a last resort. Staff will receive appropriate training on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they must record the incident, using the Trust template accessible via the CAN Portal. Parents should be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

10. Low Level Disruption:

Low-level disruption has a particularly detrimental impact on the life chances of pupils. It is important that the learning taking place in academy is not disrupted by repeated distractions from other pupils. The Academy defines low-level disruption as any behaviour which prevents learning from taking place. This includes:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- not completing work

- not responding to marking
- showing a lack of respect for each other and staff
- not having the right equipment

- wearing incorrect uniform
- using mobile devices inappropriately

Staff will be supported to consistently implement these expectations by high profile senior and middle leaders.

11. Malicious allegations against academy staff:

All allegations made against academy staff will be fully investigated promptly in line with the statutory guidance to academies and colleges 'Keeping children safe in education 2022.'

Malicious allegations made against academy staff are considered to be a breach of the behaviour policy. The term 'malicious allegation' is defined by the Department for Education as a situation where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive. The document goes on to state that:

"If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher or proprietor should consider whether any disciplinary action is appropriate against the pupil or student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil or student." DfE

The academy will always act accordingly, which may include fixed term or permanent exclusion.

12. Suspensions:

Suspensions involve a pupil being removed from the main student body and/or Academy building as a result of breaching the behaviour policy. There are three types of exclusion.

1. Internal suspension -- used as a result of persistent or serious breach of the behaviour policy.
2. Fixed term suspension -- used in response to a more serious breach, or further persistent breaches of the academy behaviour policy.
3. Permanent suspension -- a sanction used in response to a serious breach, or persistent breaches, of the academy behaviour policy; and where allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or others in the academy.

The decision to permanently suspend a student can only be made by the Headteacher, and only on disciplinary grounds. All members of SLT and the Headteacher can authorise fixed term or internal suspensions. Any incidents requiring suspension will be fully investigated and reported to the Headteacher to allow a decision to be made. Parents will be notified immediately. After a period of external suspension, the parent/carer and pupil must attend a reintegration meeting with an appropriate member of staff.

The response of the academy to repeated and persistent breaches of the behaviour policy for the same reason will increase over incidences, for example, the first offence may attract a single day fixed term suspension. A repetition would lead to a two day fixed term suspension and so on. In the event that a sustained effort is demonstrated by the young person to reduce the instances of suspension, the Academy reserves the right to re-set the suspensions, allowing this to be taken into account. An example would be a student who had four fixed term suspensions and on return to academy engaged fully with the reintegration programme and support offered, resulting in a reduction in behaviour instances. A subsequent infringement requiring fixed term suspension will take these efforts into account

and would not result in a 5 day suspension automatically. Please also see Exclusions Policy.

13. Support for Students:

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the students.

The academy's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Any pupil who is not able to abide by the Academy behaviour policy will receive bespoke intervention in order to support them in doing so in the future. This will be delivered through the pastoral teams, Behaviour Managers, Progress Leaders and form tutors; the Academy Alternative Provision team and other agencies directly involved with the academy.

14. Support for Parents:

Academy staff will support parents/carers in the implementation of clear boundaries and expectations. In addition, the Academy will be part of the Family Support Process as required.

15. Support for staff:

Staff will be supported to implement and develop positive behaviour strategies across the whole curriculum. Regular CPD will promote discussion and implementation of strategies (taking place in briefings as well as staff development days), individual support will be available from senior and middle leaders as required and there will be a leader on duty at all times to support staff as required.

Appendix 1: Written Statement of Behaviour for learning principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the academy and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Physical Interventions

1. Purpose

To make clear the position of City Academy Norwich with regards to necessary physical interventions and to safeguard the well-being of students and staff when a situation or incident requires the use of physical intervention.

CAN recognises that the use of physical restraint is a sensitive topic. This document is meant to provide reassurance and support to teachers and to ensure that practice is always in the best interests of the students concerned.

2. Physical Intervention and the Law

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force¹. This power applies to any member of staff at the school. It can also apply to people whom the school's headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. 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.

What does not constitute physical intervention?

Physical intervention does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities.

There are other situations where physical contact may be necessary eg; demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

Power of members of staff to use force

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

1. committing any offence,
2. causing personal injury to, or damage to the property of, any person (including the pupil himself), or
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

¹ Section 93, Education and Inspections Act 2006

This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

The power conferred by subsection (1) may be exercised only where— the member of the staff and the pupil are on the premises of the school in question, or they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned.

Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.

The powers conferred by subsection (1) are in addition to any powers exercisable apart from this section and are not to be construed as restricting what may lawfully be done apart from this section.

In this section, “offence” includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.

3. Minimising the need to use force

CAN recognises the importance of minimising the need to use any physical force with students. To this end the school works proactively to create an environment that reduces the likelihood of such circumstances by:-

- creating a calm environment that minimises the risk of incidents that might require using force arising
- using Social and Emotional Aspects of Learning approaches to how to manage conflict and strong feelings
- de-escalating incidents if they do arise
- only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- risk assessments and positive handling plans for individual pupils

4. Definition of Terms:

Handling – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

Restraint - is the positive application of force in order to actively prevent a child from causing significant injury* to him/herself or others or seriously damaging property.

*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

5. Implementation of Physical Intervention: The use of Restrictive Physical Intervention

The use of restrictive physical intervention is permitted within our school, when it has been determined to be necessary, reasonable, proportionate and as a last resort. Staff will receive appropriate training

on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they must record the incident, using the Trust template. Parents should be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

All members of staff working with students at the school are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary.

No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given later in this Appendix '*In What Ways You Must Not Physically Intervene.*')

6. Recording Physical Intervention

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded. It is not necessary to record every incident of contact with a child, but where a member of staff perceives that contact has been received at all negatively, they are advised to record the circumstances.

A Restrictive Physical Intervention Record online form is located on the CAN Portal with a paper copy of the form included in Appendix 2 of this policy for those who may not have access to the portal e.g volunteers. If it is necessary that a paper copy of the form is completed this should be submitted to a member of the CAN Senior Leadership Team for Safeguarding. The Deputy or Head Teacher will be informed of the intervention that has taken place.

It is the responsibility of the intervening member of staff to complete the record form on the day that the intervention took place.

The circumstances and nature of the physical intervention will be held on the record of the student involved.

The school will inform any necessary agencies/authorities of the physical intervention in accordance with DFE guidance. The School will ensure that parents/carers are appropriately informed.

For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

7. Searching Students

On occasions, a member of staff may have reasonable grounds to suspect that a student is in possession of an item or items which contravene school regulations and could potentially cause harm to the student or others. Under these circumstances, The Education Act 2011 extends the power of staff (at City Academy Norwich this will be carried out by any member of the Senior Leadership or Safeguarding Team) to search students without their consent. Searches will be conducted by two members of staff, at least one of whom will be the same sex as the student.

CAN does not endorse and will not undertake a physical search of any students' person. Where necessary a student will be asked to remove his/her coat and/or blazer, empty all pockets, open their bags and in some circumstances remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present.

If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers, if not present, will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately. Also, see Appendix 3 '*Flow Chart for Carrying Out Searches on a Student*' and '*Protocol for Student Searches Policy*.'

Guidance for Staff re: Handling, Use of Reasonable Force & Restraint

- To provide for the safety and security of pupils in need of physical intervention.
- To clarify for staff, the steps they are allowed to take if a situation requiring physical intervention arises
- To enable staff to distinguish between what intervention is and is not acceptable.
- To help ensure that any physical intervention is minimal, infrequent, recorded and that relevant authorities and parents are appropriately informed.

The decision to employ a Physical Intervention Strategy

You should be aware that all staff who have responsibility for a student or group of students are authorised to employ physical intervention strategies in the event they are necessary and that the law allows you to intervene in this manner.

You should however be aware that you have a choice whether or not to intervene physically in any given situation and that you should not do so if you are uncomfortable with the situation or not confident to deal with it effectively.

You should be aware that in the event that you employ a physical intervention strategy, the parents of the child will be informed of your actions, the record of the intervention will be kept on the student's file and where necessary relevant authorities will be notified of the incident for your own future protection.

In what way can you Physically Intervene?

Any application of physical intervention must only use the **minimum force** for the **minimum time**.

There are a number of ways in which you can physically intervene and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the student and other persons.

Appropriate actions include;

Shepherding or Guiding; using body positioning and positive gestures to move a student away from harm. This may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.

Blocking or Interposing; placing yourself between the student and their objective (e.g. exit, another student) thereby preventing the potential injury damage or prejudice to good order.

Holding and Leading; gripping the student appropriately (e.g. by the upper arm) to prevent them from injury, damage, etc. In cases of resistance from a student, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

Restraining; used only in the most extreme cases, restraining may require a significant amount of force in order to prevent significant injury (as described in the policy). Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other strategies. However, the same care must be taken to restrain a student appropriately.

In what ways must you NOT Physically Intervene?

The purpose of physical intervention is essentially to maintain good order and ensure the safety of all individuals; therefore, it is never appropriate to employ a physical intervention strategy if you are not in control of your own emotions. Physical interventions must never be employed in anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue.

It is never appropriate to use physical intervention strategies as a punishment.

Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take.

Inappropriate actions include;

- **Hitting or Striking;** while it is entirely possible that in the course of an intervention (eg. breaking up a fight) you may be hit yourself, you must not strike a student.
- **Deliberately inflicting pain;** it is not okay to twist limbs or put pressure on joints (eg. arm up a student's back), pull or hold hair, pinch or hold a student in a pain inducing way (eg. by the ear).
- **Making contact with sexually sensitive areas of the body;** where at all possible contact should be restricted to arms, shoulders and the back as previously described.
- **Restricting breathing;** by holding round the throat or for a prolonged period around the chest. It is also never appropriate to sit on/straddle a student or hold them face down to the floor.

Guidance for managing your intervention

- Always give a student an opportunity to resolve the situation without use of physical intervention first.
- Always send for assistance from colleagues or another authorised adult; other students should never be involved in physical intervention. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.
- Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don't intervene.

- Continue to communicate with the student (and witnesses) throughout the incident even if the student doesn't respond. Be clear about what you are doing and inform the student that the intervention will cease when it is no longer necessary.
- Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, student/staff safety, restoration of good order). Release the student once this has been achieved.
- Manage the situation calmly – even if the student responds negatively.
- Complete a 'Physical Intervention Record Form' as soon as possible after the event.

Minimising the need for Physical Intervention

In most circumstances Physical Intervention really should be a last resort or an emergency action. Therefore, all staff should:

- endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- endeavour to teach pupils how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the school curriculum;
- quickly seek to de-escalate incidents if they do arise;
- only use reasonable force when the risks involved in doing so are outweighed by the risks involved in not using force;
- be aware of risk assessments and positive handling plans for specific individual pupils.

Complaints and Allegations

- The possibility that a complaint may be lodged by a parent whose child has been physically restrained cannot be ruled out.
- This is less likely if the parents are party to the planning which has taken place and are informed about the necessary actions, in agreement and informed appropriately should an incident occur.
- In circumstances where a complaint is lodged it would be for a disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances.
- To meet such circumstances, it is important that the school has procedures for managing complaints. It is expected that the member of staff involved would make time available to meet with the pupil and his/her parents/carers to discuss the incident. Such meetings should also be attended by the Head teacher or a senior member of staff. Assistance may also be sought from a governor, professional body or member of a voluntary organisation to support pupils and parents/carers.
- A list of authorised personnel is available from the school but will include all teachers and staff who are contracted by the school.

Restrictive Physical Intervention Form

(for those who do not have access to the online form to then be handed to a member of SLT upon completion)

This form must be completed following all uses of restrictive physical intervention.

Required

1.Full name of student

2.Student's date of birth

Please input date (M/d/yyyy)

3.Reporting staff member

4.Date of incident

Please input date (M/d/yyyy)

5.Time of incident

6.Location of incident

7.Justification for restrictive physical intervention

- To prevent harm to self
- To prevent harm to other children
- To prevent harm to adults
- To prevent damage to property
- Causing disorder

8.Name of staff involved

9.Name of staff witnesses

10.De-escalation techniques used (ensure these are detailed in your description in Q11)

- Verbal advice and support
- Calm talking
- Distraction
- Reassurance
- Humour

- Negotiation
- Offering choices and options
- Offering services of other staff
- Informing of consequences
- De-escalation script
- Clear instruction(s)
- Withdrawal from activity/location
- Other

11.Details of the incident

(Avoid emotive statements, stick to one short sentence such as 'NAME struck other NAME with open hand' or 'kicked peer' or behaviour/s, physical intervention needed. Make sure it is clear you record your rationale. Students names must be included.

12.Triggers - describe what you feel led to the incident occurring (List multiple as required)

13.Staff involved in the restrictive physical intervention

14.Did you use a lone worker restrictive physical intervention?

Yes

No

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before? Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the PSP need to be reviewed as a result of this incident? Yes/No

Does the risk assessment need to be reviewed as a result of this incident? Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when?

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries

Please specify any related record forms

- Accident Book Anti Bullying and Racist Incident Record Form
- Complaints recorded

Other (please specify)

.....

Was the pupil debriefed? Yes/No

Were staff offered a debrief? Yes/No

Was it taken up? Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

APPENDIX 3 (To Be Read in Conjunction with the Protocol for Student Searches Policy):

FLOW CHART FOR CARRYING OUT SEARCHES ON A STUDENT

Designated Safeguarding Lead(s):

James Lowden (LEAD)

Joanna Franklin (Headteacher)

Claire Bangay

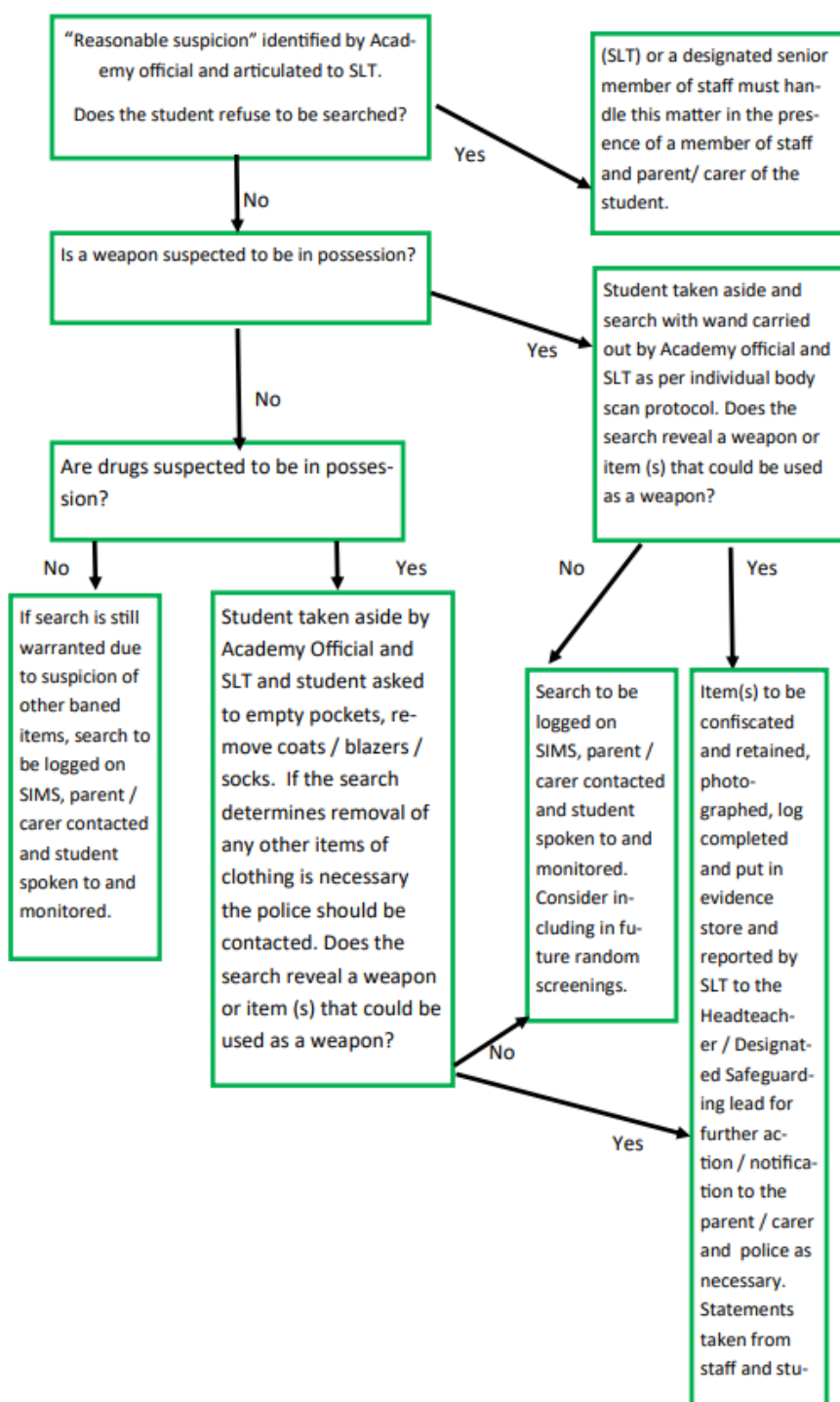
Searches must be carried out with 2 members of staff present one of which must be a member of SLT.

Except in extraordinary, urgent circumstances, individualised searches may be conducted only by an Academy official of the same sex as the student being searched.

The search must be conducted outside the view of any person not directly involved in the search.

Searches to be logged on SIMS and detail recorded.

Regular searches that form part of a student risk assessment can be conducted by lead SLT / DSL trained staff.



CITY ACADEMY NORWICH - EXCLUSION POLICY

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Introduction

City Academy Norwich (CAN)'s exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the School will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

Where the CAN's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

The School will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

This policy should be read in conjunction with the behaviour policy and the SEND policy for the School.

Application of policy

CAN will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

Types of exclusion

Suspensions and permanent exclusions are different:

Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.

Permanent exclusions are where, subject to a decision of the governing board to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Roles and responsibilities

All members of the CAN community are expected to follow this policy. Roles, responsibilities and expectations of each section of the CAN community are set out in detail below.

The Headteacher

All decisions to suspend or permanently exclude a pupil will be taken by the headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the WCPS behaviour policy.

Sapientia Education Trust

The Trust is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the governing board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

Parents

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the headteacher.

Pupils

All pupils of the school are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

CCTV, witness evidence and pupil views

The School uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any Trust review meeting. Please see the CAN CCTV policy and privacy notices for more information.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any Trust review meeting. All statements will be signed and dated unless the headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Before taking a decision to suspend or exclude and where appropriate, the headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

Reintegration strategy meetings following suspension or off-site direction

Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start,
- help them understand the impact of their behaviour on themselves and others,
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community; and
- build engagement with learning

so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

The school used various measures to support a pupil's successful reintegration including:

- daily contact with a designated pastoral professional in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or a local mentoring charity;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

Whilst reintegration meetings are highly encouraged by the School, pupils will not be prevented from being admitted to the School or being put in mainstream classes because a meeting has not taken place.

Suspensions before a permanent exclusion

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

Directing off-site and managed moves

Before taking any decision to permanently exclude a pupil, the headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

For a managed move to take place there needs to be agreement between the School, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil attend the new school for a trial period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

Independent review panels (IRPs)

The Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the Governance Professional within 15 school days. Details will be provided as required.

Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

Reconsideration by the governing board

Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the School and parents or may be a reconsideration with only the governing board members and the clerk present.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the headteacher in accordance with the CAN complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

Equality impact

The School does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex. [Before bringing this policy into effect the School consulted stakeholders on this policy to gain their views and responses. The consultation responses have informed this policy.]

Monitoring arrangements

The Trust reviews data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the Trust to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
 - any previous placements have been evaluated, including support for any applicable SEND;
 - there is a process in place to monitor the pupil's attendance and behaviour at the provision
 - the correct attendance code is being used
 - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils
- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves
- whether the school register and absence codes have been recorded correctly
- how the behaviour policy is applied and specifically its consistency
- the circumstances in which pupils receive repeat suspensions
- whether Personal Education Plans for looked after children have been reviewed on a termly basis

All negative behaviour will be recorded on go4schools. Each classification has a set sanction which will support a consistent approach to the management of our negative incidents.

Classification	Description	Possible Sanction/Action
C1 REMIND	<p><i>C1-Minor Incidents inside the classroom</i> These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment, failure to follow uniform code.</p> <p><i>*C1-Minor incidents outside the classroom.</i> These incidents are dealt with by all staff. Staff are expected to support the smooth running of the school and support colleagues by ensuring minor incidents are always addressed. These include dropping litter, drinking from cans, chewing gum, uniform issues, running in and around the school building, 'over physical' play (a 'no touch' approach in social times is enforced).</p>	<ul style="list-style-type: none"> • Reaffirm classroom expectations • Dysregulated student to wait outside of the classroom until ready to enter in silence and focus on learning. • Verbal warning <p>Not recorded on go4schools</p>
C2 WARNING	<p><i>C2-Persistent incidents</i></p> <p>These incidents must be recorded on go4schools and can be discussed with LODs/PL. Unacceptable behaviour in this category may include:</p> <ul style="list-style-type: none"> • Continuation of minor incidents as above • Rudeness to staff • Verbally aggressive behaviour to another student • Being continually off-task. • Behaviour outside of the classroom that endangers others or is clearly unacceptable • Mobile phone use – Remove from student 	<ul style="list-style-type: none"> • Short cooling off period outside the classroom (maximum 5 minutes) • Move Seat • Record on Go4schools • Clear verbal or written warning given that states further incidents will result in a removal from the class. • Repeated warnings in one subject area could lead to placement in a subject report. • Meeting with student and LOD • Contact parents • Confiscation of mobile phone. Handed in to SLT office for end of day collection by the student.
C3 REMOVE	<p><i>*C3- Serious Incidents</i></p>	

<p>20 minute detention</p>	<p>Serious incidents are dealt with by the PL and/ or the SLT and may include:</p> <ul style="list-style-type: none"> • Continuation of previous behaviours after student being reminded and warned of the poor learning choices being made. Students to make their way to the remove room. • Lateness to lesson – 5-15 minutes. Not to be removed from lesson • Rudeness to staff – Swearing directly • Aggressive behaviour towards other students • Refusal to comply with other Consequences • Bullying – Inform Behaviour Managers • Bringing items into school with the intention to sell • Other serious incidents • Harmful sexual behaviour – sexual remarks, taunts, physical or online harassment <p>Incidents of a serious nature may incur subsequent sanctions once investigated, after the student has been removed from the lesson.</p>	<ul style="list-style-type: none"> • Remove from lesson • 20 minute Detention • Record on class chart home notes detailing the incident. • Teacher meet with parents/guardians
<p>C4 40 minute detention</p>	<p><i>*C4- On-Going Serious Incidents</i></p> <p>These incidents are dealt with by Progress Leaders and SLT. They may include:</p> <ul style="list-style-type: none"> • Truancy from lessons – 15-60. • Failure to complete sanction above • Removal from lesson twice in a day. • Refusal to go to the removal room • discriminatory language • Theft – Inform Behavioural Managers • Incidents that are not in line with the principles and values of CAN or could adversely affect the reputation of the school 	<ul style="list-style-type: none"> • 40 minute detention • Progress Team call home • Internal suspension – now until 4pm • Police involvement possible for theft
<p>C5 60 minute SLT detention</p>	<p><i>*C5-Extreme Behaviours</i></p> <ul style="list-style-type: none"> • Three lesson removals in a day • Failure to complete sanction above • sexual contact 	<ul style="list-style-type: none"> • 60 minute SLT detention • Internal Isolation

	<ul style="list-style-type: none"> • Truantiing two lessons • Racial/sexual harassment • Serious incidents of bullying • Fighting 	<ul style="list-style-type: none"> • External Isolation at another school • Suspension • Police involvement possible
C6 Suspension	<p><i>*C6- Repeated extreme behaviours</i></p> <ul style="list-style-type: none"> • Failure to complete sanction above. • Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive) • Involvement with drugs or alcohol. Including vaping and smoking. • Verbal or Physical aggression to a member of staff will be treated with the utmost severity • Repeated offences of C4 and C5 can lead to PEX. Following the return from a suspension internal isolation will follow until the school deems the student to be in a positive learning mindset. 	<ul style="list-style-type: none"> • Suspension and internal isolation • PEX

Note that the descriptions are for guidance only and do not form an exhaustive list. The context of any incident will be taken into account and the Headteacher will decide the seriousness of any incident.

Parent/carers will be informed by text that their child will be held for detention by 1.30pm on the same day as the notification is received.