



Values & Rewards Policy

This policy is applicable to Atam Academy

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Introduction

ATAM Academy is an ambitious school with high expectations of staff, students and the wider community. Children of all ages have the right to learn, all teachers have the right to teach and everyone has the right to feel safe. We therefore have collective and individual responsibility to respect others, ourselves and the environment.

ATAM Academy will nurture the potential of all students and provide them with opportunities more than they thought possible. We pursue this using our universal British Sikh values of: Sat (Truth), Santokh (Contentment), Daya (Compassion), Dharam (Righteousness), Himmat (Courage), Chardi Kala (Resilience) and Pyaar (Love).

We know and believe that if we can educate our members of the whole community to follow these core values it will prepare our children to be successful in every aspect of life and not just school. It is our job as educators to offer support thorough: Safeguarding, Pastoral, SEND, Teachers. Support Staff and Attendance. All of these teams in school will work with and support children to ensure they reach their maximum potential at ATAM.



Policy Aims

The aims of this policy are clearly set out:

- To promote and enshrine the values of Sat (Truth), Santokh (Contentment), Daya (Compassion), Dharam (Righteousness), Himmat (Courage), Chardi Kala (Resilience) and Pyaar (Love) in all our students.
- Create a positive culture that promotes excellent behaviour, providing opportunity to learn in a calm, safe and supportive environment
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how Students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- To promote working collaboratively with all stakeholders to ensure the policy is fair and consistently applied
- Explain the rewards and sanctions that will be applied consistently and fairly

To achieve these aims we will:

- Develop a whole school 360 value centred approach for all students
- Impose sanctions on those students who fail to display our values or keep to the school rules and expectations
- Adopt fully the principles outlined in the Child-on-child Abuse Policy (Including Sexual

Violence & Sexual Harassment) to ensure equal access to a broad educational experience for all

- Communicate to parents when students are making the correct choices and demonstrating our core values and when there is a cause for concern
- Teach our students that their actions have consequences both positive and negative

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on: •

Behaviour and discipline in schools: advice for headteachers and school staff

- Behaviour in schools: advice for headteachers and school staff

- Searching, screening and confiscation at school

- Searching, screening and confiscation: advice for schools

- The Equality Act 2010

- Keeping Children Safe in Education

- Exclusion from maintained schools, academies and pupil referral units in England •

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school 3

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti bullying strategy

This policy complies with our funding agreement and articles of association.

Roles & Responsibilities

On admission to the school all parents and students sign the school's Home-School agreement and agree to support the school in this regard. If parents are not happy with any actions taken they should refer to the school concerns and complaints procedure.

Through consultation with teaching and support staff the Pastoral team will implement targeted interventions for groups or individuals. This is to support students who may be identified as having specific behavioural difficulties; this may include time spent in targeted support and intervention.

The principal may impose sanctions for behaviour outside of school, even if a student is not on school business, if in their judgement it will affect maintaining good behaviour and discipline among the student body as a whole, pose a threat to staff or harm the reputation of the school. If felt necessary, the school will involve the police and/or external agencies.

The Role of the Trust & the Local Advisory Board

The Trust and the Local Advisory Board (LAB) has the responsibility of agreeing the expected guidelines on standards of discipline and behaviour. The LAB is responsible for reviewing their effectiveness. LAB members support the principal in carrying out these guidelines. The principal has the day-to-day authority to implement the school Values & Rewards Policy, but LAB/Trust may give advice to the principal about particular disciplinary issues.

The Role of the Principal

- It is the responsibility of the principal, under the School Standards and Framework Act 1998, to implement the school Values & Rewards policy consistently throughout the school and to report to the LAB, when requested, on the effectiveness of the policy
- It is also the responsibility of the principal to ensure the health, safety and welfare of all students in the school
- The principal supports the staff in implementing the policy and setting the standards of behaviour
- The principal keeps records of all reported incidents of serious misbehaviour • The principal has responsibility for giving fixed term suspensions to individual students for acts of serious misbehaviour
- For repeated or very serious acts or major misbehaviour the principal can permanently exclude a child. The LABs and the Local Authority will be notified

The Role of Parents

By accepting the principles of the Home–School Agreement parents agree to:

- Work collaboratively with the school, providing firm and effective guidance at home so students receive consistent messages about how to behave both at home and at school • Read the school Code of Conduct and support it
- Support their child's learning and co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour
- Support the actions of the school, where the school is required to use reasonable sanctions. If parents have any concern about the way that their child has been treated, they should

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initially contact the Head of Year. If the concern remains, they should contact the Assistant Principal for Behaviour & Attitudes. If despite this step concerns are not resolved parents may request to meet with the principal who may decide to arrange to meet directly or delegate to the appropriate member of staff to resolve the matter and then a meeting may be held (please refer to the Concerns and Complaints procedure should your concerns not be resolved)

The Role of the Class Teacher

It is the responsibility of the class teacher: -

- To ensure that the school rules and expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time
- To treat each child fairly and enforce the classroom code consistently
- The Role of All Staff
- To build strong, positive student relationships based on mutual respect that enforce our values and underpin a positive attitude to learning
- To follow the principles and practices of the school Values & Rewards policy at all times and enforce it fairly and consistently

- To provide accurate written records, according to school policy, of incidents and strategies used to manage attitude to learning
- To provide good role models for the student by being polite, caring and understanding and setting high standards in all aspects of our values, self-conduct, dress and interpersonal relationships
- To inform parents of the school Values & Rewards policy and its application
- To ensure that the school rules are enforced in a responsible manner
- To treat each child fairly and enforce the Values & Rewards policy consistently

All staff play an integral part in managing behaviour around the school. Below are some examples of the responsibilities shared by staff throughout the school.

Classroom teachers should deal with the following: • Late arrival to lessons • Incomplete classwork / homework / coursework • Lack of correct equipment / kit • Inappropriate language • Disruption of teaching and learning • Inappropriate uniform / jewellery • Inappropriate use of mobile phone / IT	Director of Subject should deal with the following: • Persistent disruption of teaching and learning • Persistent late arrival to lessons • Persistent failure to complete work • Regular refusal to co-operate with instructions • Challenging authority of subject teacher • Failure to attend detention issued by subject teacher
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Director of learning (Secondary) / Phase Leader (Primary) should deal with the following: • Bullying • Truancy from lesson / school • Leaving site without permission • Damage to school property / equipment • Smoking on school site • Fighting / physical violence between students • Inappropriate behaviour around the school site • Verbal abuse of members of staff	SLT should deal with the following: • Threat / physical violence against staff • Serious / dangerous behaviour • Racist comments / behaviour • Theft of school property • Use / possession of illegal substances • Possession of weapons / dangerous items • Malicious accusations against school staff
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The Role of Students

By accepting the principles of the Home-School Agreement, students agree

to:

- Accept responsibility for their own behaviour

- Use the school council to express their views and concerns.
- Behave in an orderly and self-controlled way
- Be polite, respectful and considerate to each other and the building / school environment
- Follow the instructions of all adults as requested
- Arrive on time to school in the morning
- Move around the building calmly, safely and quietly. No running
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times, taking off any coats / scarves and gloves upon entering the building
- Be prepared for learning with the correct equipment / PE kit
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

Code of Conduct

To develop a safe and secure environment, everyone should show respect for each other, the environment, community and everything around us.

When moving around the school always

- Arrive at the designated time
- Show respect towards all adults and peers
- Walk on the left-hand side

- Walk quietly and sensibly around the school, following signs and markings
- Follow adult instructions
- Eat and drink in designated areas and dispose of any litter in the designated waste bins.
Only water (in clear bottles) can be consumed in the classroom
- Water bottles can only be filled during break time and/or lunch time
- Wear correct uniform and take pride in your appearance
- Students must wear their blazer at all times when moving around the school building
- No coats or jackets can be worn in the school building
- Demonstrate kindness and politeness towards others and avoid the use of any derogatory language, which may offend others
- Be kind and thoughtful. Show careful consideration towards others physically, emotionally and mentally
- Speak politely to everyone and call each other by their given names
- Try to be the best version of yourselves
- Enter and leave the building in an orderly manner
- Enter and leave assemblies in a quiet manner and maintain social distance

In lessons always

- Arrive on time (within 3 minutes of the start of the lesson)
- Be prepared for lessons with the correct equipment and completed homework
- Listen carefully when an adult is talking
- Use all equipment safely and appropriately
- Stay in your seat unless you are given permission by the teacher to stand up
- Raise your hand and wait for your teacher's permission to speak
- Allow others to get on with their work
- Take turns as speakers and listeners
- Planners must be on your table at all times

Break & Lunchtime

- Allow others to enjoy their own social time
- Walk sensibly to classrooms
- Demonstrate gratitude and respect towards supervisory staff
- Dispose of plates and trays correctly
- Water bottles can be refilled

No student is allowed to leave the classroom at any time during lesson time.

Any student who behaves in a way that could compromise good hygiene and or/good health and safety practice may be sanctioned by the principal using the full range of sanctions available

dependent on the seriousness of the breach. In extreme circumstances, this could amount to a permanent suspension.

The examples below may result in a fixed term suspension or permanent suspension

The school views persistent poor behaviour as a combination of multiple Cs incidents for poor behaviour and On Calls for more repeated serious incidents requiring time in the contemplation

room.

All other steps to encourage the student to obey the school rules and expectations have failed or allowing the student to remain in the school would be seriously detrimental to the education or welfare of others in the school.

Never

- Verbally, physically, sexually, racially or emotionally abuse anyone based on the protected characteristics under the Equalities Act
- Vandalise or graffiti school property
- Possess, supply or consume alcohol, drugs, e-cigarettes, cigarettes or any other illegal substance on school grounds
- Possess, supply or bring a weapon on site or outside school grounds, including imitation weapons
- Abuse the Internet or Trust's ICT systems including creating false social media/ internet accounts
- Use social media to intimidate, harass or cause emotional distress to others
- Bring phones/MP3 players/iPods into school
- Engage in or display signs of sexual misconduct of any nature including that of 'sexting' on school grounds
- Do anything that may bring the school into disrepute
- Commit actual or threatened violence against a student or member of staff
- Engage in any on-line, racist or homophobic bullying

Values & Rewards

An ethos of encouragement is central to the promotion of our values and positive behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that positive behaviour is valued, and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise (both informal and formal) to individuals and groups.

Engagement with learning is always our primary aim. We recognise that for most students a gentle reminder or nudge in the right direction is all that is needed, although there are occasions when more structured intervention is necessary. Steps in the system should always be applied with care and consideration, taking individual needs into account where necessary. Staff should praise positive behaviour - not pander to attention seekers. All students must be given 'take up time' in between steps to allow students time to consider their behaviour.

All staff must remember that consistency is key. It makes students feel safe, secure and confident of expectations.

To this end all staff are expected to:

- Have well-planned, engaging lessons that meet the needs of all students
- Apply consistent routines and expectations in your classroom
- Have carefully considered seating plans for classes
- Develop positive relationships with students where communicating clearly and promoting good behaviour is encouraged

A range of strategies will be used to respond to inappropriate behaviour. This will include sanctions but will also consider the personal circumstances of the student when deciding what action is appropriate.

A range of consequences is clearly defined in the procedures and their use will be characterised by clearly explaining why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

ATAM school believe that positive behaviour management is about helping students to make appropriate and positive choices. Negative behaviour cannot be ignored and must be dealt with appropriately. However, we are aware that not all negative behaviour is a response to inappropriate choices or following the wrong moral code. If issues are identified and recognised, we will seek to use additional support (internal and external) to help any student who require this.

Rewards

It is important to recognise and celebrate achievements and efforts of those

students who behave well and work hard. Staff should praise visibly and sincerely. This is important in recognising behavioural norms and reinforcing positive behaviours. As such praise should be a key component of good teaching and student / staff relationships.

All rewards are recorded electronically. Staff are encouraged to reward students using positive points via Class Charts. These rewards will then be publicly shared throughout the academic year via assemblies, form time and in real time with parents. At the end of term each subject area will be asked to nominate students that have excelled in their subject(s) this year so far. Areas are requested to consider both academic success as well as progress. Form tutors also nominate a student from each registration group that embraces and embodies the school values.

The school also uses several external agencies, like the Jack Petchey Award to further promote positive behaviours and recognise the work and character of our young men.

The schools promote good and improved behaviour by students through a system of recognition and reward through Class Charts.

The aims of the rewards system are

- To develop a praise and reward culture for students displaying our values
- To ensure that all students receive recognition for their success in terms of achievement, effort and attendance
- To encourage positive learning behaviours in lessons and around the school site
- To achieve these aims we will
- Provide certificates which are presented at celebration assemblies

Class Charts – positive points



The rewards triangle



- The pastoral team have implemented an electronic behaviour system, which records students' behaviour, both positive and negative. Their net behaviour points are the sum of their positive points minus any negative ones.
- Students receive class chart points for a wide range of actions including good classwork, submitting outstanding homework, progress, attitude to learning, embodying any one of our ATAM values or caring for the school environment.
- When a student reaches a specified milestone (which ranges from Bronze up to Diamond), they are presented with a badge and further prizes/rewards depending on the level they have reached.
- This behaviour system also creates competition within year groups as tutor groups compete to earn the most points. Consequently, students recognise responsibility for their own success whilst also understanding their role and contribution as part of a wider team.

ATAM defines acceptable behaviour as that which promotes the Trust and school values as well as courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, with staff, visitors or other persons within/outside the school premises.

We have identified examples of unacceptable behaviour as that which disrupts the learning or threatens the health, safety or wellbeing of other members of the school community. Examples include name calling, verbal abuse, threatening language, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse. Refer to the ATAM Child on child Abuse Policy, and the ATAM Safeguarding & Child Protection Policy for further information).

The Academy communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the school website, rules, prospectus, Google classrooms, Home-School agreement, assemblies, form time and online newsletters.

The Academy communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

Use of Internet & Mobile Communications

All students must always adhere to the ATAM ICT Acceptable Use Policy, whether in the school or at home. Students must ensure all mobile phones are switched off and placed their bags before entering the school site. Mobile phones may only be taken out once students leave the school site at the end of the day.

In addition, it is prohibited to:

- Log on to the school system, email or online learning platforms using another person's identity (including friends or parents/carers and will be sanctions if occurred)
- Use any platform/technology to bully, harass or upset another person (this includes other students, staff and the wider community). This includes (but is not limited to): email, texts, WhatsApp, Snap Chat, Tik Tok, Twitter, Facebook, and other relevant social media platforms
- Use any platform/technology to bring ATAM into disrepute
- Use any platform to express extremist views, including (but not limited to): homophobia, sexism, racism, Prevent-related communication
- Make, request, send or distribute indecent/illegal images of children or exert any pressure on others to do so
- Examinations

Students must follow the examination rules and procedures set out by ATAM schools, the exam boards and JCQ.

Sanctions

Sanctions are in place for poor work and or behaviour. Sanctions range from a rebuke to exclusion. Minor misbehaviours will be dealt with as such but more serious misbehaviours will bring about more serious sanctions. Fortunately, very serious misbehaviours are rare. If a student repeats misbehaviour, then the sanctions will become more severe.

There are 3 main purposes of using sanctions in school:

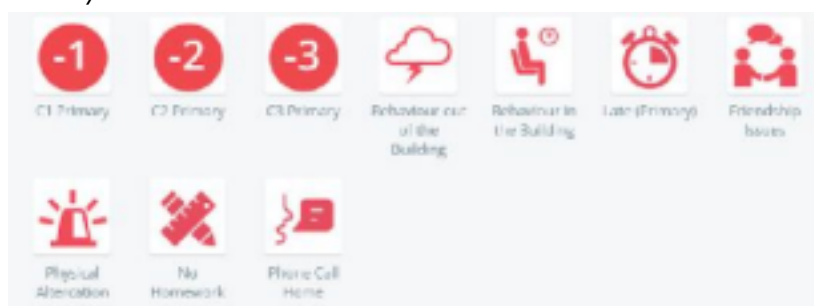
- To show the perpetrator that their behaviour is unacceptable
- To deter the student from repeating that behaviour
- To show other students that the behaviour is unacceptable and will not be tolerated

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed. For this to happen sanctions need to be seen to be consistent, fair and relevant and the reason for any sanction should be clearly explained to the student. De-escalation techniques will be attempted to help prevent further behaviour issues arising. The sanction should be carried out as soon as possible and, where appropriate, parents informed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

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Behaviour System - Primary school



Behaviour System - Secondary school



The behaviour system is to be used for incidents of student behaviour that fail to meet the high expectations at ATAM schools. Incidents may occur in structured or unstructured time and should be dealt with using a fair and consistent approach.

Consequences take the form of two types of negative behaviour points issued via Class Charts. Verbal Warning will be given to students who are demonstrating behaviour outside of our guidelines, if this behaviour continues it will lead to C1, C2 & C3 which is deemed to be more severe in nature and may deserve a detention or other relevant sanction.

Students will gain negative points; C Codes and/or Behaviour Codes for every occurrence where they are deemed to have failed to display one or more of our school values or sub-values. E.g. C2 awarded for failing to display Daya (Compassion) or a Behaviour Code for Aggression for failing to display Respect; a sub-value of Pyaar (Love).

Behaviour systems can be supported by offering an informal warning as a reminder of acceptable demonstration of our school values. If students are talking off task, not fully engaged in work, fiddling with equipment when told not to or refuse to follow any 'reasonable request' to behave appropriately, the following system will apply:

	Explanation	Examples
Verbal Warning	Students are given a verbal warning, so they are aware of their poor behaviour and have time to correct their behaviour.	All low level disruptive poor behaviour.
C1	This is a formal verbal indication that the student is at this stage and needs to address their behaviour. Staff must record the C1 at the end of the lesson with a reason on Class Charts. This is the initial poor behaviour. No further sanction is applied.	• Initial poor behaviour • Shouting out • Disrupting the lesson/ distracting peers and interrupting teacher (talking) • Little or no effort • Not following instructions • Poor Attitude • Poor behaviour. • Defiance • Late
C2	This is a second verbal warning. At this point, a strategy (moving groups/tables, removing equipment) should occur to help students refocus their behaviour. This is when behaviour is continued. Staff must record the C2 at the end of the lesson with reasons on Class Charts. The Director of Learning or another member of the Pastoral team may speak with the student about their behaviour.	• Continued poor behaviour • Shouting out again continued • Disrupting the lesson (talking)/ distracting peers and interrupting teacher- continued • little or no effort continued • Not following instructions continued • Poor Attitude continued • Poor behaviour, defiance continued
C3	Students should be sent to a buddy room within the department. A conversation between the class teacher, Director of Learning and the student will take place, reflecting on their poor behaviour. This is when behaviour has been persistent. Staff must record the C3 at the end of the lesson with reasons on Class Charts. A 30-minute detention will automatically be recorded on Class Charts.	• Persistent poor behaviour • Persistent shouting out • Constant disruption to the lesson/ distracting peers and interrupting teacher • Refusal to complete work set • Refusal to follow instructions • Very poor attitude/behaviour • Continued defiance
On Call / Parked	If a student has progressed through C1 – C3 and cannot remain in the lesson, or behaves in an extreme manner (swearing, violence, racism, homophobia etc.) then they must be parked in another classroom. If behaviour continues to be persistently poor in another classroom then they must be issued an On Call BY Director of subject ONLY – a member of the Pastoral team or SLT will remove the student from the classroom and they will spend the rest of the lesson and/or day in Isolation.	

Staff only need to record the final sanction. E.g. if a student receives a C3 then only a C3 should be recorded and not a C1, C2 and C3

Waves of escalation with persistent behaviour

Behaviour level	Examples (can include but not exhaustive list)	Action
Wave 1 Low level / first instance of disruption to learning or not following the expectations of the school	• Uniform breach • Lack of equipment • Off task behaviour • Late arrival to class / school • Not following instructions • Distracting other students • Poor attitude • Non completion of work / homework • Running in the corridors • Unwanted physical contact • Cussing • Disrespectful behaviour	Address the issue with the student Other possible actions: ☐ Verbal warnings / In class changes Time out (max. 5 mins) ☐ Negative point allocated ☐ Lunch time catch up / break loss (15mins) ☐ Departmental support ☐ Repeat offensives of Level 1: ☐ Centralised detentions (30mins) ☐ Appropriate report ☐ Restorative action *Recorded appropriately
Wave 2 Persistent breaches or escalation of Level 1 behaviours and refusal to comply with the expectations of the school	• Issues relating to health and safety (smoking, play fighting, rushing; or similar behaviour likely to cause injury or upset) • Repeated breaches of school rules • Internal truancy • Leaving a classroom without permission • Continued non-compliance / defiance to follow instructions • Continual disruptive behaviour affecting theirs and others learning rights	Address the issue with the student, relevant staff and parent if required Other possible actions in addition to above: ☐ Removal from the classroom ☐ Appropriate report ☐ Contact with parent / carer ☐ Withdrawal of privileges for a fixed time period (e.g. no access to lunchtime facilities, positions of responsibility taken away) ☐ Community payback ☐ Appropriate allocated interventions in place ☐ Restorative action *Recorded appropriately

Wave 3 Escalation of Level 2 behaviours and confrontational defiance of the expectations of the school	Violence • Any form of bullying • Continual non-compliance with report • Stealing • Abusive / threatening language and behaviour to staff or students • Severe repetitive non compliance with school expectations	Address the issue with the student, relevant staff and parents Other possible actions in addition to above: ☐ Appropriate report ☐ Use of Reflection Room ☐ ATAM Around the Child referral ☐ SLT Detentions
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	• Deliberately endangering the safety of others • Extreme / intended verbal or physical behaviour	☐ Saturday Detention (set by SLT only) *Recorded appropriately
Wave 4 Escalation of Level 3 behaviour and extreme and open defiance of school expectations	• Extreme violence • Racist, sexist, homophobic or discriminatory behaviour • Carrying / use of weapons • Possession of prohibited items • Drugs possession and / or use • Repetitive abusive / threatening language and behaviour to staff or students • Sexual violence / harassment • Persistent escalation of level 3 behaviour where interventions have failed	Address the issue with the student, relevant staff, parents and external agencies if required Other possible actions in addition to above: ☐ Appropriate report ☐ Fixed Term Exclusion ☐ Permanent Exclusion ☐ Managed Move ☐ Alternative Provision *Recorded appropriately

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regards to the impact on perceived fairness.

Relocating Students (Parked or On-call)

Teachers and departments are expected to take the lead in dealing with misbehaviour in lessons. Departmental support is when the supervision of students who are removed from lessons are supported by or placed into another teacher's classroom to complete work. However, relocation must not take place for every minor infraction, and it is essential for teachers to 'own' their own classrooms. This is recorded on Class charts as 'Parked' and the classroom teacher is required to follow up with behaviour to allow reintegration.

'On-call' should be used when in class actions and departmental support is not adequate to manage the misbehaviour, for example if the student leaves the lesson and runs off; the student refuses to work with another teacher; the student is generally beyond verbal control.

Under no circumstances should students be left in corridors outside a classroom during lessons.

Consequences of Poor Behaviour

If a student exhibits persistent poor behaviour, a report card will be issued. Each report will contain specific, measurable targets and will be followed for a set period of time. Failure to achieve the targets set on report could lead to contact with home, appropriate sanction such as the setting of detentions, loss of privileges or upscaling the report to the next level

The table below outlines the process that needs to be undertaken – the importance of following this procedure is critical, to support students in terms of their behaviour.

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Report Card Type	Reason
Form Tutor Report or Pastoral Leader Report	Students will be placed on a Form tutor/Pastoral leader report card for persistent low-level disruption and/or having an initial 30 behaviour points
Director of Learning Report	Students will be placed on a Director of Learning report card for 2 or more Friday SLT detentions, a full day in reflection room and/or failing the previous report.
SLT Report – AP report	Students will be placed on an AP report card after any Suspension and/or failing the previous report.
SLT Report – VP report	Students will be placed on an AP report card after failing the previous report.

Detentions

Staff should have conversations with students for a variety of breaches of expectations around work and behaviour. It is reasonable for a teacher to detain a student at lunchtime or at the end of a school day for up to a maximum of up to 15 minutes to talk about appropriate conduct within a lesson.

If the concern is greater, then a student can be issued with a 30 minutes' same day detention and the information will be recorded on class charts. No other notification will be given to parents / carers. For longer detentions of 1 hour, information will be placed on class charts 24hrs

in advance, although this is not a legal requirement. The safe return home of a student after a detention remains the responsibility of the parent / carer.

Failure to attend a detention will result in an automatic upscaling. However, repeated failure to turn up to a detention is a serious breach of discipline and will result in a severe sanction, which could include internal exclusion (reflection room) or suspension.

All Detentions at ATAM schools are centralised and take place at the end of the school day in a classroom. The detentions will be held Tuesday to Friday. All 30 minutes and 60 minutes' detentions will be held Tuesday to Friday and SLT detention will only be held on Friday.

Detentions would be used for escalation and deterioration of repeated behaviours once all other low-level strategies have failed. The detention structure is:

Detention Type	
Type 1	Classroom detention for 15 minutes Set by class teacher on class charts
Type 2	Centralised detention for 30 minutes Set by class teacher or SLT/pastoral team
Type 3	Centralised detention for 60 minutes Escalated up by class charts if students failed to attend previous detention Set by SLT/pastoral on class charts if behaviour warrants
Type 4	SLT detention for 90 minutes Escalated up by class charts if students failed to attend type 2 & 3 Set by SLT/pastoral on class charts if behaviour warrants

- ATAM schools are a chewing gum-free site. Any student found in possession of chewing gum will be issued a 30-minute detention
- Students who are found to be in the possession of a mobile device will have it confiscated where it will be taken to Reception for safekeeping. This includes if the student is using the device when leaving or entering the school (before the Main Gate). The pastoral team will issue a 60-minute detention and the student's parent/carers will be contacted. Parents are expected to come to school to collect their child's phone and this phone will not be returned to the student.
- 60-minute detentions can be issued to students because of other behaviours that contravene the school values
- 30-minute detentions can be issued for any contraventions of our Uniform and Acceptable Appearance Policy
- Staff may place an individual student(s) in a detention during break, lunch or at the end of the same school day. However, the detention must not exceed 10 minutes during break or lunch and 15 minutes at the end of the day

All sanctions must be addressed with positive actions, which may include:

- One-to-one with the Pastoral team and/or Inclusion support
- Workshops or meetings with preventative agencies e.g. Police Community Support Officers, CAMHS, Local Authority Inclusion Support Team, Educational Psychological and other relevant external agencies
- Parents may be invited in to help support

Student Behaviour Inside & Outside the Classroom

All Staff have a responsibility to deal with any unacceptable behaviour which they encounter inside and outside the classroom and anywhere on the school site. Incidents which take place outside the classroom and need to be referred should be reported to the appropriate Director of Learning. If it is a serious incident and the Director of Learning is unavailable, staff may refer the matter immediately to any member of the Pastoral team or SLT.

To ensure the safety of all members of the school high expectations must also apply with regards to movement around the corridors and in the playground. Unacceptable behaviour includes: ● Physical contact e.g. play fighting

- Running in areas other than the muga / Playground
- Eating and drinking in areas other than the canteen or outdoor eating areas.
- Excessive noise

Staff on duty at break or lunch must be punctual to their duties. While on duty they should be alert and active and challenge any unacceptable behaviour in their duty area. It is always the responsibility of all staff to challenge unacceptable behaviour.

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, therefore bringing the school into disrepute.

Duty System

There are a series of duty points for internal duties around school, manned by both teaching and non-teaching staff, which reflects the fact that good behaviour around school is the responsibility of the whole school community.

Behaviour Outside School

Any student who does not follow our school values outside the normal school day and whilst in their school uniform, PE kit, or own clothes on a non-uniform day can have an appropriate sanction put into place. This also includes active participants or spectators in a fight or inappropriate incidents. Any filming/photos of the incidents will also be dealt with appropriately and the Police may be informed.

Misbehaviour outside of school may also include anything that could at any time:

- have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- adversely affect the reputation of the school
- Students' behaviour outside school remains subject to our Values & Rewards Policy. This may be:
 - On school business such as trips, fixtures or placements
 - In the immediate vicinity of the school or on a journey to or from school
 - If there is a clear link between the behaviour outside of school and maintaining good behaviour inside school
 - If student behaviour is bringing the school into disrepute in the local community

Any concerns regarding student behaviour should be directed to the relevant Director of Learning who are also responsible for liaising with any relevant external agencies.

Internal Suspension/SSC

The Student Support Centre (SSC) is part of the school's learning support offer. The SSC is supported by SLT and Pastoral staff. It provides additional support for students exhibiting behavioural and emotional problems that impact negatively on their own learning and that of their peers.

Internal exclusion is for serious misdemeanours and used as a first step alternative to any fixed term suspensions. The principal or Assistant Principal Behaviour and Attitudes can make the decision to internally exclude a student. An incident form must be provided as evidence and a Reflection Room admittance slip filled in and signed. Families will be informed via a telephone call and then a letter as to the nature and length of the students stay in the internal exclusion unit.

Any student placed in reflection room will attend registration as normal and be collected and escorted to the room by the 'on call' member of staff. Students can be placed in reflection room throughout the day as appropriate. Reflection room is located on the second floor and follows the students' normal subject timetable; students will also have an isolated sandwich lunch and extended school day. The students will follow the reflection room timetable.

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Students will work in silence in individual booths and are not permitted to communicate with other students. Breaks outside are centred on the students completing community payback in the form of litter picking.

At the end of the day all students will complete a behaviour reflection sheet and where needed a conflict resolution meeting will be organised. If the student continues to misbehave, then an external suspension could be enforced.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Students will not be removed from classrooms for prolonged periods of time without the explicit

agreement of the principal.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the tracking log.

Unless there are exceptional circumstances, agreed with members of SLT, students placed in the reflection room will also complete a 60-minute detention afterschool.

External Isolation

On occasion, if it is felt the severity of the behaviour means the student should not be able to access ATAM schools for several days. Students may attend other local Isolation establishments in local schools, and we may also host students from these schools.

Students must be provided with suitably accessible but challenging work. Director of Subjects are responsible for providing this work. It is the responsibility of the Director of Learning to telephone parents/carers to inform them of their child's placement in isolation.

Refer to the Suspension & Permanent Exclusion Policy for information on Fixed Term and Permanent Exclusions.

Alternative Provision

If the Academy believes alternative provision needs to be offered to support the student, this can be arranged using the links the Academy has with other providers.

Suspensions

(Refer to the Suspension & Permanent Exclusion Policy for further details)

Fixed Term Suspensions

A decision to exclude a student for a fixed period will be in response to serious breaches of the school's Values & Rewards Policy, including persistent disruptive behaviour. Only the Principal has the authority to exclude a student from school although they may delegate this to the Head of School in their absence. The decision to exclude for a fixed term will only be made after a thorough investigation and after careful consideration of the available evidence. Reference will be made to school policies, student accounts, written records of staff and consultation with

relevant post holders. The standard of proof to be applied is the 'balance of probabilities' and does not require the criminal standard of 'beyond reasonable doubt' to be applied. It is the responsibility of the Assistant Principal Behaviour and Attitudes, in liaison with the principal to ensure that all suspensions are fair and consistent.

A student can be excluded for one or more fixed periods, which when aggregated, do not exceed a total of 45 school days in any one school year.

Where fixed term suspensions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a student in response to the same behaviour, alternative strategies will need to be considered. In exceptional circumstances – usually where further evidence has come to light – a fixed term suspension may be extended to a permanent suspension.

During the fixed term suspension work will be provided via Google Classrooms for the student to complete.

Parents of the excluded student have a legal obligation to ensure that the child is not present in a public place during normal school hours without reasonable justification.

Re-Integration

After the end of the fixed term suspension, a reintegration meeting should be held by the Assistant Principal Behaviour and Attitudes with the student and their parents/carers on their return to school. Parents/carers must be present for re-admission meetings.

This re-integration meeting provides the opportunity to:

- Emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour
- Discuss how behaviour problems can be addressed
- Explore any wider issues or circumstances that may be affecting the student's behaviour
- Agree on any reintegration strategies or measures to prevent further misbehaviour

It is the duty of the re-admitted student to ask their subject teaching staff for any relevant work missed and to complete it by the date requested by that teacher.

On their return, students:

- May spend some time in the reflection room/SSC to reflect on their inappropriate behaviour
- May be placed on a Director of Learning or SLT report
- May be placed on a Pastoral Support Plan
- May be placed on a specific Behaviour Contract for extremely serious offences or continued disruption

Permanent Suspensions

The decision to exclude a student permanently is only taken:

- In response to serious breaches of the school's Values & Rewards Policy
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in school
- Permanent suspension will be considered for:
 - Persistent and defiant misbehaviour
 - Persistent/serious bullying
 - Use/possession / distribution of alcohol, solvents and/or an illegal drug (including their paraphernalia or any substances disguised in an alternative form such as an edible marijuana cookie, cake or brownie etc) on school premises or during a students' journey to and from school
 - Unusual behaviour which may be consistent with being under the influence of alcohol or drugs
 - Threatening behaviour/physical assault on an adult
 - Sexual misconduct, including sexting
 - Theft of others' property, belongings and school equipment
 - Deliberate vandalism
 - Behaviour which puts themselves or others at risk of serious harm
 - Misuse of social media to bully, intimidate or humiliate others

There will, however, be exceptional circumstances where, in the principal's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supply, consumption or possession of an illegal drug and/or alcohol
- Carrying an offensive weapon
- Unfounded, malicious allegations against students, staff and stakeholders of the school

Suspension can also be used where one of the following is evident:

- Parental breach of contract with the school
- Parents causing serious or repeated nuisance on the school premises, acting aggressively towards staff (including via social media or electronic communication) or bringing the school into disrepute
- Serious disagreement (on the part of the parents or the pupil) with, or contravention of, the school's policies on social inclusion, diversity or equality the behaviour of a student outside of school can be considered grounds for an suspension.

Where a criminal offence has taken place, the school will liaise with the Police to consider the appropriate course of action.

The decision to exclude a child permanently is a serious one and is only taken where the basic facts are established on the balance of probabilities. It is usually the final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been

tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with that student.

From and including the sixth day of the suspension it is the Local Authority who are responsible for ensuring that suitable full-time education is provided for the student.

Review & Appeal

The Local Advisory Board (LAB) and Local Authority (LA) must be informed within one day of:

- Permanent suspensions
- Suspensions of more than five days
- Suspensions that would result in a public examination being missed

All suspensions are reported for monitoring purposes to the LAB and the LA once a term. Suspensions are monitored and analysed to consider any over-representation of any particular groups. All permanent suspensions and suspensions of over 15 days in any one term must be reviewed by the LAB. Where the LAB upholds the principal's decision to exclude the LA must make arrangements for Independent Appeals Panels to hear appeals against permanent suspensions.

Removing a student from the school site

There may be occasions when a student will need to be removed from the school site, other than for those which would usually result in a fixed term or permanent suspension. These may include:

- A student is accused of a serious criminal offence, which may have taken place outside of the school's jurisdiction.
- A student, for medical reasons, represents a serious risk to the health or safety of other students or school staff
- A student, for mental health and/or social, emotional reasons, represents a serious risk to the health or safety of other students or school staff
- A student needs to leave the school site for a short period of time to remedy breaches of the school's rules on appearance or uniform

Behaviour Management Support

Whilst it is important that we sanction poor behaviour and undesirable learning habits it is equally

important that, where appropriate, we intervene and offer support in order to allow our students to eliminate these poor behaviours and develop as young adults. The school also recognises its legal duty under the Equality Act 2010 to prevent students 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 school has a variety of mechanisms to provide additional support to these students with an emphasis on early intervention. Pastoral teams regularly review behaviour tracking data and use their professional knowledge to identify students who may be experiencing difficulties. Where appropriate students are referred to the ATAM around the child where their needs are tracked, monitored and discussed and appropriate interventions are put in place.

Where there are wider issues, the school will work with the family and or external agencies under the early help process to improve circumstances for a young person.

We support all our students including those who are experiencing behavioural, emotional, mental health, social, personal or other difficulties that might prevent effective learning. Where students are having difficulty conforming to the expected standards of behaviour, we follow our intervention provision map and strategies (some examples can be seen in the table below).

	Cognition and Learning	Communication and interaction	Social, Emotional and Mental Health	Physical or Medical	Family Support and Parental engagement
Wave 1	Quality first teaching • CPD for teaching staff with specialist training staff and providers • Whole school policies (SEND; T&L, BFL, Safeguarding) • Citizenship – SMSC programmes & policy – PHSE and Form time activities				Housing signposting Immigration signposting Coffee mornings Parent courses Newsletters Information sessions
Wave 2	Referrals to : Pastoral team, SENCO, Safeguarding team, SLT				
	Reading mentors Phonics Programme Saturday Tutors Brilliant Club Targeted intervention groups EAL induction	SEND small group social skills Speech and language therapy input.	Speak out Challenge 1:1 mentoring Buddy system (MPAs) ELSA Your Choice Social Stories Active In Mind	Lego therapy Home visits	
Wave 3	Discussion at inclusion meetings, ATAM around the Child, Multi Agency, specialist reviews				

	Educational psychologist input Personalised transition programme/timetable 1:1 SEN literacy programmes.	NHS speech and language therapy input. Educational psychologist	In class support CFCS – referral Alternative provisions redirections EMHP sessions Counsellor	School nurse Occupational therapy Physiotherapy advice Sensory service input	
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Where students are having difficulty conforming to the expected standards of behaviour, several early intervention strategies are available.

Report Cards - an effective way of recording students' progress towards targets both lesson by lesson and day by day.

Pastoral Support Plans (PSPs) – used to set key measurable targets to improve behaviour, can form part of a student's re-integration into school following a fixed term suspension to try and prevent a permanent suspension. Student's will play a key part in defining how they manage their behaviour, and the level of support required.

Reduced Timetables - students who repeatedly display inappropriate behaviours and whose behaviour indicates underlying social/emotional issues will be assessed by the SWO and an individual programme established which might include a reduction in mainstream lessons for a fixed period.

Mentoring - students who have been identified as struggling to manage their behaviour may be referred to the SWO. They will work with the SWO for an hour a week over an agreed period, focusing on the particular difficulties they are facing and developing strategies to avoid further problems arising. An action plan will be drawn up and parents will be contacted to discuss the relevant issues and the progress they make.

Pupil Passports-students with a statement of special educational needs will have an individual Pupil Passport. The school SENDCO will create Pupil Passports and provide these for staff who teach that student to enable them to set and review targets. These plans will also suggest teaching strategies, which will help students, make progress and demonstrate required behaviours for learning. Where appropriate, specialist support will be provided on a one-to-one basis or in small groups, this could take the form of mentoring, therapy, anger management or social skills work.

Behaviour Contracts - a support programme offered to students who are at risk of permanent suspension. It will be agreed with students and/or parents, as an outcome of a meeting held with them to which a suspension officer may be invited. This meeting will consider the causes for concern and the steps suggested to improve the situation.

Other agencies such as social services, housing, voluntary organisations, the careers service, could also be involved as appropriate.

In drawing up the plan the school will, in discussion with others:

- review any learning difficulties and put in place a programme of support
- where necessary consider changes to the student's timetable including form/set changes
- consider referral to a PRU for joint registration or another appropriate institution
- consider with the agreement of the student's parents and the LA a managed move to another school
- consider offering specialist support and therapy

The Behaviour Contract will have a pre-established time frame and will be monitored fortnightly and be reviewed at least halfway through its duration. Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

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At the end of the agreed period the Behaviour Contract may;

- be reduced or removed
- be continued for a further period of with or without amendments
- or where there has been no improvement at all, there may be a move to permanent suspension.

Responding to misbehaviour from students with SEND

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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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 student, 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.

Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Tracking behaviour

Behaviour is tracked through the use of the school's behaviour tracking system (Class Charts) upon which all members of staff are able to log behaviour - both positive and negative.

Behaviour tracking means that incidents of positive and negative behaviour are logged on a database so that:

- The school is able to monitor more effectively patterns of behaviour by individual students and across the school, thus enabling more effective intervention
- Parents are able to keep track of their child's behaviour record and support their child and the school by reinforcing expectations at home.

The school will also collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion and suspension
- Use of internal support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The results of this analysis will enable the school to meet its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

Anti-Bullying Guidelines

The main aim of our school is to encourage every student to reach his full potential. Central to this is the recognition of the worth of every individual and the raising of everyone's self-esteem no matter what their gender, race, religion, age, sexuality or disability. We encourage the value of harmony and the acceptance of differences. Everyone has the right to be safe in school and on the way to and from school. It is important that everyone working within our school, students, staff and parents, understands what bullying is and how it can be prevented. Bullying is unacceptable and will not be tolerated. It is the responsibility of all of us to make sure that bullying has no place in our school.

Preventative Measures

To reduce bullying incidents several preventative measures are actively encouraged, taught and provided by the school continuously throughout the year to promote a harmonious co-existence of all groups of students. These include:

- Opportunities to celebrate diversity through the ATRAM values
- Themed assemblies
- Developing a culture of openness so students can talk about bullying incidents
- Development of the curriculum with a strong emphasis on the role of form tutors in promoting quality relationships and developing a positive ethos within each form group
- Investment in developing more student friendly environments and safety displays
- Increased provision of extra-curricular activities for students during lunchtimes, before and after school
- The use of the School Council and leadership groups in school to bring concerns of students to the attention of school leadership and staff in general
- Efficient monitoring of students at break and lunchtimes through duties (further enhanced by use of closed-circuit security cameras)
- On site police support via safer school officer

Incidents of bullying

Despite the preventative measures, bullying may still occur at ATAM School, as it does in any organisation. It is therefore important that all staff recognise this and act swiftly, effectively and appropriately when it does. We must act whilst recognising that our action will not necessarily bring about an instant end to the concerns.

When a student makes a disclosure that he/she is being bullied, to a friend, a parent / carer, or directly to a member of staff they do so because it is a serious problem to them and because they want us to take action to stop it. Despite this, they will often fear that we will be unable to stop it and that our intervention may make matters worse. Thus, they very frequently say that they do not want us to take action. This is not necessarily true.

Strategies for dealing with bullying When a teacher or other adult is aware that bullying is taking place he or she should intervene or respond immediately. The appropriate Director of Learning and form tutor should be informed as soon as possible.

Key points to consider when dealing with any bullying allegations:

- Never ignore suspected bullying
- Do not make premature assumptions

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- Listen carefully to all accounts and take the disclosure seriously
- Establish the identity of all those involved
- Establish the nature of the alleged bullying and time frames
- Attempt to find the reason behind the alleged bullying or the cause
- Reassure the student that action taken will not make matters worse provided they continue to keep us informed of developments
- Make sure that the victim understands that the situation will probably not become idyllic instantly but that they have taken the first step to making things better

The aim of any bullying investigation should be to bring about awareness and resolution rather than to administer punishment. Until fully investigated a no-blame approach should be adopted towards the alleged bully. Any investigation paperwork must be recorded, and outcomes and

findings attached to the student(s) file. If the allegations are upheld there must be an assurance that the bullying will stop and whilst we do not aim to punish, there is no alternative to this if the bullying persists.

Appropriate measures should be put in place for the victim, if required, which may include 1-2-1 mentoring, buddy assignment, designated safe space, peer support, timetable changes etc. Through this process checks should be carried out to ensure that bullying has not resumed. Where possible restorative work should be completed in attempts to establish ground rules that enable those who have bullied and victims to co-exist.

Involving parents

The majority of parents support anti-bullying measures. A significant few do have unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. We need to overcome this type of attitude. Our job is to inform parents/carers of this fact and to assure them that we will take action to deal with the alleged bully but that their energy and ours should mostly be put into supporting their child. If, as they frequently demand, we were simply to punish the alleged bully with an exclusion it is easy for us to see that this would be more likely to make the situation worse rather than better. Equally, if we were to do this without equipping the victim to deal with it, the consequences could obviously become very serious indeed.

Where the parent/carer does not already know of the alleged bullying they should be informed. They should also be informed of the action which is being taken.

Adult on student bullying

If a student makes an allegation against a member of staff or other adults in school, a statement should be taken by the person the allegation has been disclosed to. This statement should then be passed on to the Senior Leadership Team or Safeguarding team.

Student on adult bullying

If such situations occur, the person(s) involved should inform an appropriate member of staff so that action can be taken to deal with the concerns. Depending on the circumstances it may be a Director of Subject, Director of Learning, or a member of the Senior Leadership Team.

Adult bullying an adult

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There may be incidents where adult on adult bullying occurs. Again, any incidents should be reported to the line manager. Staff could also contact their UNION.

Confiscation & Search

Although consent will usually be sought, the law says that the principal and staff whom they authorise, has the authority to search for items without consent and where necessary confiscate items as a disciplinary action or precaution.

These guidelines are outlined for authorised staff on searching students and the retention and disposal of items that have been confiscated in accordance with government guidance. This applies when students are in the care of the school, including on school trips or in training

settings. Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Screening

Atam Academy always places a great emphasis on the importance of the safety of all members of the community. To ensure the safety of the school community, from time to time the school may 'screen' students as they arrive at school. This might involve students being screened by a handheld metal detector (wand) even if the school does not suspect them of having a weapon. The consent of students and parents is not required and is part of the school's statutory power to manage the safety of staff, students and visitors. Reasonable adjustments will be made for students with SEND to ensure they understand the procedures. We hope that parents would view this as a positive measure and understand that this is because we see the safety of our school community as paramount.

Searching

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

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

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

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

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

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The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a student's outer clothing, pockets, possessions, bags, desks or lockers.

Outer clothing includes:

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

Searching without consent

There will be rare occasions the principal (or a member of staff authorised by the principal) decide to search a student if they have reasonable grounds to suspect that the student may have a prohibited item in their possession.

Searches without consent should take place with verbal authorisation from the principal. In the absence or unavailability of the Principal, the Principal delegates the authority to the Senior Vice Principal. In the absence of a Senior Vice Principal, permission should be sought from the most senior member of staff on the school site.

However, it should be noted that the principal always authorises a 'search without consent' if there are reasonable grounds to suspect that a student has an item in their possession which endangers themselves or other members of the community. In such instances, the principal would always expect the member of staff to prioritise the safety of themselves and others and conduct the search as soon as they can safely do so even if they have not gained authorisation from the principal. When conducting a search, the staff members will adhere to the government guidance.

A search without consent can be conducted for:

- Knives or weapons
- Alcohol
- Illegal drugs in any form
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Principal and authorised staff can also search for any item banned by the school

Additionally, Atam Academy bans the following items and identifies these items which may be searched for.

This may include:

- Any items being sold by students on school site without permission
- Mobile phone or electronic devices that may contain content of malicious communication or content used to bully, intimidate or place a young person at risk of harm
- Unhealthy food items, specifically including sweets, large bags of crisps, chocolate, junk food, energy drinks and sweet or fizzy drinks

Staff may lawfully search for mobile phones, electronic devices or any other item, without consent or parental permission, if there is a suspicion that the student has an item or substance prohibited

by the Values & Rewards Policy, or the member of staff has good reason to suspect the device/item may be used:

- Cause harm, threaten or upset
- Disrupt learning

- Break school rules
- Commit an offence
- Cause personal injury
- Damage property
- Any item that the member of staff/Principal reasonably suspects has been, or is likely to be used:
- To commit an offence
- To cause personal injury to, or damage to the property of, any person (including the student)

Any items, data, files or images that are believed to be illegal will be passed to the Police as soon as practicable.

Any items, data, files or images that are not believed to be unlawful may be deleted or kept as evidence of the school's policy.

Searches of students should take place with a minimum of two members of staff present, including one that is the same gender as the student being searched. The school may also invite the Police to conduct the search if appropriate. If a student refuses to allow a search for such items, further action will be taken.

Weapons

It is a criminal offence to bring a knife or offensive weapon into a school. If a student is found with a knife, it is likely that they will be questioned by the Police. If a student is found in possession of a knife, weapon or any item that could be used to harm others they will be permanently excluded from school.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

In instances where there are reasonable grounds to believe that an electronic device contains content, such as that outlined above, then the member of staff may search the contents of the phone. If such content is found, then the staff member may take any of the following actions depending on their professional judgement:

- Confiscate the device as evidence and to prohibit further use
- Take images/copies of the content to retain as evidence (except in cases where the content is unlawful, in which case the device will be retained and passed to the Police)
- Delete the malicious content from the device, if they believe there is a good reason for doing so and return it to the student.

If there is reason to believe the electronic device may contain indecent images of children, it must be immediately handed to the DSL. This will then only be searched if absolutely necessary and in the presence of the principal.

Disposal of confiscated items

Alcohol which has been confiscated will be safely disposed of. It will not be returned to the

student under any circumstances. Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances, and at the discretion of the principal, the drugs may be destroyed without the involvement of the police if there is good reason to do so.

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

Recording and informing parents

A log on any search and confiscation conducted will be kept by authorised staff.

There is no requirement for the school to inform parents before a search (personal and/or electronic device). Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the student or the school. If a parent makes a complaint, the normal procedures for dealing with a complaint should be followed.

We are aware of the Prevent Duty and are committed to fulfilling this duty. Our Designated Safeguarding Lead has undertaken training in order to offer advice and support to other members of staff.

Staff receive in-house and external Prevent training and are required to complete a Prevent/Channel Awareness module.

Liaising with the Police

ATAM schools have a close working partnership with the Police. As part of our cooperation with them:

- We will provide them with information when requested. This is on condition that a badge number and name is provided and the understanding that we will inform parents/carers • They will come in to see students if we request them to do so
- They will keep ATAM school informed about investigations involving our students
- They will support the school with assemblies and other workshops
- In extremely rare cases the school may need support to deal with incidents
- relating to the carrying of weapons or possession of/dealing in drugs
- It is good practice to contact the Police for all weapon/drugs related incidents that may lead to permanent suspensions

Malicious Allegations

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the LA safeguarding teams where appropriate.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the principal about what further action may be appropriate against the student(s) involved. Permanent suspension may be considered where it is felt appropriate, and the member of staff's reputation has been tarnished or they have suffered in the process.

Communication & Policy Evaluation

This policy and standards of behaviour in general are reviewed:

- Every three years with the LAB
- Every term when considering the Behaviour and Attendance Report
- Regularly as part of Student Voice to systematically gather student views on attitudes to learning, feeling safe and behaviour support systems. This may be in the form of School Council, focus groups or wider scale surveys such as the Health-Related Behaviour Survey.

Monitoring & Review

This Values & Rewards Policy is to be approved by TheOne Multi Academies Trust Board. The policy will be reviewed annually or as required to ensure it remains compliant with Equality legislation and the law.

ATAM and the Local Advisory Boards will monitor the implementation and impact of this policy in partnership with the SLT.

