Montgomery Academy
Behaviour for Learning Policy

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Montgomery Academy (an FCAT Academy)

Behaviour for Learning Policy

Introduction

FCAT Academies have at their heart a firm commitment to putting the needs of children first. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs.

The Academy Council believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

Students learn best in an ordered environment. This can be achieved when expectations of learning and behaviour are high and their consequences are made explicit and applied consistently. The self esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights, rules and responsibilities of all members of the academy community, the importance of clear and consistent classroom routines which are always adhered to and a culture of rewards for success.

Purpose

To create a positive, purposeful teaching and learning environment through:

- enabling all staff to feel confident in their responsibility for the effective management of student behaviour.
- encouraging students to develop and maintain positive relationships with both their peers and adults characterised by mutual respect.
- the provision of opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, ethnicity, attainment and background.
- helping students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour.
- a system of rewards and graduated sanctions for students related to both academic progress, success and behaviour

Expectations

All members of the Academy have the same rights, responsibilities and rules:

Rights

- To feel safe at school
- To learn to the best of their ability
- To be treated with respect

Responsibilities

- To ensure that you allow others to feel safe at school
- To ensure that you allow everyone to learn to the best of their ability
- To ensure that you treat everyone with respect
- To have excellent attendance and punctuality

Rules

- I will respect other people and their property
- I will do as I am asked by all members of staff

- I will be well-mannered and helpful at all times
- I will attend lessons in full uniform, on time and 'ready to learn'
- I will not refuse any reasonable request from a member of staff

SMART is how we expect Montgomery students to conduct themselves throughout the day.

Safe

Mature

Ambitious

Respectful

Thoughtful

SMART should be used by staff in conversations about behaviour between themselves and students. Students must be regularly reminded about SMART conduct.

As a consequence of these qualities our expectation for each student is that they

- grow as a person
- be a positive and active member of our school community
- be lifelong learner with a love of reading
- be able to work well independently and interdependently
- be employable
- be the best they can in whatever they choose to do

All these qualities will help them achieve excellence now and in their future lives. As a school community we *Inspire Excellence Together*

Behaviour Management System

These procedures support an ethos based on shared aims and mutual respect where boundaries are clearly defined and where the individuals feel valued. These procedures reflect the fact that there are aspects of behaviour, which can be taught, and that in general the use of praise and rewards and the opportunities in the curriculum have a great effect in motivating students.

A huge emphasis is placed at Montgomery Academy on encouraging positive behaviour. Everyone, staff and students, is aware of the necessity and benefits of working together to ensure a calm, ordered, secure and happy environment. We recognise that the vast majority of students contribute positively to an environment in which effective learning can take place. However, there are pupils who, despite help, support and encouragement, do not respect this ethos and seek to disrupt the learning of others. In such cases it becomes necessary to take decisive action, to involve parents and impose sanctions.

Positive Reinforcement Strategies

Another way of tackling poor behaviour is to use language in positive terms so that you are not focussing on one individual's behaviour when everyone else is behaving appropriately.

Class Teacher should:

- Praise and encourage
- Give Ambition Points
- Give postcards
- Positive phone calls home
- Positive marking
- Have displays

Subject Leader/Curriculum Area Leader / Progress Manager and Pastoral Manager should:

- Praise in front of whole class
- Communicate with parents – letters / phone calls
- Assemblies
- Give verbal praise
- Give Ambition Points
- Use Montgomery Way corridor to celebrate achievement and effort
- Give curriculum area / year group rewards

Recognising and Rewarding Positive Behaviour

- Weekly recognition of effort in lesson through the awarding of Ambition Points 1= Engagement in lesson, 2 = Outstanding engagement in lessons including completion of homework, these can be seen using ClassCharts by staff, students and parents. Students also receive positive points for engagement in extracurricular activities.
- Rewards are graded weekly using an e-badge through ClassCharts based on point accrued each week and shared to students and parents at 4pm each Friday.
- 0-5: No award
- Bronze Award (for 6-10 Ambition Points, awarded to approximately 40% of students)
- Silver Award (for 11-14 Ambition Points, awarded to approximately 35% of students)
- Gold Award (for 15-18 Ambition Points, awarded to approximately 10% of students)
- Diamond Award (for 19+ Ambition Points, awarded to approximately 2% of students)
- A weekly e-certificate is also emailed to parents to share the students engagement levels from the week, bronze, silver, gold and diamond, alongside updates of personal development experiences that have happened during the week.
- The reward store has been put into place where students can redeem their points for prizes and make donations to their house charity.
- Students receive reward notifications at each milestone to reward students for their progress (100,200,300, 400, etc)
- Ambition Point milestones are also rewarded with Bronze, Silver, and Gold Badges each full term for 250,400, 600 Ambition points.
- Pastoral managers are also encouraged to send postcards at these milestones too.
- Top 10 Ambition point students are shared each week in year group specific assemblies
- Termly Celebration Assemblies celebrate the success of students' attendance and top ambition points in school both individually and collectively as house/tutor groups.
- End of term rewards events also celebrate students with high effort grades.
- Students effort is also acknowledged after each data cycle through the use of Monty Way posters on M-Block corridor, these recognise the good effort of students.

The effort grade criteria is judged using the following criteria:

- 5 – Goes above and beyond to further develop their knowledge and skills in the subject.
- 4 - All homework completed on time and to a high standard. Excellent effort in class and with all tasks (including Entry Tasks). Completes Challenge Question work.
- 3 - Homework completed (may be after deadline or not to standard). Pays attention. Good effort with all tasks attempted (including Entry Tasks and Challenge Questions). Asks for support
- 2 - Homework submission variable. Inconsistent effort with tasks (including Entry Tasks and Challenge Questions). Variable standard of work and focus
- 1 - Most homework not completed or done to a poor standard. Little/no work done in class. Lacks focus and appropriate attitude to learning
- 0 -Very poor effort

Students are then placed into Bronze, Silver, Gold and Diamond categories on the posters on the Monty Way corridor, based on the following criteria:

- Bronze: Average Effort Grade of 3.0+
- Silver: Average Effort Grade of 3.75+
- Gold: Average Effort Grade of 4.0+
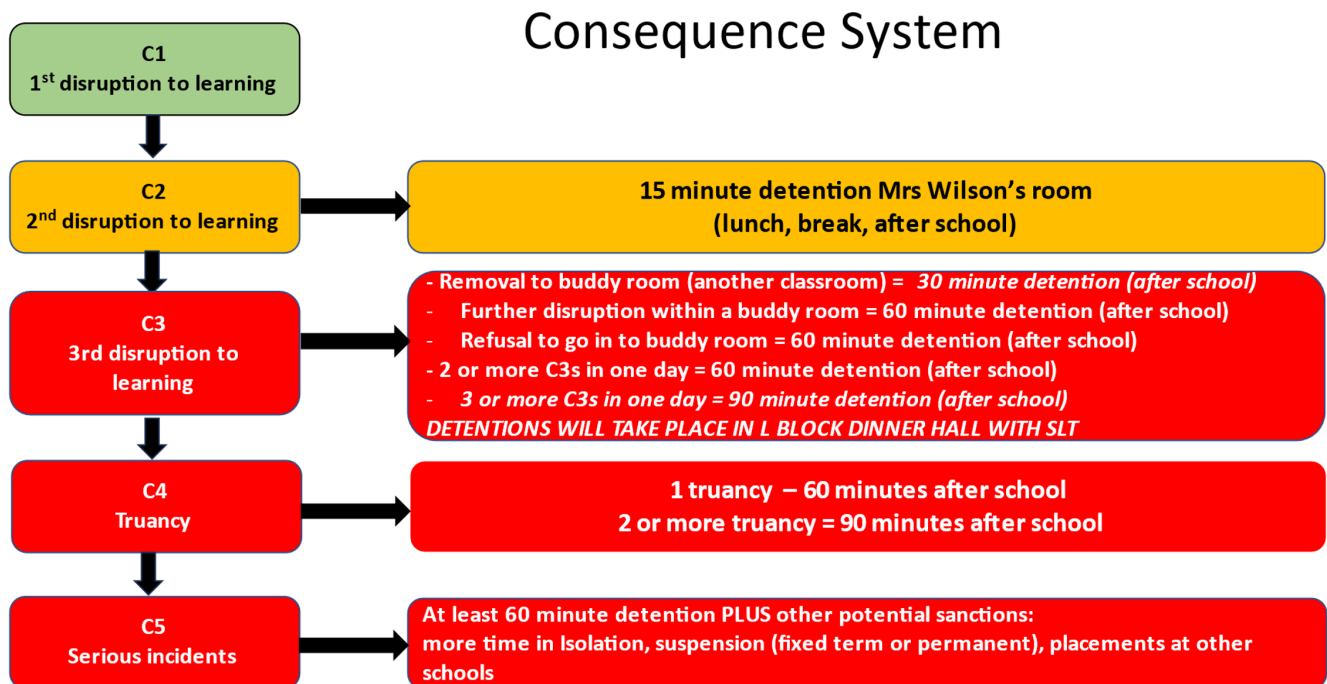- Diamond: Top Achieving Students

Consequence System

'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Refusal to follow a reasonable request or school rules e.g. wearing the correct uniform or to follow a seating plan, will result in a consequence.

Please see the Additional Needs Section regarding the use of reasonable adjustments.

Consequence System

C1 1st disruption to learning	
C2 2nd disruption to learning	**15 minute detention Mrs Wilson's room** **(lunch, break, after school)**
C3 3rd disruption to learning	- Removal to buddy room (another classroom) = *30 minute detention (after school)* - Further disruption within a buddy room = 60 minute detention (after school) - Refusal to go in to buddy room = 60 minute detention (after school) - 2 or more C3s in one day = 60 minute detention (after school) - *3 or more C3s in one day = 90 minute detention (after school)* *DETENTIONS WILL TAKE PLACE IN L BLOCK DINNER HALL WITH SLT*
C4 Truancy	**1 truancy – 60 minutes after school** **2 or more truancy = 90 minutes after school**
C5 Serious incidents	At least 60 minute detention PLUS other potential sanctions: more time in Isolation, suspension (fixed term or permanent), placements at other schools

The consequence day for multiple consequences runs from Lesson 5 the previous day to lesson 4 on the day of the detention.

All students are required to follow the SMART lesson expectations

Lesson Expectations

S – Be safe and enter and leave your lessons in a calm manner

M – Be mature and take responsibility for your behaviour

A – Be ambitious and try your hardest every lesson

R – Be respectful and listen to the teacher and others' views

T – Be thoughtful and be kind to other people

Internal Isolation

Some students during their time at Montgomery Academy will be in need of additional support and intervention. The varying needs include the following;

- C5 room – Students receiving a C5 will be taken straight to the C5 room where they will stay for and complete an hours detention after school. Where necessary, additional consequences will be decided at the daily C5 meeting.
- Withdrawal from individual/few lessons for longer term, usually following short term, but where repair, rebuild and re-integration have failed. Total long term withdrawal may be a very occasional strategy.
- Isolation from other students within the Academy as part of a consequence for misbehaviour. This will also include withdrawal of normal break and lunchtime privileges. This will include students who have been given a fixed term exclusion from school, containment for full day as either a consequence for truanting or positive prevention of further truanting.

When students are in Isolation they are encouraged to think about how their behaviour affects others, both students and staff. The aim of this is to help students to understand the impact of their actions and how to put things right.

Mediations also take place where necessary.

Withdrawal Room

The withdrawal room is a 6 week respite facility for students who are consistently disrupting the learning of others in a specific subject.

Whilst accessing the room students will continue with their learning with the support of the Withdrawal Room Manager who will also do work with the student to help them change their behaviour so that they can be successfully reintegrated back into their timetabled lessons. Referrals are made to the Progress Managers.

Staff will liaise with the Withdrawal Room Manager to facilitate a successful reintegration for the student.

The emphasis for all the above situations needs to be on 'refocus and redirection'. The aim will be to create a busy purposeful unit where real learning and the acquiring of good working habits is taking place.

Other possible support needs may include the following:

- Withdrawal from lessons for the day in the C5 room
- integration into school from other schools (managed moves)
- positive placements to support learning or coursework
- to support other academies' behaviour management systems

Fixed Term Suspension

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education . The Government supports headteachers in using suspension as a sanction where it is warranted.'

(DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement published 2023). All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious or persistent. Daily meetings take place with the Deputy Headteacher and the behaviour team where suspension decisions are made however the Deputy Headteacher liaises with the SEND team regarding students on the SEND register. This is also the case with the safeguarding team regarding our most vulnerable students. The following are examples of reasons for suspension;

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear Academy uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System'
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.

- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the Academy
- Persistent defiance or disruption.
- Fighting
- Harmful sexual behaviour, online sexual abuse, sexual violence (including sexualised language)
- Other serious breaches of Academy rules

Permanent Exclusion

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

(DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement published 2023).

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should 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.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

(DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement published 2023).

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- possession of an illegal drug with intent to supply;
- carrying an offensive weapon;
- making a malicious serious false allegation against a member of staff;
- potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

In cases where a Headteacher has permanently excluded a student for:-

- one of the above offences;
  or
- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

The Academy Council's Guidance on Offensive Weapons - the Academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include:

lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Local Academy Council to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the Academy Council also considers the following to be serious incidents may result in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff. Persistent disruption and defiance that may or may not be directly linked to the Consequences system.

Students with Additional Needs

The Behaviour, Pastoral and SEND team work together to support students with any additional need. Weekly Meetings of Concern take place where members of each team are represented to review and plan strategies for our students who need extra support and intervention. The meetings enable the teams to work together so that all possible difficulties are explored.

When applying the behaviour policy reasonable adjustments are applied to support students with SEN, Children in Care, vulnerable students with complex needs associated with trauma, managing relationships and attachment and those accessing the Engage Programme.

Students with additional needs including behaviour needs are assigned a key worker who works closely with them and their families.

Student Support Centre

Rationale

Montgomery's Student Support Centre Team work with Montgomery students with education learning needs, sensory difficulties and social, emotional and mental health issues. Students with special educational needs all have learning difficulties or disabilities, which may produce barriers to learning. These students may require support that is additional to, or different from other students of the same age.

Students with special educational needs may need extra help because of a range of needs such as thinking, understanding, physical or sensory difficulties, or how they relate to and behave with other people.

All students make progress at different rates and have varying ways in which they learn more effectively. Teachers consider this at Montgomery by taking careful consideration over how they structure and organise their lessons, the classroom environment and layout, the exercise books and the planning and differentiation of resource material given to students. Advice and strategies for teachers are produced and outlined on student passports, which are updated twice a year. Teaching staff use this information to consider appropriate options in order to enable effective differentiation according to the individual student needs.

The Role of the Student Support Centre and interventions provided
- In class support for SEND, SEMH and Nurture Unit students
- SEND, EAL, Behaviour and Irlen Passports
- Accelerated Reading programme / buddy reading in registration for identified students
- Regular reading and spelling testing
- Exam concessions and access arrangements
- Screening for Speech and Language difficulties and dyslexia and dyscalculia traits
- Support in internal and external examinations
- Numeracy and Literacy intervention including Lexonik
- Care plans for disabled students
- Strategies for dealing with anxiety, developing resilience and social skills
- Referrals to the Educational Psychologists
- Referrals to outside agencies
- Support on school trips with SEND, SEMH and Nurture Unit students
- Loaning laptops for students with temporary physical difficulties
- Requesting/loaning of specialist equipment

- Identifying / key working and conducting planning meetings for vulnerable students
- Providing CPD for all teachers of Most Able, SEND, SEMH, EAL and Nurture Unit students
- Supporting the development of differentiation by subject teachers
- Regular tracking of progress of SEND, SEMH and Nurture Unit students
- Regular reviews / updating of student passports
- Support with handwriting
- Homework support & reading club / homework club / STEM Club / Lego and Robotics Club
- Quality assuring the teaching of SEND students through conducting learning walks
- Transition support with feeder primary schools and post 16 educational establishments
- Support outside the classroom for identified students as required
- Mediation support with SEND, SEMH and Nurture Unit students
- SSC is used as an alternative to the isolation area
- SSC is used as safe place for timeout from lessons and social time
- DSL and SENCo have produced a list of students for who restraint should not be used.

Engage Programme

Engage provides a bespoke alternative learning provision for students who are unable to manage in mainstream education and are at risk of permanent exclusion. We assess students' individual needs and work to foster good relationships, promote positive behaviour and encourage emotionally resilient learners in order to maximise their employability and life chances by:
- Developing a bespoke curriculum and alternative learning experiences for challenging students
- Providing a sense of belonging
- Engaging with parents and students in a positive way
- Fostering positive feelings/relationships about school
- Breaking down barriers to learning
- Supporting with reintegration into mainstream classes where possible
- Supporting teaching staff in their work with challenging students
- Providing cultural and life experiences beyond the classroom in the form of visits and volunteer work
- Offering extended work experience opportunities and relevant bridging programmes to support transition into post 16 education
- Improving behaviour through coaching and teaching of behaviour management strategies
- Reducing number of exclusions
- Improving attendance

Rationale

Montgomery's alternative provision Engage works with students who present with challenging behaviour within the mainstream school setting. The learning programme operates between the normal school hours in an area with restricted access devoted to their needs. Appropriately identified students attend Engage on an individual bespoke timetable appropriate to their need. For KS3 students this is for a minimum of 1 lesson a day and morning registration in tandem with their individual regular timetables. Classes will be decided based on where the greatest concerns or learning requirements have been identified. For KS4 students the programme incorporates the offer of an extended work placement for a maximum of 2 days and a balance of option subjects taught within normal lessons and Engage. All students currently study BTec Home Cooking level 1 & 2 & GCSE History and attend their English, Maths & Science lessons. The programme remains flexible and for all students there may be occasions where it is necessary to adjust timetables on specific days to allow for additional time in engage to access emotional support.

Close links with the SEND team allows for referrals to be made where necessary to support any additional educational needs and outside agency intervention to help with barriers to learning and social, emotional support as required. Students will have an individualised behaviour passport and SEND passport if appropriate to help inform teaching staff of their individual needs, strengths and difficulties with the aim to help inform their planning and effective differentiation of lessons.

All students make progress at different rates and have different ways in which they learn more effectively. Staff in Engage consider this by taking careful consideration over how they structure and organise their lessons, the classroom environment and layout and the planning and differentiation of resource material given to students.

There are opportunities available for students to work in the garden area where students take responsibility for the planting and harvesting of produce to use in their cooking lessons. Volunteer work at a local farm is available for those interested in animal care. We also have a trained therapy dog and have engaged in art therapy sessions to aid with the plethora of social and emotional needs of the students on our programme.

Parents are fully consulted and it is mutually agreed between school and parents of the provision that the Engage programme will provide each child. Parents are contacted weekly and invited into school or visited at home regularly to promote the most supportive working relationships between all stakeholders. The overriding priority is to keep Engage students within the context of Montgomery given their vulnerabilities and provide a sense of belonging. A familiar face each morning giving opportunities for responsibility and encouraging the development of strong relationships across school with staff and ultimately driving the students desire to succeed and improve their behaviour and attendance.

The Role of Engage
- To support students in self-regulation and model positive behaviours
- Support with the accelerated reading programme
- Promote strategies for dealing with anxiety, developing resilience and social skills
- Referrals to outside agencies
- Identifying / key working and conducting planning meetings for students
- Providing CPD for all staff involved in the program

- Reporting the progress to parents and liaising with subject teachers on a regular basis
- Regular reviews / updating of student passports
- Supporting students back into their regular lessons where possible
- Creating new opportunities for learning to engage hard to reach students
- To reduce numbers of behaviour incidents, exclusions and increase attendance with identified cohorts
- To support teaching and support staff in behaviour management and strategies for dealing with challenging behaviou

Whole School Support

The support available for students at Montgomery extends to every student. Any of our students may require additional help at any point of their school career. We have a wide range of support available within school and we also work closely with external agencies who are providing help to our students and their families.

School Support and Therapeutic Intervention

- Pastoral Team
- Safeguarding Team
- Student Support Centre
- Engage Programme
- Lifecoach
- Student Support Centre
- Walk and Talk
- One to one pastoral
- Safeguarding office
- Mental Health and Well Being Market Place
- Mental Health Lead
- Mental Health Policy
- Mental Health First Aid trained staff
- NLP trained staff
- Lego therapy
- Mindfulness and Well Being Apps
- School nurse
- Peer Mentors
- Stonewall Group
- PWO
- PCSO
- Anti Bullying Ambassadors
- Peer Mentors
- Student Council

External Agencies

- School Home Support Workers
- Young carers
- Social Care
- Virtual School
- CAMHS
- Blackpool Carers
- Blackpool SEND Team
- Blackpool Educational Psychology Team
- Shine Therapy
- Blackpool Young People's Service – LGBT, HUB, Sexual Health and Well Being, CASHER,
- Headstart Resilience Coaches
- Youth Mediation Family Worker
- Awaken
- Kooth Assembly – Online Support
- Theatre Groups
- Community Safety Co-ordinator (Police)

Punctuality

To school

Punctuality matters. All students must be in school by 8.45am. The overwhelming majority of students are punctual to school, meaning they start their school day in the best manner that they can, ready to learn.

Consequences are in place to support and correct the behaviour of those that are late, so as to teach students the importance of punctuality

- 3 x late marks for arriving 5 minutes late = 1 hour after school detention
- 1 x late mark for arriving more than 5 minutes late to school = 1 hour after school detention

If there are genuine reasons for a student's lateness, and parents/carers take the time to contact school early on in the school day, we will of course take this into account and support your child with this matter. We must, however, remind all parents/carers that it is their responsibility to contact school about any issues with regards to attendance and/or punctuality. Students fall behind when they are late for school.

To Lessons

There is 5 minutes movement between lessons however after break and lunch all students are expected to be in their classrooms for the start of their lesson.

YR9 and 10(first break) - should all be in lesson 2 by 10.35am

YR7 (middle break) - should all be back in lesson 2 by 11.05am

YR8 and 11 (third break) – should all be in lesson 3 by 11.35am

YR9 and 10(first lunch) - should all be in lesson 4 by 1pm

YR7 (middle lunch) – should all be back in lesson 4 by 1.30pm

YR8 and 11 (third lunch) – should all be in lesson by 5 by 2pm

All students arriving late to lesson must be marked with an L on the register as well as the number of minutes late.

Late to lesson detentions will take place every day after to school

1 late to lesson in a day = 60 mins detention after school

2   lates to lesson in a day = 120 mins detention after

school Day = Lesson 5 the previous day to lesson 4 the

following day

Messages will be sent to parents informing them of the detention

Toilet Policy

At Montgomery family we want to be caring and supportive, but we also want to be expectant. The idea is that students should be in lessons learning.

Students will not be allowed out of lessons to go to the toilet, except of course if they have a medical condition that means they have a long term pass, or there is a genuine medical reason.

If students need to go to the toilet between lessons and in social time there are plenty of opportunities. If they really need to go in lessons, **which should not be necessary**, then this will be recorded on classcharts. This information is automatically shared with parents and if toilet visits happen too frequently then a pastoral meeting will be sought with parent/carer to discuss the matter.

Toilet Times

1. M Block toilets are open until 9.13am. Toilets are then locked for lesson one. YR7 toilets are always open.

Students 'go 'at home, or before 9.13am.

No student should 'go' unless they have a personalised pass during lesson one

2.   M Block toilets are opened at 10.15am for the remainder of

the day M Block toilets on the Humanities corridor are for YR7

students only

Students leaving lesson to go to the toilet must have a pass from their teacher.

This system does not apply to Year 7 students who are new to school and staff should show discretion to girls.

Internet safety

Whenever a student infringes the e-Safety Policy such as cyberbullying, the final decision on the level of sanction will be at the discretion of the school management. This includes e-safety incidents which may take place outside of the academy, but is linked to membership of the Academy. All breaches of the e-Safety Policy will be recorded and referred to the Designated Safeguarding Lead or Person.

Examples of sanctions are:

- referred to Headteacher
- contact with parents
- possible exclusion
- refer to PCSO
- e-safety officer
- Refer to the Police

Screening, searching and confiscation

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.

Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils.

• If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

• If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

• This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching

Academy staff can search pupils with their consent for any item. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item".

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

- Electronic cigarettes (vapes) are banned in school and are therefore classed as a 'prohibited item' and can be searched or screened for as above

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen. School staff can view CCTV footage in order to decide as to whether to conduct a search for an item.

The power to seize and confiscate items

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Also note:

• The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

• Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal academy complaints procedure

Use of reasonable force

All academy staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the academy rules.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the academy rules.

Malicious allegations against students or staff

The Academy views these extremely seriously and will always be investigated by the Headteacher or his representative.

For further information:

http://www.legislation.gov.uk/ukpga/2011/21/contents

http://www.legislation.gov.uk/ukpga/2011/21/contents

http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/index.htm

www.education.gov.uk

www.bbc.co.uk/schools/parents

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Behaviour_and_Discipline_in_Schools_-

A_guide_for_headteachers_and_school_staff_080115.pdf

Appendix A

Student: _____

I agree to abide by the school's code of conduct. SMART is how we expect Montgomery students to conduct themselves throughout the day.

• I will act in a SAFE manner

• I will behave in a MATURE way

• I will be AMBITIOUS and work hard in my lessons

• I will be RESPECTFUL to staff, students and Montgomery Academy property

• I will be THOUGHTFUL to all members of the Montgomery family

I agree that I will not:

• _____

• _____

Internal School Support

Behaviour				
School Key Worker	Withdrawal Room	Engage Programme	Restorative Conversations	
Welfare Support				
Safeguarding Team	Pupil Welfare Officer	School Counsellor	Mental Health First Aid	School Nurse
Stonewall Group				
Peer Issues				
Mediation	Anti Bullying Ambassadors			

SEND Support				
Student Support Centre				

Additional in school support/actions offered

- _____

- _____

External Agency Support

Behaviour					
School Home Support Worker	Educational Psychologist	PCSO	Blackpool carers	Headstart Resilience Coach	Lancashire Fire Intervention
Community Safety Officer	Respite Placements				
Welfare Support					
CAMHS	Blackpool Young People's Service	CASHER	Young Carers	N-Compass	Linden Centre
UR Potential	LGBT Group	Social Care referral	Youth mediation Family worker	Life Coach	EHA completion
EHA submission	Walk and Talk	Sexual Health and Wellbeing Worker	Butterfly Project	Den/Safehaven	NEST
Aspired Futures	Athena Referral				
SEND Support					
Blackpool SEND Team	Shine Therapy	Educational Psychologist	Neuro Development Pathway		

External agency support/actions offered

- _____

- _____

I understand that failure to comply with these conditions may result in further and more serious action being taken by the school.

Student signature: _____ Date: _____

I/we agree to:

• Monitor the reintegration programme and to sign the reintegration report on a daily basis.

• Inform the school of any problems that might affect the smooth reintegration of my child.

Parent/Carer signature: _____ Date: _____

Copy of exclusion letter received   YES/NO

Montgomery Academy has appropriate school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable and the academy behaviour policy outlines appropriate potential sanctions. All staff have received training about Child on Child Abuse and all students have had assemblies on the subject.

These policies are reflected in the academy curriculum, Relationships, Sex and Health Education Policy and procedures, which specifically address sexual harassment, online abuse, sexual violence and issues of consent, ensuring that:

- academy staff have appropriate knowledge of part 5 of the 'Keeping Children Safe in Education' statutory guidance
- all pupils are supported to report concerns about harmful sexual behaviour freely
- all (such) concerns are taken seriously and dealt with swiftly and appropriately and that pupils are confident that this is case
- comprehensive records of all allegations are kept
- work to prevent sexual harassment, online sexual abuse and sexual violence operates through a culture-led, whole-school approach that includes an effective behaviour policy, pastoral support and a carefully planned relationships, sex and health education curriculum

Academy staff will remain alert to factors that increase vulnerability or potential vulnerability such as mental ill health, domestic abuse, children with additional needs, and children from groups at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

Academy staff are aware of the very high local incidence of multiple combinations of such potentially adverse childhood experiences and the needs this could present.

Academy staff will also seek to understand and minimise any barriers that could prevent a pupil from making a disclosure, for example communication needs, are identified and addressed.

Academy staff will assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, and deliver a whole-school approach to address them.

Academy staff will be regularly trained to:

- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- understand how to handle reports of sexual violence and harassment between children, both on and outside school premises (in line with DfE guidance)
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship (online and offline)