



Southfields Academy: Behaviour Management Policy

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Reviewed by: Headteacher delegated to David Whitfield, Deputy Headteacher Behaviour and Attitudes

Adopted by:

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Equalities Statement:

We have considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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Top Tips for Your Classroom

1. Positive reinforcement – praising the desired behaviour;
2. Using body language and non-verbal cues to alert students to expected behaviour;
3. Scanning - scanning the classroom frequently for early signs of potential behaviour problems; gently and proactively take action to correct the behaviour before it escalates into a problem;
4. Circulating - moving strategically around the classroom to make students aware of your presence;
5. Moving In – standing next to, sitting down next to, talking directly to a student who is breaking classroom rules;
6. Broken record technique - using a calm voice to repeat an instruction again and again, ignoring all side issues;
7. Be the boss of your classroom;
8. Be prepared – planned lessons;
9. Meet, Greet and Do Now, starter activity;
10. Seating plan;
11. Incorporate an in-silence activity to embed independent learning;
12. Speak with confidence;
13. Don't over praise;
14. Entry and exit routines;
15. Combine dominance with warmth.

Aims of the Policy

1. This policy aims to create a culture where every student feels safe, supported, and ready to learn. By establishing clear and consistent expectations, we ensure a harmonious environment that allows all members of our community to work, learn, and grow together, enabling each student to reach their full potential.

Introduction

2. At Southfields Academy we aim to offer a high-quality education which provides a stimulating and successful learning environment. In keeping with the academy's aims, this Behaviour Management Policy seeks to create an environment in which successful learning can take place. The Academy environment needs to provide safety, security and mutual respect for all individuals within the Academy community. We believe that students have the right to learn and staff the right to work effectively, whether as teachers or as support staff. As a result, when a student's behaviour disrupts the learning of others, they may be temporarily removed from the lesson. This action is always taken with the goal of returning the student to the classroom as quickly as possible.

3. At Southfields Academy, we believe that we all have a responsibility for implementing this behaviour policy consistently and fairly in the classroom and around the Academy. Only then will we successfully achieve an atmosphere of co-operation and respect conducive to the development of a creative learning environment.

4. We have a system of **Reward, Sanction and Repair**. There is an expectation that all teachers and staff will praise students, including contacting parents/carers, as a matter of routine. Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning. When rules are broken, there must be consequences, however these will be followed by an opportunity for the students to repair the situation and learn from the mistake. This takes place through our system of Restorations.

5. Our basic rules for all students remain the same. These are:

- a. Keep your hands and feet and comments to yourself
- b. Follow all instructions
- c. Be respectful to everyone

Expectations

6. In order to promote good behaviour and allow students to reach their full potential, Southfields Academy believes that they must be supported by parents/carers/guardians *working together* with the Academy in an active and successful partnership. All parties must sign a Partnership Agreement upon enrolment to the Academy which sets out our expectations.

Student

As a student I agree to:

- Follow the rules of the Academy.
- Attend regularly and on time.
- Wear the correct uniform.
- Bring the correct equipment for all subjects.

- Treat all staff and students with respect.
- Be cooperative and helpful at all times.
- Complete classwork and homework to the best of my ability.
- Always put the utmost effort into all my endeavours at the Academy.
- Behave appropriately at all times.
- To respond positively to procedures for managing behaviour, including accepting consequences without negotiation.
- Act as an ambassador for Southfields Academy in the local community.

We expect our students to go beyond these basic behaviour expectations as they progress through the Academy and teach them to;

- Be **proactive** and look for further opportunities
- **Lead** others to success
- Offer to **help** others
- Seek to make our **community** better
- Look to develop **new skills**, interests, and passions outside of lessons

Parent / Carer / Guardian

As a parent / carer / guardian I agree to:

- Support the policies of the Academy and take responsibility for the behaviour of their child both inside and outside of the Academy
- To raise any issues with, or concerns about the implementation of the behaviour policy with academy staff at the first opportunity
- Ensure excellent attendance and punctuality.
- Ensure that the correct Academy uniform is worn.
- Ensure that my child has the correct equipment for all subjects.
- Encourage and support my child's study.
- Check and sign the Academy diary on a weekly basis.
- Attend Parents' Evenings and other relevant parent / carer / guardian events and meetings (which are compulsory).
- In the event of my child misbehaving, I agree to a period of 'community service' as an appropriate sanction, attendance of detentions and restorations and your child attending the Study Support Centre.
- Ensure that an up-to-date contact postal address, email address and telephone number are given

It is the responsibility of all our staff to:

- Provide support for effective behaviour for learning
- Support the well-being and safety of students and staff
- Focus on promoting the best in every student
- Create mutual respect between adult and student by modelling positive behaviour
- Provide clear high personal expectations of every student, making these a focus for learning
- Develop positive relationships throughout the Academy by ensuring all students take responsibility for their behaviour
- Take responsibility for managing students' behaviour and using

- restoration to repair any breakdown in relationships
- Ensure effective home-school relationships are developed as part of the successful implementation of positive behaviour for learning
- Ensure that any underlying causes of disruptive behaviour are identified and addressed with appropriate support from Academy staff and external agencies.

Context

7. Southfields Academy adheres to all DfE guidance relating to behaviour, Including “Behaviour in Schools; Advice for Head teachers and School Staff (Updated February 9th, 2024)

8. The policy acknowledges the Academy’s legal duties under the Equality Act 2010, in respect of safeguarding and students with special educational needs and disabilities.

Principles

9. The principles underpinning this policy are:

- Everyone at Southfields Academy is of equal value, whatever their race, gender, class, ability, learning need, sexual orientation, age or religion and all protected characteristics.
- All students’ achievements are recognised and valued.
- The Academy community builds positive and genuine relationships through respect and empathy.
- Positive behaviour stems from a well-structured curriculum, high-quality teaching and a safe, predictable learning environment.
- Positive behaviour is taught through a system of clear rules, meaningful rewards and a hierarchy of consequences.
- Students are supported in developing self-confidence, self-awareness and self-discipline and are rewarded for making positive choices about their behaviour and taking responsibility for their own actions
- Students experience staff implementing strategies fairly, and staff are able to support each other within and across departments.
- Students and staff benefit from restorative approaches.
- Students, staff, parents/carers, Governors and Trustees are all involved in ensuring our standards of behaviour are accepted and maintained.
- A clear distinction is made between the child and his or her behaviour. There can be bad behaviour but there are no bad children.

Rights and responsibilities

10. Every member of the Academy community has the **right** to:

- be treated with respect and dignity by other students, staff, parents/carers, Governors, Trustees and other people working in the Academy; treat all other members of the Academy community with respect;
- learn and to work in a clean, calm and safe environment; express their opinion and have their voice heard, whilst paying due regard to others’ feelings.

11. Teaching and non-teaching staff have the right to fulfil their role and to be supported in promoting the achievement and welfare of

students.

12. Every member of the Academy community has the **responsibility** to:

- treat all other members of the Academy community with respect;
- treat the building and its contents with care and respect;
- enable others to feel physically and emotionally safe at Academy;
- listen to and respect others' opinions and pay due regard to their feelings;
- be prepared to work and to allow other students and staff to work effectively

13. Teaching and non-teaching staff have a responsibility to fulfil their role and to promote the achievement and welfare of students.

Implementation

Classroom behaviour

14. There are three strands to classroom behaviour management:

- Classroom rules
- Rewards for keeping to the rules
- Consequences for breaking the rules

Classroom rules

15. Students follow a simple set of classroom rules that are common to all classrooms: We want to create an effective and calm working atmosphere. These rules help us learn and work together effectively:

1. Keep your hands, feet and comments to yourself.
2. Follow all instructions.
3. Be respectful to everyone.
4. Arrive on time with necessary equipment and wearing correct uniform.
5. Listen to others without interrupting.
6. Do not drink, eat or chew in class (you may drink water if given permission).
7. Do not use your mobile device unless permission has been given by your teacher.

16. These rules apply to all classrooms (lessons and registration/tutor time) and are taught to students as part of a teacher's initial lesson with a new group of students. The rules are referred to whenever a teacher or teaching assistant praises or corrects behaviour in class. This ensures that students and staff are clear about expectations of behaviour.

SEND Behaviour Guidance

Statutory Duty: Reasonable Adjustments

"Schools and other education providers must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers." (SEND Code of Practice: 0-25 years, 2015, Section 6.9)

*This is a **legal statutory duty**. Staff consider reasonable adjustments when applying behaviour policies to pupils with SEND.*

17. Teachers and tutors routinely confirm with students the expectations for

day-to-day practice:

- students do not leave the classroom during lessons, unless there are exceptional circumstances in which case they have a signed note in their planner from their teacher or a time out card (used at the discretion of the teacher);
- students in Y7-11 line up quietly outside the classroom before each lesson;
- students take out equipment, books and planners as soon as they have sat down;
- students stand behind their chairs at the end of the lesson and are dismissed row by row or table by table, so that their exit from the classroom is orderly.

18. The teacher also introduces students to any subject - or classroom-specific routines that they need to adopt.

Classroom rewards

19. Behaviour improves if we reward good behaviour; students are rewarded for following the rules. These rewards relate specifically to behaviour not to attainment, which is rewarded separately. Rewards are given in the ratio of three positives to one negative.

20. The hierarchy of rewards includes:

1. Verbal praise (using the student's name).
2. Positive logs/Merits logged on Bromcom.
3. Phone call home by the teacher logged on Bromcom.
4. Postcard home from the teacher or HoD/HoY logged on Bromcom.
5. Special mentions in assembly.

21. The reward system means that attention is given to appropriate behaviour rather than negative behaviour. Rewards may need to be private (depending on the individual needs of the student) and frequent ('catch them being good'). Rewards are differentiated so that, for example, students with emotional and behavioural difficulties, who may be on the SEND Register, may be rewarded more regularly or in a way that is appropriate for their needs.

Classroom consequences

22. Students are aware that negative behaviour has consequences.

23. Before using any sanctions, see Appendix 1, a teacher uses classroom management strategies to focus the individual or group. Examples of these can be found at the front of this policy

24. If classroom management strategies do not affect the student's behaviour, the formal hierarchy of consequences begin. These include:

1. Verbal warning – with the teacher saying clearly "I am giving you verbal warning for...and expect you to ..."
2. Written warning - recorded as a behaviour log on Bromcom.
3. Parking timetable used (removal to another classroom to avoid further interruption to learning) and HoD support if needed.

4. SLT Callout (if a student refuses to be parked or continues to disrupt learning in their parking classroom). This will result in an automatic central detention on the following day (recorded by General Office and register taken by SLT in attendance).

**Note - When stage 3 is reached the teacher will arrange for a sanction and a restoration and should inform their HOD. If there is an SLT callout, the teacher should attend the central detention on the following day to carry out a restoration.*

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**Note -Additional warning steps may be added for some students with SEND (e.g. a student with ASD).*

**Note – Any detention or restorative meeting scheduled with a classroom teacher takes precedence over a central detention, or a head of year (HOY) detention. A sanction handled directly by a teacher will have a greater impact on improving the behaviour in the classroom.*

25. During a teacher's restoration after the breakdown in relationship, the student reflects on their behaviour, and discusses with their teacher the behaviour that needs to change and any support needed to change that behaviour.

26. Whole class detentions are only given in exceptional circumstances and only if the teacher is confident that the breach of a rule/s applies to all students in the class equally.

27. A student who chooses repeated disruption, repeated failure to submit homework or more serious behaviour, will join a one-hour detention or homework catch-up run by the Head of Department (HoD), and a meeting with a parent/carer may be arranged.

28. Students who are out of a lesson without permission, or are disruptive during transitions and social times, will be referred to Break Withdrawal by their HoY or a senior leader.

29. If an incident occurs which is serious or dangerous, the senior member of staff on duty is called by sending a responsible student in the class to get another member of staff. The student whose behaviour led to the call for SLT is kept in the classroom. The senior member of staff decides on appropriate immediate action which may be Study Support. Teachers are asked to record the incident on Bromcom. In some circumstances, the student and the teacher will be asked to write an account. The SLT member ensures parents/carers are informed, takes appropriate action and informs the teacher of action taken. If appropriate, the SLT member of staff will arrange a restorative conversation between student and teacher.

Behaviour around the Academy

Academy Rules

30. In addition to Classroom Rules, the Academy Rules confirm expectations of behaviour at all times in the Academy.

31. The Academy Rules are:

1. Keep your hands and feet and comments to yourself.
2. Follow all instructions.

3. Be respectful to everyone.
4. Wear correct uniform at all times.
5. Walk quietly and safely on the left side of the stairs and in corridors.
6. Year 7-11: leave your mobile phone in your bag and turned off.
7. Year 12-13: keep mobile phones out of sight except in social areas at break or lunchtime
8. Behave responsibly on the way to and from Academy.
9. Treat the building and all property with respect (not putting your feet on chairs and benches, keeping toilets and communal spaces clean).
10. Do not run anywhere on the site, except for the tennis courts and on the Astro pitch (where this is permitted at break time).

Academy rewards

32. Again students are rewarded for following the rules. Rewards are given in the ratio of three positives (praise or conversation) to one negative.

33. The hierarchy of rewards includes:

1. Verbal praise.
2. Mentioning the behaviour to the student's tutor or Head of Year (HoY).
3. Positive Log/Merit – recorded on Bromcom.
4. Achievement logs on Bromcom.

Academy consequences

34. Again students are aware that negative behaviour has consequences. A member of staff will first talk to the student to point out their behaviour and to ask them to keep the rules.

35. If this does not have the desired impact or response, formal consequences are used. Wherever possible the member of staff should ask the student for their ID card or their planner if they do not know their name. The hierarchy of consequences includes:

1. A verbal warning;
2. A written warning, recorded as a behaviour log on Bromcom;
3. Reporting the behaviour to the student's HoY/tutor who will see the student and/or record a behaviour Log;
4. Contacting home to make parents aware.

All tutors should review and celebrate or address logs daily during afternoon registration.

Behaviour outside the Academy

36. Students should always think of themselves as ambassadors of Southfields Academy and recognise that their behaviour reflects on themselves, their peers and the reputation of the Academy.

37. The behaviour expectation, rewards and consequences in this policy apply when students are:

- taking part in any Academy-organised or Academy-related activity;
- travelling to or from the Academy;
- wearing Academy uniform or in some other way identifiable as a student of the Academy;
- posing a threat to another student or a member of the public;
- behaving in any way that could affect the behaviour of the Academy

38. Tutors use Bromcom to acknowledge and celebrate achievement logs. HoYs also send a postcard home when students achieve a number of achievement logs determined for each year group. HoYs phone parents to commend good or improved behaviour and achievement. HoDs and HoYs have mechanisms to celebrate achievement logs such as “Star of the Week”.

39. The accumulation of achievement logs from the class feeds into the year group’s reward systems of certificates and prizes which are given out at weekly and termly Achievement Assemblies. Students are awarded certificates which they take home.

Escalation of consequences (See Appendix 1)

40. Staff records of rewards and consequences on Bromcom enable Tutors/HoY/HoD to take further action when necessary.

41. A behaviour incident logged on Bromcom is sent to the HoY, showing strategies already followed. Through Bromcom, the teacher alerts the HoD/HoY if escalation is needed. The HoD/HoY follows up with student or delegates this follow-up to a post-holder, using restorative approaches wherever possible. The HoY is kept informed once the incident is resolved. The HoY may discuss further action with HoD.

42. Students who rapidly work through the hierarchy of consequences without any change in their behaviour will be referred to Behaviour Pre-Panel. This Panel includes senior staff.

Preventative strategies

43. The Academy is committed to identifying any underlying causes of disruptive behaviour and supporting students to develop new responses and behaviours. Support, accessed by the HoY or the Inclusion Panel, is available from:

- SEMH team, possibly through an Individual Behaviour for Learning Plan shared with staff;
- Academy SENCo
- the Attendance and Academy Welfare Officer;
- the Designated Mental Health Lead;
- the Safer Schools’ officer;
- the Academy social worker;
- DSLs for Year 7-11 or Post 16
- a Pastoral Support Plan supported by the AHT/Senior Teacher
- Specialist external agencies.

CCTV is used throughout the Academy.

44. Before support is agreed, parents will be invited to discuss with the HoY the student’s behaviour and needs, the options for support and the expected engagement and outcomes.

Serious incidents

45. In the case of a serious incident, it may be necessary to internally or externally exclude a student. Southfields Academy Behaviour Policy gives details of this process and confirms the current DfE guidance. Examples of such serious incidents might include verbal abuse to staff, violent behaviour towards another student, or a malicious allegation against a member of staff.

46. The Principal/Headteacher may decide to permanently exclude a students 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. Examples of this might be:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal or threatening behaviour towards a pupil
- Verbal or threatening behaviour towards an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Wilful damage to property
- Setting off fireworks on Academy property

47. These examples are not exhaustive, nor do they limit the Principal/Headteacher's authority to make reasonable decisions regarding exclusion. They indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the whole Academy community.

48. It is the Principal/Headteacher's decision to exclude a student. Each case will be considered in the light of circumstances, evidence available and with due care for the well-being of the individual and the Academy community. No decision to exclude will be taken lightly.

Suspension and Exclusion procedures

49. Any incident deemed serious is dealt with in the following way:

- The student/student is referred to the HoY/Key Stage Senior Behaviour Lead
- The Key Stage Senior Behaviour Lead, in conjunction with the DHT, decides whether to refer the matter to the Principal/Headteacher.
- The student and, if appropriate, students and staff witnesses write statements, signed and dated.
- The Key Stage Senior Behaviour Lead, in conjunction with the DHT, reviews evidence and decides upon a recommendation to Principal/Headteacher for suspension or exclusion (including reasons for the exclusion to inform the letter).
- On the basis of the evidence, the Principal/Headteacher decides whether the suspension/exclusion is agreed.
- Deputy Head teacher composes suspension letter for final consideration of Principal/Headteacher.
- HoY requests work from teachers for students to do either in internal exclusion or at home.
- The exclusion is logged on Bromcom, as appropriate.
- DHT meet with the student at the end of the day to explain parameters of the suspension or exclusion and give the student the work
- DHT makes contact with parents/carers and ensures a copy of the exclusion letter is emailed to them, including details of a reintegration meeting.

- Upon return to the main Academy, a reintegration interview with the AHT and/or Deputy Head teacher/Principal.
- The student usually is placed on report to HOY or a senior member of staff.

Searching and confiscation

50. Members of staff may search a student for any item. The Headteacher and staff authorised by her (Senior Leaders and HoY) may search students or their possessions, without consent, where they have reasonable grounds for suspecting that theft has taken place or that they may have a prohibited item such as prohibited substances, or any item that it is reasonable to expect has been, or could be, used to commit an offence or cause injury to the student or others or damage to property. The Academy can confiscate any prohibited item found as a result of a search or any item they consider harmful or detrimental to Academy discipline. See Appendix 2 for detailed policy and guidance.

Reasonable force

51. Members of staff may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property; to maintain good discipline; and to conduct a search without consent as above. See Appendix 3 for detailed policy and guidance.

Roles and responsibilities

52. **Each member of the Academy community** has a responsibility to fulfil their role appropriately with respect to this policy.

53. **All students** have responsibility for their own behaviour and for meeting the expectations, rules and procedures in this policy. They should encourage each other and respect the contributions that others make in enacting the policy. They also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment, including sexual harassment, are reported immediately.

54. **All staff, including teachers, support staff and volunteers**, are responsible for consistently and fairly implementing the policy and ensuring that procedures are followed, in order to support each other in providing clear expectations for students in their care.

55. **The Headteacher** will ensure that procedures are in place to communicate the Behaviour Management Policy to staff, students, parents/carers, Governors and Trustees and that strategies are in place which will enable standards to be consistently applied throughout the Academy.

56. **Trustees/Governors** will review the policy every two years and will support the staff in the implementation of the policy.

57. **The Senior Leadership Team** will model and promote outstanding behaviour in and around the Academy. They will monitor the implementation of the Behaviour Management Policy through the line management structure of the Academy and support middle leaders in their role.

58. **DHT, AHT and Pastoral staff** will provide leadership for the policy, ensure appropriate induction and training, and support teams in implementing the policy. They will also monitor the implementation of the policy and evaluate its

impact.

59. **Middle Leaders** are responsible for the pastoral and curriculum aspects of behaviour management in line with this policy and for ensuring that all members of their teams are fully implementing it. HoDs will ensure that lesson delivery and schemes of work are stimulating and purposeful and that teachers make good use of behaviour management strategies in the classroom. HoYs will work with tutors to ensure there is effective support for students and strong communication with parents/carers on matters of behaviour.

60. **HoDs and HoYs** communicate between them to ensure that it is clear where concerns lie and who is taking action forward. They make referrals to central detention, Internal Exclusion and the SEND inclusion activities. HoDs are responsible for behaviour, rewards and consequences in classrooms and subject areas; HoYs are responsible for behaviour, and its rewards and consequences, that is evident across subjects and/or the Academy, that emanates from outside Academy or that is serious or recurring.

61. **AHT-SENCo** is responsible for strategies for students on the SEND register who may need additional support during behaviour incidents. They will advise of any reasonable adjustments, but it is important to note that all students must comply with Academy rules.

Induction and training

62. Students discuss the expectations, rules, rewards and consequences in this policy with their tutor at the beginning of every academic year and revisit this every half-term with tutors and in assemblies. They are also covered in induction for students new to the Academy mid-term. The HoYs for Year 7 and for Year 12, in particular, lead a detailed transition programme, providing individual support, as necessary, and maintaining higher contact with home to ensure the student is supported.

63. This policy is published on the website and parents/carers are made aware of it when they attend their child's admission interview and sign the home-Academy agreement. The policy is highlighted to parents/carers in the first mail out of each academic year, pointing them to the website. Any changes to the policy are explained in the termly mail-outs to parents/carers.

64. At the start of each academic year, staff are reminded of key points in the Behaviour Policy and asked to read the policy in full which is available on the staff shared drive, and to sign that they have read the policy. The procedures are also included on induction for all new staff, who continued to be supported with the policy by their HoD and HoY.

65. The DHT, Teaching & Learning sets the standards for Cover Supervisors before their first lesson. Heads of Department ensure that the class settles to appropriate cover work quickly.

SLT on call visit each cover lesson as part of their on-call duty so that behaviour expectations are confirmed for all. SLT need to check with the Cover Manager which classes need visiting at the start of each period.

66. The CPD programme includes focuses on behaviour management and

staff receive specific training relevant to their roles.

Monitoring, evaluation and review

67. The DHT, AHT and HoY lead the monitoring of the behaviour management policy. With the HoYs, they analyse termly behaviour data from Bromcom, to celebrate success, to share best practice and to identify and intervene with students for whom the behaviour policy is not impacting, staff who need support with behaviour management and areas of the Academy that seem to be behaviour “hot-spots”. Evaluation outcomes will be used to inform what further training is required for staff.

68. Heads of department and department post holders monitor behaviour within their areas, including as a strand of lesson observations, and use department meetings to develop behaviour management strategies, rewards and sanctions.

69. The AHT-Senco attends the weekly behaviour meetings to ensure that students with additional needs are supported and that strategies for further support are shared

70. A formal evaluation is conducted every two years, prior to the policy’s review. This involves a wide range of teaching and non-teaching staff and students. Outcomes feed into the revised policy which is presented to the Governing Body and Trustees for approval and then presented to staff and students.

Availability of the policy

71. This policy is available to all staff, students and parents/carers on the Academy’s website.

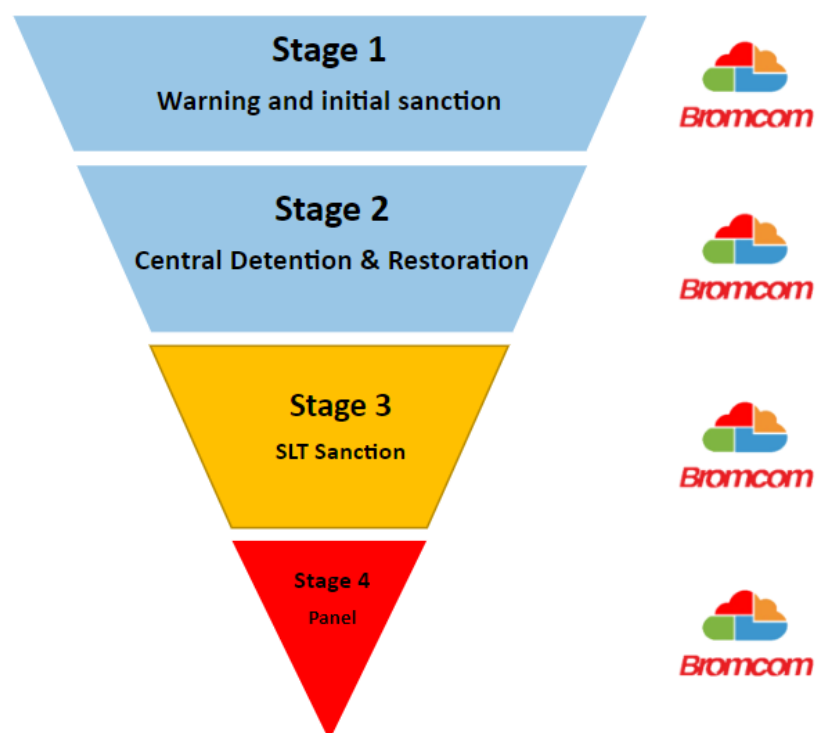
Appendix 1 Rewards and consequences

Rewards



Sanctions

A Pastoral Support Programme may be initiated at any time for a student who we believe is at risk of exclusion.



Appendix 2: Searching, screening and confiscation

Definition

Academy staff can search a student for any item if the student agrees. The Headteacher, and Senior Leaders and HoYs who have been authorised by the Headteacher, can search a student or their possessions without consent where they have reasonable grounds for suspecting a student has a prohibited item or where a theft has taken place.

Prohibited items, as defined in DfE guidance are:

- knives,
- weapons,
- alcohol,
- illegal drugs, which at Southfields Academy also include nitrous oxide because it is used for illegal highs and cannabis not officially prescribed for medicinal use,
- stolen items,
- tobacco, cigarette papers, lighters, matches and vaporisers, eCigarettes, cannabis grinders fireworks or laser pointer pens,
- pornographic images or inappropriate materials,
- any item that a member of staff suspects has been used or is likely to be used to commit an offence or cause personal injury or damage to property.
- Unauthorised electronic devices

Philosophy (Our beliefs)

- Students have a right to be and feel safe in the Academy and items that may undermine that safety are prohibited.
- Students are encouraged to take responsibility for their own behaviour and to be honest when questioned by staff about items they have on their person or amongst their possessions.
- Students have the right to expect a reasonable level of personal privacy. A student or a student's possessions will only be searched if there are reasonable grounds for suspecting that they have a prohibited item or an item that has been, or is likely to be, used to commit an offence, cause injury to the student or others or damage property.
- Staff have the right to feel confident that they can manage situations where they suspect there is a prohibited item competently and confidently.

Principles (Our intentions)

- All staff need to be clear about how they are expected to respond to any suspicion of prohibited items.
- Students will first be asked to hand over the item suspected to be in their possession; then they will be asked to consent to a search of their person and/or possessions; only in rare circumstances will a student be searched without their consent.
- If a prohibited item is found, it will be confiscated and parents/carers informed. Academy sanctions will follow.

Procedures (Our practice)

Searching

Purpose: To ensure all student searches are lawful, respectful, and safe — safeguarding students and maintaining Academy discipline.

- Only the Headteacher, Senior Leaders, and Heads of Year (HoYs) may conduct searches without consent.
- Searches must be based on reasonable grounds (e.g., suspicion of prohibited items or theft).
- Students must be treated with dignity and respect throughout the process.

Staff

Two staff members must be present. Where possible, include both male and female staff for comfort and protection. Students should be made to feel safe and respected at all times.

Move to a Private Location

Escort the student to a quiet, private space (e.g., office or a classroom). Never conduct a search in a public area.

Assess the Situation

Have an idea of what you are looking for to determine the level of the search.

Examples include: knives, alcohol, illegal drugs, vapes, stolen items, fireworks, pornographic material, electronic devices used improperly, etc.

Explain the Reason for the Search

Clearly and calmly explain why the search is taking place e.g., suspected possession of vape, stolen property, etc. Politely ask the student to hand over the item. If compliant, confiscate the item and follow Academy procedures for handling and reporting.

The Search - Politely ask the student to:

- Hand over their bag
- Empty all pockets
- Remove blazer and outer coat

Carefully check:

- All compartments of the bag (incl. pencil cases, glasses cases, zipped pockets, etc.) i.e. any area that could conceal a banned item
- Tie and Waistbands for concealed items - Ask student to run thumbs along waistband of trousers/skirt (over clothing only)
- Tracksuit Bottoms or Shorts - ask student to turn out all pockets fully
- Socks and Ankles - ask students to raise the bottom of their trousers to show the top of the socks
- Shoes and Insoles - ask the student to remove shoes so you can check inside the shoe, under the insole, and under the tongue
- **Electronic Devices** - If believed to be used to; commit an offence/cause harm or disruption, staff may examine data/files without parental consent. Data may be deleted unless the device is passed to the police.

Important Notes

- The depth of the search must be proportionate to the item being sought.
(E.g., if searching for a vape vs. a small stolen item, tailor the thoroughness accordingly.)
- No intimate searches are permitted under any circumstances.
- Use of restraint is rare and only when strictly necessary (e.g., to prevent serious harm).

After the Search

- Record incident on Bromcom.
- Inform SLT and parents/carers.
- Apply appropriate sanctions or support as needed.
- Any confiscated items are placed in an envelope, labelled and stored in the General Office. Parents are then informed.

Items may be:

- Destroyed, Handed to police (e.g., drugs, weapons), Returned to parents (e.g., phones)

Legal Reference: Education Act 1996, DfE Guidance (2022), Southfields Behaviour Policy (2024)

Screening

Southfields Academy does not have any screening processes.

Confiscation

- Staff will always confiscate prohibited items, items suspected of being prohibited or items that are evidence in relation to an offence found on or amongst the possessions of a student.
- Prohibited items will not be returned to the student or their parents/carers. They will be disposed of or, where appropriate handed to the police as evidence.
- Staff will confiscate stolen goods, passing them to the police if required, and will endeavour to return them to the owner if deemed appropriate.
- Staff may confiscate other items that students should not have in the Academy, which are detrimental to Academy discipline, including mobile phones. Parents/carers are invited in to collect them.
- If staff reasonably suspect that an electronic device confiscated in a search may have been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is good reason to do so. They may also delete data or files if there is good reason to do so, unless they are going to give the device to the police. Parental consent will not be sought.
- Electronic devices containing pornographic images or evidence of sexting will always be handed to the police.

Training

Authorised staff are given training in how to conduct a search when consent has not been given.

DfE guidance: Searching, screening and confiscation: Advice for headteachers, Academy staff and governing bodies, January 2018

Appendix 3: Use of physical restraint

Definition

Physical contact with students may occur under certain circumstances (e.g. physical prompts, providing comfort). Staff should not feel inhibited in providing such support. This policy relates only to those incidents in which a member of staff deliberately uses physical force to restrict a child's freedom of movement against the child's will. This might occur in order to keep the child or other students/adults safe.

Philosophy (Our beliefs)

- Students have a right to be restrained safely when the situation requires such action.
- All staff have the right to prevent students from injuring themselves or attacking others. This includes students placing themselves at risk by absconding.
- Staff have the right to feel confident that they can manage crisis situations competently.

Principles (Our intentions)

- All staff need to be clear about how, or even if, they are expected to respond to any behavioural crisis that occurs.
- Restraint increases the risk of injury both to staff and students and should be avoided

wherever possible. Other methods of managing crisis must always be attempted first and restraint only used as a last resort.

- Any restraint must be consistent with the concept of “*reasonable force*” (i.e. the circumstances must warrant its use and the degree of force must be proportional to the circumstances). It should constitute the minimum intervention necessary to resolve the crisis.
- De-escalation must be the priority.
- High risk situations are anticipated and properly planned for.
- Plans are documented and shared, with staffing arrangements to enable them to be implemented.
- All incidents of restraint must be reported and recorded with a record given to the Headteacher within 48 hours.

Procedures (Our practice)

- Staff should not feel obliged to intervene against their better judgement. Where it is felt unwise for staff to intervene without additional support they should remove anyone at risk and seek assistance. The decision to seek external support will be at the discretion of the senior teacher on duty.
- The Academy does not condone the uncontrolled or unconsidered use of restraint. Using physical contact to punish a student or to cause pain, injury or humiliation is not permitted (Education Act 1996).
- Staff are not permitted to restrain out of anger, frustration or in any way which would intentionally cause the student injury.
- Where it is anticipated a student may need to be restrained an individualised behaviour for learning plan will be devised, in consultation with parents. This will form part of the plan to improve the child’s behaviour and will include strategies for de-escalating outbursts, arrangements for securing additional support, the holds to be used and any special considerations. It will apply to all situations whether this is within class or off-site.
- Where staff have received training they will be expected to use these holds. Holding children face down is not permitted under any circumstances. Staff must also avoid touching or holding students in ways that could be misconstrued as abusive or indecent.
- The Academy ensures that staff competence in the holds is maintained.
- Staff must notify the Headteacher or a senior member of staff as soon as possible after an incident.
- All incidents of restraint should be recorded as soon as possible after the incident by the member of staff involved. This record is passed to the Headteacher.
- The Headteacher or a senior member of staff will ensure parents are promptly informed and given an opportunity to discuss the incident.
- Any injuries sustained by staff or students must be recorded separately, in accordance with Health and Safety requirements.
- Appropriate support will be made available to staff following an incident.

DfE guidance: Use of reasonable force (July 2013)

Appendix 4 Drugs

The Academy will not tolerate illegal drug use of any sort on Academy property or during off-site activities. The Academy takes issues involving drugs very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug related incidents. This includes possessing, supplying or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these into the Academy. If they need medication they can discuss this with their Head of Year or Tutor. Any medicines will be held in the General Office.

Medication

We are aware that it may be necessary for some students to take medication during the Academy working day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication. All medications should be passed to the general office, with a clear indication of timings and dosages. These medications will be reviewed termly – out of date medications will be returned to parents so that they may be replaced. Needles and prescription only drugs are kept in a locked cabinet and can only be accessed by the Lead First Aider or another appropriate member of staff.

Students are supervised in self-medicating. They should expect to take any medication or administer any injections in front of a first aider. The Lead First Aid Officer, DLS/Medical and the Academy Nurse keep copies of the care plan of each child on medication, requiring injections or on some routine medical plan. Information from these plans is shared with staff in order to help them recognise early warning signs and to make reasonable adjustments to any teaching plans that may prevent a child with a medical condition from accessing teaching and learning.

Appendix 5 Alcohol

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

All of these rules also apply when travelling to and from the Academy. Any student arriving at the Academy under the influence of any substance will be attended to and parents will be contacted.

Appendix 6 Bullying

Southfields Academy wants to make sure that all students feel safe at the Academy. The Academy has created an environment which promotes respectful behaviours and understanding of specific groups, it will challenge bullying where it occurs and tackle prejudicial bullying and cyberbullying.

The Academy has a zero tolerance stance towards bullying and promotes “We say NO to bullying” by recognising it, reporting it, and removing it from our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal, physical or virtual, and can be directed at both staff and students. It is important to bear in mind that some types of harassing, threatening behaviour or communications could be deemed criminal offences and may be passed over to the police. For example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress, anxiety or threat.

The rapid development of and access to this technology, has created a new platform for virtual bullying, which can occur in or outside the Academy. In all such cases the matter will be investigated, as cyber-bullying is a different form of bullying which can happen 24/7, with potentially a much bigger audience.

The Academy practices a preventative strategy to reduce the chances of bullying by modelling an ethos of kindness and careful use of language, but also by celebrating diversity together with promoting an ethos of openness and inclusivity; which recognises that everyone is individual and that everybody needs to feel comfortable to be themselves.

The Academy is part of the Anti-Bullying Ambassador Programme.

Our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying is made, the Academy will:

- take it seriously
- act as quickly as possible to establish the facts – making use of Internal CCTV
- record and report the incident
- provide support and reassurance to the victim
- make it clear to the ‘bully’ that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that students, who have harmed another, either physically or emotionally, redress their actions. The Academy will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the ‘bully’ will be told why it is being used
- consider a suspension or permanent exclusion in cases of repeated bullying.

The Academy also has specific programmes within the PSHE curriculum to address cyber-bullying and e-safety that sit alongside the anti-bullying policy. During break sessions all staff on duty wear hi-visibility vest for easy identification so that they are known to students.

Appendix 7 Electronic Devices

Where the member of staff conducting the search finds an electronic device that is prohibited by the Academy rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury, distress or damage to property, they are authorised to examine any data or files on the device where there is good reason to do so. They may also delete data or files if they think there is good reason to do so, unless they are going to give the device to the police.

This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone if it has been seized in a lawful ‘without consent’ search or is reasonably suspected of being or being likely to be used to cause harm, commit an offence, disrupt teaching or break Academy rules; or use in any such manner to record an assault or cause distress to another, causing personal injury or damage to property. To support better mental health and wellbeing of our students, the Academy encourages parents/carers to not allow your children to bring smartphones to school. If you wish your child to carry a phone for safety reasons, we strongly recommend that you buy them an inexpensive non-smart phone. These can be purchased for as little as £12.00 at shops such as Argos or on Amazon.

Appendix 8 Extremism and radicalisation

Extremism is vocal or active opposition to fundamental British values, democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The Academy has a safeguarding duty to protect students from extremism and radicalisation.

All students are expected to uphold the Academy’s values at all times, which uphold fundamental British values, and are shared by society, other nations and cultures. Students that undermine these values, by way of attempting to radicalise others or behaving in a manner that encourages extremist ideas will be held accountable by the Academy. The use of social media and the internet to recruit or

encourage vulnerable students to act inappropriately or to join unlawful organisations may lead to a recommendation for permanent exclusion.

Appendix 9 Restorative Practice

The restorative approach enables staff and students to take steps to repair breakdowns in relationships. This could be as a result of a student's classroom or social time behaviour which falls below standard.

Initial steps:

1-Log the incident.

2-Set a restoration date, time and place. This does not have to be after school, if a suitable time within the school day can be found.

3-Inform the student of the restoration details; the student's diary and contact home can be useful here.

4-During the restoration, use the language/ prompts to identify where the problem occurred, support reflection and agree upon next steps.

5-Positive reinforcement: following the restoration, seek opportunities to identify areas where the student is meeting the agreement/ steps agreed in the restoration - praise.

If the restoration requires the in-person support of another adult, this should be the tutor or relevant support staff (if applicable), in the first instance:

1-As above.

2-Request the tutor's support and agree on the restoration date, time and location. This does not mean that you cannot approach the HoD or HoY for advice. The tutor is likely to have regular contact with the student, and will likely have a relationship that means their presence at a restoration will have a positive impact. They are also best placed to speak to the student ahead of the restoration and support the preparation for it.

3-5-As above.

If the restoration proves unsuccessful:

A restoration can be stopped mid-way, if it is not going very well. It may then be appropriate to reschedule.

If a restoration has failed, refer to your HoD/HoY for additional support. It may then be appropriate to make a second attempt at a restoration with the support of the HoD/HoY.

Central Restoration:

Your HoD/HoY may wish to harness the support of senior staff, by escalating to a Central Detention which happens daily between 3pm and 4pm.

Ensure you have contacted home ahead of a Central Restoration and that the restoration is set for a time where you can get down to the canteen for the restoration.

Restorative Prompts

1. What happened?

2. What were you thinking at the time?
3. What have you thought since/What could you have done differently?
4. Who has been affected?
5. How have they been affected?
6. What is your/our one way forward?