



Barnsley Academy
The best in everyone™
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Barnsley Academy

Behaviour and Rewards Policy

2024-25



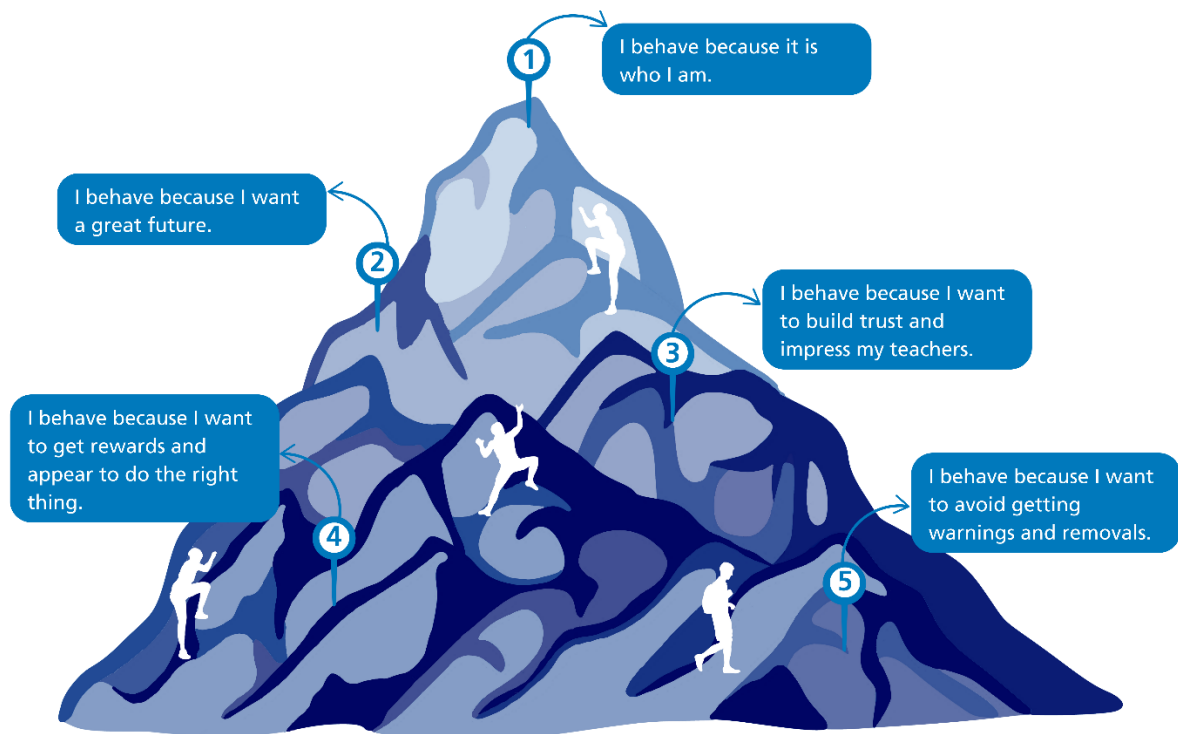
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MY PLEDGE: EVERY MINUTE. EVERY LESSON. EVERY DAY. EVERY MONTH. EVERY YEAR.



1. Expectations

The purpose of our Behaviour Policy is to ensure that all members of our community have knowledge of the behaviour system and follow it to bring about consistency of practice throughout the academy.

It also ensures that all students understand what constitutes acceptable and unacceptable behaviour and that every student understands their choices and the consequences of their decisions. The policy also outlines the rewards that helps make the system effective as we recognise that rewards play as vital a role in the process of ensuring outstanding behaviour. Our key purpose is to ensure the safety, wellbeing and success of all our students.

In order to ensure success for all, we have in place a range of interventions to support students, develop positive relationships and refocus on learning. Poor conduct has consequences for learning and achievement and, potentially, the safety and wellbeing of our community. High expectations of staff and students make a positive contribution in our aim of achieving the 'Best in Everyone'.

Our policy is built around our core values of **Ambition, Determination and Respect** and is aimed at supporting our students to exhibit the values we look to develop in them, and to reflect when they have breached these values. In applying this policy, the academy takes into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It also takes into account the needs of pupils with special educational needs in line with the SEND Code of Practice 2015. The academy will also have regard to its safeguarding policy where appropriate.

We understand that aspects of academy life may be even more challenging for some students with special educational needs. We will therefore look to make reasonable adjustments to this policy where necessary. Examples of reasonable adjustments include but are not limited to:

- Specific seating position in classroom
- Additional direction to remain focussed in lessons before being moved or removed
- Support from an additional adult in the classroom

Any reasonable adjustments will be shared with staff working with individual students.

2. Policy Implementation

All staff are to implement the academy policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviour. All staff will be provided with a copy of this policy and the Senior Leadership Team of the academy will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of instances of behaviour that breach our expectations.

In order to create an atmosphere of mutual respect and tolerance in which all members of our academy community can flourish and achieve their potential, all students are responsible for certain expectations in classrooms, corridors and elsewhere within the Academy site. These expectations also include the time spent journeying to and from Barnsley Academy.

AMBITION

- Dress smartly in academy uniform and be proud to represent the academy.
- Show ambition by having high expectations of yourself.
- Think about the future and prepare for the opportunities that are available.

DETERMINATION

- Arrive on time to the academy and lessons.
- Show determination by always trying your hardest (100% effort).
- Do not give up when you find something difficult.

RESPECT

- Observe the right of all people to personal space. The term “personal space” refers to the physical distance between two people. We are a “*hands-off*” school.
- Look after your personal possessions and do not mistreat the possessions of others.
- Always show mutual respect.
- Follow all staff instructions at the first time of asking, regardless of who that member of staff is (first time, every time).
- Respect the environment and make sure all litter is disposed of thoughtfully.
- Listen carefully, giving others your full attention without interrupting.

Moving around the Academy

Students should move around the academy in a calm, safe and purposeful manner. To support this, students and staff are asked to “*keep left, keep quiet and keep moving*” when moving around the building. Students are expected to take the most direct route to their lessons. No food should be eaten when moving around the academy building.

In the case of a fire alarm sounding, all students must make their way in a calm and sensible manner to the fire assembly point on the KS3 yard and line up in single file, in alphabetical order in their tutor group, adopting silence.

Dining Spaces (Canteen, Main Hall and Outdoor Food Pods)

It is expected that all students behave in a polite and respectful manner in the dining spaces. This includes the adoption of polite, orderly behaviour when queuing for food and drinks, when eating and drinking and when clearing tables at the end of a meal. Students are also expected to ensure that all litter is placed in one of the bins, whether inside the dining space or outside on the KS3 / KS4 yard.

Toilets

- Students have access to toilets before school (before 8.20am), at breaktime, at lunchtime and after school (after 2.50pm).
- Staff are able to use their discretion regarding polite requests to visit the toilets during lesson time but leaving a class for this purpose should always be viewed as an exception rather than a rule unless the student in question has a confirmed medical condition or other individual need and has been issued with an academy toilet pass.
- Students are therefore asked, wherever possible, to ensure they use allocated slots before school, at break and at lunchtime to access the toilet to minimise any disruption to learning for themselves or others in their class.
- Toilets are not accessible during lesson changeovers or the first or last ten minutes of each lesson. This is for safeguarding purposes to ensure students are in lessons, registered and

accounted for at the beginning and end of each period. It is also important that individuals and classes are allowed to settle into their learning at the start of each lesson.

- A member of staff is on duty outside the toilets at all times to ensure student behaviour meets expectations and all students feel safe when accessing the toilets.
- To further support this, students are required to leave mobile phones with the member of staff on duty to remove the temptation to use them in the school building.
- A hand-held scanner is used to ensure all students have complied successfully with this.
- As with any part of the school building, any student found to have damaged the toilets may be charged and will be sanctioned as they have not shown respect to our environment.

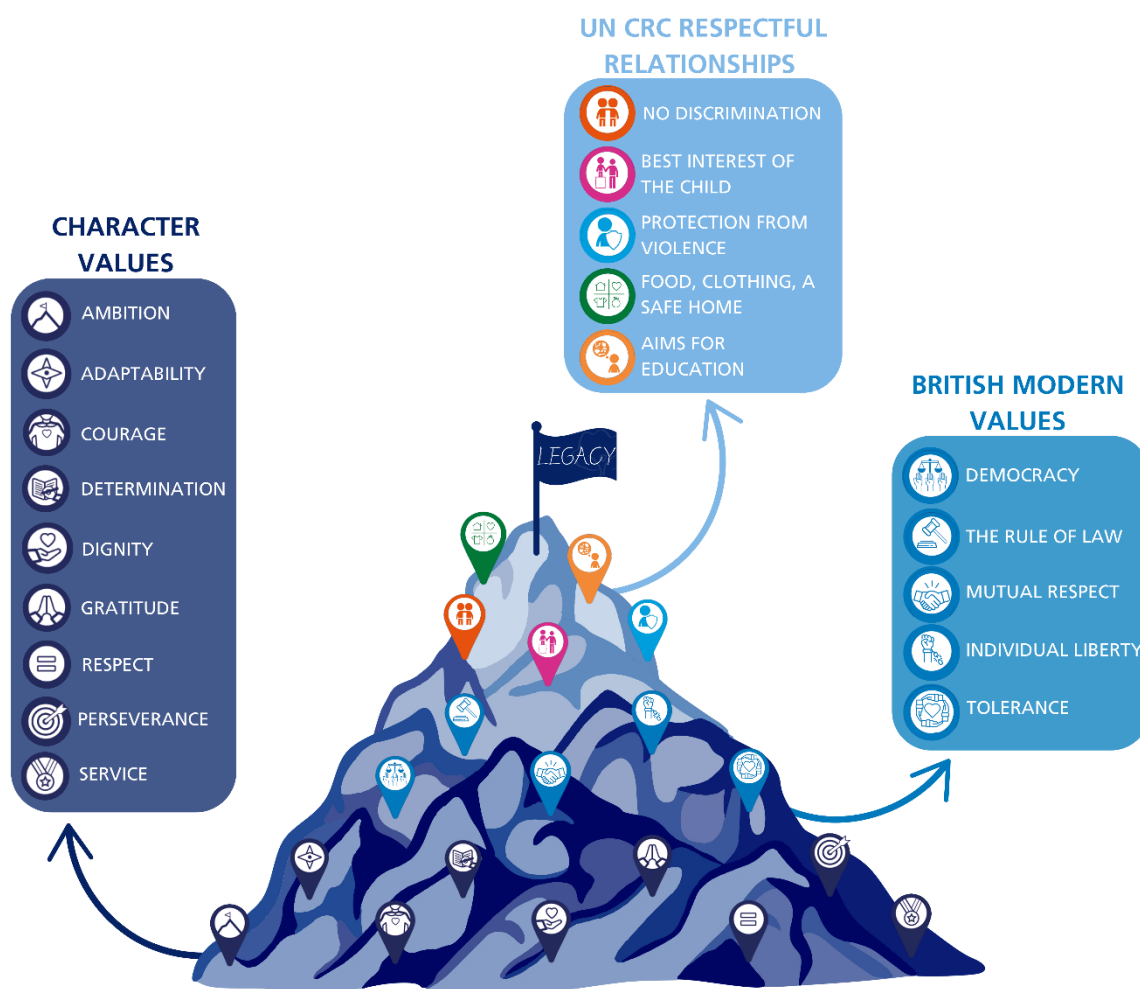
Central lift

The primary purpose of the central lift is for the movement of goods between floors. Students with injuries or specific illnesses that affect mobility may be given a lift pass for their personal use. In these cases, a single additional person may escort them in the interests of health and safety.

3. A Rights Respecting School

As a Rights Respecting school, we are guided by the UN Convention on the Rights of the Child and seek to ensure that Barnsley Academy is free from intolerance, intimidation, and unkindness of any sort. We support our students to acknowledge that knowing the difference between right and wrong is not always straightforward and that an individual's values, beliefs, and moral codes can change over time. We, therefore, seek to teach all staff and students to understand that it is both a personal and collective responsibility to guarantee mutual, respectful relationships with others. Our warm-strict behaviour policy is designed to ensure the following principles are followed:

- The UN Convention on the Rights of the Child applies to all Barnsley Academy students, without discrimination (Article 2).
- The best interests of the child are a top priority in all decisions and actions (Article 3).
- Children have the right to be protected from being hurt or mistreated, either physically or mentally (Article 19).
- Children have the right to a standard of living that is good enough to meet their physical and mental needs (Article 27).
- A child's education should develop their personality, talents and abilities to the fullest, whilst teaching respect for human rights, for others and for the environment (Article 29).



4. Praise and Rewards

The academy uses rewards as a strategy to inspire, enthuse and motivate students to fulfil their potential. We believe in positive framing so our aim is for all lessons to be rewards-led and, wherever possible, the use of rewards should be used before sanctions in order to develop a positive ethos in the classroom and around the building. Praise and rewards are linked directly to our nine-character virtues, which consist of our three core values of Ambition, Determination and Respect, as well as a further six moral, intellectual and civic virtues.



The Barnsley Academy rewards system is designed to acknowledge student efforts and achievements in the short, medium and long-term with a range of rewards given daily, weekly, half-termly, termly and annually. This allows us to acknowledge the small successes as they happen, but also to recognise sustained achievements over a longer period of time.

All academy staff are able to use short-term rewards such as verbal praise, telephone calls, the organisation of letters, texts, emails or postcards to parents and public celebration of success in forums such as special mentions in Assembly. Merits and golden tickets can also be issued by staff

both in and out of lessons to reward examples of outstanding achievement, effort or conduct. In addition, established reward systems are in place to recognise students who demonstrate the highest levels of Attitude to Learning or who achieve 100% attendance on a weekly basis. Each week, we also hold *Proud Friday*, where students are encouraged to bring a piece of work that they are proud of for a reward.

All positive and negative behaviour incidents are logged on Arbor and are allocated a set number of points, which then contribute towards overall rewards across a half-term, term or the academic year.

To support students to raise standards or maintain high standards from one half-term to the next, the start of each half-term is known as “Fresh Leaf Monday”. This signifies a resetting of attendance, punctuality and behaviour measures for the purposes of rewards for the half-term ahead and ensures all students begin a new half-term with the opportunity to access potential rewards. We believe that this ensures our approach to rewarding students is inclusive and acknowledges both sustained excellence and where students have made a concerted effort to improve.

Examples of the range of rewards available to students are listed in the tables below:

Reward	What	Why	When	Who	How
Merits	Individual Praise Points	To acknowledge and recognise positive behaviour effort. Accumulate to achieve further rewards	Anytime	All staff in and out of lessons	Verbally and logged on class system
Top of the Character Mountain	Certificates +10 merits	For effort/participation /excellent work/attitude	As and when	All staff in and out of lessons	Certificate of recognition
Bank 1000	Individual Praise Points	Maintain positive behaviour	Termly	All staff in and out of lessons	End of Year Reward Plus Contribution
Conversations Home	Phone call or letters home	To acknowledge and recognise positive behaviour/improvements	Weekly	All staff in and out of lessons	Personal in-touch messages
Legacy Award	Character Legacy Pin	To acknowledge outstanding excellence in character	As and when	All staff in and out of lessons	Assembly recognition with newsletter and social media notices.
Choose Kindness	Individual Praise Point	To spread some kindness and positivity within whole school community	Weekly	Form student nominations	Weekly assembly shout out and gratitude key ring
Bank 500 Milestone Postcard	Individual Praise Points	To award good behaviour/work/improvement in any area/nomination from staff for any other positive reason	As and when	All staff in and out of lessons	Assembly and fortnightly newsletter shout out
100% Attendance	Pin Badges, certificates and prize awards	To praise 100% attendance	Termly/ As and When	All staff in and out of lessons	Weekly form time headlines and shout outs in Assembly and weekly headlines.
Social Responsibility	Top of the character mountain +10 merits	To award charity work/community work service and leadership	As and when	All staff in and out of lessons	Verbally shout outs in Assembly

Leadership	Top of the character mountain +10 merits	Student council, junior or senior prefect/peer mentor/student leader/ambassador	Anytime	All staff leading initiatives	Verbally staff leading initiative or reward event
Q-Jump	Pass to allow student front of queue access at lunch time	Highest merits achievement for ambition, determination and respect	Weekly	All staff in and out of lessons	Form time headlines shout out verbally
Rewards Trip/Events	Off-site reward trips	Priority for good/improved behaviour/attendance	End of Term	All staff	Choice selection from student voice student voice.
Best in Everyone	Achievement in subject specific areas	Outstanding achievement in subject area	Mid-Point	All staff in and out of lessons	End of year celebration rewards
Principals Award	Certificate + 10 top of the character mountain points	Outstanding achievement excellence in school	End of Term	As and when	In assembly and letter home
Rank Order	Scholastic Badge and Letter Home	Rank Order English and Maths in Year	Twice a Year	Staff Leading Initiative	End of term celebration assembly
Golden Tickets	Postcard +10 positive merits	Accumulate to achieve further rewards from merits	Once per week	All staff in and out of lessons	Up to five weekly per teacher
Proud	Choice selection of equipment, revision, or games	Demonstrating good presentation and layout in class work/copy books	Once per week	Staff leading initiative	Every Friday with proud sticker
Gain A Grade	Prize Draw Vouchers	Tiered Certificates to indicate level achieved	Anytime	All Year 11 Teachers	Targeted draw breakfast, treats, and vouchers

5. Behaviour expectations

If a student fails to adhere to the rules set out by the academy in the classroom during a period of teaching, then the process set out below will be followed. We do not allow students to disrupt the learning of others as we fundamentally believe that every student is entitled to disruption-free lessons.

Our key classroom expectations reflect our core values:

- **Ambition:** Do not settle for anything less than your best.
- **Determination:** Do not give up if you find something difficult.
- **Respect:** Value learning for all by following instructions first time, every time.

Warn/Remove System

All students have the right to disruption-free learning. We operate a two-step system which is referred to as Warn/Remove within all lessons.

Warn

If a student disrupts the learning of the class, this will be explained to them calmly and they will be given a clear warning and their name will be recorded on a board at the front of the class as a visible reminder. The student will be reminded of the expectations of the classroom and will be informed that further disruption to the learning of the class will result in them being removed from the lesson.

Remove

If a student continues to disrupt the learning of the class this will be explained to them. The teacher will clearly state that they are being removed from the lesson and the reason why. The member of staff will log the lesson removal on Arbor and students will be instructed to take themselves directly to the Reflection Room (RR) or will be escorted by a member of the “On Call” team (Senior Leadership or Pastoral Support).

Students who are placed into the Reflection Room as a consequence of a Remove will:

- remain there until the same period on the following day
- spend their break and lunchtime in the Reflection Room

Reflection Room

The Reflection Room is an area in which students are isolated from the rest of the academy either for being removed from lessons or for serious or persistent breaches of our expectations with regard to behaviour outside lesson times. Where appropriate, students returning from a fixed term suspension will also spend a 24-hour period in the Reflection Room to demonstrate their readiness to meet the academy’s expectations. We always try to minimise the time that students spend in the Reflection Room in terms of number of days as far as possible.

The Reflection Room operates from 8:20am until 2:50pm every day.

Whilst in the Reflection Room, students are provided with work to complete according to a specific daily schedule and are expected to work hard and in silence throughout the day.

Upon entering the Reflection Room pupils are greeted and informed of the rules for the room. All students are required to place their mobile phones in a secure case and are then seated in a designated seat. Students are provided with lunch if they do not have this with them and have

access to water throughout the day. Students are allowed access to a toilet when this is required and appropriate.

The Reflection Room is a well-lit, open room with both heating and air conditioning in place to ensure that the physical conditions are conducive to maintaining levels of comfort.

The Reflection Room is supervised throughout the day and any concerns about student behaviour whilst in this space are referred to the Senior Leader for Behaviour or a senior member of staff on duty. It is important for students to understand that the Reflection Room is our most serious internal sanction and any refusal to engage positively with our expectations in that space, may result in further escalation to a Fixed Term Suspension (FTS).

Corrections (Detentions)

The purpose of Corrections is to highlight instances where a student's conduct has fallen below the expectations of the academy and do not reflect our shared values of Ambition, Determination and Respect. Corrections are designed to deter students from repeating the same behaviours and to encourage them to reflect upon their conduct.

To support effective communication with parents and carers, 30-minute after-school corrections are completed the day after the incident is logged. This helps to allow arrangements to be made to ensure students can attend successfully. In some cases, lunchtime corrections may be possible through agreement with school. However, this would only be in exceptional cases.

24 hours' notice of a correction is no longer required. 'Schools don't have to give parents notice of after school detentions or tell them why a detention has been given' (<https://www.gov.uk/school-discipline-exclusions>). However, as an academy, we will inform parents via Arbor or by text message if their child has been issued with a Correction after school. Parental permission is not required provided that staff have considered:

- The welfare of the child;
- Whether the child has caring responsibilities;
- Whether parents need to be informed of the correction;
- Whether suitable travel arrangements can be made by the parent for the student. Inconvenience to the parents is not a valid reason for cancellation or postponement of the Correction if the child has a means to get home safely.

In most cases, a Correction would be issued where student conduct is not meeting reasonable expectations around the Academy but would not be classed as a more serious incident. Typically, Corrections would be set to address issues around punctuality, uniform, jewellery, mobile phone use and lower-level behaviour concerns. The table below gives examples of why Corrections might be issued but is not an exhaustive list.

Possible reasons for a 30-minute correction
<ul style="list-style-type: none">• Late to school – arriving to form after 8:20am at the start of the school day.• Late to lesson – arriving after the second bell and the majority of the class.• Mobile phone use – using or checking a mobile phone in school.• Jewellery – putting jewellery back on after entering the school building.• Uniform – persistent refusal to address or accept support for uniform issues.• General Conduct – behaviour that shows a lack of respect or consideration to others during social times or in shared spaces, such as corridors.

Fixed Term Suspension

Suspension is a very serious sanction and is not taken lightly. The decision to suspend a student from the academy is made only by the Principal (or 'Acting' Principal if the Principal is not available. The Senior Vice Principal is designated as 'Acting' in this instance). A student's parent/carer will be informed by telephone and by letter if their child is suspended. Letters will be sent electronically. Students may be suspended for a set period of time at the discretion of the Principal and following consideration of the specific circumstances.

Students may be suspended for any incidents that compromise the physical and emotional wellbeing of other students, Academy staff or visitors. They may also be suspended for persistently disrupting the learning of other students, intimidation/bullying or persistent defiance and disregard of Academy rules.

Parents/carers are legally responsible for their child for the first 5 days of any suspension and for ensuring they remain at home during this period and are not seen in a public place during school hours. Access to work will be provided for the suspension period.

Whilst it is not a legal requirement to do so, the academy will always request that parents/carers attend a reintegration meeting with a member of the pastoral or senior leadership teams on return from any fixed term suspension. We believe that this is an important, and necessary, part of school and parents/carers working together to support improvements in a child's behaviour.

Further details regarding suspensions can be found in the academy's Exclusions Policy.

Serious Incidents Requiring Investigation

If there is a serious incident that requires an investigation, this should be overseen by the Senior Vice Principal (Culture & Ethos) and the Senior Leader for Behaviour who may appoint another member of staff to act as the lead in relation to the investigation.

- The student(s) involved should be isolated immediately in the Reflection Room (or any other area that they can be isolated) and given the opportunity to write an initial statement. It must be made clear to them to state where it happened, when it happened, which individual(s) was/were there and full details of what occurred. They are not to discuss the situation with anybody before completing the statement.
- Phones should be taken from the student(s) and they are to be supervised whilst completing the statement. The member of staff who supervises this should sign the statement also. (The student may need support in writing the statement).
- The student(s) will remain in the Reflection Room or other form of isolation until the investigation is complete.
- Any member(s) of staff who witnessed should email the member of staff overseeing the investigation with a full statement as soon as possible.
- Any student witnesses should complete a statement whilst being supervised by a member of staff. It must be made clear for them to state where it happened, when it happened, who was there and full details of what occurred. They are not to discuss the situation with anybody before completing the statement.
- The lead on the investigation will speak with the witnesses regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.
- The lead on the investigation will speak with the student(s) regarding the statements made to ensure that all relevant information is collected and then ensure that the statements are signed.

- The lead on the investigation will then discuss with the Senior Vice Principal or Assistant Principal for Behaviour the most appropriate sanctions to apply. Please note if a decision is made to either issue a Fixed Term Suspension or permanently exclude the child then this can only be decided by the Principal or 'Acting Principal', if the Principal is not available.
- Parent(s) will then be contacted to inform them of the incident/outcome where appropriate. This should include any victim involved in the incident.

Alternative Provision

Off-site direction is when the Academy or school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or another mainstream school.

The Academy will use the DfE publication, *Alternative Provision: Statutory Guidance for Local Authority (January 2013)*, as a basis for making arrangements for alternative provision. Parents/carers will be fully involved in the process and any decisions taken. The purpose of an Alternative provision is to re-focus students and meet their educational needs. Alternative Provision places can be provided for students who are repeatedly causing disruption. Depending on the individual needs and circumstances of the pupil, off-site direction into an alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached.

Pupils who are referred to alternative provision will remain on roll at Barnsley Academy. The Academy remains ultimately responsible for the pupil, and the offer of the alternative provision shows a commitment by the school to an inclusive approach to the pupil's education. During their time at alternative provision, students are still closely monitored by a team of staff in school who monitor attendance, progress and take part in reviews and set plans for reintegration back into school where applicable. Reintegration will include a discussion with the pupil's parents or care givers and the Academy to review and discuss targets.

The principal legislation to which this guidance relates is:

- Section 19 of the Education Act 1996, as amended by section 3A of the Children;
- Section 29A of the Education Act 2002;
- Schools and Families Act 2010;
- Sections 6A and 100 of the Education and Inspections Act 2006;
- Sections 1C and 4 of the Academies Act 2010 (as amended);
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007;
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;
- The Education (Educational Provision for Improving Behaviour) Regulations 2010;
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012;
- The Schools Forums (England) Regulations 2012.

Permanent Exclusion

Students may be permanently excluded from the Academy for ongoing disruption of other students' learning and/or repeatedly impacting on students' wellbeing/safety or progress. In this instance, students and parents/carers will have been informed previously and students will have been unsuccessful in modifying their behaviour in response to the support received or any other disciplinary procedure.

Students may also be permanently excluded from the Academy if they have been involved in a single serious incident which may include, but is not exclusive to, bringing into the Academy dangerous items such as fireworks, contraband substances, bullying or serious assault, or are at risk of causing harm to themselves or others.

Permanent Exclusion can be the result of a severe breach of the school's rules or Behaviour Policy. Each incident is investigated on an individual basis. The Principal will make the final decision regarding permanent exclusion. Students will be permanently excluded if they bring into the Academy drugs, knives or weapons.

Alternative provision or off-site direction may be considered immediately for a serious incident and may also form part of a previous strategy if this is the best support for the student and all parties are in agreement with this.

Please see the Exclusions Policy on the Barnsley Academy Website for full details and also DfE guidelines - <https://www.gov.uk/government/publications/school-exclusion>

6. Banned items and searches

Mobile Phones

Mobile phones are banned from being used at any point on the academy's site, whether indoors or outdoors. Mobile phones are not just distracting, but when misused or overused, they can have a damaging effect on a pupil's mental health and wellbeing, as well as creating potential safeguarding and online safety issues. We operate a 'See it, Lose it' policy with regard to mobile phones. This simply means that a mobile phone will be confiscated if it is seen on the academy's grounds and a correction will be issued.

- This restriction is in place at all times while students are on the grounds of the academy; this includes when students arrive and leave at the end of the day. It is also in place after enrichment clubs have finished. Phones should be turned off (not just put on silent) and put away before students enter the academy gates and not turned on again until they have left the site.
- We recognise that some parents/carers, in the interests of their child's personal safety, may wish their child to have their mobile phone with them for their journey to and from the academy but must stress the importance of parents/carers clearly communicating that this must be turned off at all times on site.
- Mobile phones that are seen will be confiscated and stored in a safe within a specified staff office; they can only be collected at the end of the academy day.
- Students will be able to contact staff on duty/staff running clubs if there is an emergency and they require to speak with their parent/carer. However, we do not envisage this being necessary often and, whether or not a situation is deemed an emergency, will be determined by a member of staff.

- We will ensure that any important messages are relayed to your child through the day if you leave a message at reception. However, please be aware that this facility should only be used for emergencies.
- Students who refuse to hand the phone over to a member of staff will be placed in the Reflection Room for the rest of the day.
- Refusal to go into the Reflection Room may result in a Fixed Term Suspension. It should be noted that one of the expectations of the Reflection Room is that all students hand in their phone anyway to support positive behaviour.

Banned Items and Search Processes

The law relating to searches states that Schools, including academies, have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 7 of the DfE's Screening, Searching and Confiscation guidance for schools (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>).

In addition to this a school may search for "any item banned by the school rules which has been identified in the rules as an item which may be searched for." These include the following where deemed necessary:

- Mobile phones
- Cigarettes, Tobacco, e-cigarettes and Vape Pens
- Cigarette lighters, matches or other means of starting a fire
- Water pistols or any toy that resembles a weapon
- Chemical substances other than controlled drugs, e.g. 'legal highs'
- Chewing gum
- Energy drinks (e.g. Red Bull, Monster, Relentless)
- Laser pens/pointers
- Permanent marker pens
- Aerosol cans
- Correction fluid

* We will also confiscate any item which is harmful or detrimental to academy discipline. The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Only the Principal or a member of academy staff authorised by the Principal, can undertake the search of a pupil and there must be a witness (also a staff member). At Barnsley Academy, the Principal gives authorisation to any members of the Senior Leadership or Safeguarding teams to carry out searches.

The person carrying out the search should be the same sex as the pupil being searched as, ideally, should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the academy's Safeguarding policy and United Learning staff-pupil relations guidance. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the academy may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child. Any such searches will always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in the academy and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

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 other items that an academy has decided to ban under its behaviour policy.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in their possession. Only staff members authorised by the Principal may carry out searches without consent. Any member of the Senior Leadership or Safeguarding teams are authorised by the Principal at Barnsley Academy to conduct a search.

Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to academy discipline. When deciding what to do with a prohibited item, the academy will act in line with statutory guidance issued by the Department for Education.

Please note - the academy will notify parents when a search has taken place regardless of whether items are found or not.

Searches with consent

The academy may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes coats, hats, shoes, gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in the academy that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the academy's Complaints Policy. Academy staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance '*Searching, Screening and Confiscation – Advice for Schools*' in deciding what to do with confiscated items.

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

7. Drugs

The academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The academy policy on drugs applies to all academy and academy-related activities whether on or off site. This includes the journey to and from the academy.

The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The academy takes into account guidance issued by the Department for Education. The academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents.

Pupils will receive drugs education as part of the PSHE programme and the academy will also involve outside agencies such as drugs education charities where applicable. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the academy's behaviour policy.

The sanction is likely to be, except in exceptional circumstances, permanent exclusion from the academy.

- Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.
- Using illegal drugs will, except in exceptional circumstances, lead to permanent exclusion.

This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The academy will discuss this and take advice as necessary.

Confiscation of drugs - Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Drug offences will always be reported to the Police and any drugs handed over to the Police if requested. Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner. The academy may carry out searches for drugs in accordance with this policy.

Parental involvement - Usually the academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the academy must act in the best interests of the child, which may mean a decision not to inform parents.

8. Bullying

Addressing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the Academy. The Academy pro-actively addresses attitudes to bullying, race, homophobia and hate crime through the school's PHSE programme. Incidents of bullying, or of a racial or homophobic nature will be recorded and monitored separately in keeping with the Equality Act 2010.

We have a 'TELLING' ethos where allegations of bullying will be investigated. We do not accept name calling or inappropriate language as 'banter'. Appropriate action will be taken to discipline the perpetrator and support the victim. Action will also be taken to support the perpetrator in making the right choices in the future. Such incidents will be reported to stakeholders as appropriate.

Please see our Anti-Bullying Policy for full details.

Hate Speech

Hate speech (Racist/Homophobic/biphobic or transphobic language) will be taken very seriously as it goes against our core value of Respect. Racist remarks will be reported to the police. Any hate speech carries a sanction, and this will be determined by the seriousness of the action.

9. Malicious accusations against staff

These can be very damaging for a member of staff's welfare and any such incident made against staff may involve a formal investigation. If an allegation is falsely made against a member of staff, then the student(s) will be sanctioned with an exclusion from lessons. The length of exclusion and whether this is internal or external will be treated on a case-by-case basis.

10. The power to discipline beyond the academy gate

The range of the academy's Behaviour Policy extends to activities outside the academy day and off the academy premises when the pupil is:

- Taking part in any academy-organised or academy-related activity.
- Travelling to or from the academy.
- Wearing academy uniform.
- In some other way identifiable as a pupil at the academy.

Even where the four conditions above do not apply, the Behaviour Policy can extend to any misbehaviour which could have repercussions for the orderly running of the academy, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the academy. This will include any instances of cyberbullying or misuse of social media.

11. Use of social media

The policy applies to all forms of social media and to the use of social media for both academy purposes and personal use that may affect the academy, pupils or staff in any way. Misuse of social media includes (this is not an exhaustive list):

- Damaging the academy or its reputation, even indirectly.
- Use that may defame academy staff or any third party.
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- False or misleading statements.
- Use that impersonates staff, other pupils or third parties.
- Expressing opinions on the academy's behalf.
- Using academy logos or trademarks.

Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in sanctions. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the academy is in place. Key words are picked up by our filtering and monitoring software and usage is tracked and sanctions applied where applicable.

12. Use of reasonable force

The academy follows the Department of Education advice '*Use of Reasonable Force - advice for Headteachers, Staff and Governing Bodies*'

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Use of force may also relate to searches as outlined in Section 6.