



Behaviour for Learning and Anti Bullying Policy 2018-19

Governor Lead:

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Altius Trust

Behaviour for Learning Policy

Vision: We seek to create a fantastic future for all our students

Our Trust promotes equality of opportunity. We are committed to take a positive stand to ensure all in our communities have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, ability, age, sex, sexual orientation, transsexualism and marital status.

Equality of opportunity underlines our commitment to a fantastic future for **all** our stakeholders and is related to all aspects of the Trust's work.

In our Trust we talk about 'The MEA Way' of doing things. We have devised a clear set of standards which all students should aspire to and which all staff should model and expect.

The standards are set out in Appendix 1. Throughout the year we will provide students with the opportunity to reflect on their own behaviour for learning and their behaviour as a community citizen of the Trust. Throughout this document, when we refer to good or outstanding MEA learners, it is in relation to the standards in Appendix 1.

The Trust's Learning Principles:

The basic expectations of behaviour at Manchester Enterprise Academy Central and Wythenshawe are:

- Students have a right to learn without having their learning disrupted – no lost learning time
- Students follow teachers' instructions
- We speak respectfully to each other, avoiding negative language and language which might cause upset

Aims of the Behaviour for Learning Policy

- To ensure that each Academy is a safe, orderly environment that encourages learning
- To ensure that behaviour management is consistent across each Academy
- To celebrate and reward positive attitude to learning, that is the "MEA way" and enables students to flourish
- To promote and assist the moral and emotional development of students in terms of altruism and their sense of community
- To ensure a calm, productive atmosphere that is conducive to learning
- To help students understand that actions have consequences, both positive and negative, and to help students learn to be responsible for their actions
- To identify early, students whose behaviour may adversely affect their learning, and to act quickly to rectify the situation
- To work actively against behaviour that damages the inclusive ethos of the Academy
- To allow teachers to enjoy delivering outstanding lessons

Foundation of the Behaviour for Learning Policy

The foundations of the Trust's Behaviour for Learning Policy are threefold:

Respect – we will encourage students to develop a healthy self-respect through high expectations and through rewarding success. The Trust values highly the ethos that success is something to be proud of; there is no stigma attached to success in our Trust. We will also encourage students to show respect for all other members of the school community, staff and students alike; we foster a sense of positive engagement. We believe we are part of one team working for a collective goal and facing challenges together.

Rights – feedback from staff and students has indicated that every member of the Academy community feels that key rights underpin the Trust's learning principles:

- Students have a right to **learn** without having their learning disrupted – no lost learning time
- Students follow teachers' instructions
- We speak respectfully to each other, avoiding negative language and language that might cause upset

Responsibilities – underpinning these principles is the responsibility of all members of the Trust community to act in the best interests of staff and students alike. Teachers have the responsibility to go about their duties to their full ability and always to seek to improve their teaching; students have a responsibility to ensure that they focus on learning at all times. We believe strongly that students should, in addition to their academic subjects, learn ways in which they can become valuable members of society, where they can show care, consideration and kindness towards their fellow human beings.

What is 'behaviour for learning'?

Our Trust believes that outstanding teaching is a key component of reducing behaviour problems. Well planned lessons, meaningful schemes of learning, good inter-personal skills and emotional intelligence contribute to removing most behaviour issues.

Behaviour for learning emphasises the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum. The three sets of relationships which contribute to a culture/ethos of 'learning behaviour' are:

- **Relationship with Self:** a student who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a 'learner' will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'
- **Relationship with Others:** all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by students is triggered as much by their interactions with others (students, teachers or other adults in schools/settings) as it is by factors internal to the child.
- **Relationship with the Curriculum:** student behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each student will be more likely to create a positive behavioural environment.

Creating a positive Academy culture

Our Trust believes that positive reinforcement of good behaviour and rewarding success are tools of managing behaviour in the Academy. Praise should be used much more than warnings. Opportunities for praise should be actively sought by all staff; both teaching and non-teaching, to ensure positive messages and meaningful rewards dominate student culture.

In the Altius Trust all staff will maintain a consistent approach towards rewarding students. By praising students and recognising their achievements others will be encouraged to act similarly. Rewards will be given in all areas of our Academies, both pastorally and through the curriculum, recognising a student's achievements for the following: **progress, attitude to learning (ATL), outstanding community citizenship (OCC) attendance and punctuality.**

Creating a positive classroom culture

We will reward students who demonstrate their 'buy in' to the MEA Way, students who participate in and engage with the many leadership and personal development opportunities that we provide. Staff will:

- Record on SIMS an ACE reward for either academic achievement (A) citizenship (C) or engagement (E)
- Teachers should frequently return to the language of the ATL scores and be discussing openly with students the scores they are likely to give
- Frequent use of encouraging language and gestures both in and out of the classroom.
- Rewarding language within marking and class feedback sheets.
- Instant reward slips/ stamps/ stickers for improvement or good progress.
- Recognition within the lesson though their name on the board.

Department Rewards

- Positive phone calls home recognising students who have made a great deal of progress in improving their attitude to learning/ achievement.
- Displays - to represent high flyers, who are consistently showing they are MEA learners with an ATL of 1 – half termly. Departments will send subject specific postcards for students with an ATL of 1 every data trawl.
- Star of the week postcards distributed within lessons and shared within department displays
- Students with an ATL of 1 within a subject area will qualify for personalised subject specific rewards. E.g theatre trip within drama, opportunity to try a new sport in PE.
- Academic achievement and improvement in ATL recognised in the Pastoral Bulletin.
- After Big Tests/ Progress tests, curriculum leaders will recognise the most academically improved within each class who will receive a letter of recognition from the Principal.

Pastoral Rewards

- Manager of Character and Cultures to distribute postcards to students with over **97%** attendance - half termly. Students with 100% to be recognised on the pastoral displays.
- Student success, both academically and pastorally, to be recognised and celebrated in assembly and in the Pastoral Bulletin
- Form tutors to nominate a star of the week and issue them with a postcard to recognise their positive community citizenship. Manager of Character and Cultures will celebrate this success with a weekly roll of honour.

- A range of personalised rewards throughout the year planned by LCCs to engage students in “The MEA way”
- In addition, at key points in the year, there will be individual raffle prizes and cohort rewards for good attendance.

Whole school Rewards

Attitude to learning (ATL)

- Reward trips will celebrate students who achieve an average of 1.3 or better, 100% attendance and no lates within a specific time frame.
- Students who gain a 1 on every data trawl will receive a star badge and recognition on the Principal’s board.
 - For each data collection teachers’ will nominate an ATL hero and heroine from each class they teach. The ATL heroes and heroines will be celebrated within subjects, rewarded with a certificate through an awards ceremony, which parents/ carers are invited to celebrate their child’s success. At the end of the year, departments will nominate 1 ATL hero and heroine from the year and students will received an award in a special celebration evening.

Outstanding community citizens (OCC) year 7

- All students will carry an OCC card to be completed by collecting stickers/signatures from staff when they have demonstrated OCC behaviours.
- Completed cards will be handed in to Manager of Character and Cultures. Students will have the choice of queue jumping for a week with a friend or the equivalent of a meal deal put onto their account. Every month there will be a raffle of all completed cards where students can gain the opportunity to have an in house cinema afternoon with a friend, X-Box gaming session or pamper session.
- Manager of Character and Cultures will track who has acquired the most cards. At the end of the academic year, ten students who have collected the most OCC points will have a special ‘away day’.

Negative Consequences: Sanctions

At times students will fail to meet the high expectations of the Trust and will need to be sanctioned. We believe that most negative behaviour can be addressed by effective lesson planning, exciting learning opportunities, seating plans and teacher impact. However, a small minority of our students will still display negative behaviours despite excellent planning.

Staff should use a consequence system to manage negative behaviour. This staged approach offers students opportunities to change their behaviours and ensures they are made well aware that they are failing to meet our high expectations. This tiered approach should ensure that most negative behaviour is challenged and addressed quickly and so does not escalate.

In each of our Academies we work together to tackle negative behaviour. We support each other and do not turn our back on negative behaviour or a colleague who needs support. We understand that consistency is vital for our students so boundaries are clear and they feel secure.

In order for the consequences to make an impact it is vital that students are made aware of each stage and that the stages are recorded so that students can see they have triggered a consequence through negative

behaviour. The consequences are directly linked to the rights explained above. It is important that negative behaviour is logged using the Trust's recording processes but simply recording an incident is not an action to resolve the problem. **When recording an incident it is important that the action taken is also identified.** Where specific details of an incident need to be logged, staff can do this via the individual student profile on SIMS. All logged incidents must be recorded in a factual and professional way, suitable for being reviewed by all stakeholders.

The consequences are as follows:

C1: Classroom teacher

This is the first formal recognition of negative behaviour. The class teacher should make explicit to the student that he/she has now reached this first level and that the negative behaviour should now stop. It should be made clear to the student what behaviour has triggered the C1 consequence (warning) so that he/she is well aware of what needs to change.

C2: Classroom teacher

The student's negative behaviour has not stopped and is impacting on learning - at this stage the classroom teacher should explain that the student is choosing not to take notice of the first warning. **An intervention should now be implemented.** Whether it is moving a student to another seat, asking them to speak to the teacher one-to-one, removal of a privilege, extra work - **the situation should be made to be different through the teacher's reinforcement of the C2 consequence.** The classroom teacher should make clear that the next consequence will result in the student leaving the learning environment to move to their behaviour buddy. No student should be sent out of a classroom onto a corridor except where it is necessary for the students' wellbeing or for the wellbeing of other students in the group. **If a student needs to 'cool down' outside the classroom they must be in full view of the teacher and outside for no longer than two minutes. If this is necessary, immediate intervention must occur to ensure the student is adequately supervised.**

The Trust values the notion of 'SMART time', a chance for a student to make right their misdemeanours after reaching C2 and discuss with the teacher how things will be different and improve for the next lesson. This discussion should focus on the behaviour that needs to change and be a chance for the student to take responsibility for his/her behaviour. A C2 referral does not need to be logged on the system but can be if low level behaviour is persistent over a number of lessons.

C3: Behaviour Buddy

If a student's behaviour is persistently negative despite being given a C1 and C2 sanction then the teacher should send the student to their behaviour buddy. The teacher sending the student should be clear where the student needs to go and to whom. This transition should be managed in a low key manner so that other students' learning is not disrupted. Work should be given to the student or sent immediately to the behaviour buddy's classroom. The receiving teacher should accommodate the student with the minimum disruption to their lesson. This system is designed to reduce conflict and allow students to maintain learning. If a student refuses to leave or go to the buddy then 'on-call' should be sent for. **Any incident for a student who reaches a C3 must be recorded on SIMS and the teacher should record the follow up action to ensure that behaviour for learning is correct for the next lesson.** This could mean the use of SMART time or the imposition of a sanction depending on the student's engagement with the process. Where possible, contact with home should be made to keep parents involved. If the student disrupts the learning of the class he/she

has been sent to, then they should receive a clear warning. If negative behaviour persists 'on-call' should be sent for.

C4: Curriculum Leaders

If a student is persistently disrupting displaying negative behaviours then the Curriculum Leader should intervene. The student might be placed in Faculty detention, placed on Faculty report or it may be necessary to review student groupings. A combination of these approaches might be deployed. Contact should be made with parents/carers. The Curriculum Leader should liaise with the classroom teacher to check that behaviour for learning strategies are being deployed and work with the teacher to implement new strategies to turn around negative behaviour. It is important that the student is closely monitored for a period of lessons so that the impact of new strategies is measured. Parents/carers should be kept informed of progress. Attitude to learning should be a standing item on faculty meetings and be raised with the SLT line manager. **Curriculum Leaders should regularly monitor the SIMS behaviour management system so that they can identify and resolve patterns of referrals. SLT line managers should be regularly updated on the success of interventions and actively support Curriculum Leaders to impact on persistent misbehaviour.**

On Call (see Appendix 2 for On Call Protocol)

On call is an additional level of support to promote the smooth running of the Academy at all times. Each lesson there will be a Manager of Character and Culture plus an additional staff member (SLT or a Middle Leader) with a radio to respond to an On Call request.

If a member of staff needs to send for On Call, they should still log the incident on SIMS using the C system. The member of staff attending to support may put additional information on SIMS if there are further issues.

ICC Room (Inadequate Community Citizens)

Our ATL1 expectations, both in the classroom and the community, have been made explicit to students: ATL1 posters are on display; students carry OCC cards to collect stickers; when planning lessons and sessions, teachers and tutors signpost opportunities to engage in ATL1 behaviours with one of the criteria on their power point slides.

We have also made clear to students that any ATL3 behaviours outside the classroom will result in an Inadequate Community Citizens (ICC) detention at break. This sanction will now be incorporated into the new provision.

- The **ICC** room is based in S11 on the History corridor.
- Eight purpose built booths house students who are referred to ICC.
- Students know that they will have several opportunities to 'resolve' things with staff before things escalate to the point of needing an ICC referral. For example: they will listen to warnings at C1 and amend their behaviour; they will work with their teacher at C2, accepting support such as moving seats; they will go the assigned behaviour buddy and work quietly, without causing disruption.

Protocol

- When a student is not co-operating on any level, or where things escalate quickly – for example a student truants, has a fight, poses a health and safety risk, refuses behaviour buddy or disrupts in class – 'On Call' should pick them up and escort them to ICC.
- The behaviour that has resulted in such a serious sanction being issued must be logged on SIMS and parents informed by the member of staff recording the incident.

- Relationships are at the heart of our teaching model: The member of staff who has been involved in the incident should, where possible, find time to discuss next steps with the student, after the student has had time to reflect on their behaviour, so that the student can see that the staff member wants a fresh start the next lesson.
- A letter will go home to parents informing them that their child has been involved in a serious incident. The letter will state that the member of staff involved with the child should have contacted home to provide the details of the incident.
- Staff on duty will decide if a student is ready to return to class. Minimum stay will be two hours plus their next social time, including the next morning period 1 if a student is sent down period 5. For example:

Period entering ICC	Earliest opportunity for a student to leave
1	Start of P3 (Lunch 1 in ICC)
2	Start of P4 (Lunch 2 in ICC)
3	Start of P5 (Break in ICC)
4	10 minutes after the end of the Academy day
5	Start of P2 the following day

Protocol for students in the room

- Stay in the booth
- No talking – including no debate around why they are in ICC.
- Phones off and away at all times.
- Self-reflection sheet completed, on first arrival to the ICC room.
- A broad range of curriculum work will be available, including revision materials for most subjects. Students will be provided work by the teacher leading ICC and this work does not have to be related to the subject currently on their timetable.
- Students will not be allowed out at break times.
- Students will not be dismissed at the end of the day until 3.15pm.
- Students will not be sent out of the room to collect or return work.
- They will be allowed a toilet break and this may involve being escorted to the toilets by on-call.
- They will be provided with a food grab bag (a sandwich and a biscuit) plus a bottle of water, in the room if they are in for both breaks. **Hot meals will not be brought up to the ICC room.**

Leader of Character and Culture/Manager of Character and Culture

Where negative behaviour is being exhibited by a student across a number of subjects, the Leader of Character and Culture, with the Manager of Character and Culture, will lead a co-ordinated approach bringing together teachers and, if necessary, other agencies and specialist support. Close monitoring of SIMS and the use of a cross-curricular pastoral report should be in place. The first point of contact at this stage is the Pastoral Tutor who should issue and monitor a pastoral report in the first instance. Short-term targets should be set and the Pastoral Tutor should monitor performance against these targets closely. If behaviour does not improve then the Leader of Character and Culture and/or Manager of Character and Culture should be the lead in monitoring performance.

If necessary, a mentor should be sought from the staff, someone with a positive influence on the student to support them to engage in positive ways. Parents/carers should be closely involved in the process and

positive rewards should be given if performance is addressed and improves. If negative behaviours continue to appear then immediate action should be taken: detentions the same day if parents/carers accept, and strategic scrutiny of negative behaviour should look to target the areas/subjects where behaviour is most problematic. The Leader of Character and Culture should inform staff of the most effective strategies and current progress with the student. Where a student's negative behaviours are linked to out-of-class activities, such as anti-social behaviour or bullying, then an approach should also be taken at this level.

Senior Leadership Team (SLT)

If an incident is serious then it might be referred to a senior member of staff immediately, for instance, a serious act of verbal aggression or a serious fight. This level of intervention is also appropriate to persistently negative students who have not responded to the other interventions we have put in place to address their negative behaviour. At this level many of the interventions are similar to those deployed elsewhere. Students might be placed upon report, close monitoring of lessons might take place, parents/carers brought in for a discussion of the best way forward. If behaviour is serious then the member of SLT might place the student in the Resolve room or recommend exclusion to the Principal.

Where a student is repeatedly failing to respond to Trust sanctions, they may be placed at another Academy within the Trust or at a partner Academy in the locality for a fixed period of time. On the Wythenshawe campus, we work in partnership with all the Wythenshawe High Schools to offer respite placements; this agreement supports our learners, to keep them engaged in learning and to avoid issuing fixed term exclusions from the Academy. These respite places are separate from the Manchester 'Managed Move' protocols.

Punctuality

Students who are late to school will complete a detention with their Manager of Character and Culture that day. If a student is late between 1-15 minutes, they will stay for 15 minutes at the end of the day. If they are late to the Academy by more than 15 minutes, they will make up all time missed that day. Parents will be informed by text. Persistent offenders will have an escalation in their sanctions and could face respite at another school or a fixed term exclusion.

The Principal

The Principal might choose to intervene through discussion with the student and their family. If the incident is serious then the Principal might take the decision to issue a fixed term exclusion. The Trust seeks to avoid the most serious sanction of permanent exclusion but if a student persistently breaches the expectations of the Trust or is involved in a serious one-off incident then the ultimate sanction of permanent exclusion might be issued. Please see the Trust Exclusion Policy for more detail around the permanent exclusion processes of the Trust.

Bullying

The Altius trust believes bullying ruins lives and we will not tolerate any form of bullying within our Academies. Our definition of bullying is:

‘Deliberate, persistent behaviour that causes another person/s upset.’

Deliberate means that the person involved chose to make the decision to upset someone. **Persistent** means that it happens on more than one occasion. A person could be very upset by a serious one-off incident and this type of incident will be dealt with seriously if it contravenes the Academy’s expectations of behaviour. Bullying is horrible because it means a person is being upset regularly and because a person or a group of people is/are **deliberately** choosing to upset someone.

Bullying can be physical, verbal, written, emotional, discriminatory and/or electronic. If you feel you are a victim of bullying, please do not keep your upset to yourself. Talk to someone. If you’re a student talk to your Pastoral Tutor, the Manager of Character and Culture for your year group, the Leader of Character and Culture, a member of the Senior Leadership Team, the Principal – **ANY** adult in the Academy you feel you can talk to. If we don’t know about the problem then we can’t work to make it better. Sometimes students don’t report bullying because they feel that by mentioning it things will get worse. Sometimes things don’t improve completely straight away but we will stop bullying so please don’t keep your pain to yourself.

We treat bullying seriously and this means the sanctions for bullying are serious ones and might include, in the worst instances, permanent exclusion from Manchester Enterprise Academy Central or Wythenshawe

How do we address bullying?

Sometimes we talk to the victim then to the alleged bullies separately, explaining why their behaviour is bullying and the hurt it causes. Occasionally, if the victim feels it might be useful, we get everyone involved together for a discussion to make sure everyone is clear that the most important outcome we need is for the bullying to stop so that hurt feelings can heal and the victim’s self-esteem can be repaired.

If bullying continues after the Trust has intervened then this becomes more serious. For example, a victim reports bullying and a member of staff intervenes and puts in place measures to stop the bullying. Everything is fine for a few weeks and then the bullying starts again. This now is a **VERY** serious matter. Bullying hurts because victims feel they cannot control their lives safely and healthily. If bullying stops the victim will feel better and see hope for the future; if this hope is shattered because the bullies ignore advice, the victim will feel worse than they did when they reported the original bullying. The Trust will now have to take serious action.

What should staff and students look for when they are concerned about bullying?

There is not a complete list of signs that a person might be a victim of bullying but the following could be indicators that someone is suffering:

- Suddenly becoming quiet or withdrawn
- A change in character – becoming angry or tearful in a situation where previously they would have been okay or starts attention-seeking in bizarre ways
- Starts to isolate themselves, keeping away from other people and not mixing with friends or bigger social groups

- Changes routines to avoid certain situations, for example taking an unnecessarily long route to school or hanging around at the end of the day until all the other students have left
- Begins to change their appearance in unpredictable ways or begins to self-harm. Self-harming is when people deliberately hurt themselves because they feel very low about their self-esteem

These behaviours may not be linked to bullying but they can be important signs that someone is suffering. If we see a friend or anyone displaying these behaviours, we can approach them ourselves and ask if they are okay. If you don't feel comfortable doing this, then you can approach an adult or a colleague and report your concerns.

Bullying ruins lives so it is better to report it and perhaps misread some of the signs than leave it because you fear being wrong. People who are suffering bullying can feel incredibly isolated so someone showing concern for them might make them feel a lot better. Don't let anyone suffer in silence.

Who do I talk to?

Anyone! **What's vital is you tell SOMEONE who is able to make the situation better.** Don't suffer in silence. Who could this be?

- Another student, one you trust and know will be supportive
- Your parents
- A member of your family or a family friend
- Your Pastoral Tutor
- Your Manager of Character and Culture
- Your Leader of Character and Culture
- Any of your teachers
- A Teaching Assistant
- A member of the Senior Leadership Team (SLT)
- The Principal

At each of our Academies, the member of staff who the bullying was disclosed to should always pass this information on to the Manager of Character and Culture of that year group. They will log the incident and this will be recorded on CPOMS as peer on peer abuse under the category of bullying. Victims of bullying should understand that it will be taken seriously, will be investigated and appropriate action will be taken. The bullying behaviour, or threats of bullying, must be investigated and the bullying stopped quickly. The Manager of Character and Culture, where appropriate, supported by other members of the Pastoral Team, will investigate the allegation and depending on the severity of the case, there will be an appropriate sanction in line with the Academy Behaviour for Learning policy.

Different types of bullying

Bullying is deliberate and persistent and it can be done in different ways, or a combination of different ways. Here are some of the different types of bullying:

- **Physical**
This is when someone is physically hurt or intimidated by the bully. Often bullies are cowards and will threaten physical violence to scare someone but never actually use force. It doesn't matter – being

scared is horrible and affects a person's whole life. Actually hurting another person deliberately is an offence and is a horrible way to treat another person. Physical bullying is never right and can put the victim in danger. As with all bullying, it must be reported immediately.

- **Emotional**

This is often the worst kind of bullying. Nothing is done physically, nothing is said verbally but a person is left out persistently and deliberately. Perhaps they are pushed out of a friendship group, maybe they aren't invited to a social event. At its worst emotional bullying can destroy someone's self-esteem as they begin to believe they are worthless and dislikeable. Emotional bullying can be easily covered up as behaviours change when adults appear. Being an emotional bully makes someone feel more powerful than they really are and it needs addressing quickly.

- **Verbal**

This is name-calling and making nasty comments. Sometimes this can be direct to the victim's face, sometimes the comments are made to make the victim feel silly or ugly or isolated. There is an old phrase that says 'sticks and stones may break my bones but names will never harm me'. The Altius Trust doesn't agree with this. Persistent and deliberate name-calling is cruel, vicious and the hateful words spoken can stay with someone for a long, long time after the name calling stops.

- **Discriminatory**

We are all different. Some people are tall, some people are small. We have different characteristics, such as hair, noses and ears. Some people are gay, others are straight, some people are Christians and others are Muslims. It would be a very dull world if we were all the same. Prejudice is when a person or a group of people are cruel to another person because of how they look, or because of their ethnicity or their sexuality. Racism - prejudice because of ethnicity; homophobia - prejudice because of sexuality, are both monitored by each Academy and dealt with seriously. Some bullies can be cruel to people with learning difficulties or different accents. As we grow up we like to fit in and any difference can sometimes be exploited by people who intend to hurt others. In our Trust we believe in equal opportunities for all, this means prejudice and discrimination has no place in any of our Academies.

- **Cyber bullying**

We believe cyber bullying is the use of a mobile phone or the internet to deliberately upset another person by spreading lies and rumours online; by sending or forwarding mean messages via instant messages, text or on social networks; by posting photographs without consent and by tricking others to reveal personal information.

Facebook, Snapchat, iMessage, Instagram, Twitter – we now have a host of new ways to communicate and so, sadly, these exciting digital tools can be used for bullying. Electronic bullying can be emotional and often has the same impact. Messages can be sent in seconds but can leave damage that takes longer to heal. If you think you are a victim of electronic bullying, keep a record of any abuse you have received. Notify the company, such as Facebook and report the matter to the Academy. Digital bullying will be treated just as seriously as the other forms of bullying mentioned above.

We understand cyber bullying is highly intrusive and the hurt it causes can be very severe. As it leaves no physical scars cyber bullying is not easy to detect by a parent or a teacher. We acknowledge cyber bullying can take place anywhere and can target students and school personnel. There are many types

of cyber bullying such as text messages, picture/video clips, mobile phone calls, emails, chat room bullying, instant messaging and the use of websites to convey threats, intimidation, harassment etc.

Role of Students

Students will:

- comply with all the afore mentioned aspects of this Behaviour For Learning and Anti-Bullying policy;
- sign an Acceptable Use of ICT contract;
- report all incidents of bullying to a member of staff;
- not misuse mobile phones and other digital devices in a way which will upset, offend or threaten another individual. An Academy will remove a student's right to bring a mobile phone to school if such a device is misused
- be advised to help a friend who is being bullied by:
 - listening to them;
 - supporting them;
 - writing supportive comments;
 - doing things together such as socialising out of school.

be advised:

- not to take everything to heart;
- not to give out their own or anybody else's personal information;
- to be careful what they write and post online;
- how to block or report people;
- not to 'like' or share an unkind comment or image;
- to talk to an adult they trust if something upsets them;
- to keep a diary of what bullies do including dates and descriptions;
- to write a letter to their Principal;
- not to react but to show bullies that they don't care and often they will lose interest;
- to save evidence of online bullying;
- to contact the police if they are being harassed online;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the academy Behaviour for Learning policy, necessary to ensure the smooth running of the academy;
- liaise with the school council;
- take part in questionnaires and surveys.

If a student is involved in carrying out the bullying, they will be advised to:

- Think about what you're doing. The first step is realising that you've been involved in bullying. We all make mistakes and it doesn't make you a bad person.
- Ask for some advice. Tell someone you trust, like a parent, carer or teacher. They may be able to offer you some advice about what to do.
- Delete the bullying if it is online. Go back and delete any upsetting or nasty posts, tweets or comments you've written.

- Be the one to make a stand. Talk to others involved and encourage them to stop the bullying. It only takes one person to start making a big change.
- Say sorry. Apologise to the person who was bullied and offer them support. This can mean a lot to the other person.
- Learn from this. Sometimes we do things without really thinking them through but the important thing is to learn from it and change the way you act in the future.

(Reference: <https://www.childline.org.uk>)

Sanctions for bullying

In lessons individual acts of negative behaviour should be managed by the classroom teacher using the Trust's consequence system. Bullying though often takes place outside of lessons and this can make it harder to detect. Again, this is why it is **VITAL** that you don't suffer in silence. We will intervene as quickly as we can and, if necessary, we will take serious action. This isn't always necessary as sometimes a quiet, reflective conversation can be more effective. ***It is important though that everyone is clear - if necessary The Altius Trust will use the most serious sanctions to ensure that the cruelty and pain caused by bullying does not ruin the lives of our students and our staff.***

Mobile Phones and other Digital Technology

The Altius Trust allows students to bring mobile phones to school as long as our policy on mobile phone use is followed. The Trust accepts **NO** responsibility for mobile phones or any other digital device that are brought into the Academy and students do so at their own risk. Mobile phones are expensive items and parents must understand that we will not be liable for their safekeeping. Parents who allow their child to bring a phone to school must understand that the responsibility for the safe keeping of the device is entirely the child's and if a parent believes a child cannot look after the device safely they should not permit the child to bring it into school.

During lessons and around the Academy mobile phones should be out of sight and switched off. Mobile phones should not be apparent in lessons unless their use is explicitly requested as part of a lesson by a teacher. Headphones should not be worn around the Academy and should not be apparent in lessons. During lesson time, if a student fails to keep their phone switched off and out of sight, it will be confiscated by the class teacher until the end of the lesson. If any student refuses to comply with this request, the matter will be dealt with as open defiance and the student will face the appropriate sanction.

The Altius Trust recognises that parents wish their children to possess mobile phones for safety and that students are keen to be able to bring mobile phones to the Academy. At breaks and lunchtimes, in the canteen and atrium areas, students can use mobile phones as long as they are not used in an anti-social way. This means music should not be played through external speakers, loud conversations should not occur and phones should only ever be used in compliance with the Trust's anti-bullying policy. Permission to possess mobile phones will be granted to students if such technology does not interfere with learning. If the Trust believes mobile phones are having a negative impact upon lessons then the privilege of bringing mobile phones into the Academy will be withdrawn.

Mobile phones or digital cameras or any other device which can record images or video must not be used in the Academy without permission from a member of the Senior Leadership Team. Any student who records

an image or video without this permission must delete the file in the presence of a member of staff. Failure to do so may lead to the recording device being confiscated and the file deleted.

Smoking

Each of the Altius Trust's Academy site is a non-smoking site and we recognise the huge health issues caused by students trying cigarettes or developing a smoking habit. We will seek to support students who do develop an addiction to cigarettes but we will not tolerate smoking on the Trust's premises. This includes the use of e-cigarettes. If a student brings an e-cigarette onto the Academy site, it will be confiscated until an adult collects it. No student should bring into the Academy matches or a cigarette lighter due to the Health and Safety issues created by such items. Students who persistently defy the Trust's anti-smoking policy will be sanctioned seriously and may face exclusion. We wish to provide a fantastic future for all our students and the health risks of smoking have no place in this vision.

Uniform

The Altius Trust believes uniform expresses a commitment to the values of the Trust. It demonstrates that a student is part of the culture of success of the Trust. Students must dress in the correct uniform, at all times, as decided by the Trust's Uniform Policy.

All students must wear their respective MEA uniform in the Academy and whilst travelling to and from the Academy. In some instances students may be exempt or may have to wear a modified version. This is on an individual basis and at the discretion of the Principal.

All items of uniform must be clearly labelled with the student's name.

MEA Wythenshawe

Boys' uniform

- Royal blue blazer with green trim and Academy logo
- Formal black trousers (not denim or skinny fit trousers)
- White shirt tucked in at **all** times and collar buttoned up
- Royal blue and green striped MEA tie with at least 6 stripes showing
- Black socks

Boys' PE kit PE Kit can be bought from our supplier, MCS Stores, 220-222 Fog Lane, Didsbury M20 6EL

- Royal blue and green shorts (only from supplier)
- Royal blue and green polo shirt(only from the supplier)
- Black socks
- Sports trainers are compulsory

Boys' footwear

- Shoes – all black and flat, formal style
- Footwear that resembles trainers will not be acceptable

Girls' uniform

- Royal blue blazer with green trim and Academy logo
- Black fully pleated skirt (**can only be purchased from Debonair or MCS**) or formal black trousers (not denim or skinny fit trousers) as an alternative to the skirt.
- White shirt tucked in at all times and collar buttoned up
- Royal blue and green striped MEA tie with at least six stripes showing
- Black socks or tights

Girls' footwear

- Shoes – all black and flat, formal style (no colour, bows or decorations)
- Footwear that resembles trainers will not be acceptable

Girls' PE kit

- Royal blue and green shorts
- Royal blue and green polo shirt (only from the supplier)
- Black socks
- Sports trainers are compulsory

MEA Central

Boys' uniform

- Charcoal grey blazer with orange trim and Academy logo
- Formal black trousers (not denim or skinny fit trousers)
- White shirt tucked in at **all** times and collar buttoned up
- Charcoal and orange striped MEA tie with at least 6 stripes showing
- Black socks

Boys' PE kit

 PE Kit can be bought online from our supplier, as above

- Black shorts
- Grey and orange polo shirt/sweatshirt (from the supplier only)
- Black socks
- Sports trainers are compulsory

Boys' footwear

- Shoes – all black and flat, formal style
- Footwear that resembles trainers will not be acceptable

Girls' uniform

- Charcoal grey blazer with orange trim and Academy logo
- Black fully pleated skirt (**can only be purchased from the supplier**) or formal black trousers (not denim or skinny fit trousers) as an alternative to the skirt.
- White shirt tucked in at all times and collar buttoned up
- Charcoal grey and orange striped MEA tie with at least six stripes showing
- Black socks or tights

Girls' footwear

- Shoes – all black and flat, formal style (no colour, bows or decorations)
- Footwear that resembles trainers will not be acceptable

Girls' PE kit

- Black shorts or leggings
- Grey and orange polo shirt/sweatshirt (from the supplier only)
- Black socks
- Sports trainers are compulsory

ALL other clothing falls outside of our school uniform policy and is unacceptable for school.

Additional Uniform information

Only very light, subtle make-up is allowed. If a student arrives wearing excessive make-up, they will be given wipes to remove it.

Jewellery must not be worn at all by students. No earrings. No piercings. Watch only
Students will not be allowed to cover up piercings with plasters.

Hair

As a Health and Safety measure, long hair should be tied back from the face during lessons where there is a potential Health and Safety risk, e.g. Food Technology or a Science experiment where a Bunsen burner is used. This applies to both boys and girls. No extreme hair styles or colours are permissible.

Students who arrive at the Academy inappropriately dressed may be asked to return home to change with their parent's permission. Alternatively, parents might be contacted to ensure that the correct uniform is brought into the Academy so that the student can be dressed correctly.

Any student who is unable to wear the full Academy uniform on a particular day should bring a note from home. This will be kept on file by the student's form tutor who will then issue a temporary uniform pass. The student needs to carry this pass with them at all times. Class teachers should ask students to produce their pass on entry to the classroom.

Students who repeatedly wear trainers or other non-uniform footwear, will be issued with a suitable pair of shoes by the Academy.

All staff should address students who deliberately choose not to be part of the Trust's culture and fail to wear the correct uniform. Persistent refusal to comply with the Trust's uniform expectations will be dealt with by the Leader of Character and Culture and the Manager of Character and Culture.

Items that must not be brought into the Academy

The following items must not be brought into the Altius Trust Academies:

Any offensive weapons (knives, guns or any object that can be used as an offensive weapon or to intentionally harm another student), illicit drugs including 'legal highs' or drug paraphernalia, alcoholic beverages, laser pens or any item that could direct a laser beam at a person, fizzy drinks - especially high-caffeine energy drinks, pornography or any item of a pornographic nature, fireworks or any item that could potentially cause a fire risk (such as a cigarette lighter), cigarettes or any other tobacco product, any other item that puts the health and safety of students and staff at risk or disrupts the smooth running of the Academy day.

If staff believe that a student is in possession of any of the above items then a search will be instigated. Please see the Academy Search and Confiscation Policy for more details of this process.

If any student brings banned items into the Academy to sell to other students, the items will be confiscated and parents will be informed. If an offence has occurred then the police will also be informed. Repeat offences of this nature will be dealt with more seriously, in line with Trust sanctions. Selling any items to other students contravenes the Trust safeguarding values and incidences will be dealt with seriously.

Behaviour around the building and during Break/Lunchtimes

Students need to move around the Academy building in a safe, sensible way at all times. This means there should be no running inside the Academy building and students should not push or jostle other students if they are waiting in line. Any negative behaviour which puts the health and safety of students in jeopardy will be sanctioned under the Trust's consequence system.

At break and lunchtimes students must also socialise and play in a safe sensible way. Physical play is not acceptable – pushing, pulling, wrestling, etc. – because it can lead to students being injured. If students are playing sport then physical contact must be minimal as students are wearing their Academy uniform and games are not formally refereed. All students, except Sixth Formers, must remain within the grounds of the Academy at all times during breaks and lunchtimes. Students who leave the premises without permission will be sanctioned under the Trust’s consequence system.

The Year 7 play area is reserved for Year 7 only at break one and two and this space should not be used by older students at this time. Older students may access the play area before school. Students will only be able to go to the AstroTurf pitches if they are playing football.

Behaviour Outside of the Academy

The power to discipline beyond the school gate:

Disciplining beyond the school gate covers the Trust’s response to all non-criminal, bad behaviour and bullying which occurs anywhere off the Trust premises and which is witnessed by a member of staff or reported to the Trust.

Any bad behaviour when a student is:

- taking part in any Trust-organised or Trust-related activity or
- travelling to or from the Academy or
- wearing Academy uniform or
- in some other way identifiable as a student at the Trust.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the Academy or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the Academy or Trust.

and will be subject to the Trust’s Behaviour for Learning Policy and sanctions at the appropriate level of the policy can be imposed for such behaviour.

In all of these circumstances the Principal will consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their Local Authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, Trust staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the Trust staff should follow the safeguarding policy.

Altius Trust

Use of Reasonable Force Policy

Behaviour should be managed effectively around the Academy so that reasonable force is deployed as a last resort.

Key Points:

- (i) Trust staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- (ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- (iii) Senior leaders should support their staff when they use this power.

1 What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- (ii) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- (vi) Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

2 Who can use reasonable force?

- (i) All staff members of the Trust have a legal power to use reasonable force. Staff should avoid using reasonable force if necessary or call for assistance from a senior member of staff if they do not feel able to intervene safely.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

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

- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Staff in the Trust could use reasonable force to:

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

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. Staff making the decision to use reasonable force must take into account reasonable adjustments for students with disabilities or special educational needs.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing; the 'double basket-hold' which involves holding a person's arms across their chest; and the 'nose distraction technique' which involves a sharp upward jab under the nose.

Telling parents when force has been used on their child

It is good practice for staff to speak to parents about serious incidents involving the use of force and to record such serious incidents using the SIMS system. In deciding what is a serious incident and whether parents should be informed, teachers should use their professional judgement and also consider the following:

- the student's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the student or member of staff
- the child's age

What happens if a student complains when force is used on them?

- (i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- (ii) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- (iii) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

- (iv) Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The Principal should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- (v) The Principal must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- (vi) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- (vii) The Governing Board should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- (viii) As employers, the Governing Board has a duty of care towards its employees. It is important that the Trust provides appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with students?

- (i) It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Any physical contact for sexual purposes by a member of staff is wholly inappropriate and will be dealt with by the Trust’s Discipline policy.
- (ii) Examples of where touching a student might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the Academy;
 - When comforting a distressed student;
 - When a student is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching;
 - To give First Aid.

Altius Trust

Searching and Confiscation Policy

Key Points

Trust staff can search a student for any item banned under the Trust's rules, if the student agrees.

The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

Trust staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Searching with consent

Trust Academies common law powers to search:

Trust staff can search students with their consent for any item which is banned by the Trust rules.

- 1 The Trust is not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- 2 Parents and students should refer to the Trust's Behaviour Policy for information regarding what items are banned.
- 3 If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the Trust's behaviour policy.
- 4 A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the Trust will apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Who can undertake such a search?

The Principal or a member of Trust staff authorised by the Principal. But:

- you must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched. For

example, it is possible for a female teacher to witness a search of a male student where there is only one male member of staff in the Academy or taking part in an Academy trip.

When can I search?

If you have reasonable grounds for suspecting that a student is in possession of a prohibited item. The law also says what must be done with prohibited items which are seized following a search.

Authorising members of staff

- 1 The Principal will decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- 2 Staff, other than security staff, can refuse to undertake a search. The law states that the Principal may not require anyone other than a member of the Trust security staff to undertake a search.
- 3 Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- 4 The Principal can require a member of the Trust's security staff to undertake a search.
- 5 If a security guard, who is not a member of the Trust staff, searches a student, the person witnessing the search should ideally be a permanent member of the Trust staff, as they are more likely to know the student.

Training for Trust staff

There is no legal requirement for the Principal or authorised member of staff to be trained before undertaking a 'without consent' search. When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search

- 1 Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.
- 2 The powers allow Trust staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which is later found not to be illegal or stolen.
- 3 Trust staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Location of a search

- 1 Searches without consent can only be carried out on the Trust premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on Trust trips in England or in training settings.
- 2 The powers only apply in England.

During the search

Extent of the search – clothes, possessions, desks and lockers.

What the law says:

The person conducting the search may not require the student 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 hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (eg a police officer) can do.

Lockers and desks

Under common law powers, the Trust is able to search lockers and desks for any item provided the student agrees. The Trust also makes it a condition of having a locker that the student consents to have these searched for any item whether or not the student is present.

Use of force

Reasonable force may be used by the person conducting the search. Separate advice is available on teachers' power to use force.

After the search

The power to seize and confiscate items – general

What the law allows:

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

- 1 The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- 2 Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife, alcohol, illegal drugs or stolen items) or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it.

Where they find controlled drugs, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.

Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the member of staff must have regard to guidance issued by the Secretary of State.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

- 1 In determining what is a 'good reason', the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- 2 Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- 3 With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low-value items such as pencil cases. However, Trust staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).
- 4 The Trust can dispose of alcohol as they think appropriate but this does not include returning it to the student.

Telling parents and dealing with complaints

The Trust is not required to inform parents before a search takes place or to seek their consent to search their child but in most circumstances the Academy would seek to keep parents informed.

- 1 There is no legal requirement to make or keep a record of a search but it is good practice, and in the Trust Academies searches should be recorded wherever possible.

- 2 The Trust should inform the individual student's parents or carers where alcohol illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- 3 Complaints about screening or searching should be dealt with through the normal Trust complaints procedure.

Appendix 1

	COMMUNITY CITIZENS	ATTITUDE TO LEARNING
<p>MEA Learners</p> <p>ATL 1</p>	<p>Are proud of their Academy and are role models for other students at all times.</p> <p>Are ambassadors for the Academy.</p> <p>Attend regularly and are punctual every day.</p> <p>Engage in a range of MEA–X-TRA enrichment opportunities.</p> <p>Are friendly and treat all members of the MEA community with kindness, respect and tolerance.</p>	<p>Take full responsibility for their own learning and take pride in producing quality work that is always well presented.</p> <p>Thrive on challenge and demonstrate an eagerness to learn, both in the classroom and beyond.</p> <p>Make every effort to do their best in regular assessments and tests by attending revision sessions and completing all extended learning to a high standard.</p> <p>Work with all staff and students to build positive relationships that support outstanding learning and teaching.</p> <p>Engage fully with any support offered to improve their learning.</p>
<p>Learners Needing Rapid Improvement</p> <p>ATL2</p>	<p>Usually arrive on time but have too many occasional days off.</p> <p>Usually wear full uniform correctly.</p> <p>Queue sensibly at break and lunch, stay in designated areas but do not always fully respect the MEA environment.</p> <p>Engage in some MEA-X-TRA enrichment opportunities.</p>	<p>Usually complete all learning tasks but do not always work as hard as they could every lesson.</p> <p>Usually take pride in their presentation and delivery but are not consistent.</p> <p>Take assessments and tests seriously and want to do well but do not do enough revision and extended learning to prepare fully.</p> <p>Do not stop the teacher from teaching or other students from learning but can be passive.</p> <p>Do not show consistent effort across all subjects.</p>

<p>Inadequate Learners</p> <p>ATL3</p>	<p>Lack self-discipline at break and lunch.</p> <p>Do not wear their uniform with pride every day and need to be repeatedly reminded to look smart.</p> <p>Miss too much learning time by being absent and/ or regularly late to school and lessons.</p> <p>Do not get involved in MEA-X-TRA enrichment opportunities.</p>	<p>Do not complete enough work in lessons to make outstanding progress.</p> <p>Do not prepare well for assessments and tests.</p> <p>Do not value their learning and avoid revision classes, extended learning and other offers of support such as tutoring or mentoring.</p> <p>Cause disruption to learning by arguing with staff or other students.</p> <p>Do not follow simple rules and instructions, needing to be repeatedly reminded to stay on task. As a result there is too much lost learning time.</p>
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Appendix 2

Protocol for On Call

Ethos: On Call is in place to support the smooth running of the Academy. It is in place to support staff in their application of the Behaviour for Learning protocols. What underpins this ethos is the commitment from every staff member to apply the Academy rules consistently and fairly, both in the classroom and around the Academy site.

Behaviour for Learning is the responsibility of all staff in the Academy. We have to have high expectations of our students. We have to model good behaviour and manners, even when faced with challenge from students. **We have to be at our lessons on time, ready to greet students. We have to support each other by being consistent.** It is not acceptable that students feel their behaviour will go unchallenged by some staff or that there will be an attempt at challenge that will not be followed through.

Subject teachers must use their faculty protocols, including the use of behaviour buddies, for Behaviour Management. This empowers staff to deal with issues and makes students realise that there will be consequences if they misbehave. This is particularly important if we are to build strong relationships with the hardest to reach students.

If a student disrupts learning with persistent but low level behaviours, use your classroom strategies (quiet word, move seats, name on board, minute or two outside the area etc)

Students must realise that it is not acceptable to miss vital lesson time and that where possible they must resolve situations quickly and get back on task. If you do send a student out, follow them out and address the issue. If this is not possible, use your behaviour buddy.

If a student is openly defiant or is undermining your authority in the classroom, follow your faculty protocols. It is only when these behaviour strategies have been tried and when the student still refuses to comply that On Call should be contacted by the Curriculum Leader to support.

The two exceptions to this are:

- The student's behaviour poses a health and safety risk to others
- The student has displayed high levels of abuse directed at staff

We trust staff to make a professional judgement in a situation where a student is behaving in a way that is undermining learning and teaching. **If at any time you feel threatened or intimidated by a student – do not hesitate to call for immediate support.**

To request On Call:

- Ring 202 for Reception or send a reliable student and state which year group needs support/where
- Two Managers of Character and Culture will be on duty. A senior member of staff will also be available each period if additional support is required

Staff must not send students to Pastoral Offices or to ICC. The member of staff On Call will make that referral if it is needed.